



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 31, Number 2, Summer Issue, June 2021

Terrelle Sales (Vanguard University), Editor

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Upcoming CCTE Conferences

Fall 2021
October 21-23
**Theme: “Intersectionality—New Knowledge,
New Actions in Teacher Education”**

Spring 2022
March 6-8
Theme: “SPAN: Spring Policy Action Network”



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Seeking Wise Collaboration

A Message from CCTE President Eric Engdahl

In a recent blog post on *ArtsEd Amplified* I wrote about how changes in education policy often come about through long-term, collaborative actions; citing an example in the realm of arts education from back in the day that began in part because of my involvement in the California Council on Teacher Education (CCTE). As teacher education, along with the rest of the world, enters a new phase of COVID we need to collaborate on changes in policy and practice based on what we have learned. I am certainly not the only voice saying this. We can improve our programs and provide California's students with teachers that will help them succeed.

I would caution us, however, to be mindful of how we proceed. We need to take care of ourselves and of each other because we have all been through a traumatic event. I know it has affected me. Living with our rescue dog Sir Harry Hotspur, who spent at least a month on the road living "ruff" before being picked up by animal control, we know that trauma shows itself in unexpected ways. In Hotspur's case the sound of a UPS truck brings about ferocious barking. Only UPS trucks, not Prime or FedEx. Listen carefully and you will hear that the engine sounds of the delivery vans plying our streets and saving us from actually having to interact with real people are all different and distinct. Our isolation and trauma may manifest itself in short tempers, impatience, and frustration with each other. As we interact with each other in real life and not in a Zoom room, we may have to polish our atrophied interpersonal skills. We are all traumatized and we need to forgive ourselves and each other.

This is important so we can move forward to the tasks ahead. We need to be prepared for what may come next. Circumstances will continue to be dynamic—in March

2020, we faced a bleak budget outlook for education, now in May 2021, we have a surplus unimaginable a year ago and a Governor eager to spend it to improve all levels of education.

Who knows what the next budget cycle after that will bring?

In order to make wise changes in teacher education we urgently need to find our collaborators, thought partners, and research groups. Just as I found a group of collaborators at CCTE, I urge you to look at your colleagues on your own campuses and in CCTE. To understand what lessons we can learn from the pandemic, we need research that examines our practices before, during, and after COVID in our own communities and across California. In this dynamic environment, we need to do this work efficiently and quickly. Already research journals are receiving submissions on the topic and new data will be emerging as schools return to some sort of normal. Bring your research to CCTE, share it with

your professional community, propose conference themes, and we can all work together for the good of California's students.

—Eric Engdahl

CCTE President

California State University, East Bay



Message from the Editor

Greetings, California Council on Teacher Education (CCTE) members and delegates. As Editor of *CCNews* it is my desire to create a newsletter that is focused on solving issues of great importance and significance to the California educator. It is also my contention that all teachers, whether general education or education specialist, private or public, professor or administrator, are practitioners and as such it is imperative that we as a collective stay current on best practices within our field through the use of research-based practices that benefit and uplift diverse learning communities.

I believe that this newsletter is the perfect place for the California educator to either receive or report innovative instructional practices, curriculum, classroom management techniques, and administrative policies that promote inclusive learning environments for all learners. We are called the California Council on Teacher Education, and as such let us utilize our collective expertise and acumen to produce a newsletter that rivals most academic journals. Let us share with each other the critical pedagogical practices that speak life and hope not only into our profession but also into our students and families as well.

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

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 newsletter editor, Terrelle Sales at Vanguard University:

terrelle.sales@vanguard.edu

The deadline for article submissions for the Fall 2021 issue of the newsletter is August 1.

We also look forward to reports in each issue from CCTE officers and committees, from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, and brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Fall 2021 issue is August 15.

Update from the CCTE Communications Committee

By **Betina Hsieh & Sarah Johnson**
Co-Chairs
CCTE Communications Committee

The Communications Committee of the California Council on Teacher Education (CCTE) has been active throughout this year, holding monthly meetings and working to establish a more regular cycle of communication with CCTE members, in a variety of ways: through *CCNews*, the *CCTE eNews Briefs*, updating the website regularly, listserv e-mails, and social media (Facebook: California Council on Teacher Education; Instagram: [calcouncilteachereducation](https://www.instagram.com/calcouncilteachereducation/); & Twitter: [@CalCouncil](https://twitter.com/CalCouncil)).

This year, we've worked to reimagine *CCNews* under the new leadership of CCTE Board Member Terrelle Sales as editor, and have started monthly member spotlights on our website under the leadership of Laurie Hansen. Watch for this summer's member spotlights: Ernest Black (June), Betina Hsieh (July), Anaida Colón-Muñiz (August), and Kimberly White-Smith (September).

Laurie and Communications Team member Grace Fantaroni have also initiated regular the *CCTE eNews Briefs* each month when there is not a newsletter in order to keep our members up to date on the latest happenings from CCTE and our associated organizations.

We want to thank Communications Committee members Virginia Kennedy (Facebook), Heather Michel (Instagram), and Betina Hsieh and Karen Escalante (Twitter) for helping to manage our CCTE social media. We couldn't do it without this amazing team.

The Communications Committee also offered support to our associated organizations through a draft social media policy and practices statement (thanks to Sarah Johnson, Angelica Reynosa, and Betina Hsieh for their work on this) that we developed based on our experience and learnings over the last few years.

Looking ahead, we have exciting plans for a Twitter chat around proposal submissions for the Fall 2021 Conference as well as a possible social media scavenger hunt during the Fall Conference itself. Keep an eye out for notices of these events.

And we're always looking for new Communications Committee members! Our new cycle of monthly Zoom Committee meetings will begin in August 2021. To get involved contact Committee co-chairs Betina Hsieh or Sarah Johnson or CCTE Executive Secretary Alan Jones if you're interested in joining us!

betinahsieh@gmail.com
sarah.johnson@fresno.edu
alan.jones@ccte.org

From the Desk of the CCTE Executive Secretary

At this time we are about to complete our 2020-2021 membership year of the California Council on Teacher Education (CCTE) and are looking ahead with high hopes to the 2021-2022 year.

Membership

As was the case during a very successful 2019-2020 membership year, now again in 2020-2021 we have exceeded our budgeted membership goals for the year. During this 2020-2021 year we have enjoyed 71 institutional members and an additional 61 individual members, together exceeding our budgeted expectations for revenue from membership dues by over \$12,000.

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.

We anticipate further success as we embark on our 2021-2022 membership year that begins on July 1. In early May we shared membership renewal letters and forms with all current institutional and individual members, encouraging them to renew as quickly as possible to assure that no institutional delegates or individual members will miss their ongoing membership benefits. Those renewals are already being received, and we hope to be able to report by this fall that we have again overachieved in the area of membership.

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 have enjoyed 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 during the upcoming 2021-2022 year.

In addition to sponsorships based on contributions of \$2,000 (bronze sponsorship), \$3,000 (silver sponsorship), \$5,000 (gold sponsorship), and \$10,000 (platinum sponsorship), we have also established an additional category of sponsorship for any institutional member that enrolls a minimum of 20 delegates. These sponsorships help assure that CCTE can maintain all of our activities on behalf of the teacher education community. Specifics on how to become a CCTE annual sponsor were included with the institutional membership renewal materials distributed in May, and I will be happy to respond to any questions you may have.

CCTE Conferences

Both of our semi-annual conferences during the 2020-2021 year were very successful. 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 enjoyed 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.

Our Spring 2021 SPAN Conference was also virtual again this year and involved over 160 participants for two days of main sessions along with many associated meetings before and after the Conference.

For both Conferences 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 each Conference the research presenters were invited to submit articles which were published in a *CCTE Fall 2020 Research Monograph* and a *CCTE Spring 2021 Research Monograph*, both PDF publications that was emailed to all CCTE members and delegates.

The CCTE Research Committee, under the leadership of Karen Escalante, is planning a similar approach to the CCTE Fall 2021 Conference, with video presentations and a published PDF monograph.

CCTE New Faculty Program and Graduate Student Support Program

Both the CCTE New Faculty Support Program and the Graduate Student Support Program will again be available to interested participants during 2021-2022 year. 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

In addition to quarterly issues of *CCNews* and monthly issues of *CCTE eNews Briefs*, all CCTE individual members and institutional delegates also receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each journal issue is published.

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

From the Commission on Teacher Credentialing

Impacts of COVID on the 2020-21 Program Completers

At its April 2021 meeting, the Commission took action to extend the waiver of preconditions for Preliminary Multiple Subjects, Single Subject, and Education Specialist teaching candidates requiring demonstration of subject matter competence prior to daily whole class instruction for the 2021-22 academic year.

New At-Home Testing Opportunities for Commission Examinations

Commission staff are pleased to announce that to assist candidates who need to complete credentialing examinations, at-home computer-based testing options are being made available to candidates. First up are the CSET: English examination (all subtests) and the CSET: Multiple Subjects Subtests I and III examinations. Registration for these examinations is now open, and at-home proctored testing will begin on May 31, 2021. For more information on this process, and to register, please see the Commission's Credentialing Examinations webpage (<http://www.ctcexams.nesinc.com/>).

