



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 35, Number 1, Spring Issue, March 2024

Terrelle Sales (Pepperdine University), Editor

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

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**Please Plan to Attend the CCTE Spring 2024 SPAN Conference**  
**March 11-12**  
**The Citizen Hotel, Sacramento**  
**(and virtually)**

*See Conference Preview, Tentative Program, Registration Form, and Research Roundtables*  
*(pages 6-11 of this newsletter)*



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Volume 34, Number 4, Winter Issue, December 2023, Section I—Officer Reports & Policy

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## Teacher Education Leadership in Challenging Times: Responsibility, Advocacy, and Humanity

### A Message from CCTE President Betina Hsieh

It simultaneously seems like just yesterday and a very long time ago that I moved from President Elect to President of CCTE at the close of the Spring Policy Action Network conference in 2022. As SPAN approaches again this spring, and as I prepare to pass the CCTE Presidency to President Elect Karen Escalante, I took a moment to review my previous president's messages to consider what has changed in these past two years as well as what themes have remained consistent. In reading those messages, several things stand out to me in relation to how we can meet these challenging times in teacher education and the world with a renewed sense of hope, as we consider our responsibilities as teacher educators, the importance of our advocacy, and how to always center humanity.

#### Our Responsibility as Teacher Educators & Leaders

As teacher educators, we inevitably do (often unrecognized and/or underacknowledged) leadership work in preparing teacher candidates and working with current teachers to develop the knowledge, skills, pedagogies, and dispositions to work with young people. This leadership is grounded in praxis-based theory, our diverse experiences, our values, and our identities. Through our continued learning, development, and practice, we have developed expertise that we generously contribute to our colleagues, colleges, communities, and of course, to the candidates and educators with whom we work.

CCTE, as an organization, has always been a space that values teacher educator expertise. Through our organization-sponsored journals (*Teacher Education Quarterly* and *Issues in Teacher Education*) which have a national readership, our fall conference centered around current issues of importance in the field, and our spring policy conference (SPAN) which bring together teacher educators to share about their work, learn from one another, and advocate for key

teacher education focused policy initiatives, and through our collaborations on CCTE committees and supporting the work of our associated organization and our national affiliates, we have distinguished ourselves as a regional and national leader. None of this would be possible without our dedicated membership and leadership, including our CCTE board and executive secretary, Alan Jones.



As a national leader, we've stepped into our responsibility to take a stand on issues impacting educators, education, and teacher education broadly. Over the last two years, the CCTE board has issued statements on school shootings, Ethnic Studies teacher certification, censorship, affirmative action, and human rights in the Middle East. As these issues continue to impact students, teacher candidates, and teacher education, nationally and globally, we will also continue to honor our responsibility to stand with colleagues under attack for teaching curriculum that

honors histories of marginalized peoples in the United States, our responsibility to stand with children who deserve to have access to food, safety, and school, and our responsibility to use our expertise to inform decisions about the future of teacher education.

#### Advocacy as Key to Our Work

As an organization, we have advocated for increased funding and support to diversify teacher pathways and to support the development of the PK-3 credential and the integration of the revised literacy standards. We have worked across institutions (independent colleges, CSUs, and UCs), building and strengthening relationships between university and district leadership, emphasizing connections and cohesion between preservice and field-based teacher education, and championing inclusive models of education.

—continued on next page—

## A Message from CCTE President Betina Hsieh

(Continued from previous page)

This year, our SPAN conference will focus on continued, expanded, and cohesive funding to support teacher pathways; renewed funding for professional learning and the development of infrastructure to support implementation of the Ethnic Studies Model Curriculum; and investment in Mentor Teachers as central to both teacher education and teacher retention.

While SPAN is one key element of our advocacy work, our CCTE policy committee (co-led by Nicol Howard, Pia Wong, and Cynthia Grutzik with key legislative coordination support from Sarah Johnson) works hard to make sure that CCTE members have opportunities to stay informed about key educational policy (particularly as it impacts teacher educators) year round, and has developed key relationships with our colleagues at the California Commission on Teacher Credentialing. We continue to transform our relationship with our CTC colleagues, seeking to be their first resource as experts in the work of teacher education in the state.

Additionally, our national organization vice presidents for AACTE (the American Association of Colleges of Teacher Education) and ATE (the Association of Teacher Educators) have worked tirelessly to keep us connected to colleagues across the nation, finding ways we can come together with other state leaders to stand against attacks from those who don't understand our work, but seek to de-professionalize our field. Here, I'd like to briefly acknowledge the ongoing work of our CCTE Vice President for AACTE Kimberly White-Smith who, in addition to serving in that role for CCTE, is the AACTE Advisory Council of State Representatives West Region Representative, a member of the California CTC, and the current president of the Association of Independent Liberal Arts Colleges for Teacher Education (also Dean of the School of Leadership and Educational Sciences at the University of San Diego) as well as outgoing CCTE Vice President for ATE Michael Cosenza who has served multiple terms in that role and has renewed our state chapter's involvement with ATE.

Our involvement with AACTE and ATE have brought numerous benefits to CCTE, from Holmes Scholars programs and participation, to models of advocacy from AACTE's *Day on the Hill*, to opportunities for CCTE members to share about their important work with colleagues across the nation at this year's ATE Annual Meeting in Anaheim, March 27-30. We are grateful for Dr. Cosenza's service and look forward to continuing to build with Dr. White-Smith. Plus we welcome Michele McConnell to her new role as our CCTE Vice President for ATE.

