



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 36, Number 1, Spring Issue, March 2025

Nirmla Griarte Flores (California State Polytechnic University Pomona), 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 SPAN 2025 Conference

March 17-18

Virtual

Theme: “Spring Policy Action Network 2025”

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



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California Council on Teacher Education:

Remaining Critically Engaged on the Right Side of History and Justice

A Message from CCTE President Karen Escalante

Greetings, CCTE Community,

As educators across our nation reel from the impacts of the Trump Administration’s “shock and awe” tactics, I want to remind everyone who CCTE is and what we stand for. CCTE is a community committed to improving education at every level through fostering teacher development and growth opportunities. Our priorities include Justice, Equity, Inclusion, and Diversity. We actively engage in policy work, research, and partnership building. It is critical during this time to remember we are not working in isolation. CCTE is connected to our multiple associated organizations and our two affiliated organizations: the Association of Teacher Educators (ATE) and the American Association of Colleges for Teacher Education (AACTE). Just now, AACTE drafted a letter to Congress to restore the Teacher Quality Partnership (TQP), Supporting Effective Educator Development (SEED), and Teacher and School Leader Incentive (TSL) grants that were recently canceled. CCTE signed onto this letter in solidarity and to have our voices heard. We remain committed to engaging in the critical work of preparing high-quality teacher candidates dedicated to supporting all Pk-12 students. For additional information and guidance, please read our CCTE “Resources to Support Teacher Education Programs” (see pages 20-21 of this newsletter).



Conference Season

AACTE held its Annual Meeting in beautiful Long Beach, California, this past week. The first few days were dedicated to pre-conference meetings and the Holmes Scholars Program. I am over-the-moon excited to announce that Reyan Warren, our CCTE member and University of San Diego SOLES Doctoral Student, was elected as the Holmes President. Congratulations, Reyan! (see article by Reyan on page 22 of this newsletter).

With my new roles as the Western Advisory Council State Representative (ACSR) and a member of the Government Relations and Advocacy Committee, many of my takeaways from the conference were grounded in communication, sharing of resources, the short and long game of policy, and advocacy being part of every preparation program and every educator’s agenda. When we do engage in advocacy, we want to “partner,” not “demand.” These takeaways represent the themes of the

Annual Meeting. It was wonderful to see so many CCTE members at the conference. Our colleagues presented research, gathered in community, and met for photos (see next page). AACTE is asking members to participate in a survey to support national advocacy efforts. Please check your inbox for more information. Have your voices heard!

ATE will hold its Annual Meeting in New Orleans March 7-12th. The conference theme is

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A Message from CCTE President Karen Escalante

(Continued from previous page)

“Advocacy: Advancing, Transforming, and Energizing Our Commitments to Education.” As noted in the conference title, advocacy remains a top priority for ATE. Our affiliated organizations are holding space for us to strategize, prepare, and take critical steps to hold fast to public education, a cornerstone of democracy.

We look forward to hearing from our CCTE community about the conference.

SPAN is Almost Here

SPAN, or the Spring Policy Action Network, is upon us! SPAN is CCTE’s spring conference with a unique focus on helping our community become advocates. Whether this is your first or ninth time attending, your voices, knowledge, expertise, and stories from the field are invaluable. Our long-term goal is to partner with legislators and frequently communicate with them regarding state policy that impacts education. Join us on March 17th and 18th for this inspiring virtual conference. We will have presentations to help us unpack policy, understand what policies are currently coming down the pipeline in California, identify what advocacy efforts members have been engaged with, support for language to use, and how to build legislative relationships. You can find more information about SPAN in this *CCNews*. I look forward to seeing you there!



Jessica Pandya (CSU Dominguez Hills), Cynthia Grutzik (San Francisco State University), Megan Kaplinsky (Long Beach City College), Karen Escalante (CSU San Bernardino), and Margarita Jimenez-Silva (UC Davis) at AACTE in Long Beach

What I Am Reading

This season, I have been reading *The Art of Living* by Thich Nhat Hanh, *The Let Them Theory* by Mel Robbins, *Ikigai & Kaizen: The Japanese Strategy for Personal Happiness* by Anthony Raymond, *Reign of Error* by Diane Ravitch, *Getting to Yes* by Roger Fisher

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California attendees gathered after a February 21 reception during the annual meeting of the American Association of Colleges for Teacher Education in Long Beach

A Message from CCTE President Karen Escalante

(Continued from previous page)

and William Ury, and *Mind Magic* by James Doty, M.D.

During our recent CCTE Board Meeting in January, we each shared something we would like more of and less of. Some of our “more” responses reflected family, outside activities, exercise, travel, reading, and rest. Our “less” responses reflected busywork, traffic, and ill-informed policymakers. As the political tides have shifted gravely and we have entered an exceptionally challenging space for education and educators, please find time for the “mores” because we have much work ahead.