Education Specialist Teaching Performance Assessment Update

The Education Specialist CalTPA Design Team, Commission staff, and Evaluation Systems have determined an overall structure for the Education Specialist 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 Education Specialist CalTPA and both builds upon the existing structure of the CalTPA and assesses the unique TPEs applicable to preliminary Education Specialist candidates in the appropriate credential areas of emphasis.

◆ Cycle 1 pilot study submissions from the 15 participating programs for Mild to Moderate Support Needs (MMSN), Extensive Support Needs (ESN), Visual Impairment (VI), Deaf and Hard of Hearing (DHH), and Early Childhood Special Education (ECSE) have been received, and Education Specialist assessor training in these credential areas began in January 2021. In addition, surveys were 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 were presented to the Commission at the April meeting, and the Education Specialist Design Team and Evaluation Systems have started the process to revise Cycle 1 in preparation for the fall field test for MMSN and ESN credential areas. DHH, as well as ECSE and VI, piloted Cycle 1 this spring. MMSN and ESN programs pilot tested Cycle 2 this spring. Scoring of these spring pilot submissions will begin June 2021 with aggregated scores sent to programs in early July.

◆ Cycle 2, currently under development, will be specific to credential area. ECSE, VI, and DHH will pilot test Cycle 2 next fall. Field testing scheduled for 2021-2022 is open for all Education Specialist MMSN and ESN programs to participate. Operational administration will begin in fall 2023 for MMSN and ESN.

For additional information about spring pilot testing or to apply to become an assessor, please email:

SpEdCalTPA@ctc.ca.gov.

Performance Assessment Support

<i>CalTPA</i>	<i>Day</i>	<i>Time</i>	<i>Zoom ID</i>
Teacher Induction Programs	Thursdays	9-9:50	844 705 20843
Preliminary Prog. Faculty & Staff	Thursdays	10-10:30	912 352 654
PS-VTW and EO Candidates	Wednesdays	4:15- 5:00	818 648 28299
Prelim. Ed. Specialist Programs	Fridays	10- 11:00	

<i>CalAPA</i>	<i>Day</i>	<i>Time</i>	<i>Zoom ID</i>
CASC Program Faculty & Staff	Thursdays	8-8:50	885 599 31309
Prelim. Program Faculty & Staff	Thursdays	11-11:30	798 772 509
PS-VTW and EO Candidates	Wednesdays	5-5:45	827 142 78260

Bilingual Authorization Work Group Update

The draft Bilingual Authorization Program Standards and Teaching Performance Expectations were presented to the Commission at its February 2021 meeting. We are still in process of collecting and reviewing feedback on the draft standards and teaching performance expectations.

California Standards for the Teaching Profession (CSTP) Update

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

New Subject Matter Requirements (SMRs) Adopted for Theater and Dance Credentials

At its April 2021 meeting, the Commission adopted new subject matter requirements (SMRs) for the new single subject Theater and Dance Credentials and at its May 2021 meeting, the Committee on Accreditation approved the first of these Preliminary Single Subject Credential Programs. (Congratulations to CSU East Bay!) Programs interested in applying for a Commission-approved subject matter or credential program in Theatre and/or in Dance are welcome to submit responses to the applicable program standards at this time.

Early Childhood Education (ECE) Updates

Under the auspices of the state's Preschool Development Grant-Renewal (PDG-R), over 50 institutions have volunteered to pilot implementation of the new ECE Teaching Performance Expectations and to move towards implementation of the new ECE Program Guidelines. In addition, two Design Teams are currently meeting to develop,

—continued on next page—

ATE Update

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

The Association of Teacher Educators (ATE) summer conference will take place virtually July 29 to August 3, 2021. Roni Habib, Krista Maxson, and Angela Webster will be the keynote speakers. Roni Habib is the founder of EQ Schools and has taught and inspired thousands of teachers, principals, superintendents, and parents. Dr. Krista Maxson is the Associate Vice Chancellor of the Ohio Department of Higher Education and is responsible for educator preparation program review. Dr. Angela Webster is the Associate Vice President for Institutional Diversity and Inclusion at the University of Central Arkansas.

ATE, along with the 11 members of the National Coalition of Educators (NCE) (<https://ate1.org/nce>) will be sending an invitation to U.S. Secretary of Education Dr. Miguel Cardona to join one of its monthly meetings to introduce him to ATE and listen to ideas that will influence policy regarding the national teacher shortage.

ATE's annual conference for 2022 will take place back-to-back with the annual conference of the National Association of Professional Development Schools (NAPDS, www.napds.org) at the Chicago Hilton Hotel in February of 2022, with the annual Clinical Fellows Symposium serving as the common event that bridges both conventions.

Any questions about our CCTE affiliation as the California state chapter of ATE can be directed to Michael Cosenza at mcosenza@callutheran.edu

From CTC (continued)

respectively, a new ECE formative Teaching Performance Assessment and a new Program Quality Peer Review process for future piloting and field testing. All of these efforts are part of the state's work to implement the direction of the new state Master Plan for Early Learning and Care. More information and a link to subscribe to the monthly ECE News update are available on the ECE webpage (<https://www.ctc.ca.gov/educator-prep/early-care>).

Credentials Chat Line Still Open!

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

Professional Services Division E-News

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

CCTE 2021 Annual Election Results

The California Council on Teacher Education (CCTE) annual election in 2021 involved election of three members of the Board of Directors who will serve three-year terms. This Spring Terrelle Sales (Vanguard University) and Shadi Roshandel (California State University, East Bay), who were each serving one-year terms, were re-elected to the Board along with Ivannia Soto (Whittier College). The current CCTE officers and Board members are listed below.

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, which is currently chaired by Past President Virginia Kennedy. 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.

If you have any questions about CCTE election procedures, please contact CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org.

Current Elected Officers of CCTE

President (2022), Eric Engdahl

California State University, East Bay

President-Elect (2022), Heidi Stevenson

Independent Education Consultant

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 (2024), California State University,
East Bay

Terrelle Sales (2024), Vanguard University

Ivannia Soto (2024), Whittier College

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



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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

CCTE’s Fall 2021 conference, with the theme of “Intersectionality—New Knowledge, New Actions in Teacher Education,” will be held on Thursday, October 21 to Saturday, October 23. Our focus will be on the question, “What are the intersections that may define and impact children and adolescents in our schools and the educators who work with them?”

The conference aims to move us forward in our efforts to realize equity, access, and inclusion, as we explore teacher education’s place, responsibility, and possibilities.

As much of California continues to gradually open up, we are planning a conference that will be exciting, timely, and friendly, in a format that will be the safest option.

The keynote speaker on Thursday afternoon will be Dr. Pedro Noguera, Dean of the Rossier School of Education at the University of Southern California. His extensive research and publications focus on the intersectionality of social and economic conditions with education policy and practice. His work addresses urban education, disproportionality in special education, the recruitment and support of scholars and teachers from underrepresented groups, and many other areas.

Our Friday morning keynote speaker, Dr. Alfredo Artiles, from Stanford University, is well-known for his ground-breaking work on comparative studies in race, ethnicity, and disability, and their implications for teachers and education as a whole. Other speakers, expert panels, research and practice sessions, along with the many opportunities for discussions among conference attendees will further expand the theme of intersectionality in educator preparation.

The changes we have 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, early service, and veteran teachers.

Among the questions to be addressed at the Conference include: How are we activating commitments 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 research sessions in different formats, Special Interest Group meetings, meetings of the CCTE associated organizations, and many opportunities for discussion and engagement.

The Saturday morning program is being planned jointly by the California Association for Bilingual Teacher Education and the CCTE Special Interest Group on Equity and Social Justice and will explore the intersection of race and language in dual language education.

The Fall Conference week will also include meetings of the California University Field Coordinators Forum and a statewide education deans meeting.

The formal announcement of the CCTE Fall 2021 Conference will be issued via email to all CCTE delegates, members, and friends in either late June or early July, and will include the tentative program, a registration form (registration may be either by mail or online), and the call for research proposals (the deadline for submitting proposals will be August 15).

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, by email at:

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

SPAN 2021 Retrospective and Looking to 2022

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

The 5th annual California Council on Teacher Education SPAN Conference took place on March 4th and 5th virtually. If you were one of the attendees you once again experienced the positive energy and productive interactions that always characterizes CCTE's Spring Policy Action Network. One attendee said, "I really appreciated all the work that was done to facilitate the meetings with legislative aides. I also enjoyed the chance to hear the research presentations." Another attendee noted how timely and informative the talks were with State Superintendent of Public Instruction Tony Thurmond, Dr. Kevin Kumashiro, and Assembly Education Committee Principal Consultant Chelsea Kelley.

