



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 35, Number 4, Winter Issue, December 2024

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

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Please Plan to Attend the CCTE SPAN 2025 Conference
March 17-18

On-Site in Sacramento (and virtually)
Theme: “Spring Policy Action Network 2025”

See Conference Preview, Tentative Program, Registration Form, & Call for Proposals (pages 7-10 of this newsletter)



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California Council on Teacher Education:

Remaining Steadfast in Pursuit of Equitable, Inclusive, and High Quality Education

A Message from CCTE President Karen Escalante

Greetings, CCTE Community,

Our Fall Conference

The CCTE Fall 2024 Conference titled “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom” occurred from October 16-19, 2024, with Dr. Linda Darling-Hammond, President of the California State Board of Education and President and CEO of the Learning Policy Institute, delivering the keynote address.

My sincere thanks to Brent Duckor and Carrie Holmberg, co-chairs of the Fall Conference, for their leadership and commitment to feedback as a key to effective education. I am grateful to the entire Conference planning committee, research presenters, and associated organizations for their many contributions. I also offer my heartfelt gratitude to Alan Jones, Monica Boomgard, and Deborah Hamm for their ongoing efforts on behalf of CCTE. And, of course, to our entire CCTE Community, thank you for sharing your time and commitment to our organization.

Our theme of feedback—an idea critical to authentic, transformative education—resonates deeply in the current climate. Feedback is far more than a process for improvement; it is an act of support, affirmation, and acknowledgment. When we provide meaningful feedback, we guide learning and affirm



each student’s identity and potential, no matter their background or lived experiences. Research sessions and presentations throughout our conference, ranging from equitable feedback practices to specialized support for multilingual and special education students,

underscored that feedback is a bridge toward a more inclusive and empowering learning environment.

When we extend thoughtful feedback to students, we reinforce the critical message that they are seen, valued, and capable. This message, however, needs to reach beyond the classrooms. CCTE is committed to creating spaces where educators can grow and thrive, even amid difficult times.

National Organizations

Our partnerships with organizations and institutions across California and the nation reflect a shared commitment to championing equitable, inclusive, and high-quality education, no matter the

challenges we face. Seven of our CCTE members recently attended AACTE’s State Leadership Institute (SLI): Karen Escalante, Juliet Wahleithner, Eduardo Muñoz-Muñoz, Kimberly White-Smith, Allison Smith, Yessenia Yorgensen, and Cynthia Grutzik.

One of the State Leadership Institute presenters was Michelle Exstrom from the National Conference of State Legislators (NCSL.org). Michelle identified five

—continued on next page—

A Message from CTE President Karen Escalante

(Continued from previous page)

“Hot Topics in Education” for the consideration of the SLI attendees:

- Students Are Missing from School
- Increased Supports for Students
- Creating Personalized and Relevant Education Opportunities
- Higher Education Affordability and Outcomes
- The Overall Theme Being “Lifting Students at Both Ends of their Educational Journey”

We also heard from Jaci King, AACTE’s Research, Policy and Advocacy Consultant. Jaci provided a federal update, identifying new leaders in Congress and educational funds likely to disappear under the new administration. It is in these spaces where our advocacy is critical.

Consider attending AACTE’s annual meeting in February in Long Beach, ATE’s annual meeting in March in New Orleans, and AACTE’s Washington Week in June. Each conference offers opportunities to develop advocacy skills and strengthen our commitment alongside teacher educators nationwide.

Looking Ahead to SPAN

CTE continues to follow our charge “to work toward improving education at every level through fostering teacher development and growth opportunities.” During our Spring Policy Action Network (SPAN) conferences each March in Sacramento, we actively advocate for policies and practices that uplift our profession and continue to support students, candidates, inservice teachers, and teacher educators.

SPAN 2025 will be held March 17th – 18th, and a preview, tentative program, registration form, and call for research proposals are included in this newsletter.

During the AACTE State Leadership Institute (SLI), Megan Salyers, Assistant Dean at Bismarck State College, shared a list of words and ideas to consider when engaged in advocacy. From credibility to purposeful (see below), your participation in SPAN is meaningful. I hope to see you there!

- Credibility
- Integrity
- Connectivity
- Trust
- Sincere Communication

- Link your cause with their cause and reputation
- Leave your ego at the back door
- Seek to understand and be understood
- Purposeful

What I am Reading

This Fall, I have been reading *How to Connect* by Thich Nhat Hanh, *How to Love* by Thich Nhat Hanh, *Nudge* by Thaler and Sunstein, and *Happier Hour* by Cassie Holmes, Ph.D. At the beginning of each Fall conference, CTE holds one of our Board of Directors meetings. During this time on October 16, I shared the following quote from *How to Connect* by Thich Nhat Hanh, “Life is found in the present moment.” It was a gentle reminder to my colleagues to enjoy our conference with one another in community.

We also each shared something that had recently brought us joy in our everyday lives; stepping outside our “educator roles” and focusing on shared humanity in this way was lovely. As we enter a season often focused on busyness and the resounding call from the world to “do more with less” at the expense of our mental and physical wellness, may you quiet yourself and find life in the present moments.

In Community,
Karen Escalante
CTE President

karen.escalante@csusb.edu

Upcoming Meetings of Affiliated National Organizations

AACTE 2025 Annual Meeting
Long Beach, California
February 21-23

ATE 2025 Annual Meeting
New Orleans, Louisiana
March 7-12

AACTE 2025 Washington Week
Washington, DC
June 1-4

CCNews Editor's Message

As we approach the Winter holidays while reflecting on the post-election landscape, we are reminded of our ongoing commitment to enhancing education at all levels by fostering teacher development and creating meaningful growth opportunities. As we delve into this Winter 2024 issue of *CCNews*, we invite everyone to recognize the tireless advocacy efforts of numerous educational stakeholders committed to justice, equity, diversity, and inclusion. Our collective work continues to inspire and push forward the necessary changes within our educational systems.

We extend our deep gratitude to the teacher education programs that consistently shape and nurture future classroom leaders, leaving a lasting impact on countless students. We also thank CCTE for offering a vital space where research and practice intersect, fostering professional networking, collaboration, and transformative partnerships. This platform is essential for bridging theory with effective classroom practices.

Together, we remain committed to uplifting and strengthening our educational community for all learners.

—Nirmla Griarte Flores

CCNews Editor

Member of CCTE Board of Directors

California State Polytechnic University Pomona

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 Spring 2025 issue of the newsletter is February 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 Spring 2025 issue is February 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](https://www.instagram.com/calcouncilteachered)

Instagram: [calcouncilteachereducation](https://www.instagram.com/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 near the half-way point of our 2024-2025 membership year, which began July 1, 2024, and extends to June 30, 2025:

Membership

We again enjoy institutional memberships in CCTE from nearly 70 institutions (mostly public and private colleges and universities, along with some community colleges, county offices of education, and state education agencies). We are hoping that additional institutions will join as the membership year proceeds. We also have 25 or so individual members this year and more are welcome.