In Community,
Karen Escalante
 CCTE President
 Karen.escalante@csusb.edu



Reygan Warren (new President of Holmes Scholars and doctoral student at University of San Diego) and Karen Escalante (CCTE President, CSU San Bernardino) at AACTE in Long Beach

Upcoming Meetings of Affiliated National Organizations

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

AACTE 2025 Washington Week
 Washington, DC
 June 1-4

CCNews Editor’s Message

In these times of political uncertainties and natural disasters—such as the devastating wildfires—we are reminded of the importance of solidarity within our education community. As educators, scholars, and advocates, we must continue to stand together, supporting one another and the preservice and in-service teachers who are shaping the future of our youth. Let’s continue our ongoing dialogue as we learn, connect, and advocate for those at the forefront of education. Our collective voices are powerful, and our shared commitment to equity, justice, and the well-being of educators and students is more crucial than ever. By fostering resilience, collaboration, and innovation, we can navigate these challenges and continue to build an educational landscape that is inclusive, just, and responsive to the needs of all learners. Together, we move forward—stronger, united, and unwavering in our mission.

In solidarity,
—Nirmla Griarte Flores
 CCNews Editor
 Member of CCTE Board of Directors
 California State Polytechnic University Pomona
 ngflores@cpp.edu

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, CCTE associated organizations, and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions, activities, 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 Summer 2025 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 2025 issue is May 15. Email your submissions to Nirmla Griarte Flores (see above).

Update from the CCTE Communications Committee

By **Sarah Johnson**

*Chair, CCTE Communications Committee
Fresno Pacific University*

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

Facebook: California Council on Teacher Education

Instagram: [calcouncilteachered](#)

Instagram: [calcouncilteachereducation](#)

LinkedIn: California Council on Teacher Education

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

sarah.johnson@fresno.edu

alan.jones@ccte.org

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.

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 pass the half-way point of our 2024-2025 membership year, which began July 1, 2024, and extends to June 30, 2025:

Membership

At this time, we have 67 institutional memberships (22 CSU campuses, 9 UC campuses, 31 private and independent campuses, 2 community colleges, 2 county offices, and 1 state agency) and 16 individual memberships for this 2024-2025 membership year. All institutional members from the 2023-2024 membership year have renewed for 2024-2025 and our institutional membership income has exceeded our budget expectations by over \$4,000. In contrast, the 16 current individual members is only about half of what we had the previous year, and thus falls some \$3,000 below budgeted expectations.

Sponsorships

So far this 2024-2025 year, we have received annual sponsorships of CCTE from the Graduate College of Education at San Francisco State University and the School of Leadership and Education Sciences at the University of San Diego. We also received sponsorships for the Fall 2024 Conference from the Thompson Policy Institute on Disability at Chapman University and the California Association of School-University Partnerships. The California Alliance for Inclusive Schooling is a sponsor for the upcoming 2025 SPAN Conference. Additional sponsorships will, of course, be welcomed.

Semi-Annual Conferences

The CCTE Fall 2024 Conference was held October 17-19 in San Diego and virtually around the theme "Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom." The total registration for the Fall Conference was 340 individuals, 313 of those were on site and 27 participated virtually. The Spring SPAN 2025 Conference will be virtual on March 17-18, and registrations are now being accepted for that event (see related information in this newsletter). Planning is also underway for the CCTE Fall 2025 Conference around the theme "Who We Are, Why We Matter: Teaching and Teacher Education Professionalism, Expertise, Advocacy, and Innovation" which will be hosted by the School of Leadership and Education Sciences at the University of San Diego.

Associated Organizations/Affiliated Organizations

During this 2024-2025 year, we have the participation of the Association of California Community

College Teacher Education Programs (ACCCTEP), the Independent California Colleges and University-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 as CCTE associated 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 serve as our primary liaisons with those national organizations. In addition, CCTE is affiliated as a contributing member of the Californians Together organization.

New Faculty and Graduate Student Programs

During the 2024-2025 membership year, we continue to offer opportunities for participation in the CCTE New Faculty Support Program, including the New and Aspiring Faculty of Color (NAFOC) group, and the CCTE Graduate Student Support Program. These programs remain available to interested applicants for this year and beyond. Information about these programs is available in each issue of the newsletter and on the CCTE website. These programs are essential in our efforts to bring new people into the profession and engage them as participants in CCTE. So please be sure to share these opportunities with both new faculty, those aspiring to become teacher education faculty, and graduate students on your campuses and encourage their involvement now. We are also seeking one or more volunteers from the CCTE leadership or membership to assist with coordination of the NAFOC.

