



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 31, Number 1, Spring Issue, February 2021

Terrelle Sales (Vanguard University), Editor

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Upcoming CCTE Conferences

Spring 2021
Virtual, March 4 & 5
Theme: “SPAN: Spring Policy Action Network”

Fall 2021
Kona Kai Resort, San Diego, October 21-23
Theme: “Intersectionality—New Knowledge,
New Actions in Teacher Education”



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Commentary from Art Education

A Message from CCTE President Eric Engdahl

In the most recent edition of *Studies in Art Education* two commentaries stood out for me. James Heywood Rawlings, Jr., of Syracuse University discussed that, in the face of COVID, the murder of George Floyd, and the blows to the global

economy, we should not mourn “paradigms lost.” We should rather be wary of the tendency to slide back into old paradigms when, in fact, we need to be searching for new ones. Tyler Denmead of Queen’s College, Cambridge, notes the pressure for young scholars and researchers to be “edgy,” hypercurrent, and novel. (In my own doctoral program it was suggested that it didn’t really matter what my dissertation topic was, so long as no one had done it before.) He argues instead for anti-possessive scholarship, based on the concept that “...ideas are not...[a]... possession... ideas circulate in and through knowledge systems...” (Denmead, 2020) Scholars should place themselves in relation with other scholars—past and present—exchanging, circulating, collaborating, and building ideas.

If ideas are shared we are more likely to look at a system in totality, and avoid falling back in old paradigms. This appeals to me, I think that Dewey, Freire, and hooks should be included in the conversation along with the authors from the latest edition of *Teacher Education Quarterly* and researchers at the last CCTE conference.

While it doesn’t appear to me that teacher education has as strong an inclination to “edgy-ness” as art education, in light of the challenges ahead of us, we as a field need to consider how to circulate ideas, how to build upon the work that has gone before or is being done in parallel to our own, and how to collaborate more effectively. We need to be wary of our systems sliding back into old paradigms and work together to construct new ones. We need to look at what we are

learning now, what of this learning needs to go forward with us, and what can be left behind. For example, the Pandemic has helped us to learn how to use virtual systems effectively as a communication and collaboration tool, which we cannot lose

when we return to our buildings and meet colleagues in the hall for spontaneous brainstorms. We need to communicate across the field, to look at old and new ideas and how they can be applied, and to synthesize our learning.

We can circulate ideas through CCTE. The upcoming SPAN conference gives us the chance to circulate our ideas in the policy world. The October themed conferences are opportunities for practitioners, researchers, and scholars to come together and circulate ideas. The conference themes arise out of the members of this organization and we are always looking to you to tell us what’s important. The CCTE YouTube Channel holds the research presentations from last October’s conference. It is also hosting videos of webinars from organizations

such as CEEDAR. Check out the Critical Collaborations Webinar with Dr. Saili Kulkarni, which is garnering more views every day. If you have a webinar or event you would like to add, please email me.

I hope to “see” you at SPAN in March and really see you in San Diego in October.

Reference

Denmead, T. (2020). Forget this commentary too: Cultivating an antipossessive, nonessentialist, and anti-edgy approach to arts education scholarship. *Studies in Art Education*, 349-353.

—Eric Engdahl
CCTE President

California State University, East Bay



Update from the Association of Teacher Educators

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

The Association of Teacher Educators (ATE) annual conference will take place virtually Feb. 14-17, 2021. ATE will be using a platform called Whova (<https://whova.com/>) in combination with Zoom. Linda Darling-Hammond and Sean Harper will be the keynote speakers.

CCTE is co-sponsoring the national Clinical Fellows Symposium which will take place during the ATE conference. CCTE members Carrie Birmingham (Pepperdine University), Cynthia Coler (California Lutheran University), Jan Zoller (Fresno Pacific University), and myself will be serving as facilitators at the National Clinical Fellows Symposium.

ATE, along with the 11 members of the National Coalition of Educators (NCE) (<https://ate1.org/nce>) has sent a congratulatory letter to Education Secretary Designee, Dr. Miguel Cardona. The intention of the letter is to introduce Dr. Cardona to the 11-member NCE and encourage the new leadership to reach out to the group for input regarding education policy. Input from the NCE was not welcome during the past four years but there is great hope for a new spirit of collaboration under Dr. Cardona's leadership.

ATE has recently announced conference venues for the next three years. The conferences will all be back-to-back with the National Association of Professional Development Schools (NAPDS) (www.napds.org) and the Clinical Fellows Symposium will serve as the common event that bridges both conventions. The ATE dates and locations are:

February, 2022: Chicago, Illinois
March, 2023: Jacksonville, Florida
March, 2024: Anaheim, California

ATE has been co-hosting a series of seminars jointly with NAPDS entitled: Clinical Practice During Covid-19. The first three online sessions were sold out. The next session will take place in March 2021. ATE and NAPDS members will receive invitations. Other webinars by ATE are in the planning process and can be found on their website:

www.ate1.org

Any questions about our CCTE affiliation with ATE can be directed to Michael Cosenza:

mcosenza@callutheran.edu

Message from the Editor

With this edition of *CCNews*, I begin my tenure as the new editor. It is my expectation and hope that my service to the newsletter and the California Council on Teacher Education will be defined by my sincere love and respect for the field of education. The cultural and political climate within our country calls for all institutions of both public and private education to work collectively towards equitable research, pedagogical, and instructional practices that actively fight against anti-Blackness and aggressively promote anti-racism in all areas of education.

As the editor, it is my vision that *CCNews* will provide educators, researchers, and practitioners with meaningful articles that will challenge their minds and move their hearts towards action in accomplishing these important tasks. The fundamental purpose of an educator is to create a learning environment that is conducive for all learners to flourish. To critically engage with their students, to learn their needs, to champion their uniqueness, to develop their assets, and to encourage their gifts.

This is my aim as the new editor of *CCNews*. I want this newsletter to function as a metaphorical classroom that allows the minds of its students to create and develop a truly exciting, engaging, and equitable learning experience for all who attend. This newsletter will provide the opportunity for both its readers and contributors to fully engage and participate in the ongoing fight towards equity in all areas within the field of education. I am committed to serving this newsletter to ensure that this vision becomes a reality and I sincerely believe my appointment to the position of editor was for such a time as this.

—**Terrelle B. Sales**
Editor, *CCNews*
Vanguard University

AACTE Update

The American Association of Colleges of Teacher Education (AACTE) Annual Meeting for 2021 will be virtual. The theme is "Resisting Hate, Restoring Hope: Engaging in Courageous Action." Registration information is available at the AACTE website at:

<https://www.aacte.org>

The California Council on Teacher Education (CCTE) is the California state chapter of AACTE, and all CCTE members and delegates are encouraged to register for and participate in the AACTE annual meeting in 2021, especially since attending and participating this time in a virtual meeting does not involve the costs of travel and lodging.

The CCTE Vice-President for AACTE is Kimberly White-Smith, Dean of the La Fetra College of Education at the University of La Verne. She can be reached by email at:

kwhite-smith@laverne.edu

From the Desk of the CCTE Executive Secretary

Following are highlights as we move into the second half of the 2020-2021 membership year of the California Council on Teacher Education (CCTE):

Membership

As was the case during the very successful 2019-2020 membership year in 2019-2020, we have already exceeded our budgeted membership goals for this 2020-2021 year. We completed the 2019-2020 year with 74 institutional members and an additional 23 individual members, and during the current year we already have 69 institutional members and 59 individual members, with more still expected. Our budgeted income expectation from membership during 2020-2021 was \$57,000 and we have already realized \$63,179.09 in income from institutional and individual membership dues.

