



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 35, Number 3, Fall Issue, September 2024

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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**Please Plan to Attend the CCTE Fall 2024 Conference**

**October 17-19**

**Kona Kai Resort, San Diego (and virtually)**

**Theme: “Feedback for All: Preparing for Deeper Learning for Equity, Inclusion, and Excellence in the California Classroom”**

See Conference Preview, Tentative Program, and Registration Form (pages 8-10 of this newsletter)



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## California Council on Teacher Education: Engaging in Courageous Leadership This New Academic Year

*A Message from CCTE President Karen Escalante*

Greetings, CCTE Community,

In June, CCTE held its annual Leadership Retreat and Board Meeting. During that time, I shared my presidential priorities. My first priority is to increase our advocacy locally, statewide, and nationally. My second priority is to focus on the professionalism of teacher education. Advocacy and professionalism are intertwined and pivotal to our work. My third priority is to help transition CCTE into a new era. I sincerely thank the University of San Diego School of Leadership and Education Sciences (SOLES), Dr. Kimberly White-Smith, and the SOLES faculty and staff for hosting the CCTE Leadership Retreat and Board Meeting; I am exceptionally grateful to colleagues and universities who open their hearts and doors to us.

### The Work

**Advocacy**—Teacher Education has long felt the tension between quality and quantity. Hollins and Warner (2021) note, “Programs with unreliable and inconsistent outcomes are not trustworthy.” One side of this coin is leadership, while the other side of unreliability and inconsistency results from various political actors and some special interest groups, many with financial support, leaning into agendas contradicting what we, as teacher educators, know to be accurate, reliable, consistent, effective, and best practices. To address this, it is essential we engage in educational advocacy. In June, I attended AACTE’s Washington Week / Day on the Hill with colleagues from CSU Channel Islands, CSU Dominguez



Hills, CSU Fresno, and the University of San Diego, as well as some of our Holmes Scholars and doctoral students. Together, we engaged in over 10 legislative visits, including meeting with the offices of both California senators. Reyan Warren and I had a follow-up visit with Senator Padilla’s office in early August to continue our advocacy work and further the established

relationship. In mid-August, a larger consortium of educators met with staff from Padilla’s office to discuss federal funding for multilingual learners and teacher candidates. (In this newsletter, you can read more about Reyan’s experiences as a doctoral student / Holmes Scholar at Washington Week.)

While in DC, we heard from Jessica Cardichon, Special Assistant for Education to the President. Jessica shared that President Biden’s priority is having a “well-supported teacher in every classroom.” As teacher educators, we recognize that it takes significant advocacy to ensure we have the tools and resources to make this happen. We in CCTE are the experts in the room; raising our voices and

engaging in policy is exciting, critical, and empowering. To quote Jane West (2023), “Policy is about improving the lives of others.” Collectively, let us defend the profession while also working to update the system.

Wondering how you can be an educational advocate? Here are five things you can do.

- Vote in our upcoming presidential election. Political parties and candidates have differing ideas, beliefs, and understandings about teaching, teacher

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## A Message from CCTE President Karen Escalante

(Continued from previous page)

education, teacher/student wellness, identities, critical thinking, history, representation, and public education, to name a few.

- Encourage your teacher candidates to vote in the upcoming election as well. Elections impact our profession.
- Attend CCTE's SPAN conference in the Spring. SPAN is hands-on, and you will have the opportunity to meet with policymakers. Remember, you—the CCTE community—are the teacher education experts. Share your expertise, elevate, and advocate for our profession.
- Schedule visits with your local policymakers. Our policymakers work for us—we hire them and fire them. Discuss critical issues and celebratory events within education with them and invite them to your campus and your classes.
- Follow your local and national policymakers on social media. Tag them in your educational work, policy, advocacy, and events. Encourage your teacher candidates and doctoral students to do the same.

**Professionalism**—While watching the Olympics, I, along with many others worldwide, was struck by the athletes' expertise, poise, dedication, and training—all to say, the "professionalism" of the athletes. While there were plenty of "arm-chair" athletes who showcased their athleticism on social media, even giving out pretend medals to family members, the level of professionalism required of Olympic athletes is awe-inspiring; one does not enter the field having just played recreational soccer or rugby for a few seasons.

While "professionalism" is generally understood in domains such as sports, medicine, law, business, and skilled trades, we are often asked to prove our professionalism within teaching and teacher education. Our profession is grounded in expertise, research, practice, dedication, and training. One does not simply walk into the classroom and "teach." Across the nation, as our profession continues to navigate among misguided ideas and beliefs that seek to delegitimize our work, it is imperative we raise our voices to advocate for our knowledge, skills, and abilities as teachers and teacher educators.

**A New Era**—as CCTE enters a new era, moving away from the Kona Kai and soon to be centering our conferences within our professional spaces of work—our universities—we continue to focus on our charge "to work toward improving education at every level through fostering teacher development and growth opportunities." Again, through watching the Olympics, I reflected on growth opportunities for educators. Many

of the athletes (and our teacher candidates) are Gen Z—what was evident are the boundaries, self-care, mental health awareness, communication, self-positivity, and the support for one another in which they engage.

Teaching is a selfless profession, and many of us (raising my hand) have few boundaries, which results in burnout and physical pain. Recognizing the soft skills Gen Z carries with them into our preparation programs and the teaching profession causes pause and an opportunity to revisit how we care for ourselves and one another in our shared spaces. As leaders, I hope we embrace this humanity.

### National Organizations

Motivational speaker Jim Rohn is credited with saying, "You are the average of the five people you spend the most time with." Reflecting on our national organizations, I am reminded of how much joy, leadership opportunities, and community occur in these spaces. Holding space with Dr. Lynn Gangone, soon-to-be former president and CEO of AACTE, has been a privilege and gift. Participating in ATE's book club this summer, led by past ATE president Dr. Nancy Gallavan, was an additional opportunity to see women in leadership positions. Nancy led with grace, compassion, and clear communication. Our national organizations allow us to be in spaces that contribute to our growth, leadership skills, research, and larger teacher education community; these are the folks we want to gather and spend time with. Together with CCTE, our national organizations help foster stronger networks, shared language and resources, and coalitions to advocate with.

### Fall Conference

We look forward to seeing you in October at the Kona Kai. The Fall Conference theme is "Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom." Dr. Linda Darling Hammond, President of the California State Board of Education and President and CEO of the Learning Policy Institute, will deliver the keynote address. Brent Duckor and Carrie Holmberg are co-chairs of our conference. You can access the conference in person or virtually. This fall conference will be our final at the Kona Kai, a well-loved and beautiful venue hosting CCTE for a quarter century. I hope you will join us for our fall conference; I am excited to see you there!

### What I am Reading

At our CCTE Leadership Retreat in June, we shared what we have been reading or listening to. It was a

—continued on next page—

## A Message from CCTE President Karen Escalante

(Continued from previous page)

diverse and eclectic mix representing us, our interests, and our joys. This summer, I enjoyed a healthy mix of selections: *The Source* by Tara Swart M.D., Ph.D., *Outlive: The Science & Art of Longevity* by Peter Attia M.D., *Dare to Lead* by Brene Brown Ph.D., M.S.W., and *Advocating for the Common Good: People, Politics, Process, and Policy on Capitol Hill* by Jane E. West Ph.D. As always, I would love to hear what you are reading!

As we begin another academic year, remember that we are changing people's lives. To share again West's words, "Policy is about improving the lives of others." Our educational world is ingrained in policy; let's ensure we occupy space at the table for teacher education and Pk-12 students and educators. At the same time, Brene Brown reminds us that "daring leaders must be connected to and care for the individuals they lead—this is the bare minimum." She

also reminds us that "courage is contagious." I often share with my teacher candidates at the end of each semester to "go out and make a damn difference." CCTE friends, colleagues, and community—take up a seat at the table, be courageous, be advocates for our profession, and make a damn difference.

In Community—

Karen Escalante  
CCTE President  
karen.escalante@csusb.edu

### References

- Hollins, E. R., & Warner, C. K. (2021). *Rethinking teacher preparation program design*. Routledge.
- West, J. E. (2023). *Advocating for the common good: People, politics, process, and policy on Capitol Hill*. Rowman & Littlefield.

## CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), is to serve as a forum for CCTE members to share information and celebrate our successes. We encourage all Special Interest Group (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, Nirmla Griarte Flores, at California State Polytechnic University Pomona: ngflores@cpp.edu. The deadline for article submissions for the Winter 2024 issue of the newsletter is November 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Winter 2024 issue is November 15. Email your submissions to Nirmla Griarte Flores (see above).

## Update from the CCTE Communications Committee

By Sarah Johnson

Chair, CCTE Communications Committee

The Communications Committee of the California Council on Teacher Education (CCTE) is active throughout the year. Our meetings are monthly, and we continue to work to establish a regular cycle of communication with CCTE members in a variety of ways: through *CCNews*, updating the website regularly, listserv e-mails, and *LinkedIn* and other social media:

Facebook: California Council on Teacher Education  
Instagram: calcouncilteachered  
Instagram: calcouncilteachereducation  
LinkedIn: California Council on Teacher Education

We are always looking for new Communications Committee members! Our new cycle of monthly Zoom Committee meetings has started. To get involved contact Committee Chair Sarah Johnson or CCTE Executive Secretary Alan H. Jones if you are interested in joining us!

sarah.johnson@fresno.edu  
alan.jones@ccte.org

## From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education (CCTE) as we move through our 2024-2025 membership year, which began July 1, 2024, and extends to June 30, 2025:

### Membership

We have enjoyed institutional memberships in CCTE during recent years from some 70 to 75 institutions (mostly public and private colleges and universities, along with some community colleges, county offices of education, and state education agencies). So far this year, over 50 of those institutions have renewed their memberships, and we expect all of the others to do the same. We also have had an additional 35 or so individual members each year.

### Sponsorships

During the 2023-2024 year we enjoyed annual co-sponsorships of CCTE by the College of Education at California State University Los Angeles, the College of Education at California State University Sacramento, the Graduate College of Education at San Francisco State University, the Department of Educator and Leadership Programs at the Office of the Chancellor of California State University, and the School of Leadership and Educational Sciences at the University of San Diego. We are anticipating a similar range of sponsorships during 2024-2025 and we invite other institutions to join the annual sponsorship program as we move through the new membership year. These sponsorships provide crucial additional financial support for our CCTE activities.

### Associated Organizations/Affiliated Organizations

CCTE also enjoys the participation of 10 associated organizations, each of which shares goals and activities similar to CCTE. Those 10 are the Association of California Community College Teacher Education Programs (ACCCTEP), the Association of Independent California Colleges and Universities-Education (AICCU-ED), the California Alliance for Inclusive Schooling (CAIS), the California Alliance of Researchers for Equity in Education (CARE-ED), the California Association for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), the California Association of School-University Partnerships (CASUP), the Center for Reaching and Teaching the Whole Child (CRTWC), the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), and the Supervisors of Teacher Education Network Team (STENT) as CCTE associated organizations.

Please refer to the CCTE website for links to these organizations.

CCTE also serves as the state chapter of the two national teacher education organizations, the American Association of Colleges of Teacher Education (AACTE) and the Association of Teacher Educators (ATE), which we classify as affiliated organizations based on our role as their California state chapters. Our two CCTE Vice Presidents, Kimberly White-Smith and Michele McConnell, serve as our primary liaisons with those national organizations. In addition, CCTE is an affiliated member of Californians Together (CalTog), an advocacy organization on behalf of bilingual education and English learners, and former CCTE Board member Grace Cho is our liaison with CalTog.

### CCTE Fall 2024 Conference

A preview of the Fall 2024 CCTE Conference appears in this newsletter along with the tentative program, and registration form. The Conference will be on-site at the Kona Kai Resort in San Diego on October 17-19, with a virtual option for those who prefer. We hope all CCTE members and friends will register and participate.

### Spring 2025 SPAN Conference

CCTE will again hold its Spring Policy Action Network (SPAN) Conference in March 2025. The exact date and location will be announced later this fall.

### New Faculty and Graduate Student Programs

During the upcoming 2024-2025 membership year we are again offering opportunities for participation in the CCTE New Faculty Support Program, which includes the New and Aspiring Faculty of Color (NAFOC) group, and the CCTE Graduate Student Support Program. These programs are available and open to all interested applicants. Information about the programs is available in each issue of the newsletter and on the CCTE website.

### Publications

CCTE continues to be well served by *CCNews*, our quarterly newsletter, and the two journals we sponsor, *Issues in Teacher Education* and *Teacher Education Quarterly*. Each issue of the newsletter is emailed to all CCTE delegates, members, and friends, while the two journals are emailed in PDF format to CCTE institutional delegates and individual members. Everyone in the CCTE community is encouraged to submit manuscripts to the journals and the newsletter and to sign up as reviewers for either or both journals.

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

# Report from ATE

By **Michele McConnell**  
*CCTE Vice President for ATE*  
*California State University Fresno*

Earlier this year, the Association for Teacher Education (ATE) Annual Conference took place in Anaheim on March 27-30, 2024. In my role as CCTE Vice President for ATE, I along with CCTE Past President Dr. Betina Hsieh, attended the conference as representatives of CCTE, both at the delegate assembly and as conference presenters.

Per the ATE President's Report, the national organization has grown by 180 members and now has representation from all states. Additionally, the revised ATE By-Laws were passed during the national meeting. I offer thanks to both Dr. Michael Cosenza, the previous CCTE Vice President for ATE, and Alan Jones, the CCTE Executive Secretary), who were able to assess the new By-Laws and assure us that the revisions would have no impact on CCTE as the California chapter. ATE now moves on to drafting, reviewing, and revising the Policy and Procedures Manual to accompany the By-Laws and seeks input from members during this process.

It was also announced that the ATE Inquiry Initiative, enacted two years ago, is doing well. One of the goals for the 2020 ATE Strategic Plan was to "collaboratively employ and implement a state-, national-, and partnership-driven research agenda, with implications for professional educators across career lifespans" in hopes to have greater positive impact on the profession and ATE. In 2022, an inaugural cohort of 72 members under the leadership of ATE's then President, Dr. Rachelle Rogers, began their work, which will conclude at the 2025 annual meeting in New Orleans. Since 2022, the cohort has produced over 100 presentations, 15 published manuscripts (more are under review), and grant funding, all as a result of the Inquiry Initiative.

Moving forward, each ATE President will form an inquiry cohort and interested teacher educators are welcome to join. Dr. Jon Yoshioka, ATE Past President (2023-2024), established a two-year inquiry cohort focused on studying teacher recruitment while current President, Dr. Cheryl Torrez (2024-2025), recently welcomed ATE members at the summer conference to join a one-year "collective inquiry" focused on advocacy in teacher education.

The need to study advocacy in teacher education was a topic of great discussion at the 2024 annual meeting delegate assembly. Many states, including California, are actively dealing with challenges related to teacher education, literacy, and policy shifts

involving identity and equity. It was shared that we need to work more closely with each other across state lines to garner support and resources and share learnings.

Finally, ATE has just published the third edition of the *Standards for Clinical Experiences*. In addition to the standards (there are 11 standards with 62 indicators), Drs. Rebecca West Burns, D. John McIntyre, and David M. Byrd created "The Progress Continuum for the Clinical Experience Standards: A Tool for Program Reflection, Self-Assessment, and Continuous Improvement." Standard 9: Clinical Coaching and The Formative Assessment of Teaching, relates nicely to CCTE's Fall 2024 conference theme and suggests that formative assessment processes are different from evaluation as they should encourage risk taking, experimentation, and problematizing teaching practices for critical reflection. To learn more about the standards and the continuum, please visit:

<https://www.ate1.org/standards.html>

## ATE Summer Conference 2024

The ATE Summer 2024 Conference was held in Denver, Colorado, on July 26-29. Dr. Betina Hsieh not only attended as a representative for CCTE, but she also presented the work of CCTE's Literacy Working Group on the theme of advocacy in teacher education.

Dr. Hsieh reports that the Dr. W. Robert Houston Leadership Academy is currently accepting nominees. The Leadership Academy is a mentoring program that brings potential ATE leaders into conversation with the local community at each ATE National Conference as a way to explore education, leadership, culture, and partnerships. The academy is designed to encourage advocacy and active engagement with the community. It is a two-year commitment and participants are expected to attend ATE's Annual Meeting and summer conferences. If you are interested in nominating yourself or someone else, please contact Dr. Betina Hsieh ([bychsieh@uw.edu](mailto:bychsieh@uw.edu)) by September 30.