Speakers this year highlighted significant updates, information, and common frames for our challenging work as we emerge from multiple pandemics and consider how to return to teaching and learning in healthy ways while maintaining rigor in our preparation programs. SPAN attendees were also actively engaged in breakout sessions with Legislative staff members and policymakers. In those breakout sessions, CCTE Policy Committee members shared insights from the two Policy Committee surveys on anti-racist education practices and distance learning. Attendees and Legislative staff members engaged in powerful and forward-thinking conversations and collaborative policy analysis.

Although we were not able to return to the Capitol this year, education deans and directors met virtually for a targeted discussion on how to focus on kids' social emotional well-being through an asset-based framework. The hallmark of our pivot to online learning was that we all worked together, and this collaborative conversation was important to maintain the needed cohesiveness as we start the return to in-person teaching and learning.

Another highlight this year was our keynote speaker, Dr. Kevin Kumashiro. Dr. Kumashiro is a founding member of EDJE (Education Deans for Justice and Equity), CARE-ED (California Alliance of Researchers for Equity in Education), and CReATE (Chicagoland Researchers and Advocates for Transformative Education). In his presentation Kumashiro distinguished between psychological resistance and political resistance, asking "What are different forms of discomfort and resistance that we might expect when teaching and leading toward justice, and what are ways to address these?" He then walked us through the four lenses he identified to help us to understand our roles and our goals: naming the moment, diving into contradiction, learning through crisis, and movement building.



Pia Wong, Cindy Grutzik, & Nicol Howard

Planning for SPAN 2022 is on the horizon and the work of the CCTE Policy Committee continues. Please watch your email inbox for important updates and check out our official policy briefs from SPAN 2021—*Rising from the Pandemic* and *How a Year of COVID-19 Prepares Us for the Future*—both drawn from the two surveys and written with the support of the Race in Education Analytics Learning Lab at the University of Redlands. Links to the policy reports can be found on the SPAN page of the CCTE website.

Thank you to all who helped plan and carry out such a successful SPAN 2021, and to the CCTE Board for its ongoing vision and support. We look forward to seeing everyone at CCTE SPAN 2022 at The Citizen Hotel in Sacramento next March 6-8. Join us in growing the CCTE policy presence and making CCTE the "voice of California educator preparation." A formal announcement of SPAN 2022 along with the registration form will be shared with the CCTE community in December.

If you're interested in joining the Policy Committee, please fill out the following interest form at:

<http://bit.ly/CCTEpolicy2021>

For questions or comments, please contact the SPAN Co-Chairs:

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

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

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

Newly Formed IHE and Induction Collaborative

By **Karen Escalante**

California State University, San Bernardino

& Melissa Meetze-Hall

Riverside & San Bernardino County Offices of Education

A new collaborative group between institutions of higher education and the California teacher induction community has been formed to help address the significant need for support for new teachers as they move into, through, and beyond induction. The collaborative has already convened twice this spring, and has ongoing plans to meet three times per school year. The Fall 2021 meeting is scheduled for September 15th, 2 -3 p.m.

The idea for this initiative grew from discussion at the Teacher Induction Special Interest Group meeting held during the California Council on Teacher Education (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. They continue to extend an invitation to everyone in the CCTE community and ask that you share this announcement with colleagues in both higher education and the K-12 community.

To date, collaborative members have engaged in conversations regarding the importance of the Individual Development Plan (IDP), the role of site administrators in supporting candidates who may not have face-to-face classroom experiences yet, and how induction programs are supporting the newest educators who need TPA and RICA. In addition to these topics, they have shared resources, highlighted Commission on Teacher Credentialing meeting agenda items, and exchanged descriptions and documents related to how both teacher education programs and county and district induction staff are seeking to meet the needs of new teachers entering the induction years.

If you wish to be part of this collaborative group, please contact either Melissa or Karen for further information and to be included in the registration list. They can be contacted by email as follows:

karen.escalante@csusb.edu

mhall@rcoe.us

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 Allison Smith
AICCU-ED President
National University

Summer is approaching and I cannot help but reflect on this past academic year, with many ups and downs. The pandemic has been stressful on so many levels for faculty, administration, and candidates across all teacher preparation programs. In some way, we have all felt it. Many of our beloved colleagues and programs have been impacted with loss of jobs, major programmatic scaling back, or complete closures. I believe many of our smaller independent and private institutions were, and continue to be, disproportionately impacted by the pandemic. This has been on the minds of our AICCU-ED Board and we want to collectively send a virtual hug to all those impacted, as well as positive vibes, energy, and prayers that things will improve. We see you—we hear you—we care.

AICCU-ED has been busy working to pull the bright-spots from a tragic year and experience through the pandemic. At the SPAN conference we hosted an interactive session with five breakout groups focused on the topics of most interest in the field:

- **Innovations in Supporting Candidates through the CalTPA during the Pandemic.** Facilitated by: Allison Smith, National University; Darrell Blanks, Fresno Pacific University; Joy Spring, University of LaVerne.
- **Video Mentoring – Preservice and Induction.** Facilitated by: Keith Walters, California Baptist University; Brian Arnold, National University; Melissa Meetze-Hall, Riverside and San Bernardino Counties Office of Education.
- **Virtual Fieldwork Innovations during the Pandemic.** Facilitated by: Shana Matamala, University of LaVerne.
- **Preparing for Face-to-Face in a Virtual Context.** Facilitated by: Jill Hamilton-Bunch, Point Loma Nazarene University.
- **Innovation in Higher Education Teaching – Co-Teaching in the Teacher Education Program.** Facilitated by: Amber Bechard, University of LaVerne.

These sessions recognized the struggles in teacher preparation but took a forward-looking approach to the field of teacher preparation across the state. There were many insights and pearls of wisdom learned by each of us. AICCU-ED collaborates and shares those pearls to uplift the field. The SPAN conference provided great discussion on moving forward and setting goals for the coming academic year.

Our goals include increasing collaboration through an AICCU-ED Facebook group to share ideas, connect, and keep the conversations going. As a board, we discussed the pros and cons of different social media platforms and decided that a Facebook group was the best fit for our purpose—bringing our independent and private teacher

preparation programs together as a virtual discourse community. We plan to launch the Facebook group at the Fall CCTE conference.

Additionally, we are interested in the impacts of teacher candidates going through our programs this past year with minimal in-person teaching experience. PK-12 schools will be receiving our newly-credentialed teachers who may need additional supports with core in-person teaching skills, such as withitness, SEL support, creating an inclusive and positive classroom community, and managing student engagement. We want to look deeper at the “Brick→Click→Brick” phenomenon.

As we prepare for the annual fall CCTE conference, we encourage our membership to engage in dialogue. Please reach out if you have any topics of interest, concerns, or pearls of wisdom to share. We look forward to a productive and fun meeting in the fall.

You can email me at asmith5@nu.edu

Update from ACCCTEP

By Steve Bautista
ACCCTEP President
Santa Ana College

- ◆ ACCCTEP continues to do outreach to seek new individual members and member community colleges throughout the state as we grow our representation across our large system. Our goal is to have regional caucuses with identified liaisons representing all areas of the state in place by 2021-22.
- ◆ Our Policy and Advocacy Committee continues to watch the two bills that will impact CBEST/CSET and lower-division teacher preparation, AB 437 (Kalra) and AB 312 (Seyarto).
- ◆ The board has been in communication with the CSU Liberal Studies Directors on revisions to the AA-T in Elementary Teacher Education as some of the individual subject areas no longer align with the ESM and CSET waiver programs. This has caused major problems with both the usability of this state-wide pathway and its ‘degree with a guarantee’ promise(s) and with meeting subject matter requirements for the CSET waiver.
- ◆ ACCCTEP’s Spring 2021 Speaker Series included a session in March on the key program pillars and funding of CCC teacher education programs and our next session, scheduled for May 26, will focus on developing TK-12 curriculum pathways. Info and recordings of the sessions can be found on our website (www.accctep.org) and YouTube channel.
- ◆ New social media channels have been created on both Facebook (@accctep_official) and Instagram (@accctep).
- ◆ ACCCTEP is currently planning our Fall 2021 Annual Meeting and Convening, tentatively scheduled for the 2nd week in November.

CABTE in the Time of COVID-19

By **Sharon Merritt**

CABTE President

Fresno Pacific University

Perhaps, like me, you have found it curious how, despite all the limitations put on us by CoViD-19, you have been busier than ever this year. Our email boxes are filled with amazing opportunities for making contact remotely with education scholars and professionals, and annual conferences have gone on, making their way into our very homes through video conferencing. Our students find it even easier to access us that way as well. The separation between home and work has been thin this year and seems to be growing thinner each day! We have tried hard not to lose any ground despite our strange and often less-than-satisfying work arrangements.

CABTE members and leaders have also found themselves working overtime this year to made headway in our concerns during a time when new bilingual programs in districts continue to appear and existing ones grow, making more and more new bilingual teachers urgently needed. We have pursued four focus areas in our work in 2020-2021: Advocacy, Strategy, Organization and Scholarship. At our final membership meeting of the year, we surveyed some of our activities and accomplishments in those four areas.