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*. The Winter 2024 issue of *CCNews* was published and distributed December 1 and the deadline for materials for the Summer 2025 issue is May 15. Issues of both journals are in preparation and will be

(continued on next page)

From the Desk of the CCTE Executive Secretary

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emailed to the membership when published. Each issue of the newsletter is emailed to CCTE members, delegates, and others who have attended our conferences and otherwise expressed interest in CCTE, while the two journals are emailed only to delegates and members. Please encourage all CCTE colleagues to submit manuscripts to both journals and the newsletter and to volunteer as a reviewer for either or both journals.

Committees

Each of the CCTE committees—Awards Committee, Communications Committee, JEDI Committee (Justice, Equity, Diversity, and Inclusion), Membership Committee, Nominations and Elections Committee, Policy Committee, Professional Development for Mentor Teachers Committee (previously the Intersegmental Project, now called PD4MT), and Research Committee—continues to move forward with their activities. Participation on any of the committees is open to all CCTE members and delegates.

Working Group on Literacy

A special CCTE Working Group on Literacy was established last March to address concerns about national and local attacks on reading instruction in teacher education programs. The Working Group drafted a CCTE White Paper on ScienceS of Reading that was emailed to the CCTE membership, published in the Summer 2024 issue of *CCNews*, and distributed both across California and nationally to policy makers and other educational organizations. Members of the Working Group have also offered expertise at meetings of the Commission on Teacher Credentialing and the Committee on Accreditation. The Working Group continues to meet and to explore in greater depth issues around literacy, reading instruction, and educational professionalism. Several members of the Working Group are now serving on the planning committee for the CCTE Fall 2025 Conference which will focus on issues of professionalism in teacher education.

CCTE 2025 Annual Election

The CCTE 2025 annual election will involve election of three new members of the Board of Directors. A slate of candidates has been recruited by the Nominations and Elections Committee. An initial announcement of the election and candidates was emailed to the membership in December and followed by a final announcement and the on-line ballot in early February. The deadline for voting is noon on March 18 and the results will be announced that afternoon at the closing session of the SPAN Conference, when the three newly elected members of the Board will take office.

Financial Report

At this point in the 2023-2025 fiscal year for CCTE, we have received nearly all of our membership income and all of our Fall 2024 Conference registration income, and we are now receiving registration income for the SPAN 2025 Conference. Our expenditures to date have involved paying costs of the Fall 2024 Conference as well as balances due from last year's conferences, making advance deposits towards the SPAN 2025 Conference, supporting publication of our two journals, and addressing other regular monthly expenses. Given the increasing costs of holding our conferences at hotels, we are this year transitioning to a virtual format for SPAN 2025 and a campus-based host for the Fall 2025 Conference. This decision was made with the expectation that such efforts will significantly reduce the costs of our conferences and thus assure that conference registration income is able to help support our year-round operational expenses, which has always been the goal within our annual budgets.

—Alan H. Jones

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

Upcoming CCTE Conferences

Spring 2025

March 17-18

Virtually

Theme:

Spring Policy Action Network

Fall 2025

October 16-17

University of San Diego
(and virtually)

Theme:

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



CCNews

Newsletter of the
California Council on Teacher Education

Volume 36, Number 1, Spring Issue, March 2025, Section 2—Conferences

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

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The CCTE Spring 2025 SPAN Conference Will Be Virtual

By **Cynthia Grutzik, Pia Wong, Eduardo Muñoz-Muñoz, & Allison Smith**
CCTE SPAN 2025 Co-Chairs

Join us online for SPAN 2025! While we will miss being together in person, our commitment to connecting with each other and advocating with legislative offices remains stronger than ever. As in previous virtual SPAN conferences, we offer many opportunities to connect, learn, and advocate.

We are excited to offer an informative program featuring legislative updates, ten engaging research presentations, evolving Talking Points for our scheduled legislative visits, and our newest session – “Sending Us Forth” with the Honorable Darrell Steinberg.

The core structure of SPAN remains consistent, offering participation at your own pace. See the tentative two-day program on the next page of this newsletter

Many thanks to those of you who responded to the decision survey we conducted recently. We really appreciate your support and encouragement. We also received some helpful suggestions and questions that we will take into account in our conference planning.

If you haven't yet registered for Virtual SPAN 2025, this is a good time to do that—see the registration form in this newsletter to complete and mail in with a check, or use the on-line payment portal on the SPAN 2025 page of the CCTE website at www.ccte.org

Exciting news to share!

Mark your calendars: we are already looking ahead to our 10th annual SPAN Conference in 2026, which will be held in person (with a virtual option) in Sacramento on March 23-24, 2026. We have already set the dates and secured the Sacramento Public Library Galleria for both days, so mark those dates on your calendar!

But first, see you virtually, this March 17-18 at SPAN 2025.

Tentative CCTE SPAN 2025 Virtual Conference Program

Monday, March 17:

Throughout the meeting day the Zoom Room will remain open during breaks for hanging out and information.

