

CCNews

Newsletter of the
California Council on Teacher Education

Volume 28, Number 4, Winter Issue, December 2017

Jo Birdsell (National University) & Laurie Hansen (California State University, Fullerton), Co-Editors
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Register Now for the CCTE SPAN 2018 Conference

See
SPAN 2018
 Preview,
 Tentative
 Program,
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 Form,
 and Call
 for Proposals
 on pages 8-12



A Few
 Scenes
 from
SPAN 2017
 Below;
 Come Join
SPAN 2018
 March 8-9
 in Sacramento





A Time for Gratitude

A Message from CCTE President Sharon Russell

At this time of the year, we customarily take time to reflect on our lives and work and show our gratitude. I have served as president of the California Council on Teacher Education for the last twenty-one months and during this time I have been sustained and encouraged by the enthusiasm and support I have been given by the membership, the Board of Directors, and our Executive Secretary. I want to thank you all for your continued and growing support, your willingness to collaborate on new projects, and your offering of candid advice and guidance. With only one quarter left to my presidency I will endeavor to maintain our collegial traditions and continue our commitments to innovation and renewal.

The Fall 2017 CCTE Conference was highly successful, with robust attendance, a record-breaking submission of research proposals, and a lively interchange of ideas, research, and practice. Elsewhere in this issue of the newsletter, you will have the opportunity to read about specific plans for the Spring 2018 Policy Action Network Conference in Sacramento and evolving plans for the Fall 2018 Conference in San Diego.

This winter we will hold a January Board of Directors meeting at which we will review our mission and vision to ensure that we have accurate messaging to communicate our priorities. Please send your thoughts to any of the Board members. Any modifications in our ongoing goals will be shared with the Delegate Assembly in March 2018 at the Spring SPAN Conference.

Currently, we are in the process of selecting the next editor for *Issues in Teacher Education*. The Search Committee, as indicated in the CCTE By-Laws, consists of two members of the Board of Directors and two members of the ITE Editorial Board. Virginia Kennedy has agreed to serve with me from the Board of Directors and Tom Nelson has agreed to serve from the Editorial Board, while one other member from the Editorial Board is evaluating the time commitment. The Search Committee will evaluate all applicants and recommend a new editor for approval by the CCTE Board when it meets at the Spring SPAN Conference.

We continue to work to increase our advocacy and pres-

ent a clear and consistent voice for teacher education in the policy arena in California. The American Association of Colleges for Teacher Education (AACTE) has supported and helped us grow our range of influence for appropriate teacher education policy in California as well as at a national level. In addition, the CCTE Board of Directors has approved, for the next two years, a modification of the CCTE Policy Committee structure to support the commitment to the Spring Policy Action Network (SPAN) Conferences in 2018 and 2019. In this trial modification of the Policy Committee,

there will be three co-chairs: a co-chair of policy planning, a co-chair of the SPAN conference, and a co-chair of legislative action. Nicol Howard has accepted the policy planning chair, Cindy Grutzik the SPAN chair, and Pia Wong the legislative action chair. The overall Policy Committee has a strong membership and with its expanded duties welcomes all who would like to join and serve in any or all of these three areas of activity.

The Intersegmental Project formally launched in August 15, 2017. Members from all the higher education segments have participated and have enrolled District Employed Supervisors (DES) for eight hours of professional development.

Over two hundred participants have already enrolled in the modules. In December 2017, all participating institutions will be sent certificates of progress for their participating DES. From December 15, 2017 through January 3, 2018, the site will close for website maintenance. In late January or early February, the "Coalition of the Willing" will meet to review the progress of the project, identify gaps or hurdles, and make adjustments. We are searching for a hosting institution for that meeting. Cal Council wants to thank all who have participated in the process and those who will participate in the future.

Looking forward to our next steps,

—Sharon E. Russell
President

California Council on Teacher Education
(CalStateTEACH)
sharonrussell@calcouncil.com



Sharon Russell

Looking Ahead to CCTE 2018 Election

The California Council on Teacher Education annual election in 2018 will involve election of three officers—President-Elect, Vice President for AACTE, and Vice President for ATE, each to two-year terms—as well as three members of the Board of Directors to three-year terms. The election will be formally announced via email to all members and delegates by early January 2018 and will then be held through an on-line ballot during February and early March, with the results announced at the Spring Conference on March 9, at which time the newly elected officers and Board members begin their terms of office.

The CCTE Nominations and Elections Committee, chaired as stipulated in the CCTE By-Laws by the Past President, Juan Flores of California State University, Stanislaus, along with Donald Cardinal of Chapman University and Cindy Grutzik of California State University, Long Beach, as committee members, has the responsibility for nominating at least two candidates for each open position. The Committee's nominations report will be completed some time in December. While any CCTE member or delegate is eligible to be nominated, the Nominating Committee typically is interested in identifying candidates who have demonstrated their commitment to CCTE through service on our standing committees, semi-annual conference planning committees, and as leaders of any of our SIGs and associated organizations.

Members of the Board of Directors attend quarterly Board meetings and serve as members or chairs of CCTE standing committees. The Vice Presidents for AACTE and

ATE serve as CCTE's primary liaison to those national organizations, for which CCTE is in each case the official state chapter. The President-Elect serves initially for two years in that role, and then assumes the role of President for two years, as well as Past President for a final two years, so that office involves a six-year commitment.

All CCTE delegates and members are eligible to vote in the 2018 election, so please watch for the election announcement in early January and the on-line ballot in February.

Current CCTE officers and Board members are: Sharon Russell (CalStateTEACH), President; Virginia Kennedy (California State University, Northridge), President Elect; Linda Hoff (Fresno Pacific University), Vice President for AACTE; Susan Westbrook (California Federation of Teachers), Vice President for ATE; Juan Flores (California State University, Stanislaus), Past President; and Board members Monica Boomgard (California State University, Northridge), Donald Cardinal (Chapman University), Cynthia Geary (University of La Verne), Victoria Graf (Loyola Marymount University), Deborah Hamm (California State University, Long Beach), Nicol Howard (University of Redlands), Karen Lafferty (San Diego State University), Raina Leon (Saint Mary's College of California), and Pia Wong (California State University, Sacramento).

Upcoming CCTE Conferences

Spring 2018

**The Citizen Hotel, Sacramento
March 8-9**

Theme: "SPAN: Spring Policy Action Network"

Fall 2018

**Kona Kai Resort, San Diego
October 18-20**

Theme: "Change-Making"

From the Desk of the CCTE Executive Secretary

Following are brief updates on current activities of the California Council on Teacher Education (CCTE) which I am pleased to share with all CCTE members, delegates, and friends:

Membership Remains Strong

Membership renewals and new memberships for the 2017-2018 CCTE membership year (July 2017 to June 2018) have, as of mid-November, already exceeded our budgetary goals. Renewal information was emailed in May to all institutions and individual who were 2016-2017 members and reminders as needed were sent in September. As of mid-November we have received institutional memberships from 60 campuses, with another 10 to 15 still expected. We also currently have 26 individual members in addition to the delegates appointed by the institutional members.