### Centering Humanity

Those of you who know me personally (and likely even those that have gotten to know me through these president's

messages) know that creating humanizing spaces in (teacher) education are at the core of my professional identity. To me, spaces in education that honor our humanity fully, allowing us to bring our full selves, our experiences, our languages, our identities, and our knowledges gained from different sources together, are beautiful opportunities for us to develop and move forward collectively, as we humbly contribute and learn from one another. It is no surprise then that humanization is a common thread throughout my president's messages and that I end my final president's message with a reflection on our shared humanity and its importance in teacher education.

Locally, nationally, globally, and, for many of us, personally, the last two years have been a time of extreme change. Education is a microcosm of the world and as the world becomes a more uncertain place where people can use anonymity, AI, bots, and privilege to yell at people or keep others at a distance, rather than speaking to or engaging with them, educational spaces seem to be grasping to hold on to their humanity. Increasing pressures to be more efficient, to get back to basics, and to avoid divergent views instead of work through them, add to the challenges we face and that we must help teacher candidates navigate. Even as someone who prides herself in being an eternal optimist, at times, I have been on the verge of losing hope. As discourses, power, and policy shift, sometimes in frightening ways, our hope must be found in coming together.

Teaching is a sacred gift. It is a profession that demands much, often with little recognition, but as a profession, it has powerful potential to change the course of a society. As teacher educators, we are entrusted with the incredible role of supporting teachers in their development, as we learn and develop alongside them. As we recognize the sacred nature of our work and continue to advocate for policies that acknowledge its importance, we must always remember to also hold onto our own humanity and embrace the humanity of our colleagues. In an increasingly fractured world, if we come together, we can shine a light whose impact can reverberate throughout our society.

It has been an honor to serve as CCTE President for the past two years. I thank you for your support during my term, with particular thanks again to the CCTE Board members and to Alan Jones. I hope to see you all at SPAN for my last official presidential conference. I look forward to continuing to partner with you as my role in the organization shifts, and I am hopeful that as we move collectively forward in humanity and solidarity, we will look back on this time and feel a resounding peace at the way we led, advocated, and served.

—Betina Hsieh  
CCTE President  
betina.hsieh@csulb.edu

## 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 social media:

Facebook: California Council on Teacher Education

Instagram: calcouncilteachered

Twitter: @CalCouncil

We are always looking for new Communications Committee members! Our new cycle of monthly Zoom Committee meetings for this academic year 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

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## 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 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 Pepperdine University:

terrelle.sales@pepperdine.edu

The deadline for article submissions for the Summer 2024 issue of the newsletter is May 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 Summer 2024 issue is May 15. Email your submissions to Terrelle Sales (see above).

## CCTE Conferences in 2024

**Spring 2024**

**March 11-12**

**The Citizen Hotel**

**Sacramento**

**(and virtually)**

**Theme:**

***Spring Policy Action Network***

**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”***

## 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 forward with our 2023-2024 membership year, which began July 1, 2023, and extends to June 30, 2024:

### Membership & Sponsorship

We currently have 69 institutional members of CCTE for this 2023-2024 membership year, with a few additional institutions still expected to renew their memberships. We also have 33 individual members this year

In addition during the 2023-2024 year we continue to benefit from 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 invite other institutions to join the annual sponsorship program as we move through the 2023-2024 membership year, since those sponsorships provide crucial additional financial support for our CCTE activities.

### Associated Organizations/Affiliated Organizations

This year we have the participation of 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. These ten organizations are recognized by CCTE as sharing visions, goals, and activities on behalf of teacher education in California.

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.

### Semi-Annual Conferences

The Fall 2023 CCTE Conference took place October 19-21 at the Kona Kai Resort in San Diego and virtually around the theme “The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change.”

A preview of the Spring 2024 Spring Policy Action Network (SPAN) Conference to be held March 11-12 in Sacramento appears in this newsletter, along with the tentative program and registration form.

And an early preview of the Fall 2024 Conference is also included in this newsletter. We hope all CCTE members and friends will participate in each of the conferences.

### New Faculty and Graduate Student Programs

During this 2023-2024 membership year we again are 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 for the current membership year and beyond. 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 all 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.

### Committees

CCTE has several committees that operate in such areas as awards, communications, JEDI (justice, equity, diversity, and inclusion), membership, nominations and elections, PD4MT (professional development for mentor teachers), policy, and research, as well as our conference planning committees, and all members and delegates are invited to participate on committees that interest them. Further information on our committees appears elsewhere in this issue of the newsletter.

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



# CCNews

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

**Volume 35, Number 1, Spring Issue, March 2024, Section 2—Conferences**

Terrelle Sales (Pepperdine University), Editor

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## **CCTE Spring 2024 SPAN Conference “Spring Policy Action Network”**

**To Be Held March 11-12  
On Site at The Citizen Hotel in Sacramento  
and Virtually for Those Who Prefer**

**By Cynthia Gritzik, Nicol Howard, & Pia Wong**  
Co-Chairs, CCTE Policy Committee  
and Spring 2024 SPAN Conference Planning Committee

We are excited about the 7th annual California Council on Teacher Education (CCTE) Spring 2024 SPAN (Spring Policy Action Network) Conference on March 11 and 12. As is our custom, a major focus of the Conference will be our meetings with policy makers and policy shapers on the morning of March 12th. In preparation for that we have a number of new approaches that we are looking forward to implementing.

First, there are many new members on the education-related Senate and Assembly Committees in the California Legislature. Thus, we have an excellent opportunity to introduce CCTE and emphasize what a resource we can be as they engage in their new committee work.

Second, we are pivoting to a new modality—rather than conducting a survey of the CCTE community this year, we will be presenting three storylines related to: (1) coordinating investments in the teacher pathway; (2) strengthening support for Ethnic Studies implementation; and (3) elevating and legitimizing the role of mentor teachers. The Policy Committee first integrated input, evidence, and data gathered from CCTE members at the Fall 2023 Conference in October. “Stories” and corresponding evidence have then been shared from the CCTE membership, and the Policy Committee will consider that feedback as we finalize the talking points prior to the Conference.