Advocacy

Among other endeavors, CABTE released two statements of support in the national movement toward anti-racist, anti-hate education, the most recent of which has led to the formation of our Anti-Racist Education subcommittee, led by Ivannia Soto, Nirmla Flores, and Grace Cho, dedicated to addressing action items generated in response to acts of anti-Asian hate. This group will be sponsoring our summer book group starting in June (and perhaps a special guest speaker). We are looking forward to finding space to examine our attitudes and teaching practices together to work toward greater respect and justice for all our colleagues and students.

We continue to advocate for high quality preparation for our bilingual teacher candidates through our support of the revisions to the Bilingual Authorization Standards and the creation and implementation of Bilingual Teacher Performance Expectations. Several CABTE leaders and members have served on the Expert Panel that produced the revisions and BTPes, and they and others from CABTE continue to meet with CTC to make known our commitment to equitable and rigorous bilingual teacher preparation, including a meaningful clinical practice component within BILA programs. As we continue toward CTC approval of the new standards late this summer or in the fall, we will continue to give voice to our values and knowledge in the field.

Strategy

CABTE's Strategic Planning Group (Eduardo Muñoz-Muñoz, Adam Sawyer, Elsie Solis Chang, & Clara Amador-Lankster) have prepared an ambitious plan which will be

presented for approval to the Board during our summer retreat and to our members in the fall. Next academic year, we will report on some of the elements of the plan here in *CCNews*.

An ongoing emphasis of our strategy, collaboration with other organizations, has continued strong this year, with CABTE members and leaders working alongside the organizations we affiliate with, CCTE and CABE, as well as with Californians Together and ELLLI. A group of our leaders (Lyn Scott, Nirmla Flores, Elsie Solis-Chang, Eduardo Muñoz-Muñoz, & Adam Sawyer) has also collaborated to submit a Spencer Conference grant application which would extend CABTE's influence even further into the state.

Organization

We have worked this year to strengthen CABTE as an organization, particularly through the formation of a Communications Committee that is working on a multi-pronged approach to getting the word out about CABTE and its activities. Many thanks to Nirmla Flores, Elsie Solis-Chang, Reyna Garcia Ramos, and Diane Sharken Taboada for their efforts to develop a new website and policy statements for establishing CABTE on social media.

As the end of the year approaches, two of our Board members, Michelle Soto-Peña and Maria Valdéz, will be ending their terms. We want to express our deepest appreciation for their service and friendship as they move into new endeavors. We will be welcoming new Board members Marisol Ruiz and Diane Sharken Taboada during our summer retreat. We are so thankful for our CABTE leadership and their commitment to the work we do.

Scholarship

In March, CABTE once again sponsored a Graduate Research Symposium session at the CABE2021 conference, thanks to the hard work of Rhianna Casesa, Nirmla Flores, Elsie Solis-Chang, and Reyna Garcia Ramos. Several students from CSU East Bay and Sonoma State presented and later attended our CABTE Happy Hour to get to know other CABTE members.

All year, Nirmla Flores has been organizing and holding our CABTE Book Club, first focusing on *The Translanguaging Classroom*, then on *Coaching Teachers in Bilingual and Dual Language Classrooms*. Many thanks to Nirmla for her dedication in making these discussions available to our members, and to Somer Levine for helping Nirmla get the Book Club started last summer. See above for the Book Club's next focus on anti-racist, anti-hate education.

In October, as part of CCTE's fall conference, CABTE will be sponsoring a Saturday half-day session focusing on the intersection of race and language in dual language education. Stay tuned for more information regarding this event.

CABTE wishes all of you a restful, refreshing, and productive summer!

Update from CRTWC

By Nancy Lourié Markowitz
CRTWC Executive Director

The Center for Reaching & Teaching the Whole Child (CRTWC) is delighted to announce the following:

Update on Our Professional Development Program

Despite all of the competing priorities educators have in our complicated and emotion-laden world, we are thrilled to have a very large cohort of teachers, teacher coaches, and teacher educators enrolled in our upcoming yearlong institute. This online professional development is based on our book, *Teaching with a Social, Emotional, and Cultural Lens: A Framework for Educators and Teacher Educators*. We will be providing TK-12 teachers, teacher coaches, and teacher educators with a roadmap to integrate SEL and CRT, in the service of educational equity.

Our Work Is Spreading Far and Wide...

CRTWC, along with the Sunnyvale School District, was highlighted recently on the PBS *Inside California Education* program. Please be sure to check it out at:

<https://insidecaled.org/videogallery/video/social-emotional-learning-sunnyvale-school-district-sunnyvale/>

You can also check out other work highlighted during that program by going to:

<https://insidecaled.org/videogallery/video/full-episode-404-social-emotional-learning/>

We were also invited to present three sessions at the recent Michigan Association of Non-Public Schools Spring Connect conference and as a result, ten of their teachers will be participating in our upcoming institute.

Report from CASUP Focusing on NAPDS Policy Statement

By Elizabeth Brown
 CASUP President
California Lutheran University

The California Association for School-University Partnerships (CASUP) Leadership Team is pleased to share the release of a new policy statement from the National Association of Professional Development Schools (NAPDS) which provides guidelines for creating and sustaining P-12 school-university partnerships.

NAPDS recently announced the publication of its policy statement entitled *What it Means to be a Professional Development School (PDS): The Nine Essentials* (2nd Edition). This publication is the culmination of several years' worth of work by the association's Nine Essentials Committee. The committee worked to identify the relevance of the essentials, which were originally published in 2008, and how they can be used in the field by schools of education and P-12 schools. The document brings to light an updated and robust version of the Nine Essentials grounded in key concepts and educational research.

The publication of this report represents the beginning of the NAPDS "Year of the Nine Essentials" during which NAPDS will host monthly webinars and release monthly podcasts which will focus on using the essentials to develop high quality teacher education programs.

The report is available at:

<https://napds.org/nine-essentials/>

Those interested in discussing the guidelines with colleagues around the U.S. are invited to participate in monthly virtual chats, following this link:

<https://napds.org/virtual-chats-series-the-year-of-the-nine-essentials/>

Founded in 2005, NAPDS is the leading national organization supporting the critical linkage between higher education and public schools for the clinical preparation of new teachers and ongoing professional development of veteran educators. The Association has members in 43 states and 6 countries. CASUP is the first regional affiliate of NAPDS.

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.

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 convenience 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.



CCNews

Newsletter of the California Council on Teacher Education

Volume 32, Number 2, Summer Issue, June 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 Announces Search for a New Editor for *Issues in Teacher Education*

The California Council on Teacher Education (CCTE) is seeking an individual CCTE member or delegate, or a team, to serve as the next editor (or co-editors) of *Issues in Teacher Education*, such appointment to be effective August 1, 2021. *Issues in Teacher Education* is a peer-reviewed journal sponsored by CCTE and published twice each year by Caddo Gap Press. The journal features original manuscripts focusing on topics, concerns, methodologies, and policies for improving the quality of teacher education broadly defined to include preservice preparation, the induction years, and the professional development of career teachers. The journal, if the editor so desires, may also include book reviews of interest to the teacher education community. All submissions to the journal undergo a blind peer-review process prior to selection for publication. The term of editorship is three years, renewable if mutually desired by the new editor and the CCTE Board of Directors. Serving as editor is a wonderful opportunity to influence the dialogue around teacher education.

The editor is responsible for coordinating all aspects of manuscript solicitation, reception, review, communication with authors, and editing prior to submitting materials to the publisher. Responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for blind peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare manuscripts for publication, selecting the contents of each issue, readying each issue for the publisher, and reviewing final proofs prior to publication.

The editor serves as chair of an Editorial Board composed of five at-large members of CCTE, plus the CCTE President and CCTE Executive Secretary. The editor may appoint one or more associate editors

if desired. The Editorial Board meets at CCTE conferences, and may communicate by email, Zoom, or telephone at other times. The editor sits *ex officio* on the CCTE Board of Directors, which involves attendance at quarterly Council board meetings, and reports regularly to the CCTE Board concerning the operation of the journal.

Applications and nominations for the editor (or co-editors) should be submitted by e-mail to Alan H. Jones, CCTE Executive Secretary, at alan.jones@ccte.org. A professional vitae for each candidate for editor or co-editor should accompany the letter of application or nomination. Candidates for editor must be individual members or institutional delegates of CCTE, should have demonstrable standing as scholars in the teacher education field, and should have previous experience in editing of educational materials on a fixed schedule.

Candidates are also asked to provide information regarding what form of support will be provided by their employing institution, such as a reduced teaching load/released time, part-time managing editor, part-time copy editor, technical support for journal website and submission system, office space, clerical support, graduate student assistants, etc. A letter of support from a dean or other institutional administrator, while not required, will be appreciated by the search committee.

The deadline for application/nomination is June 15, 2021. Following that date a four-member search committee will review applications and nominations, hold interviews, and recommend a choice for editor to the CCTE Board of Directors which will make the appointment prior to August 1, 2021. The new editor (or co-editors) will assume the editorship officially on August 1, 2021, and will consult with the current editor, Terri Patchen of California State University, Fullerton, both prior to and following that date, as desired and needed.