It should be noted that the forms for submitting CCTE institutional memberships also include options for institutions to join three associated organizations—the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Special Education (CAPSE), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET)—as well as the CCTE Intersegmental Collaboration. The dues collected for those organizations are passed through to each. So far this year CCTE has collected 17 institutional memberships for CABTE, 23 institutional and five individual memberships for CAPSE, 27 institutional memberships for ICCUCET, and 28 participating institutions in the Intersegmental Project.

Annual Sponsorship Program

CCTE offers special thanks to California State University Long Beach, Loyola Marymount University, and the University of Redlands for renewing their annual sponsorships of CCTE during 2017-2018. Other teacher education institutions in California are encouraged to also sign up as annual sponsors of CCTE to help assure that we can maintain all of our activities on behalf of the teacher education community. Please contact me for additional information.

Exciting Fall 2017 Conference Just Held

The Fall 2017 CCTE Conference held October 20-22 at the Kona Kai Resort in San Diego around the theme “Equity and Social Justice: Having a Meaningful Dialogue to Inspire Action” was a rousing success in terms of the number of registrants (nearly 300), the excellent program (featuring Noma LeMoine, Doug Luffborough, several other featured presenters, and a wide collection of research, roundtable, and poster sessions). See the retrospective article on pages 13-15).

Spring 2018 Conference in Sacramento

The CCTE Spring 2018 Conference will be our second

SPAN (Spring Policy Action Network) Conference, scheduled for March 8-9, 2018, at The Citizen Hotel in Sacramento. See the preview along with the tentative program, registration form, and call for proposals on pages 8-12.

CCTE New Faculty Program

The CCTE New Faculty Support Program is in its seventh year during 2017-2018. The program is open to any teacher education faculty member in their first five years of service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration as well as mentorship from an experienced CCTE leader. Contact me for additional information.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is in its eighth year during 2017-2018. The program is open to graduate students at any CCTE member institution. The benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus. Contact me for additional information.

Position and Event Announcements

For several years CCTE distributed announcements of available positions and special events at member institutions via e-mail to all members and delegates. Because of a rapidly increasing number of announcements, two years ago we added a special section to the CCTE website for posting of such announcements. Having such announcements posted is one of the benefits of being a member institution of CCTE. Please be sure to log in and check the announcements at www.ccte.org

CCTE Journals

All CCTE members and institutional delegates receive each issue of *Teacher Education Quarterly* and *Issues in Teacher Education* in PDF format via e-mail as each issue is published. The fall issues of both journals were distributed in early October and future issues are now in preparation.

Also of special interest is the *CCTE Reader on Social Justice* which was published in conjunction with the Fall Conference theme. See a description and ordering information on page 20.

If you have any questions about CCTE and our various activities, please don't hesitate to contact me.

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

Updates from the Commission on Teacher Credentialing

Bilingual Authorizations

With the passage of Proposition 58 in November 2016, bilingual education is allowed in California without parents being required to sign waivers. Bilingual Authorizations are available in the following languages*:

- Arabic-2
- Armenian-2
- Cantonese-4
- Farsi-2
- Filipino-2
- French-4
- German-2
- Hmong-2
- Japanese-2
- Khmer-2
- Korean-4
- Mandarin-4
- Portuguese-2
- Punjabi-2
- Russian-2
- Spanish-6
- Vietnamese-2

*The numbers above following the language indicate how many testing windows the language competency subtest is available in 2017-18.

Candidates may mix and match passing CSET subtests with completing coursework at one of the 31 approved institutions offering bilingual authorization programs to earn a Bilingual authorization. Commission-approved Bilingual Authorization programs are offered at 17 CSUs, 5 UCs, 8 private colleges or universities, and 1 LEA. You can visit the Approved Program webpage to identify the programs.

There are three CSET subtests used for the bilingual authorization: Language (Subtest II or III, depending on the language), Bilingual Methodology (Subtest V) and Bilingual Culture (Subtest V). Subtests IV and V are offered year round, Monday-Saturday, at testing centers in state and around the world. The CSET language competency examinations are available to be taken in 1 month windows. The number of windows when the Subtest II or Subtest III language-specific examination for the Bilingual Authorization is offered depends on the language. 2017-18 has 6 testing windows (9/4-10/1; 10/2-10/29; 12/26-1/21; 2/19-3/18; 4/16-5/13; and 6/11-7/8).

For further information, see the examinations webpage (www.ctcexams.nesinc.com) or contact the Examinations staff at exams@ctc.ca.gov.

Field Testing Underway for the Updated CalTPA and the Newly-Developed CalAPA: Seeking Assessors!

The field test of these two performance assessments—the updated CalTPA and newly-developed CalAPA—began in October, 2017. Candidate submissions will be uploaded to the online platform starting in February 2018, and will be scored by California assessors April through May, 2018. Programs and candidates will receive information about results of the field test in May, 2018. A Public webinar was provided by the CTC and Evaluation Systems staff on October 18 and is archived at www.ctcpa.nesinc. Follow that link to learn about Instructional and Leadership Cycles and accompanying analytic rubrics.

At the conclusion of the field test and once all revisions have been made based on the field test results, the redeveloped CalTPA will be required for preliminary teacher candidates starting July, 2018. A passing standard study will be conducted in spring of 2018 and a passing standard will be set by the CTC at its August 2018 meeting.

Recently, at the June 2017 CTC meeting, the Commission granted a non-consequential administration year for the CalAPA in 2018-19. All enrolled candidates will be required to take the CalAPA, however, they will not be required to pass the CalAPA as part of the consideration for a credential. A passing standard study of the CalAPA will be conducted in spring of 2019 and a passing standard will be set by the CTC. The CalAPA will be required for preliminary administrator candidates starting July 1, 2019.

For more information on the Commission's performance assessments for teachers and leaders or to volunteer your program to be a part of the field testing in 2018-19 for low incidence SS programs (only low incidence candidates are sought at this time) please visit www.ctcpa.nesinc.com. We are actively recruiting assessors for both the CalTPA (particularly for low incidence SS submissions) and for the CalAPA. To apply to be an assessor go to www.ctcpa.nesinc.com. Assessors for performance assessments will be compensated for their training time and for scoring submissions by the Commission's technical contractor, Evaluation Systems group of Pearson. Training will be conducted in person and online, all scoring will be completed online.

Report on the American Association of Colleges for Teacher Education (AACTE)

By **Linda Hoff**

CCTE Vice President for AACTE

I have appreciated serving as CCTE's Vice President for AACTE. While I had attended several American Association of Colleges for Teacher Education annual meetings over the years, my opportunity to become better acquainted with AACTE's resources and personnel as our CCTE VP has enriched my confidence in looking to this organization for reliable information and policy advocacy. I know that we are all very busy! However, may I urge our members to look at the AACTE Website (www.aacte.org) which offers accessible information about many key issues that teacher educators across the country face. I bring a couple of key issues to your attention below.

The annual AACTE meeting will be held this spring on March 1-3 in Baltimore, Maryland. This year AACTE celebrates its 70th anniversary. The theme, "Celebrating Our Professional Identity," seems quite timely to me. We have now passed the Early Bird discounted registration fee, but the registration period for the annual meeting remains open until February 2. One thing to note is the significantly discounted registration fee for "Emerging Leaders" (\$185) or PK-12 partners (\$185). You can find the details on these discounted registration fees on their website and perhaps you might encourage someone to attend who hadn't previously considered doing so.