During day one of SPAN 2024 (March 11), Conference attendees will review these talking points in preparation for meetings with policy guests (legislators and legislative staff) on March 12th. We are excited about this new approach and look forward to your feedback and involvement as a collective to make our voices heard with policy makers.

The SPAN 2024 Conference schedule will also include time for SIG meetings, for associated organization meetings, for research presentations, and for dialogue with the Commission on Teacher Credentialing, as well as the late afternoon reception and social time on that Monday, and a closing session on Tuesday afternoon when results of the annual CCTE election will be announced.

### **Register for SPAN 2024 Now**

Be sure to register for SPAN early, as we expect this conference to fill to capacity. Complete and mail in the SPAN 2024 registration form on the next page of this newsletter, or access the on-line registration portal on the CCTE website ([www.ccte.org](http://www.ccte.org)) if you wish to pay by credit card. Again this year there are both on-site and virtual registration options. If you will be attending the on-site conference and will need a guest room at The Citizen Hotel, please make your reservations by calling the hotel’s toll-free number at 916-447-2700. To receive the special group rate for the Conference, indicate that you are attending the California Council on Teacher Education Spring 2024 SPAN Conference (group # 877-781-8559) and provide the nights for which you wish to reserve a guest room.

# Tentative CCTE Spring 2024 SPAN Conference Program

## *Monday, March 11:*

**9:00 a.m. - Meet and Greet Breakfast** - With Optional SIG Meetings.

10:00 a.m. - Break.

**10:15 a.m. - Welcome to SPAN 2024**

President's Welcome by Betina Hsieh  
& Policy Committee Co-Chairs Cynthia Grutzik, Nicol Howard, & Pia Wong.  
Conference Overview.

(session available via Zoom for virtual attendees)

**10:30 a.m. - Orientation to California Educator Preparation Policy Priorities**

Update on California legislative bills in Senate and Assembly Education Committees.  
Introduction to Talking Points and Materials for Legislative Visits; Sign Ups for Legislative Visits;  
Initial Meet Up with Legislative Visit Team and Team Lead.

(session available via Zoom for virtual attendees)

**Noon - Advocacy Lunch** - With Policy Speaker: Marquita Grenot-Scheyer, chair of Commission on Teacher Credentialing and chair of the AACTE Board of Directors.

(session available via Zoom for virtual attendees)

**1:15 p.m. - Research Roundtables: Accepted Proposals and Invited Presenters**

Four roundtables, each with three or four presenting groups.

2:50 p.m. - Break

**3:00 p.m. - Concurrent Associated Group Meetings:**

Association of California Community College Teacher Education Programs.  
Association of Independent California Colleges and Universities-Education.  
California Association for Bilingual Teacher Education.  
California Association of Professors of Special Education.

4:00 p.m. - Break.

**4:15 p.m. - California Alliance for Inclusive Schooling Policy Summit**

“Cultivating Inclusive Educators: Embracing Intersectional Disability Equity and Justice.”

(session available via Zoom for virtual attendees)

**5:30 p.m. - Conference Reception** - at The Citizen Hotel.

## *Tuesday, March 12:*

**8:00 a.m. - Team Breakfast and Legislative Visit Orientation**

In-person participants gather at Team Tables for Breakfast with Team Leads;  
Virtual participants join one “Team” Zoom Meeting with a Group Lead.

(session available via Zoom for virtual attendees)

**8:45 a.m. - Break** and Prepare for Zoom or In-Person Legislative Meetings.

**9:00 a.m. - Legislative Visits** - Scheduled Between 9:00 a.m. to Noon.

Legislative Visits will take place at the Capitol or via Zoom, depending on your Team assignment.

When finished come back to Main Conference Room to join another group or join a Walk to the Capitol.

**Noon - Lunch and Debriefing the Visits**

Debrief with Policy Guest: Erin Gabel, consultant to Assembly Sub-Committee on Education Finance.

Analysis and Next Steps for CCTE Policy Committee.

Last Opportunity to Vote in Annual CCTE Election.

(session available via Zoom for virtual attendees)

1:15 p.m. Break.

**1:30 p.m. - CTC Policy Workshop**

Workshop on CTC Policy Role and Sponsored Legislation.

**2:45 p.m. - Final Session with President Betina Hsieh**

Summary of SPAN 2024.

Announcement of CCTE Annual Election Results.

Preview of CCTE Fall 2024 Conference.

Conference Evaluation.

(session available via Zoom for virtual attendees).

**3:00 p.m. - Meeting of CSU Educator Prep Leaders**

(special meeting for those involved)

**3:00 p.m. - Field Placement Forum: Sharing Evidence of EPP/IHE Partnerships.**

(participants will share how they have worked differently with their partners)

new participants will receive information about how we can improve the quality of placements)

## California Council on Teacher Education Spring 2024 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2024 SPAN Conference, March 11-12;  
Or if you wish to pay by credit card, use the on-line portal on the “Conferences” page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

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

Telephone \_\_\_\_\_

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

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

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

#### **On-Site Registration—for persons wishing to attend the Conference at The Citizen Hotel in Sacramento**

Check the Appropriate Category:

- Basic Registration - \$425
- Special for P-12 Educators - \$375
- Special for Part-Time Faculty - \$350
- Special for Retired Educators - \$325
- Special for Students - \$200
- Special for 4 or more registrants from the same institution - \$400 each  
(please submit a form for each with combined payment)