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 2, Summer Issue, June 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 features articles related to teacher education by members of the California Council on Teacher Education (CCTE) community. Many are based on presentations at concurrent, roundtable, and poster sessions and Special Interest Groups at CCTE semi-annual conferences by presenters who submit reports of their conference presentations. The newsletter also welcomes other articles related to teacher education from CCTE delegates and members and others in the California teacher education community. On the following page you will find one such article as well as a book announcement:

“Designing Online Synchronous Engagement: Resources for Creating Zing Instead of Zzzz”

By Kimiya Sohrab Maghzi, Marni E. Fisher, Mina Chun, Holly Pearson, Meredith A. Dorner, Kevin Stockbridge, Gregfory Warren, Charlotte Achieng-Evensen, & Tina Jenkins
(see pages 20-30).

Announcement of *Rethinking Teacher Preparation Program Design*

New Book by Etta R. Hollins & Conrad B. Warner
(see page 31).

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.

Designing Online Synchronous Engagement Resources for Creating Zing Instead of Zzzz

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Abstract

The COVID-19 pandemic has caused many educators to reconsider the ways in which technology can be integrated into teaching and learning. Educators find themselves needing to consider content, engagement, connections, and support when addressing the quality of pandemic education. This aligned with the stressors and impacts of the pandemic on students, particularly in areas of inequity, there is a need for engagement and community. This cross-college team of educators, working from foundations of engaged pedagogy and joyful teaching, has developed a workshop to recommend ways to turn Zoom or Teams based instruction into engaging experiences for students while reducing frustration and screen fatigue. Examining the various tools to increase engagement in online learning, tools are sorted into: interactive lectures, content interaction, developing

concept models, responding to prompts, games, and hands-on or practice. Recommendations to instructors suggest that, rather than trying everything, choose a few items or clusters of items with similar forms of usage that align with your teaching pedagogy. Scaffold the introduction of each tool so students are not overwhelmed, but do not be afraid to integrate new items or adapt tools as you see the instructional need.

Introduction

The COVID-19 pandemic has caused many educators to reconsider the ways in which technology can be integrated into teaching and learning. Fisher et al. (2021) identified the need to consider content, engagement, connections, and support when addressing the quality of pandemic education. When aligned with the stressors (Brazeau et al., 2020; Kämpfen et al., 2020; Lateef, 2020; Nelson et al., 2020) and impacts of the pandemic on students (Gonzalez et al., 2020), particularly in areas of inequity (Anderson, 2020; Ayre, 2020; Sahasranaman & Jensen, 2020). The need for engagement (Kasturkar & Gawai, 2020) and community (Sorensen et al., 2020) also emerges from the literature. This cross college team of educators, working from the foundations laid by Fisher, Stockbridge, et al.'s (2015) definitions of engaged pedagogy and joyful teaching in alignment with Nieto's (2015) recommendations to maintain joy in teaching, have developed a workshop to recommend ways to turn Zoom or Teams based instruction into engaging experiences for students while reducing frustration and screen fatigue.

This collection of resources ranges from ideas for building community and collaboration that appeal to students, balance between synchronous and asynchronous content, bring engagement to the table, and offer tools ranging from low effort and easy engagement to more sophisticated with the goals of sharing ideas, sorting, surveying, mapping, documenting discussions, presenting, and playing. A workbook version (Original "book" link: <https://tinyurl.com/ZingWkbk> and forced copy: <https://tinyurl.com/ZingWkbkCopy>), a Google slides version (Presentation link: <https://tinyurl.com/ZingPresentation>), and a webpage (<https://sites.google.com/writingguild.net/zing-instead-of-zzzz/>) are available.

Purpose/Objectives

The purpose of this practice is to engage students in the learning process in an online digital synchronous session. Drawing upon multimodal engagement, the importance of relationship building (Dewey, 1916; Bishop and Berryman, 2006; Finkelstein, 2006), and reciprocal/mutual sharing

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of knowledge (Harrison et al., 2001), these practices and digital resources can be integrated into coursework to make engagement, growth, and learning more dynamic.

Significance to the Field of Teacher Education

It is critical for educators and future educators to develop skills to engage students in the learning process. These resources and practices can be used as a means to motivate learners to engage in the sharing, deepening, and development of knowledge. For equity to exist, there not only needs to be digital access for engaging resources, but also educators need to know how to utilize learning resources. It is critical that educators develop skills to facilitate engagement and learning since 21st century learners are constantly bombarded by media, promoting instant gratification thus perpetuating a lack of patience (McHaney, 2011). While theorists, such as McHaney (2011) discuss the benefits of shorter attention spans as contributing to the development of creativity and innovation as well as the “capability to filter, time slice, commoditize their attention, and synthesize information” (p. 19) there are also obvious limitations for the learners whose attention spans become compromised. Therefore, to capture the attention and sustain the involvement of the learner educators must have knowledge and skills to effectively facilitate engagement among this new generation of learners.

Theory Around Pedagogy and Practice

In considering the literature, there are four major areas that apply to these practices. These areas include: ownership and engagement, community and collaboration, planning for engagement, and multimodal engagement.

Ownership and Engagement

Students who take responsibility and ownership in a democratic community accomplish more (Ackerman, 2003; Dewey, 1916, Eisner, 2002). Furthermore, paired with active learning, this can allow the educator to be a guide through the learning process (Dewey, 1916; King, 1993). Ownership and engagement also promote the process of knowledge construction, which is a necessary part of criticizing ideas and evaluating evidence (Ford, 2008). When taken into the online classroom, there needs to be a balance between asynchronous (Ko & Rosen, 2004) and synchronous (Finkelstein, 2006) content. Organizing this content for the students into independent and class-based activities is important in the modules. Asynchronous learning is ideal for readings, individual responses, and mini-lecture videos. Lecture videos with interactive elements help to keep student

attention and provide accountability. Synchronous learning should be focused on elements that work best in group spaces: collaboration and community.

Regardless of format, it is important to ensure that resources are accessible. This includes sharing Zoom or Teams accessibility options with students, and the use of closed captioning on all provided videos, alternate text for images, and using accessibility checkers, such as Grackle (<https://www.grackledocs.com/>), which is an add-on resource that checks accessibility for Google Suites (gSuites): Google Docs (gDocs), Google Sheets (gSheets), and Google Slides (gSlides). Within the Learning Module System (LMS), different programs may be provided to check accessibility. For example, Canvas may use Ally to check the accessibility of all content.

Community and Collaboration

The development of relationships is important for student success (Ackerman, 2003; Apple & Beane, 1995; Dewey, 1916; Eisner, 2002; Nieto, 2002), as is the integration of authentic voice (Nieto, 2002) and connections (Bishop & Berryman, 2006) within a community. Furthermore, the research on community building is well established (Kasturkar & Gawai, 2020), since it improves student retention (Dorner & Fisher, 2015), as is the research on collaboration (Sorensen et al., 2020), which increases student engagement (Dorner & Fisher, 2014). Additionally, for students who are first generation college students or who are from multicultural communities, the building of a supportive community is the most important way to support students from most minority backgrounds (Dorner et al., 2021; McMurtrey, 2020).

When building collaboration, it is important to clarify the differences between collaboration vs. group work and high stakes vs. low stakes activities as well as when each is expected (Fisher, Dorner, & Achieng-Evensen, 2015). Fisher, Dorner, and Achieng-Evensen (2015) identify that collaboration requires everyone to participate, all voices and ideas are heard, the individuals may take turns leading the group. Group work typically divides the tasks so each team member learns one piece, which is great for jigsaw activities. It is important to be clear when discussion and inclusion of all perspectives are more important than completing a task. All types of collaboration may be subject to the danger of one person carrying the group or doing all the work, so it helps to mix up types of activities and submissions so sometimes the leader submits and sometimes each member submits on their own or grading students individually.

High stakes activities are the ones typically with a shared

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grade with some weight behind it, making the assignment outcome based, and often attached to a large project with the purpose of planning together as a group, then dividing tasks, and coming together as a whole to present (Fisher, Dorner, & Achieng-Evensen, 2015). Low-stakes activities are more likely to offer an individual or a group grade that does not largely impact the overall grade significantly, if it is even evaluated at all, rather than simply being a participation activity (Fisher, Dorner, & Achieng-Evensen, 2015). The assignment is usually small, with the purpose of sharing, connecting, enriching, or promoting voices.

Breakout Rooms

When using groups in a face-to-face class, the same techniques of presenting the activity, checking on groups, and following up with groups align with online breakout rooms. The following steps are recommended for the instructor:

1. Make sure you have a plan (Ellis, 2021) and have prepared the mediums and materials before the session.
2. Explain the activity.
3. Make sure students know how the activity or discussion will be documented.
4. Check that students are ready for groups and answer any questions before opening the breakout rooms.
5. Check on or facilitate rooms (Ellis, 2021) as needed.
6. Return to the main room to share results.