The fact that we have been able to repeat last year's success and once again surpass our budgeted expectations for membership income, especially given the challenging circumstances in which we are all living during the pandemic, speaks to the importance that our institutional and individual members see in our collaborative work.

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. Again during the 2020-2021 year we are enjoying having the Charter College of Education at California State University Los Angeles, the Donna Ford 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 yet this year. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Other potentially interested institutions are urged to contact me for additional information on how to become a CCTE annual sponsor.

CCTE Conferences

Our CCTE Fall 2020 Virtual Conference around the theme "The Future of Teacher Education" with Linda Darling-Hammond and Fred Korthagen as the keynote speakers was a huge success with over 300 paid registrations. The main Conference sessions spanned the days of October 22-24 while a range of associated organization and SIG meetings were held earlier that week or the week before or after the Conference. Overall there were 29 virtual meetings related to the Conference, and recordings of many of those are now available on the CCTE YouTube channel.

The research sessions were presented through video recordings posted to a CCTE GoReact platform, and those videos are still available for viewing on the CCTE YouTube

channel. Then following the Conference the research presenters were invited to submit articles which were published in the CCTE Fall 2020 Research Monograph, a PDF publication that was emailed to all CCTE members and delegates. To round out the research activities from the Fall Conference, a series of five virtual meetings were held the week of December 14-18 at which brief presentations were made by 20 of the research teams from the Conference followed by interactive discussion with the audience. Over 100 CCTE members took part in the five sessions. The CCTE Research Committee, under the leadership of Karen Escalante, is planning a similar approach to the 2021 SPAN Conference, with video presentations, a published monograph and follow-up virtual discussions.

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 Journals

All CCTE individual members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each journal issue is published. The submission guidelines for both journals appear on their websites and any of you engaged in research in teacher education are encouraged to submit. Both journals also need additional reviewers, so please go to their websites to volunteer as a reviewer.

Communications and Website

CCTE has an innovative and active Communications Committee co-chaired by Betina Hsieh of the University of La Verne and Sarah Johnson of Fresno Pacific University. The Committee oversees *CCNews*, the *CCTE eNews Briefs*, social media activities, and the organization's website, and holds Zoom meetings the first Monday of each month to plan and coordinate activities. Additional volunteers are always welcomed so if you wish to get involved with our communications efforts please contact Betina or Sarah: bhsieh@laverne.edu & sarah.johnson@fresno.edu.

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

Updates from the Commission on Teacher Credentialing

Impacts of COVID on the 2020-21 Program Completers

At its February 2021 meeting, the Commission will discuss the 2020-21 program completers and how to support them to move into practice as new teachers. The item has guidance for Preliminary programs as to the appropriate document to recommend completers for, essential components of the Individual Development Plan (IDP), and the critical nature of Teacher Induction for these new teachers, as well as the need to communication among those who prepare new teachers, those who hire new teachers, and those who support the new teachers during induction.

Education Specialist Teaching Performance Assessment Update

The Education Specialist CalTPA (EdSp CalTPA) Design Team, Commission staff, and Evaluation Systems have determined an overall structure for the EdSp CalTPA, which follows the Plan, Teach/Assess, Reflect, and Apply cycle, as does the General Education CalTPA. This concept supports the educative quality of the EdSp CalTPA and both builds upon the existing structure of the CalTPA and assesses the unique TPEs applicable to preliminary Education Specialist candidates.

- Cycle 1 pilot study submissions from the 15 participating programs for MMSN, ESN, VI and ECSE have been received and EdSp assessor training began in January 2021. In addition, surveys will be sent to participating candidates, program coordinators, and at the conclusion of the scoring process, to the assessors. Findings from the submission scoring process and the surveys will guide the Commission, the EdSp Design Team and ES to revise Cycle 1 in preparation for the fall field test. DHH will pilot Cycle 1 this spring. MMSN and ESN programs will pilot test Cycle 2 starting in February.
- Cycle 2, currently under development, will be credential area-specific. ECSE, VI, and DHH will pilot test Cycle 2 next fall. Field testing scheduled for 2021-2022 is open to all EdSp programs to participate. Operational administration will begin in fall 2023.

For additional information, please see the PSD e-news for the link to sign up for spring pilot testing or to apply to become an assessor.

Performance Assessment Support

<i>CalTPA</i>	<i>Day</i>	<i>Time</i>	<i>Zoom ID</i>
Teacher Induction Programs	Thursdays	9-9:50 a.m.	844 705 20843
Preliminary Program Faculty & Staff	Thursdays	10-10:30 a.m.	912 352 654
PS-VTW and EO Candidates	Wednesdays	4:15- 5 p.m.	818 648 28299
Preliminary EdSp Programs	Fridays	10- 11 a.m.	818 638 86264
<i>CalAPA</i>	<i>Day</i>	<i>Time</i>	<i>Zoom ID</i>
CASC Program Faculty & Staff	Thursdays	8-8:50 a.m.	885 599 31309
Preliminary Program Faculty & Staff	Thursdays	11-11:30 a.m.	798 772 509
PS-VTW and EO Candidates	Wednesdays	5-5:45 p.m.	827 142 78260

Bilingual Authorization Work Group

The draft Bilingual Authorization Program Standards and Teaching Performance Expectations were presented to the Commission at its February 11-12, 2021, meeting. Feedback is now being collected on the draft standards and teaching performance expectations. Check the PSD e-News for the link to the feedback survey.

California Standards for the Teaching Profession (CSTP)

The draft California Standards for the Teaching Profession (CSTP) were made available for initial stakeholder feedback from January to early February 2021. The CSTP will be on the agenda for the Commission to consider at its April 2021 meeting.

Credentials Chat Line Still Open!

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

Professional Services Division E-News

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

Collaborative Group to Address Teacher Induction

A new collaborative group between institutions of higher education and the California teacher induction community is being formed to help address the significant need for support for new teachers as they move into, through, and beyond induction.

The group will hold its initial meeting on Wednesday, February 24, from 2 to 3 p.m., and all interested stakeholders are invited to participate.

The idea for this initiative grew from discussion at the CCTE Teacher Induction Special Interest Group meeting held during the CCTE Fall 2020 Virtual Conference.

Melissa Meetze-Hall at the Riverside County Office of Education and Karen Escalante at California State University San Bernardino are spearheading this effort and they are asking everyone in the CCTE community to share this announcement with colleagues in both higher education and the K-12 community.

If you wish to attend the initial meeting of the group please contact either Melissa or Karen for further information and to obtain the link to the February 24 online gathering. They can be contacted as follows:

karen.escalante@csusb.edu & mhall@rcoe.us

Creative Collaboration Workshop Series

The initial webinar in the Creative Collaborations workshop series co-sponsored by CEEDAR and CCTE was held on January 12, 2021, featuring a presentation by Saili Kulkarni of San Jose State University. The video recording of the session can be found at:

<https://youtu.be/j0UyT8XLqYQ>.

The second program in the series is scheduled for February 23. Watch for an email announcement.