10:00 a.m. - Welcome to SPAN 2025; CCTE President's Welcome by Karen Escalante; Orientation by Policy Committee Co-Chairs Cynthia Grutzik, Pia Wong, Allison Smith, & Eduardo Muñoz-Muñoz; Conference Overview.

10:15 a.m. - Orientation to Talking Points and California 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;
Mini Workshop: "How to Speak with Legislators."
Initial Meet Up with Legislative Visit Team and Team Lead (in breakout rooms).

Noon - Lunch Break.

12:30 p.m. - Policy Panel Presentation:
Working Group on Federal Policies for the Multilingual Teacher Pipeline:
Karen Escalante, Eduardo Muñoz-Muñoz, Anita Flemington, & John Pasacarella.

1:00 p.m. - Break.

1:15 p.m. - Research Roundtables: Accepted Proposals and Invited Presenters.
These concurrent presentations will feature research on teacher education and will be structured as a traditional Roundtable session, set up as Zoom breakouts.

2:45 p.m. - Break.

3:00 p.m. - California Alliance for Inclusive Schooling Policy Summit.
"Cultivating Inclusive Educators: Embracing Intersectional Disability Equity and Justice."

4:00 p.m. - Monday Adjournment.

Tuesday, March 18:

Throughout the meeting day the Zoom Room will remain open during breaks for hanging out and information.

8:00 a.m. - Team Meetings for Legislative Visit Preparation. As Zoom Breakouts.

9:00 a.m. - Visits with Legislative Offices - Scheduled Between 9:00 a.m. to Noon. As Zoom Breakouts.

Noon - Debriefing the Legislative Visits, Lessons Learned, Important Follow-Up.
With Erin Sullivan, CTC Interim Director of Professional Services Division.
12:30ish This Becomes Commission on Teacher Credentialing Session with Updates, Questions, and Answers.

Noon - Deans/Directors Concurrent Working Meeting. As Zoom Breakout.
With Erin Gabel, Consultant to Assembly Budget Committee.

1:30 p.m. - Break.

1:45 p.m. - "Sending Us Forth"
Darrell Steinberg, Former Member of California State Senate and Former Mayor of Sacramento.

2:30 p.m. - Final SPAN 2025 Session with CCTE President Karen Escalante.
Announcement of CCTE Annual Election Results. Preview of CCTE Fall 2025 Conference. Conference Evaluation.

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

3:00 p.m. - Post-Conference Associated Group Meetings (Set Up as Zoom Breakouts).
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.

California Council on Teacher Education Spring 2025 SPAN Virtual Conference Registration

Please use this form to register for the CCTE Spring 2025 SPAN Virtual 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
(The SPAN 2025 Conferene Will Be Virtual,
But You Can Make a \$100 Contribution to CCTE By Using the On-Site Registration Option)**

On-Site Registration—for persons wishing to make a \$100 contribution to CCTE.

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 Registering for the Virtual Conference without Making a Contribution.

Each category includes access to all 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
(pleas 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-line portal are also asked to complete and email this registration form to:

alan.jones@ccte.

Looking Ahead to the CCTE Fall 2025 Conference

**Theme—Why We Matter: Teaching and Teacher Educator
Professionalism, Expertise, Advocacy, and Innovation**

October 16-17 at the University of San Diego

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

The start of 2025 has seen greater attacks on teaching and teacher education than many of us thought were possible. These attacks at the national level build on an increase in attacks at both the local level and state level. Locally, school boards have worked to pass policies aimed at controlling how and what teachers teach. In states across the country, 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—have teachers and teacher educators been brought into the conversations that have led to these policies.

In the Summer of 2024, the California Council on Teacher Education (CCTE) Board of Directors approved “Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation” as the theme for the Fall 2025 Conference. That theme feels even more relevant and necessary now.

We are excited to announce the speakers for our general sessions next Fall. Dr. Kevin Kumashiro, an internationally recognized expert on educational policy, school reform, teacher preparation, and educational equity and social justice, with a wide-ranging list of accomplishments and awards as a scholar, educator, leader, and advocate, will help us kick-off the conference at our Thursday Opening Session. On Friday, we will have the privilege of, first, hearing from Dr. Cheryl Holcomb-McCoy, President and CEO of the American Association of Colleges for Teacher Education (AACTE) and former dean and distinguished professor of the School of Education at American University in Washington, D.C. After Dr. Holcomb-McCoy speaks, CCTE past president Dr. Betina Hsieh, now the Boeing Professor of Teacher Education at the

University of Washington, will lead a working session to guide us in thinking through and planning our own advocacy efforts.