It can be helpful, if the responses are expected on a live response (which will be explained in depth later) to watch the live response forms on another screen or device. This offers a glimpse into potential understanding or technical difficulties when a group stalls or takes too long to post.

One activity that allows the students and professor to start building community is developing class values and norms (Bryan, 2012). This starts with each student writing down five individual values, groups choosing the 3-5 values they all agree are most important, sharing a document where each member of the class adds what they need for success and leaders add the group values to the top of the document. It is important to establish some rules about a shared wiki or gDoc, so students know they cannot delete other students' posts, but can add to posts, add an asterisk to items with which they agree, and have a "play" space at the bottom of the document. The play space is important since this may be the first time students have worked on something like this collaboratively. This activity may also lead to either including a group rubric developed by the professor or having groups establish their own group norms (Finkelstein, 2006).

Planning for Engagement

While engagement improves student learning and can be used to build community, it also needs to serve a purpose in terms of curriculum and content. Activities for the sake of activity quickly become busywork. However, activities that support multimodal (Gardner, 2011) and active engagement with the content aid in learning and concept mastery (Dewey, 1916). This requires planning and purpose (McTighe & Thomas, 2003; Wiggins & McTighe, 2005).

Student Ownership and Engagement. As noted earlier, students who feel connected to the class and to the teacher are more successful in school (Bishop & Berryman, 2006), which aligns with Dewey's (1916) assertion that education should invoke a "personal interest in social relationships and control" (ch. 6, summary). It is equally important to put the power of learning into the students' hands, since students who take ownership of their learning are more successful (Apple & Beane, 1996; Brodhagan, 1996).

Planning. Overall, a backward design for course development is always helpful, since it maps the skills needed and activities designed to build those skills throughout the course (McTighe & Thomas, 2003; Wiggins & McTighe, 2005). When introducing new technology during the semester, earlier activities should be low stakes in situations where students can help each other and ask questions before introducing higher stakes independent assignments.

When examining the individual class session, it helps to keep in mind a plan for the lesson structure (Hunter, 1991). While Madeline Hunter's (1991) lesson offered eight potential steps as guidelines for a lesson plan, an adapted version for today might include the objective, content, a model, practice, and end with reflection.

Forms of Engaged Pedagogy. Teaching should include space for whole group small group, and individual engagement (see Figure 1). When considering group vs. individual, there should be activities that can be done individually or require everyone responds or submits something. This maintains the personal ownership of the learning, and clarifies for the instructor which students are paying attention in class. Activities done in small groups result in the group responding or submitting together, or the activity can be done as a group, but still require each member to submit their own copy. As mentioned earlier, mixing this up helps to reduce the dangers of one student trying to do all the work or of the group slacker doing nothing. Finally, activities can be done as a whole group, requiring everyone to insert their piece. This can be done

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anonymously or with student names attached, depending on the program and settings.

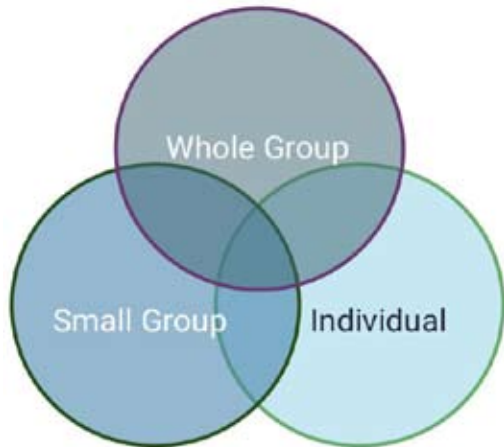


Figure 1: Forms of Engagement

Skill Mastery. Whitaker and Gauthier (2011) originally offered their “gradual release” model for elementary education, but the model also applies to skills mastery at any level when introducing students to new technology. It helps to model the technology first or provide models. Practice in groups supports student learning before launching students to attempt the technology independently. (See Figure 2)



Figure 2: Skills Mastery (based on Whitaker & Gauthier, 2011)

Bringing Engagement to the Table. Opportunities to practice technology are helpful in a low-stakes situation where students can troubleshoot with each other and the professor or teaching assistant (TA). Always be cognizant of the impacts of screen fatigue (Dogar et al., 2020). Focus on activity-based synchronous sessions that are collaborative and interactive, especially when using breakout rooms.

Competence and Patience. When we begin to learn something new, we may not realize how much we need to learn. Over time, we discover what we do not know. If we

stay the course, we eventually arrive at a place where we become aware of our accumulated competence and our confidence begins to radiate. Eventually, with resilience, persistence and patience, we become unconscious of our newly acquired skill (it’s like breathing).

Bowen (2007) explains how Maslow also offered a model of competence. When learning something new, we start out with unconscious incompetence, not realizing what we do not, yet, know. With knowledge comes the realization of conscious incompetence and recognition of what we still have to learn. With practice, we develop conscious competence until we have mastered the concept, and are unconsciously competent, no longer having to think about the actions to be competent. However, the mastery of knowledge also increases the learning of new areas for study. (See figure 3)



Figure 3: Competence and Patience (based on Bowen 2007)

Multimodal Engagement

It is important to explore multiple ways and approaches to engage students in learning. Multimodal engagement could include addressing Gardner’s Learning Modalities, considering comfort zones, and the critical response menu.

Gardner’s Learning Modalities. While “learning styles” have been questioned (Reiner & Willingham, 2010), the use of multiple learning modalities is still relevant to student engagement (Gardner, 2011; Fisher et al., 2017). All learners benefit from multiple forms of engagement. In fact, Gardner (2011) discusses the multitude of ways individuals process information. We know that learners can possess and benefit from many forms of intelligence including logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligences (Gardner, 2011). Students and learners can benefit from active engagement (Dewey 1916) and multimodal engagement (Eisner 2002; Guisbond et al. 2006; Gardner 2011) both of which can contribute to motivation and learning.

A *learning modality survey* can be used to establish a common ground with students. This survey allows for students to determine the appeal of different learning modalities and establish common ground (Howard, et

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al., 2017). Other approaches could be to use personality traits, or other types of surveys. There are also various ways to represent this information when sharing it in class. Furthermore, a survey can serve as a common starting point for diversity conversations (Fisher et al., 2018).

Comfort Zones. Having established comfort zones with students, it can also be helpful to identify the need to push beyond comfort zones (Howard, et al., 2017). This may involve various socioemotional tools or other elements to develop flexible thinking (Maghzi & Fisher, 2021), or something like von Oech's (2013) creative Whack of the Day (<http://creativethink.com/WhackPack/wotd.php>).

On the Menu. It is often expected that students read articles and books and write analytical papers examining what they learned about. Writing an essay response to what one has processed or learned is only one way of demonstrating one's knowledge and literacy (Kalantzis et al. 2016). Knowledge processes and ways of knowing and learning should be multifaceted, providing a diversity of ways to respond to concepts being learned (Gardner, 2011). Thus, providing options for students to respond to information that they are learning and deepening about. The *Critical Response Menu* (<https://tinyurl.com/CRMMenuCopy>) (Fisher, 2018) does just this. The Menu provides reading tips, creative and academic guidelines for students to respond to information and readings they are processing. These approaches (or responses) are organized by learning different learning modalities. The Menu also provides examples of how students can use creative lenses to demonstrate their knowledge or understanding. In addition, the menu provides grading rubrics for various assignments. Students who will be future educators can benefit from this Critical Response menu as it provides a multitude of ways to present information and have students process information in a multitude of ways.

Tools for Engagement

There are various tools to increase engagement in online learning. One way to organize these tools are: interactive lectures, content interaction, developing concept models, responding to prompts, games, and practical or hands on.

Interactive Lectures

Interactive lectures pair well with Google Slides (gSlides), since students can be provided with a link that updates in real-time when a professor adds or edits a slide. Rather than putting the slides in presentation mode, the slides are easier to interact with through the editing mode, and can be "presented" that way. The downside is that animations

and slide transitions are missing, but the sense of substance and interaction outweighs the loss of animation, and the instructor can add to or change slides in front of students, and the content will push to their versions.

Interactive Lecture Ideas. Educators can integrate lecture videos with questions with programs like EdPuzzle (<https://edpuzzle.com/>), but videos typically are better for asynchronous content, which can support accountability and purpose. In the synchronous class, various interactive strategies should be incorporated into lectures to reset students' attention since the average adult attention span is significantly shorter than the length of a class (Bradbury, 2016; Saga, 2014). Attention can be "reset" with a response action: movement, speaking, etc., which is more difficult in an online environment, and therefore requires more interaction.

While it is easier for the educator to teach with student videos on providing a sense of live interaction, not all students are comfortable providing video from their homes. When considering the importance of *videos on or off*, the Center for Academic Excellence in Appalachian State University (2020) offers a decision matrix to consider the purpose behind camera usage and alternate suggestions (<https://tinyurl.com/CameraUseZoom>), as does Oregon State University (<https://tinyurl.com/CamaraUse>).