CCTE Communication Committee Report

By **Betina Hsieh**

University of La Verne

Sarah Johnson

Fresno Pacific University

Co-Chairs, CCTE Communications Committee

The CCTE Communications Committee is excited to welcome new *CCNews* Editor and CCTE Board Member Terrelle Sales as part of the communications team! We are so excited to work with you, Terrelle. We also look forward to seeing our CCTE community (virtually) at SPAN 2021. We will be live-tweeting, instagramming, and Facebooking using the hashtag #CCTESpan21, so be sure to use that hashtag in conference related posts. Also, a reminder to all SIGs and associated organizations that we want to boost your events and meetings as well. Please feel free to tag us on Twitter @CalCouncil or to post on our Facebook page if you have related events that would be of interest to the CCTE membership.

Also, we want to remind you to watch monthly for our Member Spotlight feature on the CCTE website, courtesy of our Assistant Executive Secretary, Laurie Hansen. This new way to get to know some of our leaders and members was launched in October with an entry about Executive Secretary Alan Jones as our first featured member, and in the months since President Eric Engdahl, Vice President for ATE Michael Cosenza, Past President Virginia Kennedy, and President Elect Heidi Stevenson have been added to the feature. Be sure to check it all out on the CCTE website at www.ccte.org.

In addition to providing oversight for the CCTE website and the quarterly *CCNews*, the Communications Committee has also helped institute the new *CCTE eNews Briefs* that is being emailed to all delegates and members on the first day of those months when there is no newsletter. Co-editors of the *eNews Briefs* are Laurie Hansen and Grace Fantaroni. Hopefully you have enjoyed the first four *eNews Briefs* that were distributed in October, November, January, and February. Each time the *eNews Briefs* are a single page in PDF format offering a quick view of current CCTE activities and initiatives.

Finally, we're always looking for new members of the Communications Committee team. We meet via Zoom on a monthly basis, usually at 10 a.m. on the first Monday. If you're interested in getting involved, please reach out to CCTE Board Members and Committee Co-Chairs Sarah Johnson or Betina Hsieh for more information:

sarah.johnson@fresno.edu
bhsieh@laverne.edu



CCNews

Newsletter of the
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Preview of CCTE Spring 2021 SPAN Conference

By **Cynthia Grutzik, Nicol R. Howard, & Pia Wong**
*Co-Chairs, CCTE Policy Committee
& Spring Policy Action Network Conference*

CCTE's Spring Policy Action Network—SPAN—is in its 5th year of advocacy and networking in Sacramento. Let's keep our momentum going! Set time aside on March 4 and 5 because this is the year to show up strong.

- ◆ Bring educator prep insights to Sacramento policymakers via two new surveys on anti-racist education and online teaching.
- ◆ Meet up with statewide colleagues to keep our network strong even now, when we can't be in person just yet.
- ◆ Support CCTE, California's only statewide educator prep organization, AACTE's largest state chapter, and your professional home.

SPAN 2021 Highlights

- ◆ Opening Speaker TBA.
- ◆ California Policy Priorities with Chelsea Kelly, Assembly Education Committee.
- ◆ Breakout Discussions with Policymakers about CCTE Survey Results: At the time of this writing, we have responses from 316 Educators on Distance Learning, 324 Candidates on Distance Learning, and 433 Educators on Antiracist Education, representing many colleges and districts statewide.
- ◆ Thursday's Virtual Reception—of course!
- ◆ Friday Morning Yoga Session.
- ◆ CTC Updates and Policy Priorities with Cheryl Hickey, Erin Sullivan, and others.
- ◆ Deans and Directors Session—Educator Prep Challenges and Directions as we exit COVID.
- ◆ California Research Presentations: Learning Policy Institute, Educator Quality Center, WestEd with the CSU, and CTERIN.
- ◆ CCTE Board of Directors Elections Results.

SPAN Schedule

- ◆ Thursday, March 4, 11:45 a.m. to 5:00 p.m.
- ◆ Friday, March 5, 7:45 a.m. to 2:00 p.m.



Registration

Use the registration form on page 9.
Or register online on CCTE website - www.ccte.org

A Note About Registration Fees

Why pay registration when everything is virtual? Here's why: CCTE is a vital organization, and all registration fees, memberships, and sponsorships go to support CCTE's operations, publications, and meetings. Yes, even a virtual meeting has costs! Your SPAN registration of \$195 (or less if you are a student, part-time faculty, K-12 educator, or retired) helps us meet our CCTE budget goals and keep our beloved organization going strong.

Conference Format

The two-day SPAN Conference will involve eight virtual sessions, four on Thursday and four on Friday, for which Conference registration is required. See the tentative program for the Conference week on the next page of this newsletter. In addition to the eight Conference sessions, there will also be meetings of several of the organizations associated with CCTE, some of the CCTE Special Interest Groups, and a Graduate Student Caucus and Newcomers Meeting on the days prior to and after the Conference.

Invited research presentations will take place at a roundtable session during the Conference and other research presentations will be available through videos before and during the Conference on the CCTE GoReact platform.

Questions?

Contact: Cynthia Grutzik, San Francisco State University, at cgrutzik@sfsu.edu; Nicol R. Howard, University of Redlands, at nicol_howard@redlands.edu; or Pia Wong, California State University, Sacramento, at wongp@csus.edu.

Tentative Spring 2021 SPAN Virtual Conference Program

Saturday, February 27:

9:00 a.m. to 10:30 a.m. - Meeting of **California Association of Professors of Special Education**. (Zoom Meeting).

10:45 a.m. to Noon. - Meeting of the **Special Education SIG**. (Zoom Meeting).

Tuesday, March 2:

10:00 a.m. to 11:30 a.m. - Meeting of the **Center for Reaching and Teaching the Whole Child**.

Wednesday, March 3:

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

10:00 a.m. to 11:30 a.m. - Meeting of **California Association for Bilingual Teacher Education**.

Noon to 1:30 p.m. - Meeting of **Association of Independent California Colleges and Universities-Education**

1:45 p.m. to 3:45 p.m. - Meeting of **California Alliance for Inclusive Schooling**

Thursday, March 4:

9:00 a.m. to 10:00 a.m. - **CCTE Graduate Student Caucus**.

10:15 a.m. to 11:15 a.m. - **Newcomers Meeting**. For persons attending their first or perhaps second CCTE Conference,

Conference Session One

Noon to 12:45 p.m. - **Opening Session**. (Zoom Webinar).

Welcome by **Eric Engdahl**, CCTE President (California State University, East Bay).

Conference Overview by Conference Co-Chairs **Cindy Grutzik** (San Francisco State University,

Nicol Howard (University of Redlands), & **Pia Wong** (California State University, Sacramento).

Opening Address.

California Budget Overview.

Conference Session Two

1:00 p.m. to 2:00 p.m. - **Shaping the Policy Agenda, Part 1**. (Zoom Meeting).

Data Discussion Meetings with Policy Allies.

Conference Session Three

2:15 p.m. to 3:15 p.m. - **Shaping the Policy Agenda, Part 2**. (Zoom Meeting).

Discussion Group Meeting to Explore CCTE Policy Survey Results.

And Small Group Virtual Meetings with Legislators and Legislative Staff.

Conference Session Four

3:30 p.m. to 4:30 p.m. - **Virtual Reception**. (Zoom Meeting).

Initial large group gathering followed by informal small group gatherings.

Friday, March 5:

Conference Session Five

8:00 a.m. to 9:00 a.m. - **Morning Welcome & Yoga**. (Zoom Webinar).

Morning Welcome by **Eric Engdahl**.

30 minutes of yoga led by **Kimberly White-Smith** (University of La Verne)

Conference Session Six

9:15 a.m. to 10:00 a.m. - **Shaping the Policy Agenda, Part 3**. (Zoom Webinar).