#### **Virtual Registration—for persons wishing a link to the virtual live-stream of most Conference sessions**

Each category includes access to live-streamed Conference sessions via a link and password to be provided to each virtual registrant (check the appropriate category):

- Basic Registration - \$325
- Special for P-12 Educators - \$275
- Special for Part-Time Faculty - \$250
- Special for Retired Educators - \$225
- Special for Students - \$150
- Special for 4 or more registrants from the same institution - \$300 each (submit a form for each with combined payment)

**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 “Spring 2024 SPAN Conference” page of the CCTE website:

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

For our records those using the on-site portal are also asked to complete and email this registration form to:

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

## Research Roundtables To Be Held at the CCTE Spring 2024 SPAN Conference

Following is preview information about the four research roundtables that will take place as part of the on-site program at the CCTE Spring 2024 SPAN Conference on the afternoon of March 11, including the roundtable schedule, titles of presentations, names of presenters, and abstracts of each presentation. While the research roundtables will not be available for virtual attendees at the Conference, brief videos prepared by the presenters will be posted to the CCTE GoReact Platform before and during the Conference.

Roundtable 1 – “Practice” – 1:15 p.m. to 2:00 p.m.

Metropolitan Terrace

“Helping Licensure Candidates Transform from Student to Teacher: Practice to Policy.”

Talya Drescher, California State University Channel Islands

*Abstract:* In a traditional teacher preparation program, candidates are prepared via academic coursework and clinical experience. This presentation provides a method to address candidates’ well-being using a transformation framework implemented with special education and dual certification candidates during a one-year licensure program.

Transformation is a process in which one moves from one state of being to another (in this case from student to educator) and follows a predictable trajectory of emotions and feelings. Understanding this trajectory and mapping it into curriculum provides candidates space to process and discuss their journey using relevant academic language. Outcomes will be shared and discussed.

“A Willingness to Wonder: Beginning Teacher Learning Through Mistake Making and Vulnerability.”

Johnnie Wilson & Sumita Jaggar, University of California Santa Cruz

*Abstract:* In our program, student teachers present cases of their own teaching to peers. Working together in collegial conversation, beginning teachers work through problems of practice through shared inquiry. Collaborative Case Inquiry builds a productive stance towards collegial discourse and problem solving. Two aspects of this work truly move their teaching and development. One is the worth they find in making their teaching mistakes and struggles into worthwhile resources for their learning and development. The second is the true richness of teaching problems that are considered as they make themselves vulnerable for one another’s shared learning.

“Enhancing and Deepening School Partnerships to Support Educator Development Using the AAQEP Standards.”

Debbie Meadows, California State University Bakersfield, Juliet Wahleithner, California State University Fresno, & Reyes Quezada, University of San Diego

*Abstract:* The literature recommends a strong purposeful alignment between theory and practice to improve educator training. Accreditation for educator preparation traditionally focused on compliance and quantitative data to demonstrate alignment with accreditation standards. This dichotomy between collaboration and compliance does not support the effective alignment of an educator’s preservice pathway. Two Association for Advancing Quality in Educator Preparation (AAQEP) accredited institutions share their efforts to collaborate with stakeholders. They offer how each institution leveraged the AAQEP accreditation process to initiate the development of a deeper and more aligned partnership with P20 education partners.

“Improving Teacher Education Through Collaborative Research and Design.”

California Teacher Education Research and Improvement Network (CTERIN) with Elizabeth Van Es & Susan Toma-Berge, University of California Irvine, Rebecca Ambrose, Margarita Jimenez-Silva, & Lisa Sullivan, University of California Davis, Alison Black, University of California San Diego, & Elisa Salasin, University of California Berkeley.

*Abstract:* The University of California system developed a cross-campus research collaborative focused on the study and improvement of teacher education, the Center for Teacher Education and Improvement Network (CTERIN). In this roundtable session, we will share examples from our collaboration that resulted in structures and processes to engage researchers and teacher educators in collaborative inquiry for local and cross site improvement initiatives. These efforts provide insight into how partnerships of teacher education programs can lead to systemic change in teacher education, as well as highlights opportunities and tensions in sustaining cross program collaboration.

## Research Roundtables To Be Held at the CCTE Spring 2024 SPAN Conference (continued from previous page)

Roundtable 2 – “Race/Equity” – 1:15 p.m. to 2:00 p.m.

Quorum Room

“Transformation or Conventionality? Emerging Findings from Development and Implementation of Black Student Excellence Initiative.”

Diana Porras, Cara Richards-Tutor, & Jolan Smith, California State University Long Beach

*Abstract:* This presentation is centered on the Revere School District’s Black Student Excellence Initiative (both pseudonyms). Revere, a large urban district in California, adopted the initiative to transform the experiences and outcomes of Black students. Drawing on rich qualitative data, the emerging findings show time, funding, and divergent leadership styles and approaches influencing the implementation of the initiative. Revere has created an opportunity for change. Still, transformation is complex and takes time, commitment, buy-in, and trust. Our policy recommendations include redesigning measures of success, configuring a timeline that accounts for relationship building, creating more flexible funding, and equity driven leadership.

“Reducing Bias and Promoting Equity through a Simulated Teaching Environment.”

Rhonda Christensen, University of North Texas & Stacy Kruse, SimSchool

“Unfinished Business: Advancing Race-Conscious Teacher Education After the SCOTUS Decision to End Affirmative Action.”

John Pascarella, University of Southern California.