The next ATE annual meeting will be held in New Orleans, March 7-12, 2025. More information regarding calls for proposals and registration will be shared soon. If you have any questions about ATE and what it means to be a member, please contact me at:

[michele@csufresno.edu](mailto:michele@csufresno.edu)

I hope to see you at future ATE events!



# An Evolving Example of CCTE Policy Advocacy

In a follow-up to the AACTE Washington Week and Day on the Hill activities in June of this year, CCTE President Karen Escalante maintained contact with two members of Senator Alex Padilla’s staff, and after initial consultation arranged for a Zoom session on August 15 with 14 CCTE leaders and members.

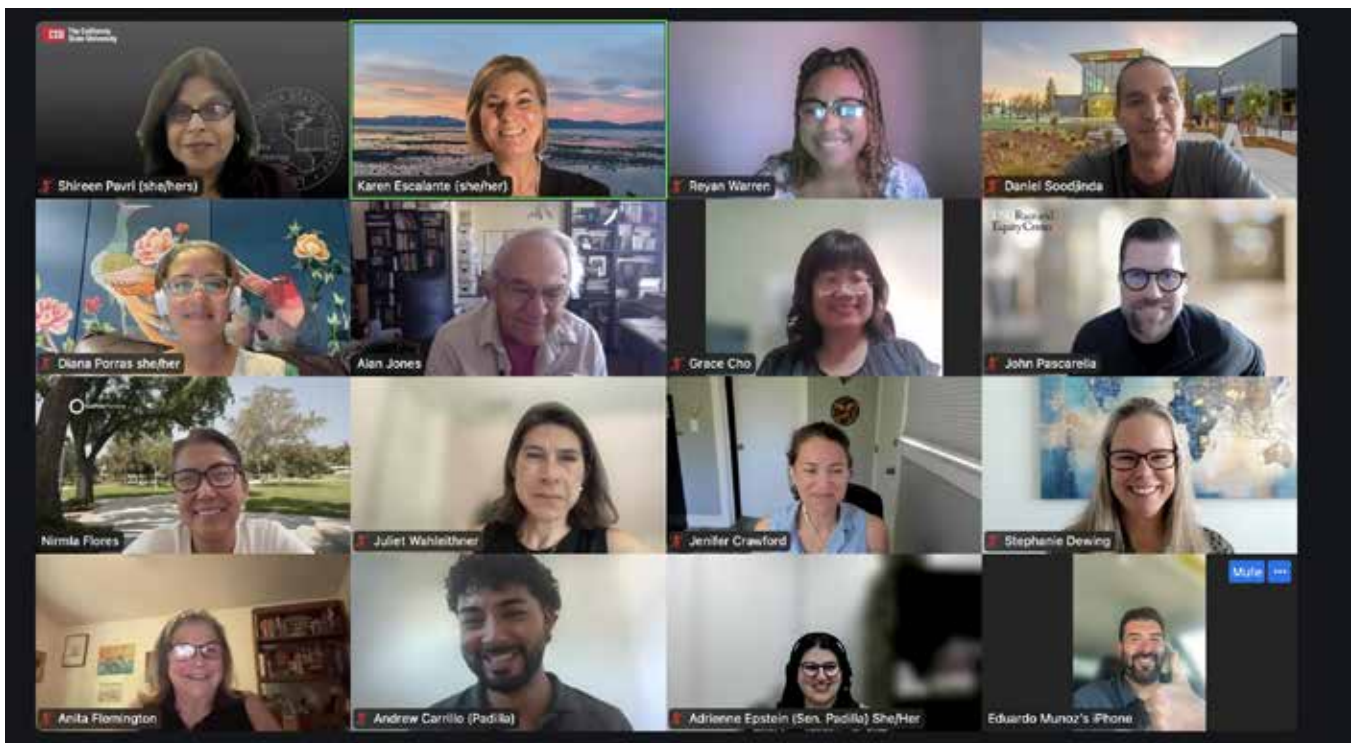
During the Zoom meeting Andrew Carillo and Adrienne Epstein from the Senator’s office sought advice from the CCTE group on how the federal government might best support and enhance multilingual educational efforts. Following an hour’s conversation the group agreed to meet again via Zoom on August 29 to take further steps to prioritize legislative goals that the Senator might pursue, using California’s experience as a springboard.

It is anticipated that following the August 29 meeting, additional consultations will occur as the CCTE team seeks to support efforts by the Senator in this crucial educational area.

Participating in the August 15 session were: Grace Cho from California State University Fullerton, a past CCTE Board member and currently CCTE’s liaison to Californians Together; Jennifer Crawford from the University of Southern California; Stephanie Dewing from the University of Southern California;

Karen Escalante from California State University San Bernardino, President of CCTE; Anita Flemington from the University of La Verne, a past member of the CCTE Board of Directors; Nirmla Flores from California State Polytechnic University Pomona, a CCTE Board member and editor of *CCNews*; Alan Jones from Caddo Gap Press, CCTE Executive Secretary; Eduardo Munoz-Munoz from San Jose State University, Past President of the California Association for Bilingual Teacher Education; John Pascarella from the University of Southern California, a member of the CCTE Communications Committee; Shireen Pavri from the California State University Office of the Chancellor; Diana Porras from California State University Long Beach; Daniel Soodjinda from California State University Stanislaus, a member of the CCTE Board of Directors and CCTE Policy Committee; Juliet Wahleithner from California State University Fresno, a member of the CCTE Board of Directors and CCTE Policy Committee; and Reyan Warren, a doctoral student at the University of San Diego and a member of the planning committee for the CCTE Fall 2024 Conference.

The sixteen participants in the August 15 Zoom meeting are shown in the thumbnail photo below.





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Newsletter of the  
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**Volume 35, Number 3, Fall Issue, September 2024, Section 2—Conferences**

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## CCTE Fall 2024 Conference

Theme:

**“Feedback for All:**

**Preparing for Deeper Learning for Equity  
and Excellence in the California Classroom”**

**To Be Held October 17-19**

**On Site at the Kona Kai Resort in San Diego  
and Virtually for Those Who Prefer**

**By Brent Duckor & Carrie Holmberg**

CCTE Fall 2024 Conference Co-Chairs

This fall’s CCTE Conference at the Kona Kai Resort in San Diego October 17-19, 2024 on the theme, “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom,” will feature a variety of panel discussions, research presentations, practice-based workshops, and keynote speaker, Dr. Linda Darling-Hammond. Darling-Hammond is the founding President and CEO of the Learning Policy Institute, the Charles E. Ducommun Professor Emerita in the Graduate School of Education at Stanford University, and the President of the California State Board of Education. She is a past president of AERA and author of over 600 publications, including the award-winning books *The Right to Learn*, *Preparing Teachers for a Changing World*, and *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*. We hope you will join Dr. Darling-Hammond and all of us for this important gathering.

This year’s conference theme will center our communities of practice on feedback for all, by all, and with all. Situated between new calls for reforming testing regimes and changing grading practices, our conference invites everyone to ask questions and look for answers—not only on the meaning of grades and test scores—but also on the power of formative feedback to transform lives and enrich our students’ learning experiences. We will hold space for the intersections of feedback and education policy on Thursday, then focus special attention on implications for preparation and support in emergent bilingual/multilingual and special ed/inclusive communities of practice in Friday’s sessions. Saturday’s program is especially practitioner-focused. PK-12 experts will be sharing and dialoguing with conference-goers about concrete ways feedback practices can benefit all our students. Conference attendees will also find all the research sessions, SIG meetings, policy sessions, committee meetings, caucuses, associated organization gatherings, graduate student caucus, newcomers’ meeting, and editorial board meetings that traditionally convene during each Fall CCTE conference.

This year’s conference on feedback for all welcomes all CCTE communities from prior years to reflect upon and think about the role of assessment for learning in our work and invites contributions from everybody on how to assure that feedback makes a difference in our pedagogy and systems of support.

Special thanks goes to the conference planning committee, which has been hard at work to bring you conference experiences you will enjoy and learn from. Committee members in addition to the co-chairs include: Lara Ervin-Kassab, Karen Escalante, Marni Fisher, Anita Flemington, Reyna Garcia Ramos, Alan Jones, Terrelle Sales, Reyan Warren, and Juliet Wahleithner.