Debriefing Discussion from Legislative Office Visits Facilitated by **Pia Wong & Nicol Howard**.

10:15 a.m. to 11:15 a.m. - **Concurrent Sessions**.

Concurrent Session One: Presentations by CTC staff facilitated by **Anita Flemington**, President of AICCU-ED (University of La Verne),

Sharon Merritt, President of CABTE (Fresno Pacific University), and **Vicki Graf**, President of CAPSE/TED (Loyola

Marymount University). (Zoom Webinar).

Concurrent Session Two: Deans & Directors Discussion of Educator Prep Challenges and Directions as We Exit COVID. (Zoom Meeting).

Conference Session Seven

11:30 a.m. to 1:00 p.m. - **Research Roundtable**. (Zoom Webinar).

Invited Research Presentations from Learning Policy Institute, Educator Quality Center, WestEd with California State University,

and CTERIN.

Conference Session Eight

1:15 p.m. to 2:00 p.m. - **Closing Session**. (Zoom Webinar).

Reflections on SPAN, Moderated by **Cindy Grutzik, Nicol Howard, & Pia Wong**.

Appreciation of CCTE Board Members Completing Terms, by **Eric Engdahl**.

Announcement of CCTE Annual Election Results and Introduction of New Board Members,

by **Virginia Kennedy**, CCTE Past President (California State University, Northridge).

Preview of CCTE Fall 2021 Conference by **Virginia Kennedy & Vicki Graf**.

Friday, March 19:

10:00 a.m. to 11:30 a.m. & 1:00 p.m. to 2:30 p.m. - **CCTE Board of Directors Meeting**.

California Council on Teacher Education Spring 2021 SPAN Virtual Conference Registration

Please use this form to register for the Spring 2021 SPAN Virtual Conference, March 4 and 5;
Or if you wish to pay by credit card, use the on-line portal on the “Conferences” page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____

Telephone _____ (include ZIP code)

E-Mail _____

Institutional Affiliation _____

Registration Categories

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

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

Plus Special One-Time Donation to CCTE (please add to totals from above):

- \$50
- \$100
- \$500

Please mail completed form with check payable to “California Council on Teacher Education” to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Or for on-line registration and payment via credit card, use portal on the “Conferences” page of the CCTE website:

www.ccte.org

And if you use the website portal, following submission of your on-line payment please also complete and email this form with an indication that you have paid online to:

alan.jones@ccte.org

Looking Ahead to the CCTE Fall 2021 Conference

“Intersectionality— New Knowledge, New Actions in Teacher Education”

By Virginia Kennedy & Vicki Graf
Co-Chairs of Fall 2021 Planning Committee

Plans are underway for CCTE’s Fall 2021 Conference on October 21-23. The theme is “Intersectionality—New Knowledge, New Actions in Teacher Education.”

The changes we’ve experienced this past year have profoundly influenced education, teaching, and teacher education, in many ways including some that we do not yet know. We have an abundance of opportunities to shape the outcomes of those changes. Examining where education happens, how educators educate, and how we advance the inclusion of all students will surely lead to intersectional broadening in coursework and fieldwork for our preservice and early service teachers.

Big questions to be addressed at the Conference include: How are we activating commitment to equity and social justice for students of color, students with disabilities, and language learners in our teacher preparation programs? What will we have learned from this past year? What actions are next?

As always, the Fall Conference will involve keynote addresses, research presentations, Special Interest Group meetings, meetings of the CCTE associated organizations, and many opportunities for discussion and engagement.

We don’t know at this time whether we will be able to meet face-to-face at the Kona Kai Resort in San Diego or if circumstances will dictate another virtual conference, but either way we will be addressing crucial issues and promising possibilities for teacher education in California.

If you have questions or suggestions or wish to join in our planning efforts please contact Vicki Graf or Virginia Kennedy, the CCTE Fall 2021 Conference Committee co-chairs:

victoria.graf@lmu.edu
virginia.kennedy@csun.edu

CCTE Special Interest Groups

There are eight CCTE Special Interest Groups which meet at most CCTE Conferences. All CCTE SIGs are open to any interested persons. The nine SIGs are:

Arts and Education. This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education.

Coordinators/Directors of Credential Programs: This SIG offers an opportunity for coordinators and directors of credential programs to exchange information, discuss issues, and develop coordinated plans.

Equity and Social Justice: This SIG is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education.

Lives of Teachers: The Lives of Teachers SIG features programs that highlight the current and evolving roles of teachers at all levels of education.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education.

Teacher Induction: This SIG provides an avenue for continuing exploration of the work of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education.

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education.

Undergraduate Teacher Education: This SIG examines issues related to the undergraduate preparation of teachers.

Since current CCTE Conferences are being held virtually, many of the SIGs are scheduling Zoom meetings either prior to or following each Conference. Those meetings are included in the Conference program for the convenient of members who wish to attend.

This year the SIGs are also being encouraged to develop and schedule additional virtual programs as a way to share information with the CCTE membership. Be alert for notices about such programs which will be shared by email with the CCTE community.

Next Meeting of the California University Field Coordinators Forum

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

The Spring 2021 meeting of the CCTE California University Field Placement Coordinators Forum will take place on Wednesday, March 3, as a remote meeting via zoom. This will be the day prior to the CCTE Spring 2021 SPAN Virtual Conference. Please see link for the meeting below.

We had an exciting meeting this past fall, with an incredibly large group of participants. At that meeting our forum supported one another with a plethora of ideas and sharing of strategies in Clinical Field Placement to overcome and thrive during the unprecedented Covid-19 pandemic school closures. We talked about policies to protect our university students, connect and partner with our school district partners, and getting support from the CTC to help encourage and open up credential student placements so that the teacher pipeline may continue to flow. We brainstormed and reviewed CTC Covid-19 flexibilities for student teaching. Some specific areas we explored were implementation, documentation, and preparing our teacher candidates for their future teaching.

Finally, we spent time discussing the needs and challenges of moving the CalTPA/EdTPA requirement to induction. Now, with many school districts moving back to in person teaching we will have many significant topics to discuss and examine. We hope you will join us on March 3, 2021, for a 9:00 a.m. "coffee chat/check in" and 9:30 a.m. to 1:00 p.m. forum meeting. Please email Dr. Kara Ireland D'Ambrosio, forum chair (Kara.IrelandDAmbrosio@sjsu.edu) to get on the email list and receive a google invite to the program.

Meeting Link:

Topic: 9:30-1 CCTE Field Placement Coordinator Forum
Time: Mar 3, 2021 09:30 AM Pacific Time (US and Canada)
Join from PC, Mac, Linux, iOS or Android: <https://sjsu.zoom.us/j/83257816633?pwd=Nmd4N2daSzIKdmF4ZjFXaWJBd09lQT09>
WJBd09lQT09
Password: 463571

CCTE Committees Invitation to Get Involved

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

Awards Committee

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

Communications Committee

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

Membership Committee

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

Policy Committee

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

Research Committee

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

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

alan.jones@ccte.org

Report from AICCU-ED

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

As I write this article, I am reflecting on the events over the past eleven months. When I wrote a piece for the previous CCTE newsletter, we had just finished our very successful Fall 2020 Conference. Most of us we were hopeful that things were on the way to getting better. Los Angeles area schools were planning to open in January. The vaccine was on its way. Restaurants and playgrounds were opening up again. And then we were pushed back into COVID uncertainty.