Sponsorships

During this 2024-2025 year we currently have annual co-sponsorships of CCTE from the Graduate College of Education at San Francisco State University and the School of Leadership and Educational Sciences at the University of San Diego. We have recently issued an appeal for additional sponsorships to help support our transition this year from hotel-based to campus-based conferences. These sponsorships provide crucial additional financial support for all of our CCTE activities.

Associated Organizations/ Affiliated Organizations

CCTE also enjoys the participation of 11 associated organizations, each of which shares goals and activities similar to CCTE. Those 11 are the Association of California Community College Teacher Education Programs (ACCCTEP), the Independent California Colleges and Universities-Education (ICCU-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), the Supervisors of Teacher Education Network Team (STENT) and the UC|CSU Collaborative for Neuroscience, Diversity, and Learning. 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 a contributing 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.

SPAN 2025 Conference Announcement

A preview announcement of the CCTE SPAN (Spring Policy Action Network) 2025 Conference to be held March 17-18 in Sacramento appears in this newsletter along with the tentative program, registration form, and call for research proposals. Please plan to attend and consider submitting a research proposal to present.

CCTE Fall 2024 Conference

A retrospective of the Fall 2024 CCTE Conference appears in this newsletter along with information on our annual award presentations. The Conference was held on-site in San Diego on October 17-19, with a virtual option for those who prefer. Over 300 CCTE delegates, members, and friends participated.

CCTE Fall 2025 Conference

Our Fall 2025 Conference will be hosted by the School of Leadership and Education Sciences at the University of San Diego next October. See the preview in this newsletter and watch for announcements as the new year unfolds.

New Faculty and Graduate Student Programs

During this 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.

—Alan H. Jones

CCTE Executive Secretary
e-mail: alan.jones@ccte.org

Report from Association of Teacher Educators

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

ATE's Annual Conference will be held at the Sheraton in New Orleans on March 7-12, 2025. The theme, "Advocacy: Advancing, Transforming, and Energizing our Commitments to Education," is timely and aligns to CCTE's Fall 2025 conference focused on advocacy and professionalism in teacher education.

The opening keynote speaker for ATE 2025 is Tramelle Howard, a history educator with a Juris Doctor degree and current Louisiana State Director for Education Trust. In this position he engages in coalition work, strategic planning, budgeting and finance, program policy implementation, and building community partnerships across the state to close opportunity gaps that disproportionately affect students of color and students from low-income families.

Suzanne (Suzy) Puanani Vares-Lum, President of the East-West Center, will present the distinguished educator lecture. She launched a new strategic plan that advances the Center's Congressionally-mandated mission to promote understanding and relationships among people and nations of the United States, Asia, and Pacific through cooperative study, research, and dialogue. The Center, in Manoa, Hawai'i and Washington D.C., develops and equips a network of international leaders to become the future changemakers. She is an advocate for education and building bridges across the Indo-Pacific and has led collaborative initiatives in the region.

For those of you who would like to meet and speak with distinguished authors from the 4th Edition of the *Handbook of Research on Teacher Education*, including David Byrd, Etta Hollins, Jennifer L. Snow, John McIntyre, Rebecca West Burns, be sure to register and attend the Robert J. Stevenson Memorial Lecture Panel.

Finally, with great thanks to an anonymous nominator, I will be attending as both a delegate for CCTE and as a member of the 2025 Dr. W. Robert Houston Leadership Academy cohort. This invitation is a two-year commitment to attend the ATE Annual Conference and participate in the Dr. W. Robert Houston Leadership Academy with other cohort members in New Orleans, Louisiana (2025) and Crystal City, Virginia (2026).

This year's Leadership Academy will focus on the transformation of education in New Orleans following Hurricane Katrina, exploring the dismantlement, resilience, and reinvention of their K-12 schools. The

aftermath of the hurricane provided opportunities that led to significant challenges for the New Orleans Public Schools system, resulting in a controversial shift from traditional public schools to state control and then to the rise of charter schools. This transition raised critical concerns about the value of university-led teacher preparation programs and the necessity for state-certified teachers. Through this Leadership Academy, participants will engage in critical conversations about the lessons learned and the path forward for public education in New Orleans and across this nation. I look forward to sharing my learnings with you in upcoming issues of CCNews.

I hope to see you in New Orleans this spring. If you are attending ATE's Annual Conference, please reach out so that we can connect: michele@csufresno.edu.

Upcoming CCTE Conferences

Spring 2025

March 17-18
 Sacramento
 (and virtually)

Theme:

Spring Policy Action Network

Fall 2025

October 16-18
 University of San Diego
 (and virtually)

Theme:

**Who We Are, Why We Matter:
 Teaching and Teacher Educator
 Professionalism, Expertise,
 Advocacy, and Innovation**



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Announcing the CCTE SPAN 2025 Conference

By Cynthia Grutzik, Pia Wong, Eduardo Muñoz-Muñoz, & Allison Smith

CCTE SPAN 2025 Co-Chairs

Clear your calendars now for SPAN 2025, our annual conference in Sacramento, to be held March 17 & 18, 2025. SPAN is designed especially for teacher educators as a “Day on the Hill” meeting, bringing our voices and extensive backgrounds to share with legislators and their staff. There is a lot going on this year, so it will be especially important for us to be represented in Sacramento. SPAN is also a great networking meeting, with Research Roundtables and other conference features as usual. We are pleased to announce that our conference planning committee now includes Dr. Allison Smith (University of Massachusetts Global) and Dr. Eduardo Muñoz-Muñoz (San José State University). We sincerely thank Dr. Nicol Howard, who has stepped off the committee, for her many years of contribution to SPAN as a co-planner and research partner.

This is an important time to engage in advocacy on behalf of teacher educators, candidates, and the teaching profession. No experience is needed to fully engage in this lively and advocacy-focused conference. Each participant will have opportunities to become familiar with our Talking Points, bringing their own experiences and stories to these issues. Working in teams, we will meet with policymakers and legislative staffers to share our unique and important expertise and viewpoints as teacher educators.

SPAN will again take place in downtown Sacramento close to the State Capitol Building and legislative offices, although we will not be at The Citizen Hotel this time. Instead, our conference will be held in two meeting locations, each one within walking distance of the Capitol. Participants will stay in the hotel of their choice, with many options available in the downtown area. More information about meeting locations and hotel options will be included in upcoming conference announcements. We look forward to seeing you in March.

Further Details: On the following pages in this newsletter, please find a tentative program for the CCTE SPAN 2025 Conference, the Conference registration form, and the call for research session proposals. You are encouraged to register now or any time prior to the Conference (use the registration form if you wish to pay by check through the mail, or if you wish to pay on-line, there is a portal on the CCTE website—www.ccte.org—on the SPAN 2025 page). And please consider submitting a proposal for a research session by the January 15 deadline. If you are interested in participating on the planning committee for the Conference, please contact any of the four co-chairs.