### Further Details

On the following pages in this newsletter, please find a tentative program for the CCTE Fall 2024 Conference as well as the registration form. If you are interested in participating on the planning committee for the Conference, please contact Co-Chairs Brent Duckor and Carrie Holmberg: [brent.duckor@sjsu.edu](mailto:brent.duckor@sjsu.edu) & [carrie.holmberg@sjsu.edu](mailto:carrie.holmberg@sjsu.edu)



## Tentative CCTE Fall 2024 Conference Program

### Wednesday, October 16:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum	La Jolla Room
10:00 a.m. to 4:30 p.m. - Meeting of the Board of Directors of the California Council on Teacher Education	Del Mar Room
11:30 a.m. to 4:30 p.m. - Statewide Meeting of Education Deans and Directors Lunch on patio at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m. Cash bar at 5:00 p.m.	Coronado Room
3:00 p.m. to 5:00 p.m. - California Collaborative for Effective Educator Development, Accountability and Reform (CEEDAR) meeting	Bay Room

### Thursday, October 17:

9:00 a.m. to 10:30 a.m. - California Association for Bilingual Teacher Education (CABTE)	La Jolla Room
9:00 a.m. to 10:30 a.m. - Association of Independent California Colleges and Universities-Education (AICCU-ED)	Coronado Room
9:00 a.m. to 10:30 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)	Point Loma I & II
10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus	Del Mar Room
10:30 a.m. to Noon - Joint Meeting of the Association of Independent California Colleges and Universities-Education (AICCU-ED) 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) With staff from the Commission on Teacher Credentialing (CTC)	Point Loma I & II
11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation	Del Mar Room
11:45 a.m. to 12:15 p.m. - Pick up Box Lunches (for those who ordered them)	Point Loma Foyer
Noon to 1:00 p.m. - Meetings of First Four CCTE Special Interest Groups: Arts and Education, Inclusion, Lives of Teachers, & Teacher Induction	
Noon to 1:00 p.m. - Meeting of CSU Ed Prep Leaders & Chairs/Directors	La Jolla Room
1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session Introductions & Organizational Updates Conference Orientation by Fall Conference Co-Chairs Brent Duckor & Carrie Holmberg Keynote Address: Linda Darling-Hammond (President of California State Board of Education, and President and CEO of Learning Policy Institute), Followed by Panel Discussion	Point Loma I & II
3:15 p.m. to 4:15 p.m. - First Policy Session Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee	Point Loma I & II
4:15 p.m. to 5:15 p.m. - Concurrent Research Presentations	
5:30 p.m. to 6:30 p.m. - Concurrent Research Panels & Workshops	
6:30 p.m. to 7:30 p.m. - Joint Presidents' Reception	Point Loma I
7:30 p.m. to 9:00 p.m. - Workshop on Publishing in Educational Journals	Point Loma II

### Friday, October 18:

7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board	Del Mar Room
7:30 a.m. to 9:00 a.m. - Meeting of the <i>Issues in Teacher Education</i> Editorial Board	Bay Room
7:30 a.m. to 9:00 a.m. - Informational Meeting of the CCTE Professional Development for Mentor Teachers Committee (PD4MT)	Point Loma III
8:30 a.m. - Continental Breakfast for All Conference Registrants	Point Loma I & II
9:00 a.m. to 10:15 a.m. - Friday Morning General Session, Part 1 Panel Conversation on Feedback-Centered Practices for Bilingual/Multilingual Communities of Learners	Point Loma I & II
10:15-10:30 a.m. Break	
10:30-11:30 a.m. - Friday Morning General session, Part 2 Panel Conversation on Feedback-Centered Practices for Inclusive/Special Education Learning Communities	Point Loma I & II
11:30 a.m. -noon. - Connecting the Dots Between Two Friday Morning Panels	Point Loma I & II
Noon to 1:15 p.m. - Conference Awards Luncheon (for those who purchase tickets)	Cabo Courtyard
1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables	
3:00 p.m. to 4:00 p.m. - Second Policy Session Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2025 SPAN Conference	Point Loma I & II
4:15 p.m. to 5:30 p.m. - Meetings of Four CCTE Special Interest Groups Program Coordinators, Equity & Social Justice, Technology & Teacher Education, & Undergraduate Teacher Education	Point Loma I & II & III
6:00 p.m. to 7:30 p.m. - Poster Session	

### Saturday, October 19:

8:30 a.m. - Continental Breakfast for All Conference Registrants	Point Loma III
9:00 a.m. to Noon - Saturday Conference Session on the Role and Power of Feedback in PK-12 Spaces Panel Discussion followed by Rotating Exhibit/Discussion Tables	Point Loma III

## California Council on Teacher Education Fall 2024 Conference Registration

Please use this form to register for the CCTE Fall 2024 Conference, October 17-19;

Or to pay by credit card, use the on-line portal on the "Fall 2024 Conference" page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_ (include ZIP code)

Telephone \_\_\_\_\_

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

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

### Select Either On-Site or Virtual Registration from the Categories Below

#### On-Site Registration—for persons wishing to attend the Conference at the Kona Kai Resort in San Diego

Check the Appropriate Category:

- Basic Registration - \$495
- Special for P-12 Educators - \$395
- Special for Part-Time Faculty - \$375
- Special for Retired Educators - \$350
- Special for Students - \$250
- Special for 4 or more registrants from the same institution - \$475 each  
(please submit a form for each with combined payment)

Additional Options for On-Site Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- California Field Coordinators Forum Meeting (Wednesday, on-site only) - \$100
- Statewide Education Deans Meeting (Wednesday) - \$150
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$50
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$50
- California Association of Professors of Special Education Meeting (Thursday) - \$50
- Thursday Noon Box Lunch (on-site only) - \$60
- Friday Luncheon (on-site only) - \$75
- Saturday-only attendance (on-site only) - \$150

#### Virtual Registration—for persons wishing a link to the virtual presentation of most Conference sessions

Each category includes access to real-time audio and visuals of Conference sessions via a link and password to be provided to each virtual registrant (check the appropriate category):

- Basic Registration - \$395
- Special for P-12 Educators - \$295
- Special for Part-Time Faculty - \$275
- Special for Retired Educators - \$250
- Special for Students - \$200
- Special for 4 or more registrants from the same institution - \$375 each (submit a form for each with payment)

Additional Options for Virtual Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- Statewide Education Deans Meeting (Wednesday) - \$75
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$30
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$30

**Total:** Please enter total you are paying from all options above: \_\_\_\_\_

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

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

Or for on-line registration and payment via credit card, go to the "Fall 2024 Conference" page of the CCTE website: [www.ccte.org](http://www.ccte.org). Those using the on-site portal are asked to email a completed registration form to: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

# Looking Ahead to SPAN 2025: CCTE's Spring Policy Action Network

By **Cynthia Grutzik**  
*San Francisco State University*  
& **Pia Wong**  
*California State University Sacramento*  
*Co-Chairs, CCTE Policy Committee*  
*and SPAN Conferences*

## Reflecting on Last Year

Following the success of SPAN 2024 in Sacramento last March, which saw nearly 140 attendees, we are excited to kick off a new cycle of SPAN preparation and policy advocacy at the Fall 2024 Conference in San Diego. In Fall 2023, we focused on developing three key Talking Points on issues crucial to teacher educators. Our aim was to practice discussing policy, build consensus within our organization, and clearly communicate our information and requests to policymakers. CCTE remains a strong and unique voice for educator preparation in California, and we are each year enhancing our capacity to be heard.

The three SPAN 2024 Talking Points were introduced at that 2023 Fall Conference, refined afterwards through Policy Committee meetings, vetted by the CCTE Board, and finally shared with SPAN 2024 attendees. Here's a brief overview of those 2024 Talking Points:

- 1. Investments in the teacher pathway are essential** and have significantly impacted future teachers. We urge the protection of funding for the Golden State Teacher grant, Residency Programs, and exam fee waivers.
- 2. The Ethnic Studies requirement and Model Curriculum** are important first steps. It's time to build and fund the necessary infrastructure for teacher preparation and support.
- 3. Mentor teachers are crucial** in the learning-to-teach continuum. It's time to formalize this role and compensate them within our P-12 and higher education systems.

With time to practice these Talking Points in teams before legislative visits, and a structured plan for each visit, SPAN 2024 participants felt they made an impact on their listeners, whether legislators or staffers. We also valued hearing stories from our institutions and students, and learning from each other.