*Abstract:* After the recent Supreme Court decision struck down race-conscious college admissions, many teacher educators have questioned how the ruling will implicate all race-conscious equity efforts in educator preparation programs. This policy analysis session will meaningfully address the changing conditions and ongoing challenges to any race-conscious and LGBTQ+ inclusive teacher education practices to explore and co-generate actionable strategies that will continue to strengthen the preparation of equity-minded teachers after the Court’s ruling. Credible and current research will inform this engagement, which will introduce content and strategies to sustain the practice of race-conscious and LGBTQ+ inclusive efforts in California educator preparation programs.

Roundtable 3 – “Multilingual/Equity” – 2:00 to 2:45 p.m.

Metropolitan Terrace

“Advancing Accountability in Bilingual Teaching Standards:

A Conscious, Caring, and Critical Analysis of the BTPEs.”

Jordi Solsona-Puig, California State University San Bernardino, Eduardo Munoz-Munoz, San Jose State University, & Ferran Rodriguez-Valls, California State University Fullerton

*Abstract:* This proposal suggests the inclusion of a focused session from the perspective of three teacher preparation program faculty, exploring the California Bilingual Teaching Standards (BTPE) and strategies to bolster its accountability. The session aims to engage Teacher Education agents in discussions, sharing insights, and collaboratively developing solutions to address challenges in the effective implementation of BTPE. The primary objective is to foster a collective understanding of the standards, pinpoint accountability issues, and propose practical measures to improve bilingual education in California.

“Integrating Family, School, and Community Engagement in Preservice Teacher Education Through an Equity Partnership.”

Reyes L. Quezada, University of San Diego, Angela Louque, California State University San Bernardino, & Reyna Garcia Ramos, Pepperdine University

*Abstract:* This best practice presentation focuses efforts to seek and provide input on how teacher education can integrate ways to engage preservice teachers with the tools needed to work effectively with culturally and linguistically diverse families. The Cultural Proficiency Framework used by a school district is presented on how to increase parent engagement/student success using the 7 Cs framework: (1) Collaboration, (2) Communication, (3) Caring/ Compassion, (4) Culture, (5) Community, (6) Connectedness, and (7) Collective Responsibility, plus a Commitment to Action on how to integrate in teacher education coursework.

—continued on next page—

## Research Roundtables To Be Held at the CTE Spring 2024 SPAN Conference (continued from previous page)

“Implementing Practices to Support Multilingual Learners’ Success; Preparing All Teachers to Integrate Translanguaging.”

Lyn Scott, California State University East Bay

*Abstract:* All teachers, whether bilingual or monolingual, can take a stance to draw upon the linguistic repertoire of each of their students. A translanguaging stance involves an ideological shift in what languages, communicative practices, and lived experiences are valued and leveraged in response to the needs of multilingual learners (ML) as they develop linguistic practices for academic contexts (Kleyn & García, 2019). Teacher educators can support all teachers to implement translanguaging practices which elicit and leverage student ideas, language, and lived experiences in support of MLs with research-based, easy-to-implement strategies used in the Bilingual and Content Area Integrated Preparation Project (BCAIP).

Roundtable 4 – “Changing Programs” – 2:00 to 2:45 p.m.

Quorum Room

“State Policy & Funding: The Catalyst for Program and Identity Shifts.”

Nancy T. Walker, Amber Bechard, & Marge Madhuri, University of La Verne

*Abstract:* High-quality and effective literacy instruction in higher education requires support from state funding. With California’s adoption of the new literacy standards, educator preparation programs (EPP) had the opportunity to expand and deepen new teacher literacy preparation. This roundtable provides policymakers and practitioners information on how one educator preparation program embarked on a transformative journey in which state policy and funding served as a catalyst that contributed to the reconsideration of teacher identity and the revision of one teacher preparation program shift to science of reading. Four outcomes and recommendations are provided to guide policy and practice.

“Increasing Teacher Retention of Our Newest Educators Through Humanized Mentoring.”

Karen Escalante, California State University San Bernardino & Melissa Meetze-Hall,  
University of Redlands

*Abstract:* Experiencing belonging as a new teacher in the profession promotes a long career and greater well-being. This study sought to identify how induction candidates felt a sense of belonging within the profession and could view their Pk-12 students as asset-rich and worthy of belonging. To support participants with takeaways from this study, the authors intend to highlight key information about each participant and how a sense of belonging and teacher induction are significant aspects of the teacher retention pipeline. These represent key policy issues in California as we continue to reckon with a teacher shortage.

“Are You Experiencing a Teacher Shortage? Educator Residency to the Rescue.”

Conni Campbell, San Diego County Office of Education & Tierra Crothers,  
Sacramento County Office of Education

*Abstract:* In an era where the quality of education and counseling services is of paramount importance, establishing effective residency programs can make a significant impact on the preparation and development of teachers and counselors. This session is ideal for educators, administrators, policymakers, and clinical faculty interested in enhancing the quality of teacher and counselor preparation through residency programs. Whether you represent a school district, institution of higher education, or government agency, this session will equip you with the knowledge and resources needed to take the first steps towards establishing a successful program.

“Teacher Apprenticeships 101: Learning from Other States.”

Hanna Melnick, Senior Policy Advisor, Learning Policy Institute (LPI).

*Abstract:* Teacher apprenticeships are a new initiative intended to expand the supply of well-prepared teachers by allowing candidates to earn a salary and on-the-job experience while working toward a teaching license. This session will provide an overview of the current national landscape of federally registered teacher apprenticeships and how apprenticeship might fit into California’s teacher preparation landscape, drawing from new LPI research.

## Proposals Invited for Future CCTE Fall Conference Themes

By **Karen Escalante**  
*CCTE President Elect*

*California State University San Bernardino*

Our California Council on Teacher Education (CCTE) community is coming off the heels of 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.