To top it off, on January 6 during the confirmation of the Fall election votes, all heck broke out at the Capitol. At the time, I was working on a CTC review of a program and had the live-stream in the background. Suddenly, the live-stream went dead. When it finally came back on, I thought I was watching an event from another country. Then, to my horror, I realized that some in the crowd were waving the U.S. flag. But the events of January 20 then brought renewed hope that we were once again on the right track.

This has been a very challenging year for all colleges and universities. But given the nature of educators in teacher preparation program, I believe that our flexibility, innovativeness, and tenacity is helping us emerge from this crisis.

On another note, the board of AICCU ED met on January 19. We discussed our role in the upcoming SPAN Conference in March. It was decided that we would send out a survey requesting individuals to share innovative and/or successful ideas that they implemented in their teacher education programs. In addition, we are asking willing participants to share some of their ideas at the SPAN Conference AICCU ED General meeting on March 3 at noon.

Here is the link to our survey.

<https://forms.gle/odW8Mp9W9NP9fy5k6>

The AICCU ED Board is encouraging all of you to participate in this survey and in our meeting on March 3. We represent private and independent institutions in California and want to hear from all of you. We will also be holding our elections for new officers at our General meeting on March 3.

You will not need to register for the AICCU ED General meeting on Wednesday, March 3. But CAPSE/TED, CABTE, and AICCU ED will hold a joint meeting with the CTC staff on March 5 at 10:15 a.m. as part of the CCTE SPAN Conference, and you will need to register for SPAN in order to receive the link for that joint meeting. We hope to see you at our SPAN Conference.

Again, please take a few minutes to complete our survey. The AICCU ED Board would love to hear from you. We are all stronger when we work together.

Report from CASUP

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

“The Changing Face of Education” Virtual CASUP Conference

CASUP’s spring conference will focus on the theme “The Changing Face of Education.” Taking place via Zoom, the half-day conference will feature a diverse panel of educators—including classroom teachers, P12 superintendents, SOE deans and a representative from the CTC— who will each share how the COVID-19 pandemic has changed learning and teaching in their particular setting. Conference attendees will also have the opportunity to interact and dialogue with our panelists via breakout sessions.

The conference is scheduled for Saturday, April 24th. from 9:00 a.m. to 12 Noon PDT. Registration information will be posted to our website” www.casup.org

Congratulations to CASUP Consortium Member California Lutheran University

Congratulations to CASUP Consortium Member, California Lutheran University on its selection for the 2021 NAPDS Exemplary Partnership Award. Cal Lutheran, in conjunction with its four PDS partnership schools will receive the award at the NAPDS Virtual Conference, taking place March 28-31.

CoffeeEDU Events Continuing

CASUP will continue hosting monthly CoffeeEDU events on the first Thursday of each month, beginning at 4:00 p.m. All members of the greater education community are invited to take part. CoffeeEDUs are 60-minute, informal professional learning opportunities bringing together educators from across roles and work settings to share teaching practices. These on-line meetings provide time and space to network, discuss challenges, share success and learn about high quality teacher preparation from colleagues.

Standards, Strategies, and Scholarship: A Report from CABTE

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

Spring semester 2021 promises to continue to be a busy time for the California Association for Bilingual Teacher Education (CABTE) and its Board and members. We are anticipating several upcoming events and initiatives that will set the agenda for us for the next few years. Below you'll find just three areas of our work that will have a significant impact on bilingual teacher preparation in the future.

Bilingual Authorization (BILA) Standards Revision and Bilingual TPEs

CABTE membership has been awaiting the report of the Expert Panel to the Commission on Teacher Credentialing (CTC), and the agenda has at last been set for the February 11-12, 2021, Commission meeting, with this item appearing on Thursday, February 11. The purpose of the update as stated in the report to the Commission was:

- a. To update the pedagogical knowledge, skills, and abilities needed by individuals seeking a Bilingual Authorization. The set of updated knowledge, skills, and abilities recommended by the panel will, if adopted by the Commission, serve as the "Bilingual Authorization Teaching Performance Expectations," or BTPEs.
- b. To update the set of program standards for the Bilingual Authorization, including clarifying and updating as needed expectations for field work within Bilingual Authorization preparation programs.

As background to the changes proposed, the Expert Panel cites changes in the landscape of bilingual education, including Proposition 58, the California English Learner Roadmap, and the Global 2030 initiative. It recommends changes in three areas of the Bilingual Authorization Standards: addition of a requirement for clinical practice; addition of a glossary of terms; and references to newly developed Bilingual Teacher Performance Expectations (BTPEs). Both the revised BILA standards and the proposed BTPEs are available for initial review in the report submitted to the Commission and can be found for your review at:

<https://www.ctc.ca.gov/commission/agendas/2021-02/february-2021-commission-meeting>

CTC staff are recommending that the Commission: review the proposed standards changes and new BTPEs; direct CTC staff to conduct a field review of the proposed changes seeking stakeholder input; and discuss policy issues and impli-

cations. Please consider attending the Commission meeting on February 11 and providing comments to the members as they consider these changes.

CABTE leadership and membership has been at the forefront of this endeavor. Many thanks to Magaly Lavadenz, Eduardo Muñoz-Muñoz, Michelle Soto-Peña, Adam Sawyer, Cheryl Forbes, Carolina Serna, and Fernando Rodriguez-Valls, among many others, for their enthusiastic, persistent, and thoughtful work on this most important project.

CABTE Strategic Plan

At our January mini-retreat, the CABTE Strategic Plan working group (Eduardo Muñoz Muñoz, Clara Amador Lankster, Adam Sawyer, and Elsie Solis Chang) reported to the Board their considerations for CABTE's initiatives and activities for the next three years, seeking feedback from all Board members. The Strategic Plan group developed an initial list of priorities based on our four areas of emphasis: Advocacy, Strategy, Organization and Scholarship. Once the Board has considered their recommendations, we anticipate presenting them to our membership for further input at a future special meeting.

Scholarly Activity

Nirmla Flores continues to lead the CABTE book discussion group through A. Guilamo's *Coaching Teachers in Bilingual and Dual Language Classrooms* from Solution Tree Press, 2019. Next meeting: Monday, February 22, 3:00-4:00 p.m. Please contact Nirmla (Nirmla_Flores@redlands.edu) if you would like to participate.

CABTE will also be participating with the California Association for Bilingual Education (CABE) in their 2021 Virtual Conference (March 23-27) by sponsoring a Graduate Research Symposium (GRS) virtual session (contact Rhianna Casesa for information at casesa@sonoma.edu). Ivannia Soto has arranged with CABE leadership to offer at least two scholarships to graduate students who present at the GRS and are willing to serve as CABE 2021 social media influencers in the weeks leading up to and during the conference. Thanks to CABE for their inclusion of institutions of higher education and graduate students in their conference programming.

Happy 2021 to all from CABTE!

Update from CRTWC

By Nancy Lourié Markowitz
CRTWC Executive Director

Welcome to 2021! We are excited about the possibilities this new year brings. At the same time we are aware of the persisting need to address issues of structural racism, academic achievement, and trauma in educators and students. These issues are at the center of our work at the Center for Reaching and Teaching the Whole Child (CRTWC). We hope you are able to join us for our presentation the week of the CCTE Spring 2021 SPAN Virtual Conference, read our recently published book written by Nancy Markowitz and Suzanne Bouffard and published by Harvard Education Press, *Teaching with a Social, Emotional, and Cultural Lens* (<https://www.hepg.org/hep-home/books/teaching-with-a-social,-emotional,-and-cultural-le>), and/or join one of our 2021-2022 professional development programs. See more information on each below.