Basic Zoom Tools. While there are various tools for *audience responses* within Zoom that can be used to generate student interaction (Ellis, 2021). These might include answering a prompt in *chat*, inviting *audio input*, giving *reactions* (caution: raised hands stay up, but other reactions disappear quickly, which is bad for quick polls, and polls. One way to poll students quickly in Zoom is to pre-set some basic polls, such as a quick yes/no/maybe poll or an ABCD option poll.

The Interactive Presentation. To use Google slides (gSlides) (<https://docs.google.com/presentation/>) as an interactive presentation, the settings should be that "anyone can view" so students have viewing access, but not editing access. This will still allow students to access embedded links. Live links can come from readings and resources, activities, surveys, or programs, such as Padlet, gSlides, and Google Jamboard. This use of settings and live links also works well in a gDoc interactive syllabus.

Nearpod (<https://nearpod.com/>) can also be used to develop interactive lessons. Designed for K-12 but adaptable for higher education, Nearpod has its own database and is designed for the integration of multiple tools, which sets it up automatically for engagements.

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QR Codes. When using various online activities, the links to those activities can be shared with students by posting hyperlinks and/or QR codes so the students can promptly access the activities. It helps to include the hyperlink so students can use the URL instead of the code, if desired. QR Codes may be embedded in the application, or can be generated for a variety of uses through a QR code generator like QR Code Monkey (<https://www.qrcode-monkey.com/>), QR Stuff (<https://www.qrstuff.com/>), or QR Code generator (<https://www.qr-code-generator.com/>).

A QR code is useful in both online classes when students can either point their phone at the screen or click on the URL. A QR code is also useful in a face-to-face class when it can be projected on the screen and students can use their phones for a quick interaction or survey. These are great for quick surveys, check-ins, exit tickets, Padlets, etc. or connecting to Flipgrid, Padlet, videos, surveys, Jamboards, or any other program.

Surveys. Surveys can be used in a variety of ways to encourage classroom engagement. Google Forms (gForms) (<https://docs.google.com/forms>) can be used to gather or document information, such as this *Peer Review* form (<https://tinyurl.com/PeerReviewDemo>), and are not difficult to set up (Friesen, 2020). However, gForms does not offer a QR code; the instructor will need to create the QR Code independently through a QR code generator with gForms.

Other surveys can be used for check-ins, exit tickets, or, per democratic teaching practices to engage students in choices about content and learning (Apple & Beane, 1995; Dewey, 1916; Sehr, 1997). Mentimeter's (<https://www.mentimeter.com/>) free version offers two slides per presentation, but does not limit the total number of presentations. Design is extremely limited, but the system is fairly easy to navigate. Furthermore, Mentimeter offers tips as a resource (Cullen, 2018) as well as an automatic QR code.

PollEverywhere (<https://www.polleverywhere.com/>) also offers a free survey account. They have more free design options than Mentimeter, but limit responses to about 40 per activity and the activity only stays open for 24 hours. Furthermore, PollEverywhere does not offer a QR code, and the system can be awkward for navigation.

Content Interaction

For asynchronous work, educators should pair media and readings with various assignments, such as quizzes, discussion boards, and responses, to not only give students opportunities to reflect on their learning, but also provide a sense of accountability and purpose for learning content. Whether asynchronously or synchronously, it is necessary to provide multiple ways for students to engage with content.

Engaging with Content. Educators can utilize the Learning Management System (LMS) to tie in readings, videos, or other media to activities that use the information. The same is also true in class. Educators may use gSlides that instantaneously update in real-time making the sharing and updating of knowledge fluid, instantaneous, and immediate. For educators, the use of gSlides can provide a means to update content material and information in an instance while teaching so that students have access to the latest and most up to date content and information. This platform also provides students with the space to *annotate* slides and comment on the educators' slides (Ellis, 2021) during class.

Shared Videos. Shared videos are another instructional approach that can be used during a synchronous session. These are short videos under ten minutes that can be *shared or watched together* (Ellis, 2021) as a class, in which sound and video quality are optimized. It is crucial to ensure that closed captioning is available for accessibility purposes for all students and educators. Therefore, recognizing the various means of obtaining information. These videos can include delineated tasks and questions that are transparent and obvious to students. This also provides students with the option to parallel watch videos, benefiting students with low Wi-Fi bandwidth.

Shared Readings. Student readings is another technique that can be used with students providing a space where students can annotate the same reading together simultaneously. It is recommended that instructors upload the *PDFed readings* to Google Drive, then offer a link for each group to work on, sharing their annotations, and highlighting the text. If the whole class is using one document, then groups of students can offer different prompts to answer the various prompts/questions (S. Fisher, 2020). It is important to make sure that students are logged in to the shared PDF document which is shared through Google Drive in order for their names to appear on the document. The following guidance can be helpful when thinking about *how to create an annotation assignment with Google Drive* (Beckham, 2020).

Developing Concept Models

Developing concept models enables students to build their higher-level thinking skills as noted by Bloom (1956) and updated by Schultz (2005) (see Figure 4). Coming from high school, students have developed the basic foundation of remembering and understanding. Concept models enable students to develop a multidimensional understanding of the content while also practicing skills in application, analysis,

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evaluation, and creation. Concept models can manifest in a myriad of approaches that are hands-on and visual, which allows the students to not only develop connections with content, but also to break down a complex concept, while creating a learning moment about how to collaborate with their peers and support each other's learning processes. At the same time, this helps students to construct their own knowledge (Ford, 2008). This approach also provides the instructor with insights into what the students are grasping and areas that need to be further addressed and explored.

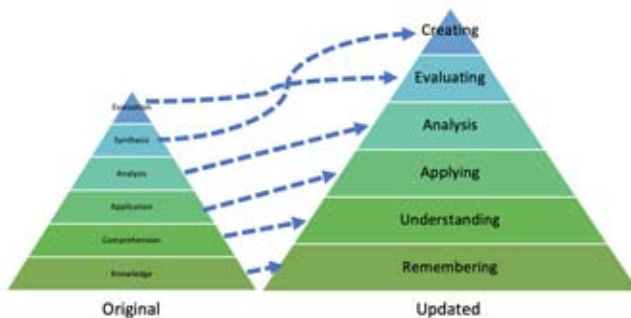


Figure 4: Re-envisioned Blooms (based on Bloom, 1956; Schultz, 2005)

Concept models can be created and organized through a *mapping* program like Padlet (<https://padlet.com/>). Padlet is easy to set up as an instructor for quick engagement with students (M. Fisher, 2020) as well as for students to create and organize ideas (Kary, 2020).

Mindomo (<https://www.mindomo.com/>) is also wonderful for mapping ideas. Advantages of Mindomo are that it offers endless space for maps, can engage multiple coordinators in real time, generates outline, and only costs about \$4.50/month for an instructor, which includes 75 students and gives everyone premium access to assignments during class. The disadvantage is that, despite offering videos on how to use the program with students (Mindomo, 2015), the free account is missing most features (i.e., outline cannot be downloaded) and classroom setup features are awkward without a Google Classroom account.

Concept maps can also be developed through a drawing or *illustrating* program like Google Draw (gDraw). gDraw is easy to set up, use, and share (Stockton, 2020). While it does not replace the experience of physically walking around a classroom to look at student group developed chart paper posters, group posters can be projected during synchronous sessions or linked to the LMS.

Presenting. Google Slides (gSlides) (<https://docs.google.com/presentation/>) is a great resource to use for presenting. Students can collaboratively use gSlides if the setting is set to “Anyone can edit.” Groups of students can work on these

slides and present them. Only one person needs to share the slide deck while presenting and others can speak to their slide content. It is best to set the settings so that anyone can edit the slides. Educators can embed links into presentations, especially if they want to jigsaw or break up the work to be completed by different groups of students. Presentation links can be embedded or attached to the Learning Management System (LMS).

Responding to Prompts

Structuring prompts is a useful guided tool in building independent mastery of the content/concept/learning skills among the students. Prompts can be visual, verbal, physical, gestures, and include model examples within the classroom or outside of the classroom. Utilizing prompts potentially facilitate the students' learning process while minimizing degrees of frustrations or mistakes. Prompts are a useful tool, yet they need to be used sparingly and intentionally otherwise students may become reliant on prompts for their learning rather than developing higher level thinking and analysis. It is also important to mix up the prompts' format in order to continue stimulating the learning process rather than stunting the learning process by being predictable aka boring. Presently, there are a multitude of great features online and in classroom practices when brainstorming prompts for your classroom.

Responding to Prompts Ideas. Homework can use any method, including LMS based discussion boards, wiki pages, Voicethread (<https://voicethread.com/>), or *flipgrid* (<https://info.flipgrid.com/>), while a face-to-face class might use chart paper and markers. An online class can document discussions in breakout rooms.

Posting Ideas, Responses, or Notes Storms. Jamboard is great for several purposes. For community building, it can be used to respond to fun prompts to start conversations (such as this *Model Community Building*: <https://tinyurl.com/ModelCommunityJam>) or as a place to gather students' values or exit tickets.