The Fall 2025 Conference will also bring some changes to our Annual Fall Conference. This year, the Conference will take place October 16-17 at the University of San Diego, hosted by the School of Leadership and Education Sciences. This change in venue allows us to make some promising shifts in the schedule. These include beginning the Opening Session at 11 a.m. Thursday and shifting the poster session to lunchtime on Friday. In lieu of a Saturday session, we will instead hold a follow-up virtual session later in the fall.

The bulk of the conference will stay the same as past falls, with time to be inspired and invigorated by both the keynote addresses in the large group sessions and the work of our colleagues in the various research presentations, which will again include concurrent presentations, roundtable presentations, and the poster session. The Fall 2025 Conference will also include the usual associated group meetings, special interest group meetings, an awards presentation on Friday afternoon, and receptions each day.

The California University Field Coordinators Forum, the CCTE Board of Directors meeting, and the statewide meeting of education deans will each meet on Wednesday, October 16, the day prior to the Fall Conference, also hosted by the School of Leadership and Education Sciences at the University of San Diego.

Further details about the full conference schedule, registration information, and the call for research session proposals will be available in the Summer 2025 issue of *CCNews* in June and will be followed by periodic email announcements to the CCTE membership throughout the summer and early fall.

If you are interested to joining the planning effort for the CCTE Fall 2025 Conference please contact Juliet Wahleithner (email jwahleithner@csufresno.edu).

We look forward to you joining us in San Diego in October.



CCNews

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Volume 36, Number 1, Spring Issue, March 2025, Section 3—CCTE Activities

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

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Update on CCTE 2025 Annual Election

The California Council on Teacher Education (CCTE) annual election in 2025 involves election of three new members of the Board of Directors. The three new members will serve three-year terms. The three current members of the Board of Directors whose terms expire in 2025, and who will therefore be replaced in the 2025 election, are Kara Ireland-D'Ambrosio (Alliant International University), Antoinette Linton (California State University, Fullerton), and Daniel Soodjinda (California State University, Stanislaus).

The following year the CCTE 2026 annual election will also include the election of the President Elect and the Vice Presidents for AACTE and ATE as well as three more Board members.

The Nominations and Elections Committee, chaired by CCTE Past President Betina Hsieh (University of Washington), has, as stipulated in the CCTE By-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election in 2025 are:

For Board of Directors (three to be elected):

Maria Lemus (Fresno Pacific University)

Heather Michel (Residency Lab,

Californians Dedicated to Education Foundation)

Eduardo Muñoz-Muñoz (San José State University)

John Pascarella (University of Southern California)

Elsie Solis (California State University, San Marcos)

Diana J. Taylor (Mount Saint Mary's University)

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

A final announcement of the CCTE 2025 election containing the list of candidates, statements by and photographs of all candidates, a further statement of election procedures, and information about the on-line ballot through which the election will be conducted was emailed to all members and delegates at the beginning of February. While the deadline for voting is noon on Tuesday, March 18 (the second day of the CCTE Spring 2025 SPAN Conference in Sacramento), all members and delegates are encouraged to vote on-line prior to the Conference.

In addition to that final announcement, all CCTE members and delegates also received by email directly from Betina Hsieh (from her bychsieh@uw.edu address) the link to the on-line ballot for the election.

The Nominations and Elections Committee will tally the results immediately after noon on March 18, and the candidates elected to the Board of Directors will be announced at the end of the SPAN Conference that afternoon and will then take office immediately.

If you have any questions about CCTE election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2026 or other future years, please share that information with both the Nominations and Elections Committee and Alan Jones. All CCTE officers are volunteers, and persons interested in being a candidate in future elections are encouraged to initially volunteer for and participate in the work of any of the various CCTE committees, Special Interest Groups, and associated organizations.

Opportunities for Involvement with Activities of the California Council on Teacher Education

Participate in one or more
of the CCTE Committees

Join one or more of the
CCTE Associated Organizations

Take part in one or more of the Special Interest
Group (SIG) meetings at the Fall Conferences

(information about the CCTE committees,
associated organizations,
and Special Interest Groups
appears on pages 6-7, 14, and 16
in this newsletter)



By **Kate Esposito**

UC|CSU Collaborative Representative to CCTE
California State University Dominguez Hills

Exciting Spring Webinar Series: On the Education Horizon

The UC|CSU Collaborative for Neuroscience, Diversity, and Learning is thrilled to announce our Spring 2025 Webinar Series: “On the Education Horizon: Bridging Policy, Research, and Practice.” This three-part series spotlights key California education policies currently in various stages of implementation. To register or access webinar recordings, visit Arraya Learning (<https://arrayalearning.org>).

Webinar Series Overview

1. *Cradle-to-Career Data System* (Recording Available)
Moderated by California State Assembly Member Jacqui Irwin, this session featured Mary Ann Bates, Executive Director of California’s new Cradle-to-Career Data System. Explore how this innovative system connects data across educational and workforce sectors to better support student success.