Our Book

We are honored that Greater Good Science Center placed our book on their list of “Our Favorite Books for Educators in 2020.” See https://greatergood.berkeley.edu/article/item/our_favorite_books_for_educators_in_2020. In their review they said,

This comprehensive model puts social-emotional learning into action, starting with specific goals including a safe and supportive learning environment, equity, resilience, academic success, and a greater good outlook—all oriented within a sociopolitical and cultural context.

Our Professional Development Registration Is Open

CRTWC is excited to announce three online professional development programs for 2021-2022. We still offer the popular Teacher Educator Institute (TEI), and are expanding to offer professional development for teachers and coaches in Fall 2021

This online professional development is based on our book, and provides TK-12 teachers, teacher coaches, and teacher educators with a roadmap to integrate SEL and CRT, addressing academic achievement, structural racism, and well-being. Please see the links below for more information.

Teaching with a Social, Emotional, and Cultural (SEC) Lens
<http://crtwc.org/teaching-pd/>
 (August 2021-December 2021)

Coaching with a Social, Emotional, and Cultural (SEC) Lens
<http://crtwc.org/coaching-pd/>
 (August 2021-May 2022)

Teacher Educator Institute
<http://crtwc.org/2020-2021-teacher-educator-institute/>
 (August 2021-May 2022)

CRTWC's Meeting During the CCTE Spring 2021 SPAN Conference Week

Please join us from 10:00 a.m. to 11:30 a.m. on Tuesday, March 2, 2021, for an interactive meeting of CRTWC where we will share about our social, emotional, and cultural competencies for teacher educators.

Further information and the virtual meeting link will be included in upcoming information from CCTE about the SPAN Conference.



CCTE Associated and Affiliated Organizations

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

The “associated” organizations are:

Association of California Community College Teacher Education Programs (ACCCTEP)

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

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

California Alliance for Inclusive Schooling (CAIS)

California Association for Bilingual Teacher Education (CABTE)

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

California Association of School-University Partnerships (CASUP)

Center for Reaching and Teaching the Whole Child (CRTWC)

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

Information about and reports from many of these organizations appear in this issue of *CCNews* and links to their websites can be found at the bottom right hand corner of the home page of the CCTE website at www.ccte.org

All CCTE delegates, members, and friends are encouraged to learn about and get involved with any of these organizations that correspond with your areas of interest, teaching, research, and service. Typically the “associated” organizations will hold meetings, workshops, or other sessions in conjunction with CCTE conferences while AACTE and ATE hold annual national meetings and CalTog is active within California as an advocate for language education and equity.

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), continues to be to serve as a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Other brief (5-6 single-spaced pages or 1,500-2000 words maximum, excluding reference list and an abstract) articles about teacher education are also welcomed. Just e-mail your submissions as an attachment to the incoming editor, Terrelle Sales at Vanguard University:

terrelle.sales@vanguard.edu

The deadline for article submissions for the Summer 2021 issue of the newsletter is May 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 Summer 2021 issue is May 15.

—**Terrelle Sales**,
Editor of *CCNews*
& Member of CCTE Board of Directors
Vanguard University



CCNews

Newsletter of the California Council on Teacher Education

Volume 32, Number 1, Spring Issue, February 2021 Section 3—CCTE Activities

Terrelle Sales (Vanguard University), Editor

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

CCTE 2021 Annual Election

The California Council on Teacher Education (CCTE) annual election in 2021 involves election of three members of the Board of Directors who will serve three-year terms. The current elected officers of CCTE appear at the end of this article. The three members of the Board of Directors whose terms expire in 2021 are Terrelle Sales (Vanguard University), Shadi Roshandel (California State University, East Bay), and Mary Soto (California State University, East Bay). Since Terrelle and Shadi are each completing one-year terms because they replaced Board members who vacated their terms early, they are eligible to be elected in 2021 to new full three-year terms.

The Nominations and Elections Committee, chaired by CCTE Past President Virginia Kennedy (California State University, Northridge), has, as stipulated in the CCTE By-laws, recruited a slate of nominees for the three Board positions to be elected. The persons nominated by the Committee to stand for election to the Board of Directors in 2021 are:

Grace Fantaroni (Point Loma Nazarene University)
Heather Michel (National University)
Shadi Roshandel (California State University, East Bay)
Terrelle Sales (Vanguard University)
Allison Smith (National University)
Ivannia Soto (Whittier College)

Each CCTE member or delegate may vote for no more than three candidates for the Board of Directors. The three candidates receiving the most votes will be elected.

A final announcement of the election was e-mailed to all CCTE members and delegates on or about February 1 which provided the report of the Nominations and Elections Committee, statements by and photos of each nominated candidate, and a description of the election procedures.

The election is being held online, through a link to a ballot that was emailed to all CCTE members and delegates shortly after they received the election announcement. The deadline for voting is noon on Friday, March 5 (the Friday of the CCTE Spring 2021 SPAN Virtual Conference).

The Nominations and Elections Committee will tally the results immediately after noon on March 5, and the three candidates for the Board of Directors receiving the most votes will be declared elected. The announcement of the

election results will then be made at the closing session of the SPAN Conference that afternoon and those elected will take office upon adjournment of the 2021 SPAN Conference.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2022 (when the President Elect and three Board members will be elected) or other future years, please share that information with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in being a candidate in future elections are encouraged to initially volunteer for and participate on any of the various CCTE committees.

Current Elected Officers of CCTE

Year listed indicates when the person's term in office ends.

President (2022), Eric Engdahl

California State University, East Bay

President-Elect (2022), Heidi Stevenson

Center for Reaching and Teaching the Whole Child

Vice-President for AACTE (2023), Kimberly White-Smith

University of La Verne

Vice-President for ATE (2023), Michael Cosenza

California Lutheran University

Past President (2022), Virginia Kennedy

California State University, Northridge

Members of Board of Directors

Ernest Black (2022), CalStateTEACH

Grace Cho (2023), California State University, Fullerton

Anaida Colon-Muniz (2022), Chapman University

Karen Escalante (2023), California State University,
San Bernardino

Betina Hsieh (2022), University of La Verne

Sarah Johnson (2023), Fresno Pacific University

Shadi Roshandel (2021), California State University,
East Bay

Terrelle Sales (2021), Vanguard University

Mary Soto (2021), California State University, East Bay

Executive Secretary

Alan H. Jones (2023)

Announcing the CCTE 2021 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 2021 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 2021 Conference, the degree would have been awarded between 2017 and 2021); (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, 2021. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2021 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 2021 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 32, Number 1, Spring Issue, February 2021, Section 4—Articles from the Field

Terrelle Sales (Vanguard University), Editor

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

Articles and Reports

CCNews typically features articles based on presentations at concurrent, roundtable, and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences by presenters who submit reports of their conference presentations. The newsletter also welcomes other articles related to teacher education from CCTE delegates and members and others in the California teacher education community. On the following page you will find two such items:

“An Informal Profile of CCTE”

By Alan H. Jones

(see pages 22-23).

“Critical Content Analysis of a Reading Intervention Program:

The Hidden Curriculum for Students With Disabilities Using *READ 180*”

By Bradley Sullivan

(see pages 24-26).

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

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

Please address submissions to Terrelle Sales at:

terrelle.sales@vanguard.edu

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.