## Planning for SPAN 2025

At the Fall 2024 Conference in San Diego, we will develop our next set of Talking Points during the second Policy Session on Friday afternoon. Join us to identify the key issues that educator preparation faculty and leaders want to convey to legislators.

As we plan for SPAN 2025, we are considering other locations in Sacramento due to the rising costs of holding SPAN at a hotel. Stay tuned for updates at the Fall 2024 Conference relative to dates and location of SPAN 2025, and join Policy Committee meetings to help us plan an exciting transition to a new location.

The formal announcement of SPAN 2025 along with an overview, tentative program, the registration form, and the call for research presentation proposals will be included in the Winter 2024 issue of *CCNews* that will be distributed on or about December 1st

## For Information and Contact

CCTE Policy Committee and SPAN Planning Co-Chairs:

Cynthia Grutzik  
Dean, Graduate College of Education  
San Francisco State University  
(cgrutzik@sfsu.edu)

Pia Wong  
Professor, Department of Teaching Credentials  
California State University Sacramento  
(wongp@csus.edu).



## “Lives of Teachers” SIG at CCTE Fall 2024 Conference

By **Rebecca Spady**  
*Lives of Teachers SIG Co-Chair*  
*Vanguard University*

Do you work with preservice teachers? Are you seeking ideas on how to support them better on their journey to becoming educators? Then, come to the “Lives of Teachers” SIG at the California Council on Teacher Education (CCTE) Fall 2024 Conference. Listen to Dr. Rebecca Spady from Vanguard University and Dr. Belinda Karge from Concordia University share their research on the use of formative assessment to positively impact academic achievement and student self-efficacy.

Formative feedback has been shown to deepen student learning, increase engagement, and ensure equity in the classroom as it involves partnering with students in formative assessment practices that allow reflection on their progress towards the learning objectives which leads to increased achievement, an engaging environment, and strong student self-efficacy. New and veteran teachers as well as teacher educators will benefit from the information shared from this research study.

Also at the Lives of Teachers SIG meeting network with other CCTE members and learn about pedagogical and social-emotional strategies to make your preservice teachers feel successful in their chosen profession.

**When:** Thursday, October 17, from noon to 1:00 p.m.

**Where:** Coronado Room at the Kona Kai Hotel (near the hotel check in desk)

Anyone with an interest in teachers and what constitutes their careers and lives is invited to our SIG meetings at the CCTE conferences. You can register for the Conference using the registration information elsewhere in this newsletter.

If you are interested in leading a discussion or presenting at a future Lives of Teachers SIG meeting, please contact either of the SIG co-chairs, Sylvia Kane at:

[sylvia.kane@vanguard.edu](mailto:sylvia.kane@vanguard.edu)

or Becky Spady at:

[becky.spady@vanguard.edu](mailto:becky.spady@vanguard.edu)

## Looking Ahead to the CCTE Fall 2025 Conference

By **Juliet Wahleithner**  
*CCTE Board of Directors*  
*& CCTE Fall 2025 Conference Chair*  
*California State University Fresno*

In recent years, attacks on teaching and teacher education have continued to rise nationwide. These attacks have often taken place locally, as school boards have worked to pass policies aimed at controlling how and what teachers teach. These attacks have also occurred at the state and national levels as legislative bodies have passed policies, often influenced by organizations operating outside the sphere of education, that impact both what teachers teach and how they are prepared.

Most recently, in California, we saw these attempts play out through the proposed AB 2222, which sought to dictate how literacy is taught. Only rarely—if at all—are teachers and teacher educators brought into the conversations that lead to these policies.

As Dr. Karen Escalante shared in her President’s Message, a focus for CCTE in the coming years is ensuring teacher educators are a part of those conversations as we focus on what it means to be advocates and professionals. With this in mind, the CCTE Board of Directors selected “Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation” as the theme for the CCTE Fall 2025 Conference.

The Fall 2025 Conference will be held October 18-20 and will be hosted by the School of Leadership and Education Sciences at the University of San Diego on their campus. Details on the program, registration, hotels, and call for proposals will all be available late spring 2025. For now please put those dates and that location on your calendars.

If you are interested in joining the Fall 2025 Conference Committee to help plan this event, please reach out Dr. Juliet Wahleithner, Conference Chair, at:

[jwahleithner@mail.fresnostate.edu](mailto:jwahleithner@mail.fresnostate.edu)

# Announcement of New CCTE Awards and Invitation for Nominations

By **Betina Hsieh**

*CCTE Past President & Chair of Awards Committee*

In the spirit of recognizing excellent work being done in teacher education throughout the state, CCTE would like to announce and call for nominations for two new awards to be handed out at this year's Fall Conference: Outstanding Emerging Teacher Educator and Outstanding Mid-Career Teacher Educator.

The CCTE Outstanding Emerging Teacher Educator Award will be given to a California-based teacher educator in their first 5 years of teacher education practice. The teacher educator can be part-time/affiliated faculty, adjunct faculty/lecturer, clinical faculty, or an early-career tenure track teacher educator in any undergraduate teacher preparation pathway program (e.g., community college/ liberal studies programs) and/or post-baccalaureate accredited teacher education program in the state. Candidates will be evaluated based on their contributions to their programs and/or the field of teacher education in the areas of teaching, research, and/or service, appropriate to their role. Additional criteria under consideration include alignment with CCTE's commitment to justice, equity, diversity, and inclusion, and contributions that respond to current issues in teacher education. Self-nominations are allowed and encouraged, as are nominations by colleagues.

The CCTE Outstanding Mid-Career Teacher Educator Award will be given to a California-based teacher educator with 5-10 years of teacher education experience. The teacher educator can be part-time/affiliated faculty, adjunct faculty/lecturer, clinical faculty, or a tenure-track/ tenured teacher educator in any undergraduate teacher preparation pathway program (e.g., community college/ liberal studies programs) and/or post-baccalaureate accredited teacher education program in the state. Candidates will be evaluated based on their contributions to their programs and the field of teacher education in the areas of teaching, research, and/or service, appropriate to their role and years of service. Additional criteria under consideration include alignment with CCTE's commitment to justice, equity, diversity, and inclusion, and contributions that respond to current issues in teacher education. Self-nominations are allowed and encouraged, as are nominations by colleagues.

To submit a nomination for either of these awards, please e-mail the nominee's CV and a statement of nomination (no longer than 500 words) discussing the nominee's qualifications for the award according to

the award criteria with the subject line: Nomination for CCTE's [Name of Award]: [Nominee Name] by September 15, 2024 to CCTE Past President Betina Hsieh at [bychsieh@uw.edu](mailto:bychsieh@uw.edu).

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## Proposals Invited for Future CCTE Fall Conference Themes

By **Karen Escalante**

*CCTE President*

*California State University San Bernardino*

Our California Council on Teacher Education (CCTE) community enjoyed a highly successful and inspiring Fall 2023 conference built around the Ethnic Studies movement. That conference theme was proposed by James Fabionar and Reyes Quezada of the University of San Diego. This coming Fall 2024, our conference theme is "Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom," proposed by Brent Duckor and Carrie Holmberg of San Jose State University. And the Fall 2025 Conference theme will be "Who We Are, Why We Matter: Teaching and Teacher Education Professionalism, Expertise, Advocacy, and Innovation," proposed by Juliet Wahleithmer of California State University Fresno and other members of the CCTE Working Group on Literacy.

The CCTE Board of Directors will welcome theme proposals for future Fall Conferences in 2026 and years beyond. Do you and a colleague or team have a passionate idea for a future CCTE Fall Conference that speaks to education within and across California? Proposed themes will be considered by the CCTE Board and once approved the individual or individuals making the proposal will be asked to form a planning committee and work with the Board and other CCTE leaders to further develop the theme and build a conference program around it.

Ideas are invited and welcome and will be presented to the CCTE Board for consideration. If you need additional information please email Alan Jones, the CCTE Executive Secretary, at [alan.jones@ccte.org](mailto:alan.jones@ccte.org). If you are ready to propose a theme please draft a brief proposal outlining the theme you have in mind and its relevance and importance to teacher education. Then email it to Alan Jones and also to me ([karen.escalante@csusb.edu](mailto:karen.escalante@csusb.edu)) and CCTE President-Elect Terrelle Sales ([terrelle.sales@pepperdine.edu](mailto:terrelle.sales@pepperdine.edu)).