Did you know that the CCTE Board of Directors welcomes conference theme proposals? Do you and a colleague or team have a passionate idea for a future CCTE Fall Conference that speaks to education within California? The Fall 2025 Conference does not yet have a theme, so maybe you are the person to spark an idea! 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 welcome... please email Alan Jones, the CCTE Executive Secretary, at [alan.jones@ccte.org](mailto:alan.jones@ccte.org) for additional information.

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## Michele McConnell Appointed CCTE Vice President for ATE

At its quarterly meeting on January 19, 2024, the California Council on Teacher Education (CCTE) Board of Directors unanimously appointed Michele McConnell from California State University Fresno to serve as the CCTE Vice President for ATE. This appointment was made to replace Michael Cosenza who has stepped aside after several years of service as Vice President for ATE. Michele’s term will run until March 2026.

The CCTE Vice President for ATE serves as our primary liaison with the Association of Teacher Educators, one of the two national organizations for which CCTE serves as the California state chapter. Michele will attend ATE meetings, report to the CCTE Board of Directors and the CCTE membership, and work with the ATE national office to encourage increased participation by California teacher educators in ATE.

## Looking Ahead to Fall 2024 CCTE Conference

**Theme:**

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

The California Council on Teacher Education will host its annual Fall 2024 Conference in San Diego at the Kona Kai Resort and virtually on October 17-19, 2024. The theme is “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom.”

The focus of the Conference will be to engage teacher educators in critical dialogue about assessment reforms that support feedback for all. By confronting the racist legacies of accountability and testing, the Conference seeks to advance intersectional and interprofessional dialogue from different perspectives. With feedback at the center of the Fall 2024 Conference, we seek to open up new spaces that allow for a renewed focus on assessment for deeper learning. We will celebrate project-based learning, authentic classroom and community work, and performance-based classroom assessment that positions learners on a journey with others. Equity-focused, formative feedback gives us all a chance to lean towards growth, exploration, and making “next steps” that re-engage and offer a tangible way forward.

### Fall 2024 Conference Keynote Will Be Linda Darling-Hammond

The keynote speaker of the Fall 2024 Conference will be Linda Darling-Hammond. Darling-Hammond is the founding President and CEO of the Learning Policy Institute, the Charles E. Ducommun Professor Emerita of 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.

### Further Details

A formal announcement of the Conference including a full preview, the tentative program, the registration form, and the call for research proposals will be emailed to CCTE delegates, members, and friends in June 2024.

If you are interested in participating on the Planning Committee for the Conference, please contact Fall Conference 2024 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)



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 35, Number 1, Spring Issue, March 2024, Section 3—CCTE Activities

Terrelle Sales (Pepperdine University), Editor

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

## Holmes Group Scholars at California State University San Bernardino

By **Karen Escalante**

*CCTE President Elect*

*California State University San Bernardino*

California State University San Bernardino (CSUSB) joined the American Association of Colleges of Teacher Education (AACTE) Holmes Scholars Program in 2021 and was the first California State University (CSU) campus to do so. The Holmes Scholar Program mentors and supports self-identified racially and ethnically diverse doctoral students. I serve as the Holmes Coordinator at CSUSB.

In our inaugural year (fall 2021), two Scholars, Rangel Zarate and Angelica Agudo, were accepted into the CSUSB Holmes program. That year, we traveled to New Orleans for the AACTE Holmes Pre-Conference and Annual Meeting. In September of 2022, we attended Washington Week virtually and met with Congressman Eric Swalwell's office.

In June 2022, we attended AACTE's Washington Week and Day on the Hill in Washington, DC. While in DC, we virtually met with the offices of California Senators Dianne Feinstein and Alex Padilla. While attending Washington Week, scholars learned how to interact with policymakers, advocate for education, make "asks," how to tell their stories, and use their voices to impact policy and education.

In October 2022, we welcomed two new scholars, Audrey Millan and Sailesh Maharjan. The four scholars and I attended the California Council on Teacher Education (CCTE) Conference in San Diego in late October of that year (the AACTE conference was in a no-travel state per the CSU). Dr. Lynn Gangone, president and CEO of AACTE, attended the fall CCTE conference that year and met with our Holmes Scholars.

In June of 2023, we attended AACTE's Washington Week and Day on the Hill in Washington, DC. We met with the offices of Senators Diane Feinstein and Alex Padilla and Congressmen Mark Takano and Pete Aguilar. Each Scholar told their story and made an "ask" for education. We were able to make these visits in person.

In October of 2023, we welcomed two new scholars, Reyan Warren and Pablo Gutierrez. Reyan attended the fall CCTE conference and has joined the fall 2024 CCTE conference planning committee in addition to the "New and Aspiring Faculty of Color" mentoring group. In the spring of 2024, we will travel to Denver, Colorado, for the AACTE Holmes Pre-Conference and Annual Meeting. In June, we will also travel again to Washington, DC, for Washington Week and Day on the Hill.

As a small "family," we have learned how to support one another, write together, mentor one another through faculty and peer mentoring, and create a sense of belonging. These are essential pieces to keeping racially and ethnically diverse doctoral students in their programs and achieving personal and professional outcomes.

Our CSUSB Holmes Scholars warmly welcome the newest California Holmes Scholars at California State University Fresno and the University of San Diego! We look forward to reports on their activities in the future.

# 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:** 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. Committee Chair: Shadi Roshandel (California State University, East Bay).

**Communications Committee:** The CCTE Communications Committee coordinates such ongoing activities 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 Committee:** The CCTE Committee on Justice, Equity, Diversity, and Inclusion explores and recommends policy and action to the Board of Directors and membership. Committee Chair: Eric Engdahl (California State University, East Bay).