An Informal Profile of CCTE

By **Alan H. Jones**
CCTE Executive Secretary

Some History

The California Council on Teacher Education (CCTE) has a 76-year history, dating to 1945 when the office of the California Superintendent of Public Instruction assembled a meeting of deans of education from colleges and universities across the state to explore issues in teacher education. That group became formalized as the California Council on the Education of Teachers (CCET) and initially served as an advisory committee to the State Superintendent. During those early years the organization was run out of the State Superintendent's office, but gradually took on its own independent structure, holding spring and fall meetings each year. While the initial participants in CCET were deans, the organization grew to include program directors, department chairs, and faculty in teacher education programs, and in 1972 started publishing the *California Journal of Teacher Education*, which in 1983 became *Teacher Education Quarterly*.

Over the decades CCET adopted by-laws and incorporated as a 501c3 tax-exempt organization, holding annual elections, and collaborating with other educational organizations. Two of those organizations were the California Association of Colleges of Teacher Education (CACTE), the state chapter of the American Association of Colleges of Teacher Education (AACTE) and the State Of California Association of Teacher Educators (SCATE), the state chapter of the Association of Teacher Educators (ATE). While those two state organizations existed for many years in parallel fashion with CCET, the leaders of the three groups often tended to overlap, and in 2000 an exploratory committee drawn from the three organizations proposed a merger, which took place in 2001. At that time CCET, CACTE, and SCATE became CCTE, with the now merged organization assuming the role as state chapter of both AACTE and ATE. From that date forward CCTE has elected a Vice President for AACTE and a Vice President for ATE, with those officers serving as our primary liaisons with the two national teacher education organizations. The merger also brought the journal *Issues in Teacher Education* under CCTE sponsorship, since that journal was previously sponsored by SCATE.

Over the 76-year history of CCET/CCTE, 40 different individuals have served as president. Eighteen of those leaders have come from California State University (CSU) campuses, 12 from private colleges or universities, six from University of California (UC) campuses, two from K-12 school districts, one from the California Department of Education (CDE), and one from the California Federation of Teachers (CFT). In my role as Executive Secretary since 1998, it has been my pleasure to work with 13 different

CCET/CCTE Presidents, eight from CSU campuses, four from private institutions, and one from CFT.

Current Scope

Over the years CCET/CCTE has expanded to nearly all colleges and universities in California that prepare teachers, as well as attracting members from school districts, county offices of education, state education agencies, research institutes, and other educational organizations. CCTE has both institutional and individual members. This current year we have 70 institutional members, including 23 CSU campuses, eight UC campuses, 34 private and independent campuses, and five other organizations (the California Teachers Association, Commission on Teacher Credentialing, and three county offices of education). Each of those institutional members is entitled to appoint six delegates, and are also allowed to pay for additional delegates if they wish. Overall there are currently 444 institutional delegates, mostly six per institution, although several campuses pay for a few more than six and one campus has enrolled its entire 31-member teacher education faculty as delegates.

In addition to institutional delegates, there are also currently 63 individual members in CCTE. Forty-four of those are regular individual members, while 11 are student members, nine are part-time faculty members, and nine are retired members. Institutional delegates and individual members have equal standing with respect to the benefits of membership, and there are currently 507 individuals who are either delegates or members, all receiving all CCTE publications and other materials and entitled to vote in annual elections and at semi-annual conferences.

CCTE publishes two scholarly journals, *Teacher Education Quarterly* and *Issues in Teacher Education*, which are distributed to all delegates and members in PDF format via email. The quarterly *CCNews* newsletter, the monthly *CCTE eNews Briefs*, and a variety of other informational items are emailed not only to CCTE delegates and members, but also to a broader list of individuals across the California teacher education community.

Organization & Finances

The organization is managed by five elected officers (President, President Elect, Vice president for AACTE, Vice President for ATE, and Past President) and nine additional members of the Board of Directors. That 14-member Board meets four times each year and is supported by the work of several standing committees in such areas as awards, communications, membership, policy, and research, as well as a part-time executive secretary and assistant executive secretary. The Board of Directors approves an annual budget each June, and the fiscal year runs from July 1 to June

An Informal Profile of CCTE

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30. The current budget anticipates an annual income of \$202,000 and expenditures of \$182,000, thereby allowing the addition of \$20,000 to our reserve fund at the end of the fiscal year. Most of our annual income comes from institutional and individual membership dues, semi-annual conference registrations, and annual sponsorships, while the major areas of expenditure each year are to support holding of semi-annual conferences, sponsor publication of *Teacher Education Quarterly* and *Issues in Teacher Education*, and monthly stipends for the Executive Secretary and Assistant Executive Secretary.

In addition to institutional memberships, CCTE also welcomes annual co-sponsorships from willing colleges, universities, and other entities. This annual program consists of four different levels of sponsorship and several institutions have participated over recent years.

Other Organizations

Along with CCTE's affiliation as the state chapters of AACTE and ATE, CCTE is also a contributing member and affiliate of Californians Together (CalTog).

In addition to those three affiliated organizations, CCTE is also currently associated with seven other organizations based on mutual interest in and vision for the field of teacher education. Those associated organizations are the Association of California Community College Teacher Education Programs (ACCCTEP), Association of California Colleges and Universities-Education (AICCU-ED), California Alliance for Inclusive Education (CAIS), California Association for Bilingual Teacher Education (CABTE),

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), California Association of School-University Partnerships (CASUP), and the Center of Reaching and Teaching the Whole Child (CRTWC). Some of these associated organizations have held meetings in conjunction with CCTE for decades, while others have joined as associated organizations in more recent years. Leaders of all of the associated organizations are ex officio participants in CCTE Board meetings and other leadership activities.

CCTE also currently sponsors nine Special Interest Groups (SIGs) that meet at our semi-annual conferences to discuss, explore, and hold programs related to their areas of interest. CCTE also invites the creation of "affinity groups" around other topics of interest to members. Currently there is one Affinity Group in the area of Middle Grades Education, while some other affinity topics are being considered.

Please Participate

All CCTE delegates, members, and friends are encouraged to participate not only in our semi-annual conferences but also with the affiliated and associated organizations, the SIGs, and affinity groups. Information on all of these can be found on the CCTE website at:

www.ccte.org

Alan H. Jones is Executive Secretary of the California Council on Teacher Education and publisher at Caddo Gap Press in San Francisco, California.

Critical Content Analysis of a Reading Intervention Program: The Hidden Curriculum for Students With Disabilities Using *READ 180*

By **Bradley Sullivan**

Middle/High School English Teacher

& Former Graduate Student at Loyola Marymount University

Introduction

It is of the utmost importance that stakeholders are aware of the hidden curriculum being presented to students. Sambell and McDowell (1998) define hidden curriculum as “an apposite metaphor to describe the shadowy, ill-defined and amorphous nature of that which is implicit and embedded in educational experiences in contrast with the formal statements about curricula and the surface features of educational interaction” (pp. 391-392). The hidden curriculum acts as an agent of socialization that conforms students to ideologies through the inclusion of specific content and materials, which can sustain inequities (Anyon, 1981; Thomas & Dyches, 2019). Given this, stakeholders should work to accommodate for the hidden curriculum in schools when appropriate.