Many of our CCTE members recall the NCATE report

of the Blue Ribbon Panel on clinical preparation and partnerships for improved student learning (2010). That report challenged the field to transform teacher education through clinical practice. AACTE picked up this challenge by convening the Clinical Practice Commission (CPC) which reports regularly on their work. Most recently, the CTC has launched a Special Education Task Force which is tasked to examine clinical practice in special education teacher preparation. I encourage our membership to watch for the reports from this group. AACTE Vice President Rodrick Lucero who chairs the CPC will also chair the special education task force. This work is supported by a grant from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. Initially, they will focus on topics of great interest to California teacher educators such as dual licensure and dual preparation models, pipeline strategies and other factors pertinent to this specialized preparation.

Finally, should you and your colleagues intend to attend the meeting in Baltimore, I hope that we can connect at the conference. If you're going, let me know (linda.hoff@fresno.edu) and we can plan to meet!

CCNews Call for Articles and News

The goal of *CCNews* continues to be to create a forum for CCTE members to share information and celebrate our successes. We encourage all SIG chairs and concurrent session and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Just e-mail your submissions as an attachment to the co-editors:

jbirdsell@nu.edu & lahansen@fullerton.edu

The deadline for materials for the Spring 2018 issue is February 15.

We look forward to reports from CCTE officers and committees, from the associated organizations and SIGs, as updates on upcoming CCTE events and activities, plus brief articles on new programs, research, and other events in the California teacher education community.

—**Jo Birdsell**
National University
& **Laurie Hansen**
California State University, Fullerton
Co-Editors of *CCNews*

Report from Association of Teacher Educators (ATE)

By Susan Westbrook
CCTE Vice President for ATE

ATE Signs on to Letter on Tax Cuts and Jobs Act

The Association of Teacher Educators (ATE) signed on to a letter from the American Council on Education (ACE) along with 45 other higher education associations. The letter, related to the higher education provisions in the Tax Cuts and Jobs Act (H.R. 1), was sent November 6, 2017, to House Ways and Means Committee Chairman Kevin Brady (R-TX) and Ranking Member Richard Neal (D-MA).

In the letter the groups write that this legislation, taken in its entirety, would discourage participation in postsecondary education, make college more expensive for those who do enroll, and undermine the financial stability of public and private two-year and four-year colleges and universities. According to the Committee on Ways and Means summary, the bill's provisions would increase the cost to students attending college by more than \$65 billion between 2018 and 2027.

The letter can be downloaded as a pdf from the ACE's web page.

Register Now for ATE's 2018 Annual Meeting in Las Vegas!

Early Bird Registration—Members receive discounted rate of only \$330.00!!

The 2018 Annual Meeting of the ATE will be held in Las Vegas, Nevada, at the Flamingo Las Vegas on February 16-20. The theme selected by ATE President Karen Embry Jenlink is "Re-Imagining Educator Preparation In A Democracy: The Teacher Educator as Public Intellectual."

Keynote speakers for the 2018 Annual Meeting include Ted Celeste, Director of State Programs, National Institute for Civil Discourse; David Seidel, Deputy Education Director at NASA's Jet Propulsion Laboratory, University of Southern California; and Rodrick S. Lucero, Vice President for Member Engagement and Support, American Association of Colleges for Teacher Education.

Go to ATE's webpage (www.ate1.org) for complete information and links to online registration and hotel reservations.

Nominations for 2018 ATE Election Sought

ATE's 2018 election will be held in the spring following the 2018 Annual Meeting in Las Vegas, at which time nominations will be approved. The following positions are open for the upcoming election: Second Vice-President to take office as President at the end of the February 2020 Annual Meeting in Atlantic City, New Jersey, one Board of Directors Council of Unit Presidents Representative, and three Board of Directors Representatives at Large to take

office at the end of the February 2019 Annual Meeting in Atlanta and serve until February 2022.

Go to the ATE website for more information, where you can download the 2018 Nominee's Official Application for Elected Office, or go to the online nomination form which can be filled out and returned online.

Call for Proposals for Fifth WFATE Biennial Conference

The Fifth Biennial Conference of the World Federation of Associations for Teacher Education (WFATE) will be held July 9-11, 2018, in Melbourne, Australia, at the ACU Melbourne Campus, Victoria. The general conference theme is "Transformative Teacher Education in Local and Global Contexts."

Proposal presenters should indicate which of the four sub-themes their presentation best fits within:

- (1) Social Justice, Inclusion and Diversity in Education
- (2) Transformative Teacher Education
- (3) Pedagogy and Curriculum
- (4) Policy and Partnerships in Teacher Education

- Initial deadline for proposals: 18th December 2017
- Anticipated date for acceptance to authors of proposals: 29th January 2018
- Full Papers (after notification of acceptance of abstract proposal): submission until 12th March 2018.

For additional information and a link to the abstract proposal form go to the WFATE website at www.worldfate.org

In Memorium

ATE Past President and Distinguished Member John Sikula passed away on November 17, 2018. He was an education dean for 25 years, serving in this capacity at Indiana University Northwest (1976-84), California State University, Long Beach (1984-95), National University (1995-97), and Ashland University (1998-2001). He served as President of ATE in 1989-90 and founded the Sikula Unit Awards, presented by the Leadership Foundation for Teacher Education to state and regional units each year at ATE's Annual Meeting. He was also the Founding President of the State of California Association of Teacher Educators (SCATE), 1984-86.

Sikula also served as a consultant to schools, universities, professional associations, and education-related groups in all 50 states and 27 countries. His writings include some 200 professional publications, including having been Senior Editor of the 1996 award-winning *Handbook of Research on Teacher Education*, Second Edition, published by Macmillan.



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Preview of CCTE Spring 2018 SPAN “Spring Policy Action Network”

By **Cynthia Grutzik, Nicol Howard, & Pia Wong**
Co-Chairs of the CCTE Spring 2018 Conference

Planning for the second annual 2018 SPAN Conference is well underway, building on the success of last year’s meeting to enhance CCTE’s presence in the policy arena. The purpose of the Spring Policy Action Network (SPAN) is to position CCTE as the key teacher education resource poised to impact research, practice, and policy for quality teaching.

Last year, in moving the Spring conference to Sacramento, the CCTE Board affirmed three goals for SPAN: build relationships and expand CCTE’s policy network; develop members’ skills as partners, advocates, and communicators; and affirm CCTE’s expert influence at the state level. We are excited to invite wide participation in the 2018 SPAN conference as we collectively address these goals.

The March 8-9 two-day structure established last year will again frame the SPAN meeting at The Citizen Hotel. SPAN 2018 highlights are as follows.

Thursday, March 8:

- ◆ Meet and Greet Breakfast with SIG Meetings;
- ◆ California Priorities Meeting that lays the ground work or afternoon legislative visits and policy analysis work;
- ◆ Advocacy Lunch, a dialog with the two candidates for Superintendent of Public Instruction, Assemblyman Tony Thurmond and Marshall Tuck;
- ◆ Legislative Visits: Participants will have a choice to join a team to visit a Legislator during a scheduled appointment, with planned talking points and materials to leave behind; or
- ◆ Policy Analysis Session, with guest facilitator Rick Simpson, top legislative staffer for 38 years;
- ◆ Debrief Meeting with Assembly Education Committee Consultant Chelsea Kelly, who was with us last year;
- ◆ Sponsored Reception at The Citizen Hotel, for the networking that we value as CCTE members.