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

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

**Professional Development for Mentor Teachers Committee (PD4MT):** The Professional Development for Mentor Teachers Committee coordinates and develops programs for professional development of supervisors and mentor teachers. Co-Chairs: Virginia Kennedy (California State University, Northridge) & Melissa Meetze-Hall (San Bernardino County Superintendent of Schools).

**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. Co-Chairs: Marni Fisher (Saddleback College) & Kimiya 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)

## **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 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 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 \$62.50 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 entitled “New and Aspiring Faculty of Color” has been initiated and is coordinated by Heather Michel of CalStateTEACH and Terrelle Sales of Pepperdine University. 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 K-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:

[heathermichel@calstateteach.net](mailto:heathermichel@calstateteach.net)

CCTE is excited to offer this new intentional focus to recruit, support, and recognize new faculty of color 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 the CCTE Fall 2024 Conference, again at noon on Saturday.

## CCTE Associated and Affiliated Organizations

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. 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 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. 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 eight 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.

**Inclusive 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.

The SIGs meet at each CCTE Fall Conference in San Diego concurrently at two designed times. Those SIGs which choose to will also meet at the beginning of the Spring SPAN Conferences in Sacramento.

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.

## **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 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 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 sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

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

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

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

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

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

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

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

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



### 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*





# CCNews

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

**Volume 35, Number 1, Spring Issue, March 2024, Section 4—Articles from the Field**

Terrelle Sales (Pepperdine 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 Group meetings 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.

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 Terrelle Sales at: [terrelle.sales@pepperdine.edu](mailto:terrelle.sales@pepperdine.edu)

In this issue of the newsletter you will find on the following pages an article submitted to the newsletter:

### **The Arch of Teacher Preparation: Boundary Spanning Roles Within a PDS Community**

By Karen Escalante & Melissa Meetze-Hall

See pages 20-22

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

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

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

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

Be sure to check it all out frequently.

# The Arch of Teacher Preparation

## Boundary Spanning Roles Within a PDS Community

By Karen Escalante & Melissa Meetze-Hall

### Introduction

The need for collaborative partnerships and learning communities within the field of education has long been established (Wenger, 2011). Learning Communities and Communities of Practice (COP) are defined as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Lave & Wenger, 1991). In addition to providing a space for one to “belong,” community partnerships are self-organizing systems where identities are constructed in relation to the community, and social capital is built (Wenger, 1999). In addition to smaller-scale Communities of Practice, another genre of self-organizing systems is Professional Development Schools (PDS). Professional Development Schools engage multiple educational partners across the school and university settings, in essence, creating a coalition or partnership to generate new knowledge and establish intentional goals.

The essential core components of PDS ensure that equitable and just practices are enacted within and across the educational profession to support the needs of diverse learners (Doolittle et al., 2008). Given the pervasive cycle of policy changes in educational spaces, one of our greatest promises for sustained improvement efforts resides in PDS partnerships (Doolittle et al., 2008). Below, we identify how we came to create a PDS, our role as a boundary spanner, and how this work supports reflection, innovation, and professional querying.

### Establishing the PDS

In the fall of 2020, during the height of the COVID pandemic, the authors of this article were in a collaborative conversation with fellow educators at a conference. Karen Escalante is a tenure track assistant professor of teacher education at California State University, San Bernardino, a Hispanic Serving Institution, and Melissa Meetze-Hall is a full-time Induction Administrator with the neighboring Riverside County Office of Education whose induction candidates support racially and linguistically diverse Pk-12 students. From this conversation and resultant

identification of needs, a new PDS arose; it had become clear that the pandemic had shifted consequential educator preparation roles and responsibilities, previously housed within Institutions of Higher Education (IHE), onto teacher induction with little to no training or support provided.

What then became evident was the need to create a space for Institutions of Higher Education, Pk-12 partners, and the Teacher Induction Community to gather with intention. The shared goals included the desire to create and share resources and build social capital to support new teachers in moving into the teaching profession successfully. Having identified the needs and goals, we felt called to establish a PDS.

### Initial Steps

Based on the conference conversations, a follow-up meeting brought the PDS notion to our community. We recognized that there is no paucity of professional organizations for teacher preparation educators. However, to focus on the desired outcomes and ensure an understanding of the goals of the nascent PDS, it was determined that the name should signal our intent. It was determined that the name the *IHE / Induction Collaborative* would support the vision for the group. Initial organizing conversations centered on whether the PDS should be limited to our local region; we ultimately decided to include colleagues across the 52 counties in the state. We generated a list of colleagues from IHEs and Induction Programs and then sent out the first meeting date and draft agenda.

Our first meeting had over 70 individuals in attendance, including members from our state’s credentialing agency. Participation in a PDS requires members to engage in dialogue between and across stakeholders and draw upon one’s prior knowledge base; these skill sets help to foster and facilitate the boundary spanner (Many et al., 2012). For members to engage in meaningful conversations, we send the agenda two weeks ahead, asking them to come prepared with information from their programs. Our agendas rely upon member input and always include information from the IHE and Induction perspectives and space and time for group discussion. Members continue to actively participate while new members regularly seek us out for collaboration and support. To date, ten collaborative meetings have been held.

### Boundary Spanner

A boundary spanner can dissect and interpret languages of inquiry within differing educational spaces; this is invaluable within a PDS. Many et al. (2012) define the boundary spanner as someone who facilitates partnerships

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*Karen Escalante is an assistant professor in the College of Education at California State University San Bernardino and President Elect of the California Council on Teacher Education. Melissa Meetze-Hall is an administrator with the San Bernardino and Riverside County Offices of Education. Email addresses: karen.escalante@csusb.edu & mhall@rcoe.us*

—continued on next page—

# The Arch of Teacher Preparation

## Boundary Spanning Roles Within a PDS Community

(Continued from Previous Page)

by bridging differences through discourse and experience. Boundary-spanning roles often reflect the negotiation of new territory (Bhaba, 1994); the term “hybrid educator” has also been used (Goodlad, 1994, 2016) in addition to the “third space” (Zeichner, 2010). Often, this role refers to an educator with a working knowledge of more than one system.