Purpose

This study was designed to illuminate the hidden curriculum for students with disabilities within a popular reading intervention program. The Americans with Disabilities Act of 1990 (1990) defines disability, in reference to a person, as “(A) physical impairment or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such impairment; or (C) being regarded as having such an impairment” (Para. 1). Specifically, the researcher looked at the hidden curriculum in the middle school workbook for *READ 180 Universal* (Stage B)—the current version of a program intended to help struggling readers advance their reading abilities (Houghton Mifflin Harcourt, 2016)—and its representations of people with disabilities. He also explored the perceptions of students with disabilities on these portrayals. To this end, there are three research questions the researcher sought to answer through this study:

1. To what extent does the middle school version of the *READ 180* workbook portray people with disabilities?
2. How do students with disabilities view these representations in the workbook material?
3. How might stakeholders navigate the effects of the hidden curriculum within the *READ 180* workbook on students with disabilities?

Theoretical Framework

In this study, the researcher used two strands of critical theory as a conceptual framework: critical curriculum theory and critical disability theory. Critical theory, generally, can be considered the pursuit of “uncovering the historical and social conditions of human oppression with the concurrent commitment to bringing about emancipation and liberation” (Macdonald, 2014, p. 1). Critical curriculum theory holds that the school curriculum should be centered around diversity, and the distinction between the formal curriculum and the hidden curriculum needs to be considered (Salehi & Mohamadkhani, 2013). Critical disability theory challenges notions of ableism, the processes that result in disabilities being devalued (Hehir, 2002), by offering ideological assumptions about disability that are inclusive (Hamraie, 2016).

Review of the Literature

There have been a number of studies conducted on the hidden curriculum in schools, but the literature is lacking in two areas the researcher sought to address with this study. The first area is the hidden curriculum in reading intervention courses. There has been scant research done to understand how the hidden curriculum in these programs represent different groups. One significant study in this area, however, focuses on how the *Fountas and Pinnell Leveled Literacy Intervention* presents racialized representations in texts to students (Thomas & Dyches, 2019). Another closely related study by Wu and Coady (2010) shows that *READ 180* does not adequately represent English language learners’ cultural perspectives in order to successfully aid them in improving their reading skills. While it does not appear that the latter researchers were actively seeking out the hidden curriculum in the program, they did indirectly present it in their study.

The second area is the connection between the hidden curriculum in reading intervention classes and students with disabilities. There have been many studies that focus on the interactions between the hidden curriculum and students who have disabilities, without the literacy component. For example, Lee (2011) found that students on the autism spectrum are especially susceptible to challenges posed by the hidden curriculum because many of them lack social interaction skills and have issues with social cognition. As demonstrated by these studies, the hidden curriculum could have a significant impact on students with disabilities who are enrolled in reading intervention courses.

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Research Design and Methodology

For this study, the researcher conducted a qualitative critical content analysis, which involved the collection of data via document analyses and interviews. He first started by looking at the middle school version of the *READ 180* workbook. This allowed him to see how many stories in the workbook include people with disabilities and what light they are portrayed in. Specifically, he wanted to know if they are portrayed positively, negatively, or both positively and negatively. A negative representation is a sentence that includes words or phrases with negative connotations such as “struggle,” whereas a positive depiction is a sentence that contains words or phrases with positive connotations like “success.” A positive and negative representation is a sentence, or group of sentences, that includes a mixture of these words or phrases. In order to count, these words or phrases have to be used to describe people that explicitly have a disability or could be reasonably perceived as having one by the population being studied. In deciding whether or not these people could be seen to have a disability, the researcher relied on the research conducted for the literature review and his practical experiences in the classroom as a teacher.

Next, he conducted semi-structured interviews with four students in which participants responded to 18 interview questions and read two stories from the workbook. The participants attend a dependent charter school located in an urban setting within California. The researcher used purposeful and convenience sampling to select participants. To qualify as a participant, students needed to be enrolled in a reading intervention class that utilizes the workbook being studied, be in the sixth grade, and have either a 504 Accommodation Plan or an Individualized Education Program that provides accommodations for a disability. Fortunately, he was able to interview all qualified students at the selected school site.

Participants are referred to as Student A, Student B, Student C, and Student D in this study. Students A and D each have a 504 Accommodation Plan for a specific learning disability, though no other details are available. Students B and C both have an Individualized Education Program for a specific learning disability. Student B has difficulty with attention processing, and Student C has auditory and attention impairments. Students A and D are male, and Students B and C are female.

Findings

The *READ 180* workbook for middle school students does not include a lot of people who have or may have disabilities, and the representations that do appear are often positive and negative. The researcher identified a total of 11 applicable stories out of the 40 found in the workbook. Eight of the stories were positive and negative, two were positive, and one was negative. He chose not to tally up the exact number of positive and negative representations for each applicable story to decrease subjectivity.

The interviewees were generally aware of the frequency of people with disabilities in the workbook and thought there should be more. When asked how much of the book should include this population, Student D felt that one of the workbook’s six workshops should be dedicated to those with disabilities. He said, “There’s different sections, like about extreme sports, . . . so maybe they might have a section, like, of disabilities.” Student D went on to say, “It would probably make me feel, like, better because I know I have a disability and if they have, like, the same disability maybe I can see how they dealt with it. . . . I could take note of how they dealt with it and maybe put it into my life.” Students had read over 80% of the workbook at the time of the interviews.

After reading “A 180 Story,” all four interviewees believed that the person being described—Lisette—likely has a disability related to her reading ability. The following excerpt demonstrates this well: “In school, Lisette was struggling. She read slowly and tripped over words often. . . . Now she volunteers to read aloud in class, even in front of her friends” (Houghton Mifflin Harcourt, 2017, p. 26). Student A believed that this person is described positively and negatively, and he referred to this passage when asked to support his claim. After reviewing the story, Student B said she would like there to be additional “reading classes” for students to improve in this area. Student C seemed eager to tell the researcher how the story made her feel. She said, “Inspired because I’m struggling with reading, so if I focus on my *READ 180* class, it might bring my reading to, like, a thumbs up just like her.” This story is designed to motivate readers, but students may not feel this way if they internalize the negative content in the text instead. In fact, Student C stated, “It makes me feel good that I’m learning about these people in the world but also makes me feel negative at the same time because . . . [of what] they were going through and how it

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Critical Content Analysis of a Reading Intervention Program: The Hidden Curriculum for Students With Disabilities Using *READ 180*

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might come to me.” The varied descriptions of people with disabilities in the *READ 180* workbook, as well as the infrequency of these representations, can clearly impact students in different ways.

Recommendations and Future Research

There is a lot that stakeholders may want to do in light of these findings. The workbook could be revised to include additional positive descriptions of people with disabilities. Stakeholders could also provide supplementary materials that would offset the hidden curriculum for students. Lastly, instructors could explicitly teach students about the hidden curriculum in the workbook.

A critical content analysis still needs to be done on the other versions of the *READ 180* workbook. An examination of the hidden curriculum for *READ 180*'s online program should take place as well. The hidden curriculum within these materials should be considered for other populations too.

Significance for Teacher Education

The results of this study demonstrate the significant impact the hidden curriculum within the middle school version of the *READ 180* workbook can have on students with disabilities. Participants tended to be aware of the infrequent representations of people with disabilities in the workbook and internalized the positive and negative descriptions that usually coincide with these appearances in various ways. This information is particularly useful for teachers who currently use the program but can also be referenced as a teaching tool to illustrate how the hidden curriculum operates in schools.

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Bradley Sullivan is a middle/high school English teacher who conducted the research described in this article while completing his M.A. in urban education at Loyola Marymount University under supervision of professors Edmundo Litton and Maryann Krikorian.