## Call for Nominations for CCTE Board of Directors

By **Betina Hsieh**  
*CCTE Past President*

The CCTE 2025 annual election will be held in the spring to fill three member-at-large positions on our Board of Directors. CCTE Board members are an integral part of the CCTE Leadership Team and play a key role in shaping the organization's priorities, conferences (and conference themes), and activities. The three-year terms will begin in March 2025 and end in March 2028. If you are interested in serving on the Board of Directors, have questions about the role and commitments of being on the Board, or would like to nominate a colleague (or yourself) for a Board position, please contact CCTE Past President Betina Hsieh at:

[bychsieh@uw.edu](mailto:bychsieh@uw.edu)

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## CEEDAR Update: Resources to Support Teacher Educators

By **Linda Blanton**  
*CEEDAR State Lead in California*

The CEEDAR Center houses many resources useful to faculty in teaching courses at all levels. Check out the Course Enhancement Modules like the one on Universal Design for Learning (UDL), the updated Innovation Configuration on Disciplinary Literacy, and the many other resources that are too numerous to name. In addition, check out the podcasts and webinars developed and offered by CA CEEDAR colleagues that have high value for your teaching as well. These resources can be found at California Technical Assistance | CEEDAR ([ufl.edu](http://ufl.edu)) or follow the links below:

Podcast Link:

<https://podcasters.spotify.com/pod/show/criticalcollabseries>

Critical Collaboration Playlist:

<https://www.youtube.com/playlist?list=PLlxr1ti8C8TS1vTnTnCj83tkYlakoxfmitl>

Community of Practice (COP) Playlist:

<https://www.youtube.com/playlist?list=PLm-mQtNxxiW7cPvVVOGqWLVmIBO5rOSZ>

## Announcing ACCCTEP Fall 2024 Convening

By **Megan Kaplinsky**  
*ACCCTEP President*  
*Long Beach City College*

The Association of California Community College Teacher Education Programs (ACCCTEP) is pleased to announce that their Fall 2024 Annual Convening will be held on Friday, November 8, 2024 at Long Beach City College in Long Beach, California. This year's theme is "Preparing for 2030 and Beyond."

ACCCTEP is honored to welcome our keynote speaker from the California Community Colleges Chancellor's Office, Vice Chancellor Cordova. The Convening will cover topics such as Dual Enrollment, ZTC/OER, Special Education & Bilingual Pathways, AI, and a follow-up on Apprenticeships in teacher education.

University, K-12, and other partners are especially invited to attend. Convening registration fees are waived with affiliate membership. Register and find event details online at:

<https://accctep.org/meetings-and-events>

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## Upcoming CCTE Conferences

**Fall 2024**

**October 17-19**

**Kona Kai Resort**

**San Diego**

**(and virtually)**

**Theme:**

**"Feedback for All:**

**Preparing for Deeper Learning  
for Equity, Inclusion, and Excellence  
in the California Classroom"**

**Spring 2025**

**Sacramento**

**(and virtually)**

**Date and Location**

**to be Determined**

**Theme:**

**Spring Policy Action Network**





# CABTE Report

By **Clara Amador-Lankster**  
*CABTE President*  
*National University*

- Transition to new board president, Dr. Clara Amador Lankster, Professor of Bilingual Education, National University. We will forever be grateful for the work and leadership of our now past president, Eduardo Muñoz Muñoz.
- CABTE held membership meetings at the following conferences: (1) CCTE Fall 2023 Annual Conference, (2) Spring 2024 Annual CABE Conference, and (3) Spring 2024 Annual SPAN CCTE Conference where we recruited new members. CABTE Board and Members also presented scholarly work and engaged in advocacy at each of these professional meetings.
- CABTE co-sponsored the CABTE/CABE Graduate Student Research Poster Session supporting five graduate student presentations at the Annual CABE Conference in February in Long Beach.
- CABTE has developed collaborative relationships with CTC and has begun initiatives to create videos for other educator preparation programs to aid with the successful implementation of their respective BILA programs later this summer.
- Submitted a letter opposing AB2222 on behalf of the board to the Assembly Education Committee.
- Our dedicated webpage [cabte.org] is a resource for our community.
- CABTE spent much of the academic year defining roles with our partner organizations, and are happy to report that we are now an approved coalition member of CalTog.
- CABTE is preparing for a fall board retreat in September at Pepperdine University's West Los Angeles Graduate Campus.

En Solidaridad,  
the CABTE Board

## SUPERVISORS OF TEACHER EDUCATION

Network Team

By **Lisa Sullivan**  
*STENT Team Lead*  
*University of California Davis*

Updates from the Supervisors of Teacher Education Network Team (STENT):

- Held the fifth annual STENT virtual summer conference on July 31st and August 1st. The annual theme is: Building a Community of Supervisors for Equity and Justice.
- Over 100 registered attendees from 35 different teacher education programs attended the conference.
- Keynote speaker was Dr. Thomas M. Philip, the Faculty Director of Teacher Education at UC Berkeley.
- There were 12 different workshops focused on different aspects of supervision. Workshops were designed to be interactive in order to generate discussion and sharing of ideas.
- Workshops were well attended, and many had over 50 attendees.
- All workshops were recorded and have been shared with conference registrants, along with any resources workshop facilitators shared identified.
- Information was collected from individuals who registered in a pre-conference survey ( $N=56$ ) and feedback on the conference was solicited through a post-conference survey as well.
- Overall the feedback from attendees suggests that those who participated valued having time to talk with other teacher educators, learn from one another, and build community.
- To learn more about STENT and our work, please feel free to contact Lisa Sullivan at:

lhsullivan@ucdavis.edu.

### CCTE Partnership:

- STENT is excited to continue to be partnering with CCTE and our team looks forward to building and growing our community of teacher educators.

# CCTE Committees

## *An Invitation to Get Involved*

The California Council on Teacher Education (CCTE) has several standing and special 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:** 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. Committee Chair: Betina Hsieh, University of Washington.

**Communications Committee:** Coordinates ongoing activities such as the quarterly newsletter, the monthly CCTE eNews Briefs, the CCTE website, social media postings, emails to the CCTE membership and beyond, and liaison with all of the other CCTE committees and associated organizations to assist in dissemination of relevant information to the membership and beyond. Committee Chair: Sarah Johnson (Fresno Pacific University).

**JEDI (Justice, Equity, Diversity, and Inclusion) Committee:** Explores and recommends policy and action to the Board of Directors and membership. Committee Chair: Eric Engdahl (California State University, East Bay).

**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. Committee Co-Chairs: Deborah Hamm (California State University, Long Beach) & Mona Thompson (California State University, Channel Islands).

**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. Committee Co-Chairs: Cynthia Grutzik (San Francisco State University) & Pia Wong (California State University, Sacramento).

**Professional Development for Mentor Teachers Committee (PD4MT):** Coordinates and develops programs for professional development of supervisors and mentor teachers. Co-Chairs: Virginia Kennedy (California State University, Northridge) & Melissa Meetze-Hall (University of Redlands).

**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. Co-Chairs: Marni Fisher (Saddleback College) & Kimiya Sohrab Maghzi (University of Redlands).

If you wish to join any of these committees, or the special committees involved in planning each CCTE semi-annual conference, please contact the committee chairs or email CCTE Executive Secretary Alan H. Jones at: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)



# CCNews

## Newsletter of the California Council on Teacher Education

Volume 35, Number 3, Fall Issue, September 2024, Section 3—CCTE Activities

Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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

## CAIS Update

By **Donald Cardinal**

*Chapman University*

& **Marquite Grenot-Scheyer**

*California State University Long Beach*

*Co-Chairs*

*California Alliance for Inclusive Schooling (CAIS)*

This year, CAIS steering committee members have continued to consider the future of inclusive schooling in California. This comes at a particularly important time because California is ranked #1 out of all 50 states and the District of Columbia in placing students with disabilities in self-contained settings, with students of color with disabilities being placed in these settings at two or three times the rate of white students. To this end, we are interested in the number of inclusive teacher preparation programs that have been developed since the approval of the CCTC Common Trunk.