Tentative CCTE SPAN 2025 Conference Program

Monday, March 17:

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

10:00 a.m. - Break.

10:15 a.m. - Welcome to SPAN 2025; President's Welcome by Karen Escalante; Orientation by Policy Committee Co-Chairs Cynthia Grutzik, Pia Wong, Allison Smith, & Eduardo Muñoz-Muñoz; 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. (session available via Zoom for virtual attendees)

1:15 p.m. - Research Roundtables: Accepted Proposals and Invited Presenters.
We encourage submissions for this session, which features research on teacher education and is structured as a traditional Roundtable session. (see accompanying call for proposals)

2:50 p.m. - Break

3:00 p.m. - Concurrent Associated Group Meetings:
Association of California Community College Teacher Education Programs.
Independent California Colleges and Universities-Education.
California Association for Bilingual Teacher Education.
California Association of Professors of Special Education.
California Association for School-University Partnerships.

4:00 p.m. - Break.

4:15 p.m. - California Alliance for Inclusive Schooling Policy Summit. (session available via Zoom for virtual attendees)

5:30 p.m. - Conference Reception.

Tuesday, March 18:

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 Legislative Offices 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;
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 Workshops.
CTC leadership will share policy priorities and CTC role in implementation.

2:45 p.m. - Final Session with CCTE President Karen Escalante.
Announcement of CCTE Annual Election Results. Preview of CCTE Fall 2025 Conference.
Conference Evaluation. (session available via Zoom for virtual attendees).

3:00 p.m. - SPAN 2025 Adjourns.

California Council on Teacher Education Spring 2025 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2025 SPAN Conference, March 17-18;
Or if you wish to pay by credit card, use the on-line portal on the SPAN 2025 page of the CCTE website (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 in Sacramento

On-Site Registration includes meals and the Conference Reception

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 virtual attendance at many of the Conference sessions;

Each category includes access to Conference sessions via a link and password to be provided to each virtual registrant;

Sessions available to virtual attendees will be indicated on the Tentative Program.

(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
(please 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 2025 SPAN Conference” page of the CCTE website:

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

Call for Research Proposals for CCTE 2025 SPAN Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the 2025 Spring Policy Action Network (SPAN) Conference. The purpose of the annual SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. CCTE-SPAN especially welcomes research that helps make teacher education work/expertise visible to state policy makers. SPAN 2025 will feature a roundtable format for research presentations, with each presenter having approximately 15-20 minutes to present their work and lead a discussion.

Given the current context of public education, for SPAN 2025 we are especially interested in research that:

- a. Offers policy makers a clear sense of how to support educators, particularly considering the needs and challenges faced by racially minoritized individuals, low-income communities, rural communities, and students needing special education programming and services.
- b. Contextualizes learners' experiences (academic, social-emotional, etc.), especially as they navigate post-pandemic changes in their learning environments.
- c. Provides insights into the experiences of educator preparation candidates, especially those who are bilingual, people of color, and/or first generation.
- d. Details the successes of educator preparation programs in implementing antiracist and culturally responsive-sustaining practices and assessments in their programs.
- e. Informs the development of deep and meaningful partnerships between educator preparation programs and their district partners.
- f. Examines (re)humanizing policies that address standardized tests and/or implications for the integration of assessments into preparation programs.
- g. Explores the development and integration of Ethnic Studies (courses or programs) in educator preparation programs or in collaboration with campus partners.
- h. Describes the outcomes of state-funded programs such as Residencies, Paraprofessional Grants, and Integrated Teacher Education Programs, to give policymakers a clear message that funding is essential.

While priority will be given to proposals that focus on the above topics, any proposals that deal with any aspect of teacher education will be welcomed and considered.

The authors of accepted proposals will be asked to prepare both a brief video presentation to be posted to the CCTE GoReact platform prior to the Spring Conference and a live roundtable presentation which will be part of the Conference program. The Conference is scheduled for March 17 and 18, and the roundtable sessions will likely be held on Monday March 17. Following the Conference, written versions of presentations will be invited for publication in *CCTE's Spring 2025 Research Monograph*.

How to Submit Proposals: Proposals must be submitted as a Word document (New Times Roman, 12 pt. font) via google form, and include:

- Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis. Cover sheet and proposal upload may be accessed with the following link (please copy or type into your browser): <https://forms.gle/5kdfH7wYNZUWMTCA> or <https://tinyurl.com/CCTESPAN2025>
- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Questions can be sent to Kimiya Sohrab Maghzi & Marni Fisher, Co-Chairs of the CCTE Research and Practice Committee, at:

calcouncil.research@gmail.com.

Deadline: Deadline for proposals for the 2025 Spring Policy Action Network Conference is January 15, 2025.

Content of the Proposal

- A brief overview of the study/project/program session including purpose/objectives.
- Indication of significance to the field of teacher education and/or education policy.
 - For research proposals (<https://bit.ly/CCTE-RP>), describe theoretical framework, methodology, and overview of results.
 - For theoretical proposals (<https://bit.ly/CCTE-TP>), describe the central problem, mode(s), of inquiry, and findings
 - For practice proposals (<https://bit.ly/CCTE-PrP>), describe the key elements of practice, with conclusions and/or point of view.
 - For policy analysis proposals (<https://bit.ly/CCTE-PAP>), describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusion
- Optional General Proposal Template (<https://tinyurl.com/CCTEGenTemplateCopy>)

Criteria for Selection: The extent to which the proposal:

- Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, other policymakers, and teacher education faculty and students.
- If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- If a practice proposal, how well conceived and described is the practice?
- If a policy proposal, are the strategies, conclusions, and implications for teacher education sound?
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Qualifications: Persons submitting proposals must be CCTE members or delegates and must register for and plan to participate in the 2025 SPAN Conference.

Publication: Following the Conference, presenters will be invited to submit a written version of their presentation for inclusion in the *CCTE Spring 2025 Research Monograph*, which will be produced in PDF format and emailed later in the Spring to all CCTE delegates and members.

Celebrating “Feedback for All”

A Retrospective on the CCTE Fall 2024 Conference

By **Brent Duckor & Carrie Holmberg**
Co-Chairs of CCTE Fall 2024 Conference
 San José State University

Dear CCTE community, we wanted to circle back and thank you all for bringing this year’s CCTE Fall Conference on “Feedback for All” to life! From all indications, everyone was able to engage with the theme, share insights across sessions, and bring new powerful ideas about how assessment for deeper learning connects to our scholarship and lived program experiences across the state.