2. *Early Literacy Screening in California* (Upcoming Webinar)

Thursday, March 6th | 3:30 p.m.

Join California State Senator Anthony Portantino (retired) as he provides essential background on California’s early literacy screening policy. A panel of educational leaders, including Bonnie Garcia (California Literacy Co-Director), Tami Wilson (SCOE), Dr. Laurie Inman (CSUDH), and Dr. Dominic Grasso (CSUN), will share strategies for effective implementation.

3. *Recess for All: Promoting Social and Emotional Growth Through Evidence-Based Interventions* (Upcoming Webinar)

Thursday, April 3rd | 3:30 p.m.

Discover how California’s new recess policy supports social-emotional growth for all learners. California State Senator Josh Newman (retired) and Dr. Connie Kasari will discuss the policy’s foundation and share practical approaches for educators.

These webinars are open to all—please feel free to share this opportunity with colleagues and community members. There are many other resources on ArrayaLearning.org to use with your classes or your own professional development!

CCTE Membership Renewals for the 2025-2026 Year Coming Soon

In anticipation of the upcoming 2025-2026 CCTE membership year that starts on July 1, all current institutional and individual members will receive renewal letters and forms via email in early April, with the request that they submit their renewals prior to the start of the new membership year to assure that all members and delegates continue to receive their membership benefits without interruption.

CCTE membership goals for the 2025-2026 year are to receive renewals from all current institutional and individual members as well as to experience some modest growth in the organization’s membership. We currently have institutional memberships from campuses in the California State University system, campuses of the University of California, most if not all private and independent colleges and universities engaged in preparation of teachers, community colleges with teacher preparation programs, county offices of education, state education agencies, and other educational associations and organizations. Individual memberships in CCTE are welcomed from anyone interested or involved in teacher education.

Institutional members also have the opportunity to submit annual memberships in the California Association for Bilingual Teacher Education, the California Association of Professors of Special Education, the Independent California Colleges and Universities-Education, the Supervisors of Teacher Education Network Team, and the Professional Development for Mentor Teachers along with their annual CCTE membership. Each institutional member may appoint six delegates to CCTE and if interested may add as many additional delegates as they wish, each at an additional fee equivalent to an individual membership.

Membership benefits for institutional delegates as well as individual members include receiving each issue of the two CCTE-sponsored professional journals (*Issues in Teacher Education* and *Teacher Education Quarterly*) as well as the CCTE newsletter (*CCNews*), the right to vote in the CCTE annual election of officers and in any policy votes held at the semi-annual conferences, the opportunity to participate on CCTE standing committees of interest, and the chance to participate in Special Interest Group meetings held at each Fall Conference.

Along with memberships, CCTE also seeks annual sponsorships to help support its activities and programs. For additional information, contact CCTE Executive Secretary Alan H. Jones at:

alan.jones@ccte.org

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 Daniel Soodjinda, California State University, Stanislaus.

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.

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 or included in issues of *CCNews*.

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. 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.”