As CCTE members will recall, in 2018, the Commission considered and adopted a revised credential structure, reflecting the consensus of the Commission's special education task force, intended to work in concert with the general education credential to best meet the needs of California's students with disabilities. The revised structure includes five initial Education Specialist Credentials ("the branches") building off the same base of preparation ("the common trunk") as the general education Multiple and Single Subject Credentials.

CAIS believes that a better understanding of our state's progress in this important topic requires a closer analysis. The first step to understanding how educator preparation programs have responded to this new structure can be viewed below through the preliminary results of a new survey conducted by CAIS.

Who responded to the questionnaire?

- ◆ 88% (38 of 43) of the respondents identified their primary role as higher education personnel, primarily faculty members.
- ◆ Roughly half of the respondents represented public institutions of higher education, and half

were private, not-for-profit institutions of higher education.

- ◆ About half of all respondents stated their program offers internships or residency programs.

What did the respondents report about their educator preparation program (EPP)?

- ◆ 56% indicated they had a residency option, while 67% indicated offering an internship option. Approximately 13% only use a traditional student teaching option.

- ◆ Residency options tend to be offered to a small percentage of candidates with a third of programs offering residency to 1-10% of candidates in the program.

- ◆ 37% of the respondents report they have dual-credential programs (elementary and/or single subject).

- ◆ Roughly half of the programs report that they Never or Rarely include Local Education Agencies (LEAs) when developing coursework or professional learning in inclusion and disability.

It is too early in the study to make clear generalizations. However, the trend appears to indicate that California EPPs have significant variability in how they embrace the notion of the common trunk, with approximately a third offering dual-credential pathways. It is also encouraging to see many EPPs offer a residency pathway. CAIS intends to continue closer analysis of these survey results and to further its research in this important area.

We welcome your views and insights regarding how your preparation programs are developing more inclusive pathways. Stay tuned for more details.

## **CCTE New Faculty Support Program Available for Interested and Qualified Applicants**

Each 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, full-time or part-time, at a CCTE member institution or who is currently studying for and/or seeking employment as a teacher educator. The purpose of the program is for new faculty to become a CCTE member and to participate in CCTE activities. Participation in the program typically is for a two-year period.

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 a period of two years at a 50% discount, so that the individual dues are reduced to \$75 per year.

Participants in this program will attend at least one CCTE Conference (either a Fall Conference in San Diego or a Spring 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 are also encouraged to attend multiple conferences during their two years, with the same 50% reduction in registration fee each time.

Participants will submit a proposal for a research or poster session at whichever Conference(s) 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 Conferences.

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

Applications will be accepted and considered at any time.

Also, within the CCTE New Faculty Support Program a special support group titled “New and Aspiring Faculty of Color” has been initiated and is coordinated by Heather Michel and Terrelle Sales. This group meets monthly (first Friday of the month virtually) and will center the experience and success of new or aspiring faculty of color in California teacher education/higher education. The special group is also currently accepting members and guests. If you:

- Have someone in mind who might benefit from these meetings, both in your department or in the PK-12 context;
- Identify as a faculty of color professor and would like to participate as a fly on the wall or meeting participant;

then please reach out to Heather for general information, scheduling, and questions at:

[heather\\_m@cedfoundation.org](mailto:heather_m@cedfoundation.org)

CCTE is excited to maintain this intentional focus to recruit, support, and recognize new faculty of color to serve within California teacher education.

Participants in the New Faculty Support Program have held a luncheon meeting on the Saturday of the CCTE Fall 2022 and Fall 2023 Conferences and a similar meeting will be held at the CCTE Fall 2024 Conference, again at noon on Saturday, October 19.

## CCTE Associated and Affiliated Organizations

There are two national teacher education organizations with which CCTE is “affiliated,” since CCTE serves as their official California state chapters. There are ten 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. In addition CCTE is a member of Californians Together (CalTog).

The “associated” organizations are:

**Association of California Community College Teacher Education Programs (ACCCTEP)**

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

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

**California Alliance of Researchers for Equity in Education (CARE-ED)**

**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)**

**Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)**

**Supervisors of Teacher Education Network Team (STENT)**

The “affiliated” organizations are:

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

**Association of Teacher Educators (ATE)**

**Californians Together (CalTog)**

All CCTE delegates, members, and friends are encouraged to get involved with any of these organizations.

## 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 eight SIGs are:

**Arts and Education.** Explores issues and developments related to the integration of the arts into teacher education and PK-12 education.

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

**Equity and Social Justice:** 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:** Features programs that highlight the current and evolving roles of teachers at all levels of education.

**Inclusive Education:** Offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education.

**Teacher Induction:** 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:** Explores issues and innovations in technology that impact and offer promise to the field of teacher education.

**Undergraduate Teacher Education:** Examines issues related to the undergraduate preparation of teachers.

The SIGs meet concurrently at two designated times at each CCTE Fall Conference in San Diego. The SIGs also have prerogative to meet at the beginning of the Spring SPAN Conferences in Sacramento.

The SIGs are also 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.

## **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 participation in and 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 announced 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 awardee will become a CCTE student member for the year, receiving a 50% discount on membership dues; and (b) The student registration fee for the Conference the awardee chooses to attend will be reduced by 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 aspired towards 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. The Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

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

Students interested in participating in the program during the current membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year, and those who are accepted to the program later in the academic year 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*—published 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.

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

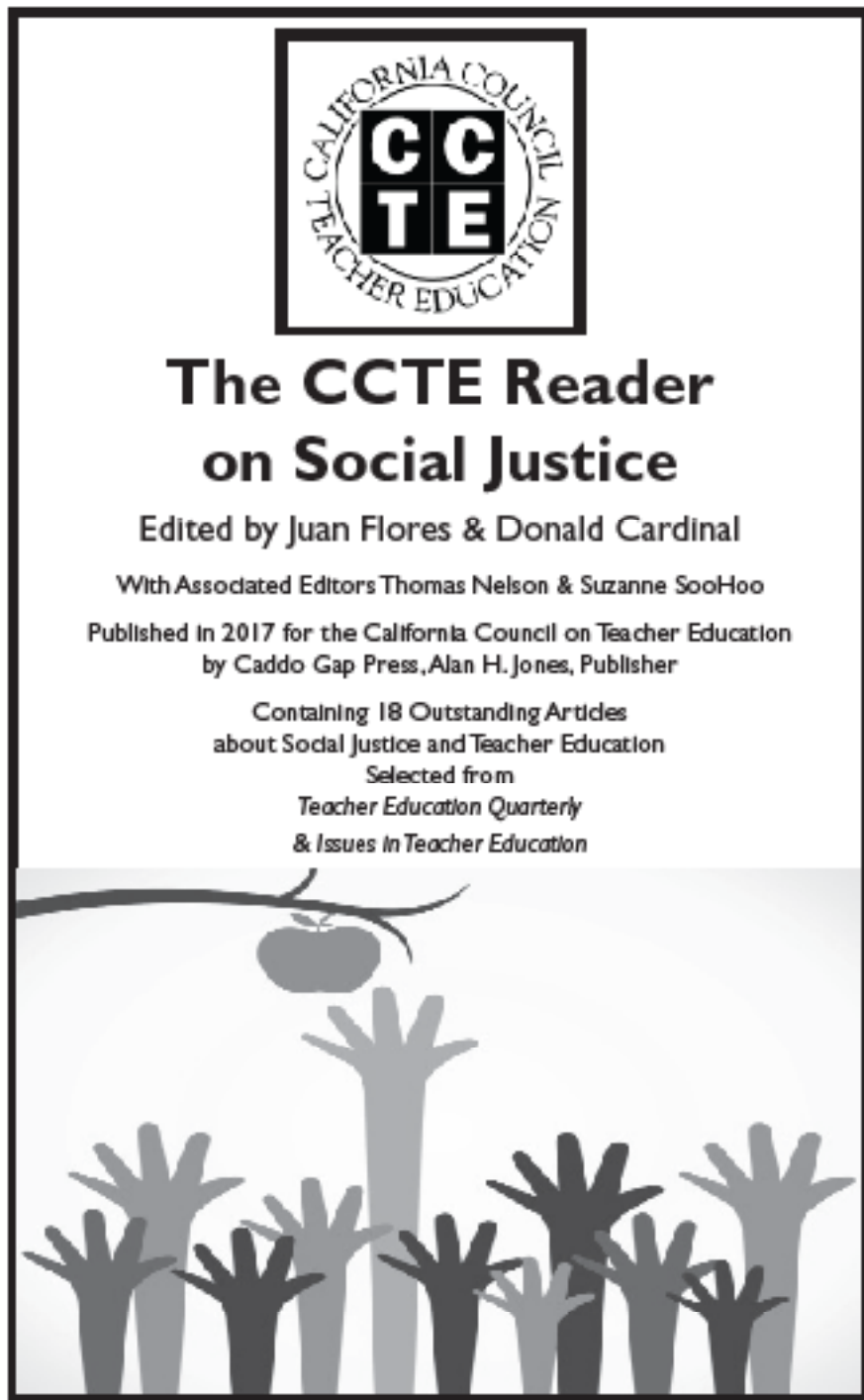
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

The *Reader* was officially introduced at the Fall 2017 Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class that summer.