Among the many great moments at this year’s conference, Thursday’s keynote by Linda Darling-Hammond was a highlight. Linda now serves as President and CEO of the Learning Policy Institute. She spoke via Zoom on “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom” to a packed room. Weaving strands of policy and pedagogy, Linda placed feedback at the center of reform. She then stayed with us for commentary by discussants Annamarie Francois of UCLA, who was in-person, and Marquita Grenot-Scheyer of California State University, who also zoomed in. The lively and lengthy Q and A was a blast. We all enjoyed meeting Linda’s latest addition to the family (virtually) and her presence allowed us to feel more connected to the theme from policy and pedagogical perspectives.

The good energy continued into the Friday morning sessions focused on the work of feedback and how we can specifically elevate and sustain our commitments to at-risk youth in our schools. Friday featured two powerful panel sessions: one focused on feedback



Reyna Garcia Ramos (center) and Eduardo Munoz-Munoz (right) moderate Friday panel.

and bilingual/multilingual learners and one focused on feedback within inclusive learning communities.

The first Friday morning panel, “Feedback-Centered Practices for Bilingual/Multilingual Communities of Learners,” was planned and led by Eduardo Muñoz-Muñoz and Reyna Garcia Ramos. Eduardo is the Critical Bilingual Authorization Program Coordinator at San José State University. Reyna is the Director of the Teacher Preparation Program at Pepperdine University. Other panelists for this session included: Sofia Gonzalez Otero, Coordinator of Multilingual Programs for the San Mateo-Foster City School District; Emily Ingram, an Education Programs Consultant with the Language Policy and Leadership Office of the Multilingual Support Division of the California Department of Education; Blanca Torres, a second grade dual immersion teacher in Chula Vista USD who is also a Mentor Teacher and Bilingual Authorization Adjunct Faculty for the University of San Diego; and Ana Lopez-Rodendo, a student teacher at Pepperdine University. It was enriching to see what is possible with deeper feedback dives and what our CCTE leaders embedded in state and district level networks are doing in spaces committed to bilingual/multilingual learners with a focus on formative assessment.

The second session Friday morning, “A Panel Conversation on Feedback-Centered Practices for Inclusive/Special Education Learning Communities,” was planned by Anita Flemington and Virginia Kennedy. Anita is a Professor of Teacher Education at the University of La Verne. Virginia is an Associate Professor of Special Education at CSU Northridge. This

—continued on next page—



Conference attendees view presentation.

Celebrating “Feedback for All”

A Retrospective on the CCTE Fall 2024 Conference

(continued from previous page)

session featured an amazing live inclusive education simulation led by members of Branch Ed. Both leaders and participants modeled what it looks like to field parent questions “on the fly” and offer feedback during a parent-teacher conference. They also demonstrated with avatars a classroom interaction with students with highly differing tendencies to engage verbally during a small group exchange. Aimed at supporting preservice candidates in learning to learn about inclusive practices, the real-time avatars interacted with volunteer teachers who did not know what the avatars were going to say or do in the scenarios. These simulations, like all micro teaching opportunities in our teacher preparation programs, are safe spaces for beginners to reflect on how to offer feedback on the fly. Inclusive educators place feedback at the center of their work and beginning teachers need opportunities to learn how to do that.

We devoted Saturday morning of the Conference as a practitioner-focused day. Planned with our CCTE Fall 2024 Conference Committee over the last year and with special thanks to Marni Fisher, a faculty member at Saddleback College, and Reyan Warren, a teacher in Victor Valley Union High School District, Saturday afforded attendees the opportunity to go deep on feedback for deeper learning. After opening remarks from all panelists, there was time to sit with one of the several practitioners to talk about how feedback is a part of their work in their own unique professional contexts. On hand and generously sharing their wisdom of practice were: Dr. Joshua Murguia, a 12th grade English teacher at Orangewood Continuation



Anita Flemington (left) introduces one of the Friday morning panel conversations.



Hillary Walker, Carrie Holmberg, & Juliet Wahleithner during Saturday morning program.

High School and a lecturer in the teacher education program at CSU San Bernardino; Dr. Rita Suh, who served as co-director of the Culture and Equity Project at UCLA Center X, and is now in private consulting and a lecturer at CSU Long Beach; Dr. Patricio Vargas, Superintendent of Morongo Unified School District and a professor at La Sierra University; Hillary Walker, Director of the Bay Area Writing Project and adjunct professor of African American Studies and Ethnic Studies at the College of Alameda; and from The Community Roots Academy we were fortunate to have Jeremy Cavallaro, Ingrid Beaty, Danelle Tickel, and Kelsy Wan. Many learnings and takeaways emerged from the Saturday morning session. Centering practitioners’ voices and lived experience allowed us all to come together and most excitingly offer real-time formative feedback on authentic challenges and opportunities with deepening assessment for learners in our TK-12 communities.

We wish to take this opportunity and say, with gratitude, thank you all, for one of the most inspiring and rewarding conference conversations we’ve had in years with accomplished professionals about why feedback matters. For Equity. For Inclusion. For Social Justice. And for Excellence in public education. Please keep in touch with us for all things that center feedback going forward in years to come.

Best always,
Brent & Carrie
Center for Innovation in Applied Education Policy
San José State University

Thomas Nelson Honored with CCTE Distinguished Teacher Educator Award

At the Friday Awards Luncheon during the CCTE Fall 2024 Conference, the CCTE Distinguished Teacher Educator Award was presented to Thomas Nelson, professor emeritus at the University of the Pacific who now resides in Arizona. The presentation was made by Reyes Quezada of the University of San Diego, and following is the text of his remarks:

Dear CCTE Colleagues, Friends and Family,

It's a pleasure to have Dr. Thomas Nelson as the 2024 recipient of the California Council on Teacher Education Distinguished Teacher Educator Award. I have known Tom for over 30 years from when he first was appointed an Assistant Professor at the University of the Pacific (1995). As a former CCTE President, former CCTE Board Member, former *Issues in Teacher Education* and *Teacher Education Quarterly* Editorial Board member, and now Editor of *Teacher Educator Quarterly*, I can vouch for Dr. Nelson's commitment to improve teacher education through a diversity, social justice, equity, inclusion, and innovation perspective.

He is a man of character and of the highest convictions, a thought leader, and most of all a provocateur—as he challenges the status quo in higher education to make sure that students/teacher candidates are the reasons why we are in this profession. His collegiality, his humbleness, his support for other teacher educators, and his commitment to CCTE have been impeccable—he consistently attended both the North and South CCTE conferences—I cannot ever recall him missing one. He served two six-year terms as Editor of *Teacher Education Quarterly*, during which time his editorial leadership helped consolidate it as one of the top journals in the field. He introduced the International Advisory Board of *TEQ* that still exists with some of the top scholars and researchers in education from around the globe. He chaired three CCTE Conference planning committees, bringing focus on such themes as educational ecology, combating the privatization of public education, and honing the leadership of teacher education. He coordinated and led inspiring theme issues of *TEQ*. Following his service with *TEQ*, Dr. Nelson was appointed a member of the editorial board of *Issues in Teacher Education*, a role in which he is still active. As a faculty member he developed the doctoral program in curriculum and instruction at the University of the Pacific and helped found the CCTE Graduate Student Support Program, and in the process he has mentored countless doctoral students who now have positions as faculty and leaders in the professional teacher education community.