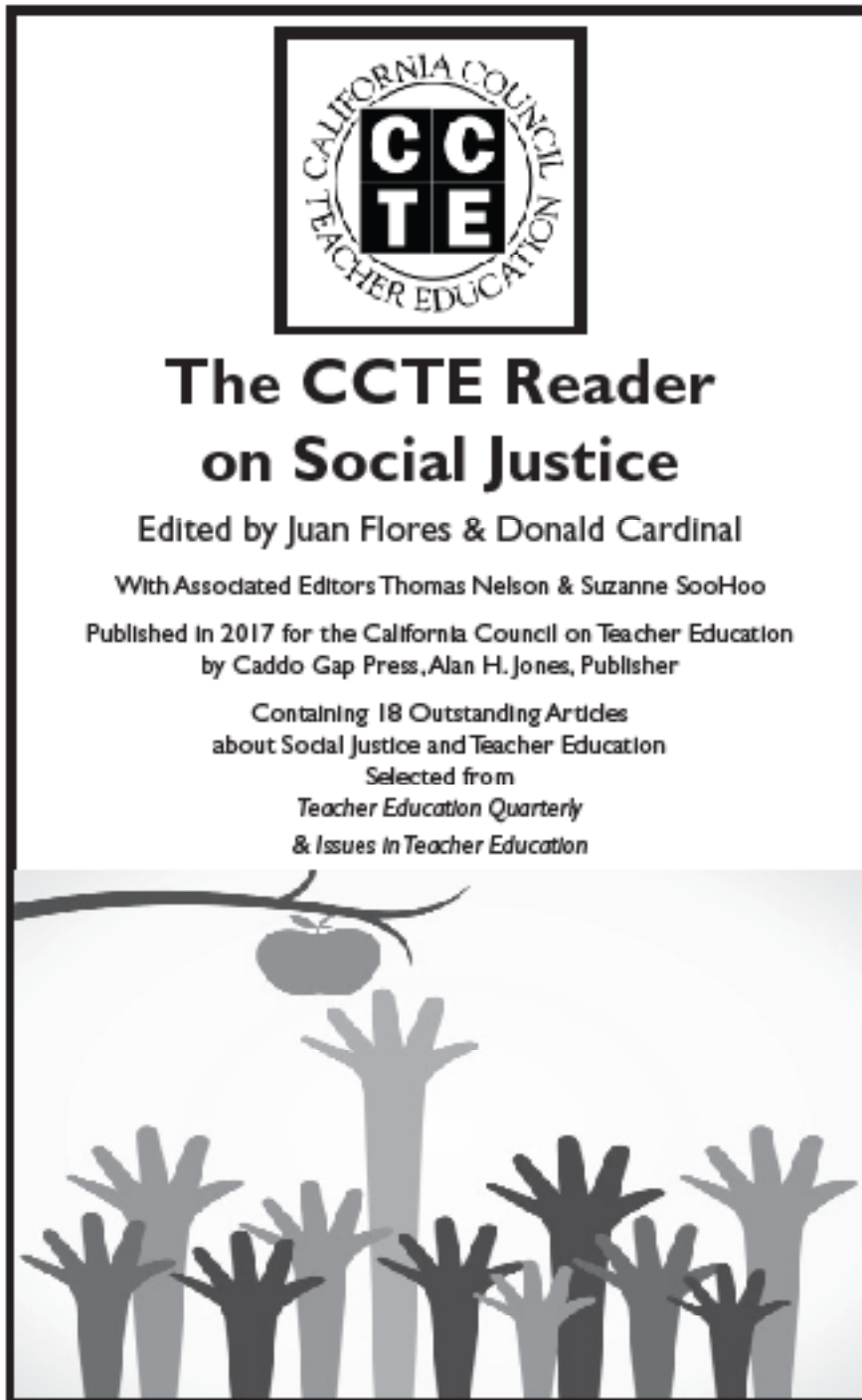
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

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 36, Number 1, Spring Issue, March 2025, 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 the following:

Resources to Support Teacher Preparation Programs in California in the Current Political Climate

Assembled by Karen Escalante

on pages 20-21

Unity Strengthening the Future: AACTE Holmes Scholars and CCTE

By Reyan Warren

on page 22

Resources to Support Teacher Preparation Programs in California in the Current Political Climate

Prepared by and for the California Council on Teacher Education (CCTE)

With the new federal administration under President Trump, a wave of executive orders—potentially up to 100—have been announced during the first few weeks of his return to office. As has been widely reported in the media, many of these orders target immigration policies, seek to dismantle diversity, equity, and inclusion (DEI) initiatives, and raise questions about what is to be taught in our schools. However, it's important to remember that **executive orders are not laws**. Federal law, state laws, and already enshrined regulations at all level may take precedence. *Learn more about executive orders:* <https://www.aclu.org/news/privacy-technology/what-is-an-executive-order-and-how-does-it-work>

Here in California, Governor Newsom and the California Department of Education remain committed to DEI and to ensuring that all students have the right to learn in an environment that honors their full humanity. We must stay grounded in legal protections and resist the fear and confusion these executive actions aim to create.

The first resource below, provided by the American Association of University Professors (AAUP), addresses “**Anticipatory Obedience**”—a phenomenon Trump’s administration is counting on. Their goal is to pressure teacher preparation programs and district partners into self-censorship and overcorrection out of fear. As educators, we must stand firm. Support your teacher candidates so they, in turn, can uplift Pk-12 students. Defending equity and fighting injustice has always been critical to our role as teacher educators; history will remember those who choose to stand on the right side of justice.

Resources

American Association of University Professors: Against Anticipatory Obedience:
<https://www.aaup.org/report/against-anticipatory-obedience>

ACLU NorCal: Know Your Rights: Free Speech at Colleges and Universities:
<https://www.aclunc.org/our-work/know-your-rights/know-your-rights-free-speech-colleges-and-universities> (please refer to your IHE for further details)

California Together (CalTog): California Districts Can and Must Ensure Schools are Safe and Welcoming Environments for All:
https://californianstogether.org/whats-next-california-districts-can-and-must-ensure-schools-are-safe-and-welcoming-environments-for-all/?mc_cid=f4f140a9f3&mc_eid=7a17c77927

California Department of Education: State Superintendent Thurmond Responds to United States Department of Education’s Backward Step on Title IX Protections:
<https://www.cde.ca.gov/nr/ne/yr25/yr25rel08.asp>