Friday, March 9:

- ◆ President’s Networking Breakfast;
- ◆ CTC Concurrent Sessions, aimed at engaging all of us in important policy work;

- ◆ Associated group meetings: CABTE, CAPSE, ICCUCET;
- ◆ Research Roundtables and Poster Sessions featuring scholarship on California teacher education;
- ◆ SPAN Wrap-up, including announcement of newly elected CCTE Board members at 3:00 pm.

As a two-day meeting, with all meals and the reception included in registration fees, SPAN will once again be a policy-focused and interactive experience.

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

Cynthia Grutzik (California State University, Long Beach) cynthia.grutzik@csulb.edu

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

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

The full tentative program for the Conference appears on the next page of this newsletter.

Registration is now open for the CCTE 2018 SPAN Conference. Use the registration form that also follows in this newsletter or the on-line form on the CCTE website, www.ccte.org (see the conferences page).

Also following here is the Call for Proposals and proposal cover sheet for research roundtables and poster presentations at the Spring 2018 SPAN Conference. The proposal deadline is January 15, 2018.

See Additional Information on Spring 2018 Conference

Page 12 - Tentative Conference Program

**Page 13 - Spring Conference
Registration Form**

Page 14 - Call for Proposals

Page 15 - Proposal Cover Sheet

Tentative Spring 2018 CCTE SPAN Conference Program

Wednesday, March 7:

- 10:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators' Forum.
 10:00 a.m. to 5:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.
 Meeting of Education Deans from Private and Independent Colleges and Universities.

Thursday, March 8:

- 9:00 a.m. to 10:00 a.m. - Meet and Greet Continental Breakfast.
 9:00 a.m. to 10:00 a.m. - Roundtable Meetings of CCTE Special Interest Groups.
 10:00 a.m. to Noon - California Priorities Meeting:
 Overview of legislative priorities; Identifying CCTE policy priorities, including input from campuses, candidates;
 Hearing from policy allies/sponsors, featuring their organizational priorities; Preparing for afternoon legislative visits & policy analysis session; Debriefing and review.
 Noon to 1:00 p.m. - Luncheon featuring candidates for State Superintendent for Public Instruction, Assemblyman Tony Thurmond and Marshall Tuck.
 1:00 p.m. to 1:15 p.m. - Break.
 1:15 p.m. to 1:30 p.m. - Afternoon Policy Activity Options:
 (All Conference participants will have indicated their preferred option upon registration).
 1:30 p.m. to 4:00 p.m. - Option One: Legislative Visits at the Capitol:
 Five visiting teams led by trained facilitators; Scheduled visits with members of Assembly & Senate Education Committees; Visiting teams will vary in size and consist of participants from different regions.
 1:30 p.m. to 4:00 p.m. - Option 2: Policy Analysis Workshop:
 Analyzing legislation, exploring CCTE's priorities; Legislative updates; Drafting policy responses for CCTE Board of Directors; Identifying volunteers to follow legislation and maintain current contacts. Rick Simpson, former chief education consultant with the California Assembly, will share insights,
 2:00 p.m. to 4:00 p.m. - Option 3: Statewide Education Deans' Meeting at Capital:
 Organized by government relations staff from three segments; Presentations by legislators; Identification and discussion of policy priorities.
 4:00 to 4:15 p.m. - Break.
 4:15 p.m. to 5:30 p.m. - Policy Consultant Directed Session:
 Debriefing of afternoon activities with Chelsea Kelly, Assembly Education Committee Consultant;
 Insights from policy consultant; Identifying next steps.
 5:30 p.m. to 7:00 p.m. - Sponsored Reception.
 7:00 p.m. - Dinner on Your Own.
 7:00 p.m. - Dinner Meetings of Segment Deans.

Friday, March 9:

- 8:00 a.m. to 9:00 a.m. - President's Networking Breakfast, with policy guests.
 9:00 a.m. to 10:15 a.m. - CTC policy workshop on important and relevant aspects of accreditation.
 9:00 a.m. to 10:15 a.m. - CTC leadership workshop for deans and directors.
 10:15 a.m. to 10:30 a.m. - Break.
 10:30 a.m. to Noon - Associated Organization Meetings:
 California Association of Bilingual Teacher Educators (CABTE).
 California Association of Professors of Special Education (CAPSE).
 Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET).
 Noon to 12:30 p.m. - Buffet Lunch.
 Deadline for Voting in CCTE Annual Election.
 12:30 p.m. to 3:00 p.m. - California Teacher Education Research Sessions:
 Research Roundtables (Two sessions, three presentations each).
 Research and Practice Poster Session.
 3:00 p.m. to 3:30 p.m. - President's Conference Wrap-Up:
 Announcement of New CCTE Board Members.
 Preview of Fall 2018 CCTE Conference.
 Closing comments.
 3:30 p.m. - Conference Adjourns.

California Council on Teacher Education Spring 2018 Conference Registration

Please use this form to register for the Spring 2018 CCTE SPAN Conference and return by mail with payment by check; Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____

_____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category: Each Category Includes Conference Registration and Meals (check the appropriate category):

- Basic Pre-Registration - \$295 (will be \$320 on site)
- Special for Retired Educators - \$150 (will be \$175 on site)
- Special for P-12 Educators - \$150 (will be \$175 on site)
- Special for Students - \$50 (will be \$75 on site)
- Special for 4 or more registrants from the same institution - \$275 each (submit a form for each with combined payment)

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- Special Fee for Those Attending - \$25

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$ _____

Special Interest Groups: You are urged to attend a SIG of your choosing (check the one you may attend):

- | | |
|--|--|
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Inclusive Education |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Pedagogies for College and Career Readiness |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Teacher Induction | <input type="checkbox"/> Undergraduate Teacher Preparation |

Indicate your option for Thursday afternoon policy activities:

- Scheduled visits to legislative offices in the Capitol.
- Policy analysis session at The Citizen Hotel.
- Statewide meeting of education deans (for deans & directors).

Conference pre-registration deadline is February 15, 2017. 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

For on-line registration and payment via credit card, use form on the "Conferences" page of the CCTE website: www.ccte.org

After February 15 registrations will be accepted at the on-site rate up to and at the Conference.

For hotel guest rooms within the CCTE block, call the The Citizen Hotel at 916-492-4460 and indicate that you are attending the CCTE Spring 2018 Conference. Rooms must be reserved by February 17 to receive the Conference rate.

Call for Proposals for CCTE Spring 2018 Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the Spring 2018 CCTE SPAN Conference. The purpose of the SPAN Conference is to position CCTE as a key teacher education resource poised to impact research, practice, and policy for quality teaching. Thus, priority will be given to proposals that focus on California teacher education with the goal of informing legislators, policymakers, and teacher educators about current best practices, research, and policies in teacher education. Proposals are sought for research roundtables and the poster session, and accepted proposals will be assigned to whichever the CCTE Research Committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). The Spring 2018 CCTE Conference schedule includes time for these sessions on Friday afternoon, March 9.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster).