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

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

Information about how to order the *CCTE Reader on Social Justice* is posted on the CCTE website at [www.ccte.org](http://www.ccte.org) where there is an online order form.





# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 35, Number 3, Fall Issue, September 2024, Section 4—Articles from the Field**

Nirmla Griarte Flores (California State Polytechnic University Pomona), 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 Group meetings at CCTE semi-annual conferences by presenters who submit reports based on their conference presentations. Others are reports or commentary about teacher education related activities. The newsletter also welcomes other articles related to teacher education from CCTE delegates and members and others in the California teacher education community.

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 *CCNews* editor Nirmla Griarte Flores, California State Polytechnic University Pomona at: [ngflores@cpe.edu](mailto:ngflores@cpe.edu)

In this issue of the newsletter, you will find an article entitled:

#### **A Holmes Scholar's Experiences at AACTE's Washinton Week on the Hill**

**By Reyan Warren**

**on pages 23-24**

### **Be Sure to Check the CCTE Website Regularly**

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

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

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in programs such as the CCTE New Faculty Support Program, the CCTE Graduate Student Support Program, and the CCTE PD4MT 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.

Recent additions to the website are a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meetings at Fall Conferences and updated annually, and the "Member Spotlight" feature that offers profiles and photographs of various CCTE officers and Board of Directors members, with new profiles added periodically.

Be sure to check it all out frequently.

# A Holmes Scholar's Experience at AACTE's Washington Week on the Hill

By **Reyan Warren**

*Doctoral Student*

*University of San Diego*

Earning a doctorate degree means more than the letters at the end of my name, or doing work that will put me in the spotlight rather than the issues I hope to solve. When I applied for the Doctorate in Educational Leadership program at California State University, San Bernardino, it was because my roots in academia had never left the Inland Empire. Maturing from once being the stressful high school student all educators have encountered, to applying and being accepted into a doctoral program, was a testament to how capable I am of conquering tough phases. Cal State San Bernardino is my alumni institution for my Bachelor's, teaching credential, and Master's, and nothing brought me more joy than to be guided by Dr. Karen Escalante's divine leadership in the doctoral program. Her warmth and support encouraged me to apply to be part of the Holmes Scholars program at Cal State San Bernardino, and once accepted, I presented at various research symposiums and national conferences such as the American Association of Colleges for Teacher Education (AACTE) and the Association for Teacher Educators (ATE) all within six months. That was followed by my most recent life-changing experience, meeting with the offices of California's Congressional delegation, and speaking with Representative Pete Aguilar in Washington, DC.

Before applying to become a Holmes Scholar, I was aware there would be a conference trip to Capitol Hill. With my long-term goal of being a U.S. Senator, I knew that being part of this program would propel me towards the success and future I foresee. While I noted that there were several conferences I presented at from the beginning of this year, the one trip I looked forward to the most was AACTE's Washington Week (Day on The Hill). Despite being told by CSUSB's Dean of the Watson College of Education that Holmes Scholars would not be fully funded, thus not supported, I was still certain I was not going to miss this opportunity. It was four nights before flying out to Washington, DC

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*Reyan Warren is a doctoral student in the School of Leadership and Education Sciences at the University of San Diego. She was previously a doctoral student and Holmes Scholar in the Watson College of Education at California State University, San Bernardino. She is also a member of the planning committee for the CCTE Fall 2024 Conference. Email address: reyanleah@gmail.com*

when I received a call that the Dean had decided to cancel the conference trip because [by law] we did not have a faculty advisor to attend with us, as the newly appointed and unfamiliar faculty selected hastily by the Dean had backed out just days prior. Then the beautiful, supportive community at AACTE sent an email stating that we, as CSUSB Holmes Scholars, were not required to have a faculty advisor and were more than welcome to attend. I made the executive decision to attend Washington Week alone, and represent not only myself, but the Inland Empire and California State University, San Bernardino.

AACTE's Washington Week was a fast-paced 3-day conference filled with legislative visits, government department speakers, and networking with educators across all 50 states. Day one hit the ground running with Holmes Scholars visiting the Department of Education, National Education Association, Human Rights Campaign, Latinos for Education, and Zero to Three. All stops showed us the intricacies of where education plays a vital role, and how we can further advocate with our government to show more attentiveness and capitalize on the resources and funds needed to expand these programs. California teacher education leaders, such as Dr. Karen Escalante and Dr. Juliet Wahleithner, stayed on-site and were co-collaborators in preparation for talks about policy making, TEACH grants, loan forgiveness, and Hawkins grant briefing.

Day two was jam packed with information and prep work for the "Day on The Hill" where participants from all states in attendance would go to Capitol Hill and speak with their representatives. There were tons of informative overviews about how governmental policy is implemented, as well as pertinent information and framing for AACTE's priorities when speaking with our state's Congressional delegation offices. All states were given a team leader, and Dr. Cheryl Matias was the team lead for California's first group composed of University of San Diego's Holmes Scholars Arturo Servin, Dominic Cooper, and Jessica Wei Huang, and Dr. Karen Escalante was the team lead for California's second group composed of CSU Channel Islands Dean Elizabeth Orozco Reilly, CSU Dominguez Hills Dean Corrine Martinez, CSU Fresno's Holmes Scholars Adelfa Lorenzano and Dana Grisby, and their coordinator, Dr. Juliet Wahleithner. For the remainder of the evening, it was spent planning strategic approaches for meetings with each

—continued on next page—

# A Holmes Scholar's Experience at AACTE's Washington Week on the Hill

(continued from previous page)

Congressperson, including learning the districts they serve and the individuals on their staff.

On the last day, it was a bright and early start to Capitol Hill and immediately into our first visit with Representative Pete Aguilar, where I spoke with him one-on-one as a constituent from California's Inland Empire area. It was the most exciting experience to be granted clearance and walk in the underground tunnels of our nation's Capitol. The legislative office visits that followed were with Representative Mark DeSaulnier, Senator Alex Padilla, Representative Brian Schatz, and Senator Laphonza Butler. Along the way, we saw Curtis (50 Cent) Jackson, Representative Hakeem Jefferies, and Representative Nancy Pelosi, plus Senator Elizabeth Warren gathered with us for an honorary photo.

AACTE's 2024 Washington Week conference is a remarkable experience that will stick with me for a lifetime, and fanned the flames of my desire to become a United States Senator. Reflecting on the week that I encountered, I am confronted with the grim reality that Cal State San Bernardino's doctoral program leadership and the Dean of Education wanted to withhold this revolutionary experience from me. It is disheartening to undergo lack of support from an institution I will always love. After returning from Washington DC,

I was told by CSUSB's Dean that my attending the conference made a mockery of his authority, and that there was no way I could represent CSUSB professionally and scholarly. My response to that statement was, "Is this about how you will be perceived as a Dean and protecting yourself, or about believing in the capabilities of your doctoral students?" Originally CSUSB had pledged to reimburse any expenses that could not be recouped, however because the Dean was not pleased that I attended the conference, I was denied any and all reimbursement by himself, the provost, and the campus president, including being ignored by the CSU Chancellor.

As a result of this experience, I am greatly disappointed in CSUSB as an institution and the CSU system as a whole, but I am grateful for this ill-favored stepping stone in my career because it has illuminated such beautiful opportunities. I have met with Representative Padilla's office since my return to discuss possible collaborations, and I am now studying at the University of San Diego's School of Leadership and Education Sciences, an institution that respects and values me as a doctoral student. Sometimes life throws wrenches in our plans because something better awaits us. Redirection is always protection, and I will still win!