California Department of Education: State Superintendent Thurmond Encourages All California Educators to “Stay Focused,” Shares News of Temporary Restraining Order Against Trump Administration’s Efforts to Pause School Programs:
<https://www.cde.ca.gov/nr/ne/yr25/yr25rel09.asp>

EdSource: How to resist Trump’s order imposing classroom censorship and discrimination: <https://edsources.org/2025/how-to-resist-trumps-order-imposing-classroom-censorship-and-discrimination/726152>

The School Superintendents Association: Immigration Supports for School Leaders
<https://www.aasa.org/resources/resource/immigration-supports-for-school-leaders>

Soluna: Free and confidential Mental health support for our CA Pk-12 students and teacher candidates (ages 13 – 25)
<https://solunaapp.com/>

(continued on next page)

Resources to Support Teacher Preparation Programs in California in the Current Political Climate

(continued from previous page)

State Legislators: Communicate with them via email, snail mail, voicemail, their websites, and/or visit their office. You HIRE them, and you FIRE them. Find my State Senator:

<https://findyourrep.legislature.ca.gov/>

U.S. Senators: Communicate with them via email, snail mail, voicemail, and their websites, and/or visit their offices:

<https://www.senate.gov/senators/senators-contact.htm>

The U.S. Senate HELP Committee (Health, Education, Labor, and Pensions) is one to pay attention to regarding Education Funding:

<https://www.help.senate.gov/>

Organizations Supporting & Advocating for Teacher Preparation

California Council on Teacher Education (CCTE) www.ccte.org

American Association of Colleges for Teacher Education (AACTE) www.aacte.org

Association of Teacher Educators (ATE) <https://www.ate1.org/>

While these resources are intended to support you, CCTE is not a legal advisor. When concerns or questions arise, please seek legal counsel from your IHE or district.

In Community and Advocacy,

Karen Escalante
CCTE President
karen.escalante@csusb.edu

Unity Strengthening the Future

AACTE Holmes Scholars and CCTE

By **Reyan Warren**

*President, AACTE Holmes Scholars
Doctoral Student, University of San Diego*

The landscape of teacher education is at a critical juncture, and now, more than ever, collaboration among organizations dedicated to fostering excellence in educator preparation is essential. The AACTE Holmes Scholars Program has long been a beacon for underrepresented students pursuing advanced degrees in education, ensuring that diverse voices and perspectives shape the future of the field. As the newly elected Holmes Scholar President, we envision the California Council on Teacher Education (CCTE) as a vital ally in advancing equity, inclusion, and excellence in teacher education.

CCTE has been at the forefront of preparing and supporting educators who are committed to social justice and transformative learning experiences. Under the bold and visionary leadership of Dr. Karen Escalante, CCTE continues to champion initiatives that empower educators and scholars to drive systemic change. The collaboration between CCTE and the Holmes Scholars Program is an opportunity to build on a shared mission—one that ensures the next generation of diverse educators is equipped with the knowledge, skills, and advocacy needed to create inclusive and equitable learning environments.

As we navigate an era of uncertainty regarding educational policies and the future of diversity, equity, and inclusion (DEI) initiatives, the need for strong partnerships is undeniable. Teacher education programs, research institutions, and professional organizations must work together to uphold the principles that foster a just and thriving educational system. The Holmes Scholars Program, with its legacy of supporting emerging scholars from historically underrepresented backgrounds, is committed to this fight. It is through alliances with organizations

like CCTE that we can ensure the sustainability and growth of initiatives that cultivate diverse leadership in education.

One of the most exciting aspects of this collaboration is the opportunity to engage in collective knowledge-sharing and professional development. Serving on the CCTE Fall 2025 Conference planning committee under the esteemed leadership of Dr. Juliet Wahleithner has been an enriching experience. The conference serves as a pivotal platform for scholars, practitioners, and policymakers to engage in critical dialogue about the future of teacher education. By bringing together voices from diverse backgrounds and perspectives, we create spaces for innovative solutions and meaningful progress in our field.

This work would not be possible without the unwavering support of mentors, colleagues, and allies. Especially Dr. Karen Escalante who gave me my first experiences of the teacher education community, and Dr. Kimberly White-Smith who has allowed me to flourish and grow at the University of San Diego. A heartfelt thank you to Dr. Alan Jones and the dedicated members of CCTE for fostering a community that values mentorship, scholarship, and advocacy. Your commitment to uplifting educators and scholars ensures that we continue to move forward with strength and determination.

Together, we are shaping the future of teacher education. By standing in solidarity, fostering collaboration, and advocating for policies that support educational equity, we reaffirm our dedication to empowering future generations of educators. As we continue this journey, let us remain steadfast in our mission to create an educational landscape that is inclusive, transformative, and excellent.

Let's stride forward. Let's be better. Let's ensure that every educator and scholar has the opportunity to make a lasting impact. Thank you.