Jamboard can also be used to create a Notes Storms, which can be seen in this *Model Notes Storm* (<https://tinyurl.com/ModelNotesJam>). Have students pre-read for the class; have students summarize and pull notes. Then use Jamboard to create a “Notes Storm” by having students put the core ideas of what they learned into the Jamboard. The first slide in the Jamboard slide deck is the Notes Storm. All slide decks are provided for students. Since it is interactive, they can continue to add to it, plus use the Jamboards to study for tests.

Notes storms can also be used for mapping ideas through “Raking Leaves.” This involves sorting and

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organizing the sticky notes into piles of conceptual ideas. Offering a forced copy link of the Jamboard after students have posted their notes in class provides students or student groups with individual copies of the notes at the time of copying, offering a set for the student or group to organize without impacting the original.

Padlet (<https://padlet.com/>) also offers a way to organize responses. As can be seen in this demo model (<https://padlet.com/writingguild/Demo>), settings can allow anyone to comment, post, or edit, making immediate student interaction simple on the learner's end.

Drawings and Worksheets. There are several ways to convert hardcopy worksheets into digital worksheets or templates for assignment responses. Google Draw (gDraw) (<https://drive.google.com/>) offers a blank canvas that, once formatted to 8 ½ by 11 inches, becomes a blank sheet of paper. An image of the worksheet can be formatted into the background or even as the back layer. Adding text boxes on top of blanks or fields where students should record answers creates a space where students can just double flick on the space to type in their answer. Changing the end of the gDraw URL from “/edit” to “/copy” creates a forced copy so each student has their own copy. It is important to remind students of desired share settings when they submit. There are a number of helpful resources for using gDraw (Stockton, 2020) as well as for using Google Slides (gSlides) to create worksheets (Keet, 2020; Miller, 2020; Wood, 2017).

Workbooks. Workbooks, via gSlides, can be designed by the professor and then shared with students using the forced copy method so each student has their own copy. Students give the professor commenting access only and add their own slides after the first few weeks. In this *Model* (<https://tinyurl.com/WkbcModel>) students start with a biography. At the end, they do an analysis of their learning throughout the semester. As an assignment, this can be completed independently for homework, but content can be shared in class, demonstrating student's completion and mastery of the assigned reading.

Sorting. Trello (<https://trello.com/>) is an online application and website that can be synchronized and used across different technological devices—laptop, tablet/iPad, and smartphone. It is similar to the “post-its on a bulletin board” approach where you can create “post-its” and rearrange the “post-its” on the board. If folks prefer a more “tactical” approach, this is potentially a good digital substitute. The sign-up process takes some time as it requires several steps: signing up, looking for a confirmation email and completing the next steps, and setting up the access to the board. The board needs to be set up so that anyone in the

group can edit. Once students have access, they will see a board, and can start setting up lists that go across the board, and cards that fit under each list. The cards and the lists can be moved around across the board.

Trello is useful for facilitating engagement around a structured prompt. It is also a useful project management tool for group activity work or long-term projects.

Similarly, Padlet (<https://padlet.com/>) is also an online application and website that can be used across different technological platforms for sorting information. The set-up is straightforward, and is easier for students to engage with if they are already familiar with Padlet. However, students may also leave comments or add posts out of habit rather than sort items already provided.

Games. Games are another way to engage students with content. Games can be premade or take a time-consuming build, and can be created by the instructor or the students, but are always appreciated by students.

Kahoot! Kahoot's (<https://kahoot.com/>) free version is easy to use. When presenting through Zoom, the music settings may be tricky, but the setup is typically simple, requiring no sign-in from students. There is a huge, searchable library of public games to search for, or an educator can design their own game. As an instructor with an account, there is an asynchronous version that can be assigned to students for a limited number of weeks, or a live version that can be played as a class. In face-to-face settings, games can also be played in groups.

The instructor needs to have the URL of the game, such as this one: <https://tinyurl.com/KahootGameSetUp>. When integrating this into slides, the game URL can be hidden under a title or word by removing the indicators of a hyperlink (such as font color and underlining) or under an instructor-generated QR code (Kahoot does not offer QR codes). Students only need to go to www.kahoot.it or the phone app to play and enter code to be entered into the game. New, accessible options are now offered during game setup that display questions and answers on student devices, making the game easier to play without projecting the questions.

Bingo. Bingo is a simple game to set up, especially when using Bingo Baker (<https://bingobaker.com/>), which generates unique cards. There are premade games already designed, or you can design your own. For example, the 2020 Media BITES Game (<https://bingobaker.com/view/3673406>) has the original game set up, the Calling Cards link (<https://bingobaker.com/caller/3673406>), and a link that can be given to students that generates a unique player for each student (<https://bingobaker.com/#41bb9faa42e06f55>). Creating

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your own content can be tied to vocabulary, content, etc. if you design your own caller: put answers on the cards and read questions to the students, so they are practicing course concepts or vocabulary. If you find a game you want to modify, it can be “cloned” and edited.

Jeopardy. Jeopardy typically takes more set up time, since all those categories need to be filled, but is typically a winner in terms of student engagement. Technology for Teachers and Students (2017) recommends and explains how to use Factile (<https://www.playfactile.com/>) to build a digital jeopardy game for students (<https://www.youtube.com/watch?v=C7e3rtTn7uw>) but the video is not closed captioned. Another, more accessible help video is Factile’s (2020) video (<https://www.youtube.com/watch?v=HGjIHcAOaZs>).

Of course, half the fun of a Jeopardy, or of even a multiple choice game, is the buzzers. Gates (2017) suggests ways to use gForms as a buzzer, or CosmoBuzz offers a fun digital buzzer (<https://www.cosmobuzz.net/#/>). Technology for Teachers and Students (2017) also offers links for purchasing buzzers and buzzer systems.

Additional Resources. Classroom Screen (<https://classroomscreen.com/>) offers basic game tools that can be added to professor generated resources, such as dice, a timer, or a stopwatch. Building a breakout room game is labor intensive (or can be purchased with less labor) from a variety of resources. Teacher’s Pay Teachers occasionally offers breakout games, or, if your school has a Breakout EDU (<https://www.breakoutedu.com/>) kit and subscription, there are both digital and physical games that can be played.

Hands On. Hands-on learning includes online learning engagement in the form of labs and scenario based learning tasks. In fact, labs can occur as a virtual technology laboratory or can also occur as a broadcast from an actual physical laboratory.

Online Labs. Online labs can combine virtual and hands-on components. Tips for *online lab classes* can be helpful to ensure how to make this space the most productive space (<https://tinyurl.com/ZoomLabChecklist>) (University of Chicago, 2021). Kits are also an option to use during these labs. Breakout rooms can also be utilized so that students can communicate in class with one another. It may be helpful to implement an ongoing gDoc where students take note and record who does what as a way to ensure that students are working together as a group.

Scenarios. Setting students up to examine, solve, or work out *scenarios* also creates high engagement with the content (Ellis, 2021). Ellis (2021) suggests naming

breakout rooms by scenario titles and using the same titles to organize scenario content for students. For example, Rottenberg and Winchell (2003/2018) suggest a logic activity in their book to teach students about assumptions and warrants. Using the provided list, students can be offered a scenario where they determine the disaster and who will survive. Any software appropriate to the scenarios works. For Seven Survivors, which is a sorting activity, completing this activity on *Trello* (<https://tinyurl.com/Trello7Survivors>) has several steps before getting to the activity. On *Padlet* (<https://padlet.com/mfisher79/7brh8mgv5zydeps5>), the activity is speedier in terms of engaging students, since there is no sign-up, but students used to *posting* on Padlet may comment rather than moving the cards.

Final Recommendations

Captivating students in an active learning process ensures that learners are engaged. Furthermore, “The forms through which humans represent their conception of the world have a major influence on what they are able to say about it” (Eisner, 1991, p. 7). Having more tools empowers students and provides students with the mechanism to express themselves. All these resources are wonderful, however, the recommendations to instructors suggest that, rather than trying everything, choose a few items or clusters of items with similar forms of usage that align with your teaching pedagogy. Scaffold the introduction of each tool so students are not overwhelmed, but do not be afraid to integrate new items or adapt tools as you see the instructional need.

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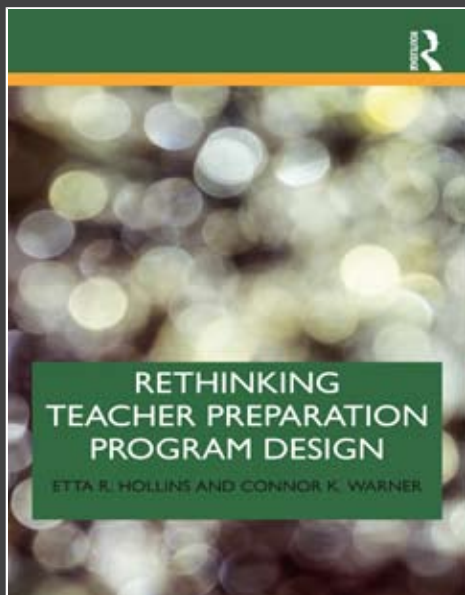
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