A couple of CCTE Veteranos/CCTE Veterans have messages for you Tom:

Ron Solorzano from Occidental College: Tom you have been a steward as Editor of *TEQ* who combined relevant and timely social justice themes with high quality editorial standards for research and writing. *TEQ* remains a premier national and international journal at the forefront of guiding teacher education.

Magaly Lavadenz from Loyola Marymount University: I describe you in this manner: T=*TEQ* Editor Extraordinaire, O=Organizer of many ideas and manuscripts, and M=Multifaceted, multidimensional thinker.

But what do I really miss about Tom the most?

At CCTE Conferences Tom, Ron Solorzano, and I would get together at the bar on late Thursdays and Fridays to have deep discussions on the success of Teacher Education programs in California as well as how we can improve them through a lens of diversity, social justice, equity, inclusion, and eco-justice, as well as with an innovation perspective.

I also want to thank his wife, Teri, who I too have had the pleasure calling my friend—thank you for loaning Tom all these years. I know it takes us away from our spouses/partners! My wife just reminded me yesterday by saying, Reyes don't you get tired of attending CCTE, knowing that for the past 31 years, one of the three days of the conference has fallen on your birthday!

In CCTE, there are two of us who constantly use with each other the word “Carnal” or brotherhood: Dr. Ron Solorzano, Professor at Occidental College (who has also been involved with CCTE for the past thirty years) and myself. I consider Dr. Tom Nelson in this same category and am proud to call him “My Carnal”—“my brother” as he epitomizes who all teacher educators should strive to be.

Again, Tom—Amigo mio (my Friend)—it is a pleasure to have you be the 2024 recipient of the California Council on Teacher Education Distinguished Teacher Educator Award. It is very well deserved.

Thomas Nelson's Acceptance Remarks Upon Receiving the CCTE Distinguished Teacher Educator Award

The following statement was delivered by Tom via Zoom to the Friday Awards Luncheon of the CCTE Fall 2024 Conference at the Kona Kai San Diego on Friday, October 18:

Thank you, Reyes, and to the Awards Committee for nominating me for this prestigious award, and for facilitating my presence here today virtually. And thank you to the CCTE Board of Directors who have supported and approved this award. I very much enjoyed being invited to present the workshop on writing for publication last night.

I'm really quite touched and humbled to be recognized for 24 years of professional contributions to the California Council on Teacher Education. The first time I attended a CCTE conference meeting was in the Fall of 1995, my first semester as a tenure-track assistant professor in the Benerd School of Education at the University of the Pacific. I immediately found Cal Council to be my new home place, rich in energy, passion, and genuinely caring and dedicated people. The welcoming I received suggested that there would soon be new colleagues and career-long friends with whom to collaborate and with whom to share leadership visions for teacher education in California and beyond. When I retired from Pacific in 2019 that early premonition clearly played out and in ways I could not have ever imagined back in 1995.

In 1999 I was appointed by the CCTE board to serve in the role of Editor of *Teacher Education Quarterly*. During that tenure I oversaw the publication of 48 hard copy issues of the journal. I began with two primary goals that even today drive my work as a board president of an environmental conservation and advocacy organization based in Tucson, Arizona: One, encourage and support colleagues to continually strive to make connections between what we do in our fields of study with and within social, cultural, historical, philosophical, psychological, theoretical, ecological, and political contexts. Teacher education, just like any other field of study, does not exist in a vacuum. Knowledge is inherently interdisciplinary. Second, a personal commitment to mentoring those who follow in our footsteps. Mentoring graduate students in many ways, including challenging them to get their work published before obtaining their doctoral degrees, was a fundamental purpose in every graduate course I taught, as well as to provide them with opportunities to share their work at CCTE and AERA conferences.

With *TEQ*, I aimed to introduce readers to top scholars in fields that have had direct influence on the preparation of teachers, to mentor young academic scholars toward initially working to get their dissertation research published, to support collaborative engagement across areas of interest with the goal of understanding our work in the preparation of teachers and as educational leaders within the larger contexts in which schools are situated. I would encourage you take time to go back and read the themed issues in *TEQ* that were collaborative efforts among both senior and junior scholars around critical issues and research that impact and inform our profession. I believe that much of that work is still relevant today, as Linda Darling-Hammond noted in her keynote address yesterday. History has always informed the present. From working with editors and authors across numerous academic publications, I believe the journals supported by CCTE are of the highest quality and recognized as such by scholars worldwide.

I want to recognize the many truly outstanding presidents and members of the CCTE Board of Directors with whom I was honored to serve, as well as the associate editors and editorial board members of both *TEQ* and *ITE*. Finally, I want to also acknowledge a special mentor and colleague to me and all of CCTE, publisher at Caddo Gap Press, and champion of the entire teacher education profession at large, my dear lifetime friend, Alan Jones. In the end it's been all about the people with whom I've had the pleasure to work alongside in advancing our academic interests.

Thank you for sharing with me this honor today.



CCTE Emerging and Mid-Career Awards

By **Betina Hsieh**

CCTE Past President and Awards Committee Chair

Recognizing outstanding teacher educators is an honor and a responsibility that we have as a professional organization. This year, CCTE was proud to honor five outstanding teacher educators at various stages of their career. These awards, alongside the Distinguished Teacher Educator Award, were presented October 18 at the CCTE Fall Conference Awards Luncheon. The first award, the Outstanding Emerging Teacher Educator Award, was open to California-based teacher educators in their first five years of teacher education practice. The two awardees who received that award are Professor **Quanee Ross** of California State University Sacramento and Dr. **Kevin Wong** of Pepperdine University.

Professor Ross has a strong record of leadership that draws upon her experiences in K-12 teaching in her teacher education work. Professor Ross's nomination letter highlighted her strong contributions as a collaborator, field coordinator for the Multiple Subjects Credential Program, and leadership in the development of PK-3 credential program as well as the STEM-Power Grant. Also of note was the work Professor Ross has done as an Educational Equity Faculty Fellow and Bridge Residency Coordinator to support BIPOC teacher candidate recruitment, retention and transition into the field.