(The cover sheet form appears on the next page of this announcement and is also available on and may be downloaded from the CCTE website; you are encouraged to use the on-line form from the website.)

- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Proposals should be e-mailed to Cynthia Geary, Chair of the CCTE Research and Practice Committee at:

cgeary@laverne.edu

Deadlines

Deadline for proposals for the Spring 2018 Conference is January 16, 2018.

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;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy. and conclusion.

Criteria for Selection

The extent to which the proposal:

- ◆ Focuses on policy and practice in California teacher education, with potential to inform legislators, staffers, and other policymakers;
- ◆ 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 analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must register for and attend the Spring 2018 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

Miscellaneous

Following the Conference, presenters are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Accepted presenters are also urged to bring to the SPAN Conference copies of a one-page summary that can be shared with legislators, staffers, and other policymakers to use in their work, including the title of the presentation, the name(s) and institution(s) of the presenter(s), a research abstract, and contact information to facilitate any follow-up,

Cover Sheet for CTE Proposals for Spring 2018 Conference

Title of Presentation: _____

Lead Presenter Information:

Name: _____

Institution: _____

Institution address: _____

First author phone number: _____

Email address: _____

Other presenter(s) to be named in the program:

Names & Institutions: _____

Preferred Format:

_____ I am proposing a roundtable presentation.

_____ I am proposing a poster session.

Proposal Type: (choose ONE)

_____ Research

_____ Practice

_____ Policy Analysis

This is a RESEARCH proposal:

_____ I included a theoretical rationale

_____ I included a methodology section

_____ I included an analysis of the results

This is a PRACTICE proposal:

_____ I included a rationale for the innovation

_____ I included an overview of the changes made

_____ I included an analysis of the impact of the innovation

This is a POLICY ANALYSIS proposal:

_____ I reviewed and analyzed the relevant literature on the topic

_____ I used a systematic strategy for analyzing, developing, or evaluating policy

_____ I drew valid conclusions from the analysis, with clear implications for teacher education

Conference Theme: (choose ONE)

_____ My proposal relates directly to the theme of the conference.

_____ My proposal relates to teacher education, but does not directly relate to the conference theme.

Narrative Requirements:

_____ My proposal does not exceed 1,800 words (excluding references).

_____ My narrative proposal does not include presenter name(s).

_____ My narrative proposal does not include presenter affiliation(s).

When completed, e-mail form with proposal narrative to: cgeary@laverne.edu

An on-line version of this cover sheet is also available on the conferences page of the CTE website at www.ccte.org

A Response, a Reflection, and a Call: Follow-Up to the CCTE Fall 2017 Conference on “Equity and Social Justice: Having a Meaningful Dialogue to Inspire Action”

By **Charlane Starks & Shannon Stanton**
*Co-Chairs of CCTE Fall 2017
Conference Planning Committee*

“Learning is activated within situations of dialogical interchange, open questions, and environments rich enough to provoke proactive efforts to make sense.”

—Maxine Greene

This past October, attendees at the California Council on Teacher Education Fall 2017 Conference engaged in discussion on their practice in relationship to the conference theme, “Equity and Social Justice: Having a Meaningful Dialogue to Inspire Action.” Attendees reflected on where they are individually around issues of equity and social justice during keynote addresses on linguistically responsive practice and knowledge and an incredible narrative of rising from homelessness to attending Harvard University; during policy sessions on immigration status and undocumented students; and during a host of concurrent research sessions, poster sessions, and special interest group meetings.

We did not begin the conference with a definitive definition of equity and social justice. Instead, we posed the question to the conference attendees and received a variety of statements and understandings that began to take shape



CCTE President Sharon Russell calls Fall Conference to Order.

—all photos by Nirmla Flores

throughout the conference. Respondents provided definitions that connected to their professional sphere of influence.

How are we defining equity and social justice? A few examples:

“Getting an understanding of who our students are”

“Relationships—how do teachers stay for the long haul? (teaching as a) calling, resiliency, character and strength of character to do what’s right in the classroom”

Throughout the conference, we added the various lenses that equity and social justice impact:

Equity and Social Justice Lenses:

Establish norms for conversation

Gender

Race

Ability

Disability

Identity

Spirituality

Privilege

Size

Accent

Educational Level

Appearance

SES

Language Learners

Race

Religion

Location

Culture

When asked to share their thoughts, ideas, and concerns, conference attendees responded. The following represents a collection of voices from the field:

“We still have a lot of work to do . . . but talking about these issues honestly is definitely a start.”

“As teacher educators the topics of social justice and equity should be woven through all of our work. These topics are not stand alones.”

“Equity and social justice need to be embedded, integrated into aspects of our courses to help credential candidates realize the important of education for all.”

Conversation led to an emergent question and answer: what are the things we struggle with around the issues of equity and social justice? Attendees’ responses were heart-felt and meaningfully expressed. Think about how their comments resonate in your workplace, classroom, and community. Some of the responses were:

—continued on next page—

A Response, a Reflection, and a Call: Follow-Up to the CCTE Fall 2017 Conference

(Continued from the previous page)

Definitions, misrepresentations, understandings.

Changing and challenging institutional cultures, practices, and protocols.

“I see it...yet remain silent.”

“I struggle when I see my students (some of them) exhibit deficit-based thinking, blatantly racist attitudes, ...”

“Yes! How do I maintain a safe space when we hit this kind of closed thinking? And how much do I share about myself?”

“Fear—we need to get over fear to learn.”

“One size does not fit all.”

“Students who aren’t “ready” to learn about some topics.”

“I struggle with teaching standards and how they define my teaching.”

“What don’t I know.”

“Time to develop the environment/safe space so we can openly communicate.”

Moving Forward

“The universe doesn’t give you what you ask for with your thoughts; it gives you what you demand with your actions.” —Steve Maraboli

So, where do we go from here? What can P-16 educators do to advance conversations centered on equity and social justice in the workplace and community? Here are few ideas shared from the Conference:



Thursday keynoter Noma LeMoine addresses Conference.



Friday keynote speaker Doug Luffborough and Conference co-chair Charlane Starks

“Speak truth to power and be empathetic.”

“I will share the DACA resources across our program.”

“I will also continue to read about Standard English Learners and carefully consider how this information can be embedded in our program.”

We also asked, how does what we do make an impact in the everyday classroom? Again, we collected a variety of responses shared with us throughout the conference:

“R.A.V.E. Respect, Awareness, Value, Empower.”

“Assist students with tech, whole world, tasks with navigation.”

“Teacher education—help candidate recognize own biases, responsibilities of the profession.”

“Lived experiences—reflect and learn from that as they go into own classroom.”

“Induction—you have to model and create a space to deconstruct—what is the thinking process.”

“Keep hope alive. Scholarship support for CSETs,”

“Influence mindsets, creating positive environments.”

“Resiliency, educators coming from point of empathy, make connections.”

“Be involved in everyday classes (K-12) and observing and helping regularly.”

“Understanding individual wants, needs, and desires on both a head and heart level.”