As the facilitators of the *IHE / Induction Collaborative*, we are traversing the Induction Communities (consisting of local educational agencies, traditional teacher induction programs, and Pk-12 teacher induction programs) in addition to the IHE communities consisting of public, private, and national pre-service programs. To strengthen these relationships, we remain intentional with our roles as we support the *Collaborative* in boundary spanning.

Critical elements of boundary spanning include identification, coordination, reflection, and transformation (Akkerman & Bakker, 2011). Our PDS community has learned to identify and coordinate boundary spanning; the induction community needs to navigate pre-service teacher preparation, and teacher preparation programs have a congruent need, reflective of a liminal and well-traversed third space. As educators engage in boundary-spanning roles, strengthening their identity and belonging (Wenger, 1999), there is an innate need for reflection and transformation to follow.

During the past four years, our PDS has created space for participants to access shared resources, co-create resources, and document practices that have worked for their programs. Akkerman and Bakker (2011) identify these as “boundary objects.” Of equal importance to including “boundary objects” is the reflection, transformation, and professional inquiry afforded to PDS participants (Williams, 2014). Each PDS participant brings a unique perspective to the PDS; thereby, boundary objects provide differentiated resources that remain accessible to group members at all times. Shared practices and boundary-spanning roles situate the PDS community to support pre-service and new teachers. Both shared, and individual learning occurs (Farnsworth et al., 2016) through these practices, and we are better situated to usher pre-service teachers and new teachers into the profession.

### Our Impact to Date

The *IHE / Induction Collaborative* has grown in attendance numbers and has impacted preparation and induction programs in several ways. In true PDS fashion, other than organizing and providing technology support, the

co-facilitators of the *Collaborative* do not set the priorities. It is the community that determines areas of focus. Community members bring their questions, areas of inquiry, resources in progress, and any requests for assistance analyzing consequential requirements and responsibilities. Through these interactions, members affirm the difference that this group has made in their ability to support candidates in their programs.

To date, our members have reported the following as valuable:

1. The ability to discuss with others and identify how programs support candidates navigating challenging times.
2. Networking in smaller breakout groups and creating and sharing resources to be used across programs.
3. Access to communication and collaboration across IHEs and Induction.

These anecdotal examples confirm member perceptions that: first, this PDS community helps to chip away at the silos and disconnects. The perceived ranking system within educational systems believes IHE faculty hold fast to expertise (Jennings & Peloso, 2011); deficit perspectives regarding districts serving Pk-12 marginalized students can lead others to embrace a privileged tone (LeChasseur, 2014), and PDS communities have previously failed as they have been top-down or hyper-focused, centered on a singular teacher or classroom instead of the educational system (Winitzky et al., 1992). Second, by participating in this PDS, members are more familiar with other programs and have increased connections with those who manage and deliver content to candidates across the state. As they participate in the space together, members have engaged in resource sharing; most noticeably, of late, these resources have been in support of state statutory requirements and resources to support increasingly diverse teacher candidates.

Based upon initial survey analysis from the *Collaborative*, the most significant impact has been shared language and support. Before the pandemic, members indicated that the immediate need for this PDS may not have been evident. However, awareness and accessibility are now present, allowing for cross-talk of teacher education to be fluid and supportive.

We also consider that the growth of the collaborative may have been due, in part, to the pandemic. Advances in the comfort of using technology for remote collaborative

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# The Arch of Teacher Preparation

## Boundary Spanning Roles Within a PDS Community

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space may also play a role in the *Collaborative's* expansion. While these contextual facets may contribute to our ongoing growth and robust conversations, our members come back (in short) to 'learn from and with one another.' Much of the impact 'data' to date has been gathered by survey and participant feedback responses; the next research steps will explore increased opportunities for IHEs to engage in praxis and purposeful conversations with Pk-12 partners to support diversifying the teaching force and allow the *IHE/Induction Collaborative* to facilitate field experiences and other endeavors for pre-service and beginning teachers. The most recent data conversations (Winter 2024) have included enrollment numbers and demographic data on where pre and in-service teachers are being placed, including hiring needs and school demographics.

### Next Steps and Moving Forward

With the successes we have experienced with our PDS and the request for participants to remain in collaboration and shared space, our future goals include:

1. Collect additional data regarding how our PDS can support participants' needs.
2. Ensure participants' boundary-spanning roles effectively prepare new teachers for the profession, emphasizing preparing pre-service and new teachers who have been marginalized and pre-service and new teachers of color.
3. Continue curating boundary objects that benefit our varied communities and gather data on the most impactful resources.

Unfortunately, it remains true that rigidity and strain are commonplace within our siloed roles in education (Darling-Hammond et al., 1995; Stevens, 1999; Zeichner, 1990). There continues to be a disconnect between what pre-service candidates are taught in educator preparation programs and what happens in Pk-12 schools and the neighboring communities (Beck & Kosnick, 2002). This is exacerbated by the varied skill sets of university and induction supervisors and judgments and politics made regarding curriculum and instruction (Zeichner, 1990). This PDS community continues to support our abilities, and with expanded support for pre-service and induction candidates, meets the objective to provide a quality approach to teacher preparation which involves Pk-12 postsecondary partnerships (Jennings & Peloso, 2010), and thus, promises to move us all forward together.

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