Dr. Wong has made strong contributions to the field across all areas of teaching, research and service. In teaching, the committee was struck by the variety of specific activities with which Dr. Wong engages teacher candidates in support of their processes of "learning and unlearning," in service to their questioning of systemic inequities, and so that they might "enter the workforce as advocates for diverse communities." The CCTE Awards Committee appreciated his leadership as the chair of the MATESOL program and service to his university's TPE 7 subcommittee, as well as his national and community-based work as a reviewer and advisor to PBS in the area of literacy. Finally, with regard to his research, the Committee found Dr. Wong's record of scholarship to be particularly exceptional for an early career teacher educator, noting the breadth and depth of his scholarship and the balance of both traditional and media-based contributions that his work represents.

The three awardees of the 2024 CCTE Outstanding Mid-Career Teacher Educator award are Professor **Megan Kaplinsky** of Long Beach City College, Dr. **Myriam Casimir** of California State Polytechnic University Pomona, and Dr. **Ruchi Agarwal-Rangnath** of the University of San Francisco. The mid-career award recognizes California-based teacher educators in their mid-careers who have made significant contributions at program, state, and national levels.

Professor Kaplinsky has made significant contributions to the field of teacher education through leadership at her campus and as a representative of the important educator preparation

work done in community college settings. Professor Kaplinsky has facilitated the "Tomorrow's Teachers" program which provides "invaluable fieldwork opportunities and mentorship for aspiring teachers." She has also shown ongoing dedication to issues of justice, equity, diversity, and inclusion through her design of an Ethnic Studies course for K-12 educators that concurrently meets the CSU/UC Ethnic Studies GE requirements. The CCTE Awards Committee recognized how courses like this strengthen educator pathways and educator content and pedagogical knowledge in ways consistent with the core commitments of CCTE. Of particular note to the Committee was Professor Kaplinsky's exceptional service to the field of teacher education, as the current President of ACCCTEP, a key contributor in NACCTEP, serving on the CCTE board as ACCCTEP representative, and involvement in multiple statewide and regional collaboratives.

Dr. Myriam Casimir has made significant contributions to the Bilingual Education program and development of multiple courses at the heart of the Cal Poly Pomona Education department during her tenure as faculty and over her career which stood out as particularly impressive to the Committee. Dr. Casimir's courses teach essential theories, principles, pedagogical approaches and instructional strategies that aspiring teachers need to develop to excel in multilingual, multiethnic classrooms. Her research foci on children of immigrants' sociolinguistic identity construction across monolingual and bilingual school settings and on Latinx immigrant parents' experiences in public school communities is of significant contribution to the field and her involvement in the *Sentipensar* network is particularly aligned to CCTE's commitments to justice, equity, diversity and inclusion.

Dr. Ruchi Agarwal-Rangnath has demonstrated outstanding leadership and contribution to teacher education at the state level and to the field through her extensive publication record and policy advocacy. Dr. Rangnath has served as California NAME vice president and demonstrated innovative leadership in the South Bay center of the USF teacher education program. The Committee was particularly impressed with Dr. Rangnath's scholar-activist work as co-founder and executive director of the California Alliance of Researcher for Equity in Education (a CCTE associated organization) and noted the ways in which CARE-ED, under her leadership, has advanced equity work throughout the state, promoting justice, diversity, equity, and inclusion and removing barriers to entry into the profession for diverse teacher candidates. Further Dr. Rangnath's impact on the field, improving teacher knowledge and pedagogies, particularly in elementary social studies and with the use of ethnic studies as a framework for student learning, was compelling to the Awards Committee.

Many thanks to the nominators and Awards Committee members, and congratulations to all of the nominees who made the selection process so challenging this year.

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 Fall 2024 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 content of the Fall 2025 Conference will focus on two key ideas: (1) What does it mean to be a professional in education/teacher education? and (2) How do we advocate for our profession? How do we develop advocacy skills in our students?

The Fall 2025 Conference will be held October 16-18 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.

Introducing



By **Kate Esposito**
Representative to CCTE from UC|CSU Collaborative
California State University Dominguez Hills

The UC|CSU Collaborative on Neuroscience, Diversity, and Learning is excited to be part of the California Council on Teacher Education as an associated organization and looks forward to collaborating with colleagues.

State-funded in 2019 and expanded in 2022, the UC|CSU Collaborative serves as a resource hub for faculty in teacher education programs and educators across the state, making evidence-based teaching practices more easily accessible.

The primary goal of the UC|CSU Collaborative is to cultivate and engage a network of educators, practitioners, policymakers, and caregivers across California focused on achieving an education system prepared for diverse learners—including for students with disabilities such as dyslexia, ADHD, ASD, and other learning and attention needs.

To accomplish this, the UC|CSU Collaborative works with partnering organizations to co-develop and disseminate evidence-based learning grounded in whole-child development, neuroscience, and education through an open access learning hub called Arraya (uh-Ray-uh), named after the "array" of California's diverse learners—an estimated 1.2 million youth.

We look forward to supporting the work of CCTE and collaborating with all segments of higher education across the state—with faculty, graduate students, teacher educators—including policymakers and PreK-12 local education leaders. Join Arraya today—at arrayalearning.org—and be the first to get new content releases, or follow us on social media at [@uccsucollab](https://twitter.com/uccsucollab) for updates.

Remember to Check
the CCTE Website

www.ccte.org

Regularly to Stay Up
With Our Activities



CCNews

Newsletter of the California Council on Teacher Education

Volume 35, Number 4, Winter Issue, December 2024, Section 3—CCTE Activities

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

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

Editor's Update on *Issues in Teacher Education*

By **Allison Smith**

Editor of *Issues in Teacher Education*
University of Massachusetts Global

The current Editorial Team for *Issues in Teacher Education* is:

Allison Smith, Ph.D. – Editor in Chief, University of Massachusetts Global

Nilsa J. Thorsos, Ph.D. – Associate Editor, National University

L. Erika Saito, Ph.D. – Article Editor, University of Massachusetts Global

Gabriela Walker, Ph.D. – Copy Editor, National University

Jennifer Preimesberger, Ed.D. – Managing Editor, National University

As we reflect on a productive and inspiring meeting at the CCTE Fall 2024 Conference, we are excited to reimagine the focus of *Issues in Teacher Education* by leaning into our full journal name and embracing the 'Issues' (not just *teacher education*). While we have consistently published important research in teacher education, we are now shifting our focus to spotlight the pressing issues facing the field.

We invite you to join us in this endeavor by submitting work that challenges the status quo, sparks debate, and offers diverse perspectives. We want to have a space where ideas are shared openly and respectfully, and where solutions to complex problems can be explored. Whether you are exploring innovative teaching practices, addressing equity and social justice issues, or critiquing educational policies, we encourage you to share your insights. We accept research, commentaries, and proposals for special issues.

Summer 2025 Special Issue

We are excited to announce a special issue focused on reimagining clinical practice, led by Guest Editors

Dr. Keith Walters, Dr. Frank Polat, and Dr. Allison Smith.

As a critical component of teacher education, clinical practice continues to evolve. This special issue aims to explore innovative approaches, challenges, and best practices in the field.