—continued on next page—

A Response, a Reflection, and a Call: Follow-Up to the CCTE Fall 2017 Conference

(Continued from the previous page)

“Teachers accommodate lessons to meet all needs.”

“Communicate with our cooperating teachers our values.”

“We model in our credential classes the way we want them to teach.”

“Help our candidates walk the talk they have been taught in our courses.”

“Teacher candidates develop awareness of social justice and equity that impacts how they interact with students (their students).”

“Everything you do in a classroom has impact, so it is critical that what you do has a positive, equalizing impact.”

“Students are paying attention to our words and actions. Do we do what we say we do?”

“Students receive the resources they need to succeed.”

We asked further, how do you communicate equity and social justice?

“Be aware of your own hidden biases; let students know all voices will be heard. Let them know the classroom is a safe space.”

“In action and collaboration with others.”

“Model it in our courses and make sure that the supervision and classroom environments support it.”



Saturday workshop presenter Sara Wicht.

“Let students know dialog is more productive than maintaining a position without listening or at least allowing difference.”

“By example, by walking the talk.”

“I am honest in sharing my own background and immigrant experience with my students.”

“We need to make certain there is an opportunity for students to practice equity.”

“Be honest about your own position in larger social systems.”

“Living it: being willing to listen to others’ perspectives.”

Inspired Actions

“We are the ones we have been waiting for.”—June Jordan

Finally, conference attendees shared how they will respond to the call to act as change agents for equity and social justice. A few examples:

“I’m going to use my experiences and understandings from the conference to enhance my courses I teach. When planning with other colleagues, I’ll make sure to bring equity and social justice as points of discussion.”

“Continue pushing for social justice topics to be woven into coursework for all of our teacher candidates.”

“Find other groups/organizations to partner with for shared goals.”

“Teaching candidates trying things out in their own classrooms that we discussed in class.”

“Walk the talk—Challenge the lies.”

“Join the Delphi Study to identify dispositions in candidates that lead to classroom culture that embraces equity and social justice. See teachingdispositions.weebly.com”

Final Words

We thank the conference planning team for their time, creative ideas, hard work, and awesome collaborative spirit; we thank the conference attendees for participating and being committed to sincere dialogue; and we look forward to continuing this conversation as CCTE moves forward in the Spring 2018 Conference to tackle issues of policy.

Conference Materials

Special note: Various materials from the Fall Conference are being posted to the CCTE website (www.ccte.org) for the information of all delegates and members. Check the conferences page of the website under past conferences.

Fall 2017 Conference Recap from the Research Committee

By Laurie E. Hansen
(California State University, Fullerton)

Congratulations to the Fall 2017 Conference Planning Committee, chaired by Shannon Stanton and Char Starks. The theme, “Social Justice and Equity: Having a Meaningful Dialogue to Inspire Action” was a wonderful success. In fact, the Fall Conference in San Diego was a record-breaking event. The CCTE Research Committee received 65 proposals—that’s 21 more than we have received for any previous conference! We scheduled 12 concurrent sessions and 15 roundtable sessions, breaking the record for the number of spoken presentations at any one conference! Finally, we had 27 poster presentations on Friday evening, and for the first time, had 100% participation from all presenters!

The CCTE Board of Directors has made a request that the Research Committee track acceptance rates for the various types of proposals. Generally, authors prefer to present concurrent and roundtable sessions over posters, and these are limited in number. This conference, there was a 33% acceptance rate for concurrent sessions and a 61% acceptance rate for roundtable sessions.

As the CCTE Research Committee Chair for the past four years, I would like to thank all the members of the review team for their hard work over the last eight conferences. Without you, those conferences could not have been a success. It has been a pleasure to serve as your leader. Thank you also to Helene Mandell, for mentoring me when I took over as chair in Fall 2013. I am looking forward to working with Cynthia Geary in her new role as Research Committee Chair in 2018.

Looking forward, I encourage all CCTE members to volunteer to review proposals for the upcoming SPAN 2018 Conference. If you are interested, please contact Cynthia Geary at cgeary@laverne.edu. See you in Sacramento!

Andrea Maxie Receives CCTE Distinguished Teacher Educator Award at Fall 2017 Conference

Andrea Maxie of California State University, Los Angeles, was honored with the CCTE Distinguished Teacher Educator Award at the Friday luncheon at the Fall 2017 Conference in San Diego. She was selected for the honor by the CCTE Awards Committee and the presentation was made by James Cantor of California State University, Dominguez Hills, who was the recipient of the same award in 2016.

Andrea served as President of CCTE from 2002-2004 and shortly before that she was President of the California Association of Colleges of Teacher Education (CACTE) and played a major role in the merger of CACTE and the State of California Association of Teacher Educators (SCATE) into the current CCTE. As President of CCTE Andrea spearheaded development of a five-year plan that helped guide development of the new merged organization.

Andrea is now a retired member of CCTE, following service as a professor and associate dean at CSU Los Angeles.



Three examples of poster session research displays at the CCTE Fall 2017 Conference in San Diego.

Initial Preview of the CCTE Fall 2018 Conference

By **Reyes L. Quezada** (University of San Diego)
Chair, CCTE Fall 2018 Conference Planning Committee
 & **Paul Rogers** (George Mason University & Ashoka Fellow)
(CCTE Fall 2018 Conference Planning Committee Member)

We live in a historic moment of change. Everywhere around us we see the transformation of virtually every aspect of society by technology, and every day we are reminded of our shared environmental, political, economic, and community challenges. In this time of constant, rapid, and exponential change, teacher education programs are charged with developing and graduating teachers who are equipped with a set of competencies, knowledge, and skills that enables them to help young people thrive in the face of complexity and uncertainty, where many of the jobs they will ultimately have don't even yet exist. As teacher educators we have a responsibility to prepare a culture of care so teachers create empowering and equitable and socially just environments for the culturally and linguistically diverse students they teach so those students can not just survive in this new world, but thrive in it and contribute to shaping a just world for the common good.

Fortunately, all across the world, educators are revolutionizing the ways they teach and learn, and together we are working to shift entrenched paradigms that no longer meet the needs of today's students and teachers. These schools, programs, departments, and classrooms are united by a common thread: a shared vision of teachers as *changemakers*—that is as powerful agents of social change.

Our current and previous CCTE conferences have focused on complimentary themes such as social justice, partnerships, access and equity, teacher leadership, and student voice. The Fall 2018 Conference will extend these themes by bringing together researchers and research presentations as well as workshops that focus on teacher educators, teachers, and students as agents of change, as well as on the ways that teacher education curriculum supports the development of social emotional intelligence, leadership, collaboration, and creative thinking that leads to changemaking. We are planning this because we realize that in order to support young people as changemakers, teachers themselves must see themselves as changemakers.

This themed conference will support the following objectives:

- (1) To understand the many ways in which teacher education programs support the development of teachers as agents of change.
- (2) To reflect on the need for teacher educators, teachers, and students to learn and embody changemaking in this time of rapid, global, and exponential change.
- (3) To identify qualities and characteristics of effective changemaking teacher education programs and P-12 schools.
- (4) To share effective practices developing changemaker teachers and students in social emotional learning, civic engagement, STEM, language arts, and arts curriculum.
- (5) To report on opportunities in state, national, and inter-

national changemaking education for underrepresented and underserved populations.

Around the world, across the teaching profession, and in our local communities we have many examples of teaching innovation in educational settings both in our K-12 public, private, and charter schools as well as in institutions of higher education led by change leaders and changemakers. When we look closely at these leading social innovators and changemakers we see four key attributes at work:

1. *Empathy*—The ability to put oneself in another's shoes, to think and feel what they feel in the foundation of changemaking. While a component of social emotional learning and intelligence, empathy is unique in the way it transcends the individual and immediately brings into play interpersonal skills.
2. *Teamwork*—The ability to collaborate with others is a hallmark of change leaders.
3. *(A new kind of) Leadership*—In a world of constant change, everyone must lead.
4. *Creative and critical problem solving*—This attribute involves the ability to identify problems, experiment with solutions, and tolerate failure (ala growth mindset). Most importantly, it is the sense of agency, self-efficacy, and the ability to give oneself permission to solve problems large and small that rests at the heart of this ability.

Therefore questions to be addressed the CCTE Fall 2018 Conference include but are not limited to:

1. How do we define Changemaking in teacher education?
2. In what ways and to what degree does a Changemaker lens on teaching support a teacher in understanding their students, subject matter, and pedagogy.
3. How can we utilize the research in social innovation and Changemaking education to plan and prepare future Changemaker teachers?
4. What type of Changemaking teacher education programs, partnerships and consortiums are in place in U. S. Schools and Colleges of Education and at an international level? And how do we bridge these consortiums?
5. How can teacher education programs provide the opportunities and experiences for teacher candidates to attain competence as changemaker teachers in their field experiences and curriculum?
6. How can we help support the development of teacher education faculty on their own changemaker journeys?

Other members of the Fall 2018 Conference Planning Committee are Viviana Alexandrowicz and Bobbi Hansen of the University of San Diego. CCTE delegates and members are invited to join the planning activities. Contact Reyes Quezada by e-mail at rquezada@sandiego.edu to be included.

And, of course, do plan to attend the CCTE Fall 2018 Conference. It will be held October 18-20 at the Kona Kai Resort in San Diego. The formal announcement, registration form, and call for proposals will be emailed to all CCTE delegates and members in June 2018.



CCNews

Newsletter of the
California Council on Teacher Education

Volume 28, Number 4, Winter Issue, December 2017, Section 3

Jo Birdsell (National University) & Laurie Hansen (California State University, Fullerton), Co-Editors
Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

An Invitation to Get Involved with CCTE Activities

The California Council on Teacher Education (CCTE) is a volunteer-based organization whose success derives from the participation of delegates and members from campuses across the state. All teacher educators in the state are invited to join in whichever CCTE activities appeal to them. Following are descriptions of the many opportunities for participation.

CCTE New Faculty Support Program

The CCTE New Faculty Support Program exists to encourage involvement of new faculty in our organization and to provide mentoring to those new faculty. The program is open to any teacher education faculty at CCTE member institutions who are in their first five years of service as teacher educators. The benefits include reduced membership and conference registration fees, encouragement to submit proposals for conference presentations, and assignment of a CCTE mentor.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program has been developed to engage graduate students at CCTE member institutions who are studying to become teacher educators to participate in CCTE. The benefits include reduced membership and conference registration fees, encouragement to submit proposals for conference presentations, and assignment of a CCTE mentor.

CCTE Intersegmental Project

The CCTE Intersegmental Project is a volunteer effort which is developing on-line professional development modules to support training of school district-employed supervisors involved with basic credential programs. The Project is coordinated by a CCTE committee and is open to participation by interested institutions that pay a very modest annual dues to the Project.

Special Interest Groups

There are 10 CCTE Special Interest Groups which

meet at each CCTE semi-annual conference. The SIGs are self-sustaining groups that plan their own programs at each conference and are open to any interested conference attendees. The 10 SIGs are focused on the following topics: Arts in Education, Credential Program Coordinators/Directors, Equity and Social Justice, Inclusive Education, Lives of Teachers, Pedagogies for College and Career Readiness, Special Education, Teacher Induction, Technology and Teacher Education, and Undergraduate Teacher Preparation.

CCTE Committees

Following are descriptions of the several active CCTE committees (see listing on next page of committee chairs and contact information. All CCTE delegates and members are encouraged to get involved with any of the committees.

Awards Committee: The CCTE Awards Committee coordinates the organization's awards program, develops award categories, invites nominations for awards, and selects recipients of awards to be presented at each Fall Conference. Awards commonly presented include those related to implementation of the Common Core, the CCTE Outstanding Dissertation Award, and the Distinguished Teacher Educator Award.

Communications Committee: The CCTE Communications Committee assists all of the other committees in fine-tuning organizational communications efforts, including the CCTE website, the quarterly newsletter (*CCNews*), and consideration of how best to represent the organization internally to the membership and externally to the general public.

Membership Committee: The CCTE Membership Committee seeks both to expand institutional and individual membership in CCTE and to enhance the benefits that members receive. The Committee assists with the annual renewal of institutional and individual members as well as identifying new membership prospects.

Policy Committee: The CCTE Policy Committee has the responsibility of monitoring policy related to teacher education at both the state and federal levels, planning the policy sessions at each CCTE Conference, involving the CCTE

An Invitation to Get Involved with CCTE Activities

membership in policy related activities on a year-round basis, and working in concert with the Spring SPAN Conferences. The Policy Committee has this fall been restructured into three sub-committees with a respective focus on policy planning, legislative action, and the SPAN Conferences.

Research Committee: The CCTE Research Committee solicits, receives, and reviews proposals for concurrent, roundtable, and poster presentations at each CCTE semi-annual conference, and selects the proposals that will be part of each conference program. Participants on the Committee are each asked to review proposals twice a year.

SPAN Planning Committee: The SPAN (Spring Policy Action Network) Planning Committee has the responsibility of planning all aspects of each SPAN Conference. The next

SPAN Conference will be held March 8-9, 2018, in Sacramento. The SPAN Committee will operate in coordination with the other segments of the CCTE Policy Committee once the restructuring of that committee is implemented.

Fall 2018 Conference Committee: The Planning Committee for the CCTE Fall 2018 Conference has the responsibility for developing the “Change-Maker” theme of the Conference, selecting speakers and other elements of the program, and working with the Policy Committee and Research Committee in developing the full Conference schedule.

Help CCTE grow and enhance its efforts in all of these areas by volunteering to participate in those activities that most interest you.