We invite submissions that address a wide range of topics, including:

- Innovative models of clinical practice
- The role of technology in clinical experiences
- Challenges and solutions in clinical supervision
- Social and emotional learning (SEL) in Clinical Practice

Please stay tuned for the full call for papers, which will be released soon. We encourage you to submit your work and contribute to this important conversation.

CCTE Publications

CCNews - Quarterly newsletter emailed to all CCTE members, delegates and friends.

Teacher Education Quarterly - Scholarly journal emailed to all CCTE members and delegates.

Issues in Teacher Education - Scholarly journal emailed to all CCTE members and delegates.

CCTE Research Monographs - Monographs are published and emailed to all CCTE members and delegates following each semi-annual conference.

ACCCTEP Updates on the AA-T Elementary Teacher Pathway

By **Steve Bautista**

*Lead, Faculty Discipline Review Committee
ACCCTEP Past President
Santa Ana College*

The Faculty Discipline Review Group (FDRG) has been actively engaged in revising the Associate in Arts for Transfer (AA-T) in Elementary Teacher Education. This initiative is driven by significant changes related to the California General Education Transfer Curriculum (CalGETC) and other impending modifications to community college degree pathways. In August, the final recommendations for revisions were sent to the field for vetting. Below are a list of challenges that the FDRG had to grapple with in developing this revised TMC.

CalGETC and C-ID MATH 120 Challenges

In ongoing discussions with members of the California Community Colleges (CCC) Academic Senate and Math faculty representatives, it has become clear that the C-ID MATH 120 (Math for Elementary Teachers) course is unlikely to be approved for inclusion in the CalGETC. The FDRG has considered two potential paths forward:

1. Writing a new course that meets the needs of California State University (CSU) Liberal Studies students and ensures University of California (UC) transferability.
2. Removing MATH 120 as a core requirement for the AA-T.

After careful deliberation, the FDRG voted to proceed with the second option, removing MATH 120 as a core requirement in the revised Transfer Model Curriculum (TMC).

Recommendations for Flexibility and Renaming

The FDRG also made additional recommendations aimed at making the TMC more flexible. However, due to the necessity of aligning with the Elementary Subject Matter Preparation Program domains and the stringent nature of CSU Integrated Programs, extensive changes were not feasible.

Despite these constraints, there was a consensus among the FDRG to rename the current AA-T in Elementary Teacher Education to AA-T in Elementary Teacher Education (Integrated Programs). This pathway will be designated specifically for students intending to transfer into an Integrated Liberal Studies major.

Development of a New Transfer Model Curriculum

In addition to revising the existing TMC, the FDRG members have agreed to develop a new Transfer Model Curriculum (TMC) for an AA-T in Elementary Teacher

Education (Non-Integrated). This new TMC will be designed to better align with non-integrated Liberal Studies programs and other CSU majors, including those that lead to the P-3 and/or Multiple Subject Credential.

Next Steps and Community Engagement

The recommendations for changes to the existing TMC, as outlined above, was sent out for field review and comment with results submitted in October. The results of the vetting process was reviewed by the members of the FDRG in late October and a final revised TMC shared in November. Concurrently, the FDRG will initiate work on the new Non-Integrated TMC in Fall, with the discussions beginning at the CCTE Conference in October and at ACCCTEP Convening in November at Long Beach City College.

These strategic revisions and developments are essential steps towards enhancing the educational pathways for aspiring elementary educators, ensuring alignment with current educational standards and facilitating smoother transfer processes within the California higher education system.

Stay tuned for further updates and opportunities to provide feedback as these important changes progress.

For more information, please contact Steve Bautista at:

bautista_steve@sac.edu

ACCCTEP 2024 Convening

The ACCCTEP Board would like to extend our sincerest thanks and appreciation to those who attended the annual ACCCTEP Convening at Long Beach City College on November 8. It was a day full of meaningful learning, networking, and beginnings of new partnerships!

If you were unable to join us at this year's convening, the PPT slides from the breakout sessions are available for you to peruse on the ACCCTEP website, including:

VP Cordova's Presentation
AI in Education
Future of Our Discipline/Vision 2030
Special Education Pathways

—Megan Kaplinsky
ACCCTEP President

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, Eduardo Muñoz-Muñoz, San José State University & Allison Smith, University of Massachusetts Global.

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

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.

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

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 gathered for luncheon meetings following the Saturday sessions of the CCTE Fall Conferences in 2022 and 2023 and most recently on October 19 at the CCTE Fall 2024 Conference.

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 eleven 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)

UC|CSU Collaborative on Neuroscience, Diversity, and Learning

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

CCTE Special Interest Groups

Following are eight CCTE Special Interest Groups that are open to any interested persons:

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 convene concurrently during each CCTE Fall Conference and have the option to meet at the start 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. Stay tuned for announcements about these 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

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.”

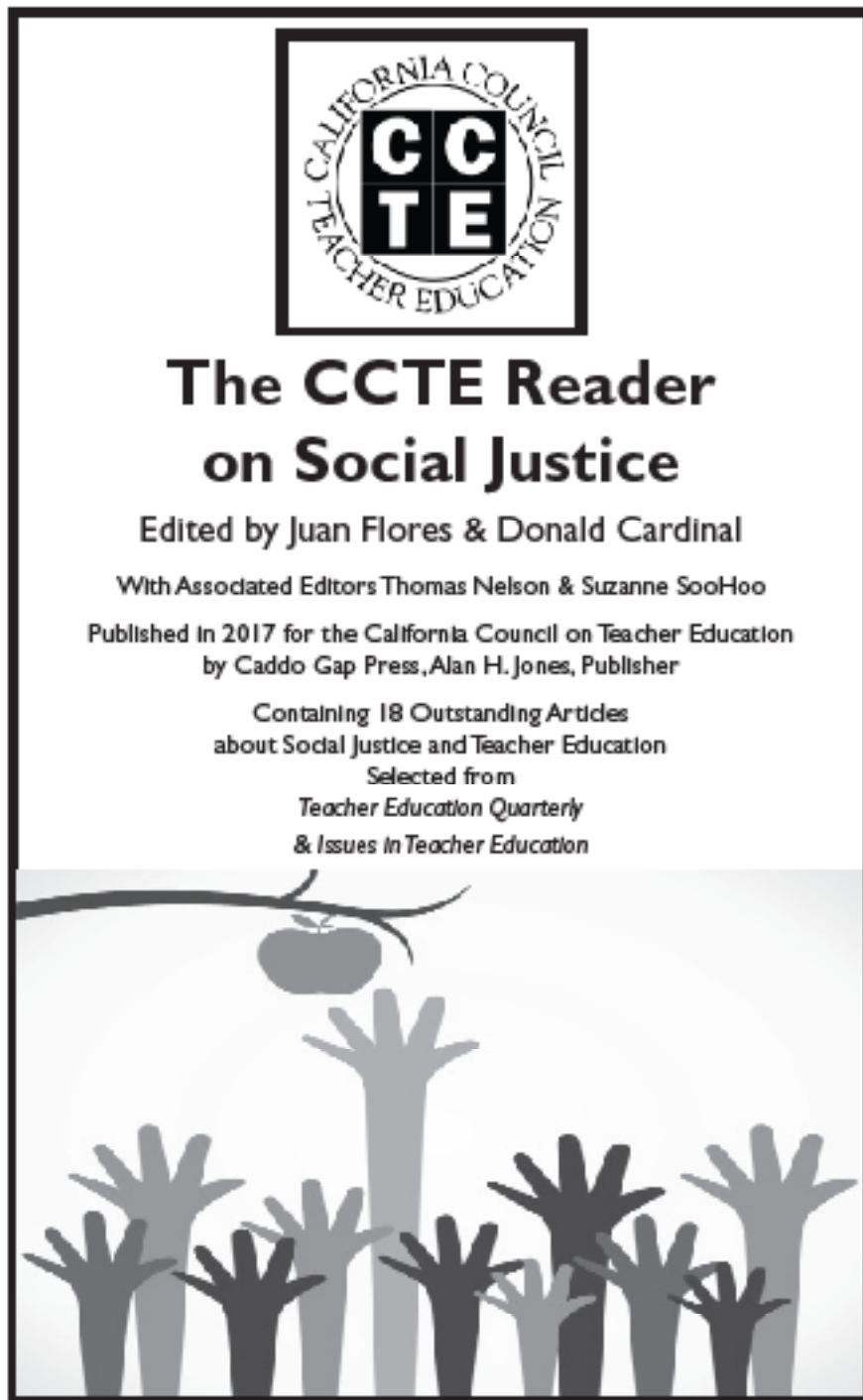
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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 with your request.

Information about how to order the *CCTE Reader on Social Justice* is posted on the CCTE website at www.ccte.org where there is an online order form.





CCNews

Newsletter of the California Council on Teacher Education

Volume 35, Number 4, Winter Issue, December 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, associated organizations, or other activities. The newsletter also welcomes articles related to any aspect of 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@cpp.edu

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

Update on CAPSE/TED

By Sarah Johnson

on pages 25-26

Be Sure to Check the CCTE Website Regularly

www.ccte.org

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

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in 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.

Update from CAPSE/TED

By **Sarah Johnson**
 President of CAPSE/TED
 Fresno Pacific University

The California Association of Professors of Special Education Teacher Education Division (CAPSE/TED) is an associated organization of the California Council on Teacher Education (CCTE) dedicated to improving programs for professional preparation in special education. CAPSE/TED has met regularly at all CCTE Conferences for the past several decades.

New President and Mission Statement

In August CAPSE/TED transitioned to a new board president, Sarah Johnson, Associate Professor and Program Director of Education Specialist Programs for an M.A. in Special Education and Minor in Disability Studies, in the School of Education at Fresno Pacific University. We are grateful for the leadership of our now past president, Nat Hansuvadha of California State University Long Beach. Nat led the team in many projects, the major one being an updating/expanding of our CAPSE/TED mission and vision.

The new Mission now reads:

At the heart of our organization lies a fundamental belief: Every individual deserves an equitable education system. We champion a holistic approach that breaks down service

silos and prioritizes personalized learning for every student and family, regardless of background or ability. Our unwavering commitment is to empower every student to reach their full potential, ensuring success not through labels or assessments, but through access to a well-rounded education tailored to their individual assets and needs.

Fall 2024 Meeting

CAPSE/TED held a membership meeting at the Fall 2024 CCTE conference. We enjoyed a guest presentation by **Heather DiFede** (East County SELPA), along with their partner Santa Clara County SELPA, on *High Quality IEPs*, which provides training and resources (available at www.highqualityieps.net).

High Quality IEPs is a five-year grant from the California Department of Education to serve as a special education resource lead for IEP best practices. One major grant requirement is to support the implementation of the new IEP template with meaningful participation of students and families in the IEP process. The statewide template and report should be released by California Collaborative for Educational Excellence to the California Department of Education and the Legislature by June 30. Under the grant they

(continued on next page)



CAPSE/TED meeting underway on October 17 at CCTE Fall 2024 Conference.

Update from CAPSE/TED

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will create a toolkit for educators that will be ready by August.

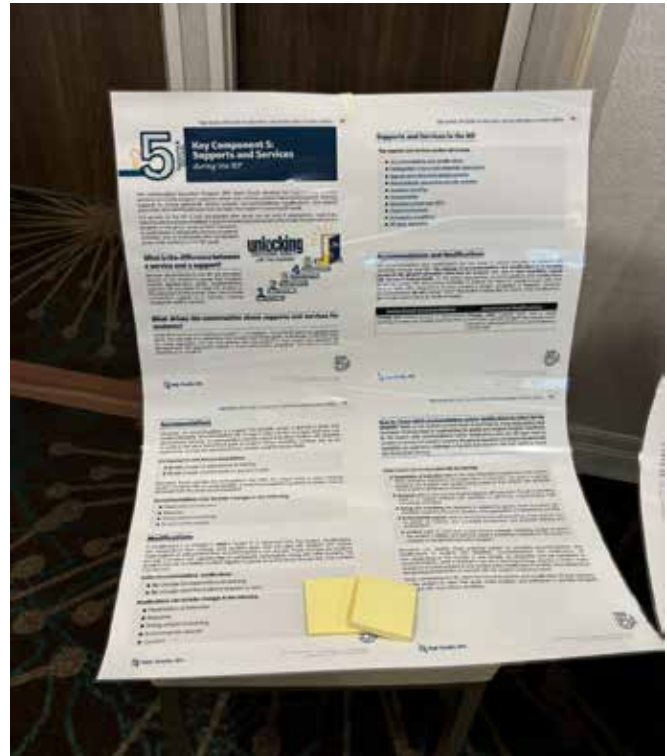
William Hatrick and Heather Kennedy from the Commission on Teacher Credentialing also participated in the CAPSE/TED meeting and reviewed the literacy standards and education specialists Teacher Performance Assessments.

Our raffle was successful, meeting our goal of raising enough money for an annual membership in a professional organization for an outstanding K-12 educator and/or education specialist teacher candidate. Thank you Vicki Graf for selecting the winning ticket, and congratulations to Annie Spillane, the raffle winner.

Annual Elections

Our CAPSE/TED board elections are currently underway. Members, please check your email and vote. We welcome all Professors in Special Education and Teacher Education to join us! Our next membership meeting is scheduled at the Spring 2025 CTE SPAN Conference in Sacramento. Any questions, please contact Sarah Johnson at:

sarah.johnson@fresno.edu



*Above & Below:
Document displays at CAPSE/TED meeting.*