CCTE Committees

There are several committees involved with primary CCTE activities. Those committees are:

Awards Committee

Committee Chair: Eric Engdahl, California State University, East Bay
email: eric.engdahl@csueastbay.edu

Communications Committee

Committee Co-Chairs: Raina Leon, St. Mary's College & Lyn Scott, California State University, East Bay
emails: rjl6@stmarys-ca.edu & lyn.scott@csueastbay.edu

Membership Committee

Committee Co-Chairs: Deborah Hamm, California State University, Long Beach, Mona Thompson, California State University, Channel Islands & Susan Westbrook, California Federation of Teachers
emails: deborah.hamm@csulb.edu, mona.thompson@csuci.edu, & siew447@aol.com

Nominations and Election Committee

Committee Chair: Juan Flores, California State University, Stanislaus
email: jflores@csustan.edu

Policy Committee

SPAN Co-Chair: Cindy Grutzik, California State University, Long Beach,
Policy Planning Co-Chair: Nicol Howard, University of Redlands
Legislative Action Co-Chair: Pia Wong, California State University, Sacramento
emails: cynthia.grutzik@csulb.edu, nicol_howard@redlands.edu, & wongp@csus.edu

Research Committee

Committee Chair: Cynthia Geary, University of La Verne
email: cgeary@laverne.edu

Fall 2018 Conference Planning Committee

Committee Chair: Reyes Quezada, University of San Diego
email: rquezada@sandiego.edu

Most CCTE committees are composed of volunteers from the membership. If you are interested in joining any of these committees, please e-mail CCTE Executive Secretary Alan Jones: alan.jones@ccte.org or contact the relevant committee chairs.

CCTE Publishing Special Reader on Social Justice in Conjunction with Fall 2017 Conference

The California Council on Teacher Education has 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 Educa-*

tion—published during the period 2004 to 2015. The collection has been 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 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 this summer.

In addition, preview copies of the reader are available to any CCTE members who wish to look it over for possible adoption for use with classes or programs. If you are interested in obtaining a preview copy, please contact Alan Jones at alan.jones@ccte.org with your request.

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

Pre-publication orders during the summer and early fall have already netted CCTE over \$1,000 in sales proceeds. Please join in with your individual or class order.



The CCTE Reader on Social Justice

Edited by Juan Flores & Donald Cardinal

With Associated Editors Thomas Nelson & Suzanne SooHoo

Published in 2017 for the California Council on Teacher Education
by Caddo Gap Press, Alan H. Jones, Publisher

Containing 18 Outstanding Articles
about Social Justice and Teacher Education

Selected from
Teacher Education Quarterly
& *Issues in Teacher Education*



Reviewers Needed for ITE Journal

Issues in Teacher Education, one of the two journals sponsored by the California Council on Teacher Education, continues to be an important outlet for research on various issues of and approaches to teacher education. Its reputation as a high quality peer-reviewed journal has been growing, and so too has the quantity of manuscripts submitted and in need of review.

Unlike many journals that can take up to and even over a year to respond to authors, the *ITE* editors strive to facilitate the timely review and publication of research. The editors therefore are hoping that CCTE delegates and members will step up and volunteer to serve as reviewers so that the journal can continue to grow in prestige and maintain the goal of timely responses to authors.

The editors ask everyone to create an account in the journal's submission system, where you can enter your research interests and other information. Be sure to check the "reviewer" box as you create your account and you will then receive occasional manuscripts in your area of expertise for review.

If you already have an account with the journal and are available to undertake reviews, please contact associate editor Derek Ford at derekrford1@gmail.com. You are also welcome to contact him with questions about participating as a reviewer for the journal.

Updates from ICCUCET

Following are updates from the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET):

President Elect Position Open

Congratulations to ICCUCET President Elect Gary Railsback of Azusa Pacific University on his new role with the Council for the Accreditation of Educator Preparation (CAEP) in Washington, D.C.

This creates an open position on the ICCUCET board. If you are interested in the position of president elect or would like to nominate a colleague, please contact Jill Hamilton-Bunch by email at jhamilto@pointloma.edu

California Teach Resource Website

Thank you to Donna Glassman-Sommer of the Tulare County Office of Education and her team for their presentation to ICCUCET at our meeting at the CCTE Fall Conference in San Diego.

The California Teach Resource Website, an excellent resource for potential teachers, is located at www.californiateach.org. If you are interested in providing university information on the site, please contact Donna Glassman-Sommer via email at donnags@tcoe.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 such programs as the CCTE New Faculty Support Program, CCTE Graduate Student Support Program, and the CCTE Quest for Teacher Education Research.

The latest feature of the website is a listing of teacher education position openings and special events at our member institutions. That listing is at the top of the right hand column of the home page.

Be sure to check it all out regularly.



CCNews

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Jo Birdsell (National University) & Laurie Hansen (California State University, Fullerton), Co-Editors
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Reports from CCTE Conference Presentations

Presenters at concurrent and poster sessions and Special Interest Groups at California Council on Teacher Education semi-annual conferences are invited to submit reports on their research and practice for publication in *CCNews*. The newsletter also welcomes other articles from the California teacher education community

On the following pages:

From the Fall 2017 CCTE Conference research sessions:

“Teaching the Struggle for Civil Rights/Teaching Critical Issues in History.”

By James M. Mitchell, Whitney G. Blankenship, Caroline R. Pryor, & Charlotte Johnson (See below).

“Rethinking Inclusive Settings for K-12 Students:

Examining the Influence of Interpersonal Features on a Co-Teaching Partnership.”

By Juliet Anyanwu (See page 23).

“Breaking the Ice: Building Classroom Engagement and Collaboration.”

By Nicol Howard, Marni E. Fisher, Tina Jenkins, Kenia Cueto, Ashleigh Vashon, Meredith A. Dorner, Ashleigh Luschei, Charlotte Achieng Evensen, & Kimiya S. Magzhi (See pages 24-27).

Other reports and articles will appear in future issues of the newsletter.

Teaching the Struggle for Civil Rights/ Teaching Critical Issues in History

By **James M. Mitchell**

(California State University, East Bay),

Whitney G. Blankenship (Rhode Island College),

& **Caroline R. Pryor & Charlotte Johnson**

(Southern Illinois University)

Our poster session detailed the conceptual framework underlying a new resource: *Teaching Critical Themes in American History Series: Pedagogies of the Common Core and C3 Standards*, with the first volume being *Teaching the Struggle for Civil Rights*. The series aims to provide teachers with history content, pedagogical strategies, and teaching resources organized around key themes in American history and critical topics on which they might want to concentrate. James Mitchell, Professor of Teacher Education at California State University, East Bay, represented the editorial team at the CCTE Fall 2017 Conference poster session.

This peer-reviewed series, initially composed of eight separately-titled books with each examining a significant issue in American history, will contain disciplinary content in American history, a discussion of connectedness linking past

and present thematic issues, a discussion of the pedagogical challenges in teaching that content, examples of lesson plans that address the CC, C3 and NCS standards and online resources that could be used in the classroom by middle and secondary school teachers and university professors of teacher education to augment traditional textbooks.

We were very grateful to be able to detail our work at the Fall Conference poster session. Approximately twenty fellow colleagues came by our poster station to offer comments and ask questions. Comments centered on the connection the book series makes between history and present-day circumstance. Attribution theory is employed throughout the work, as learners who are exposed to the series are asked to connect the material to the present day realities. Questions from colleagues focused on the lesson plans associated with the text, and on the companion course that will be offered through the University Extension Division at California State University, East Bay.

We walked away from the experience deeply appreciative. Colleagues offered insights that we can use as we create the volumes associated with the rest of the series.

Rethinking Inclusive Settings for K-12 Students: Examining the Influence of Interpersonal Features on a Co-Teaching Partnership

By **Juliet Anyanwu**
(Loyola Marymount University)

Introduction

The Individual with Disabilities Education Act (IDEA, 2004) mandates that students with disabilities access the general education curriculum and programs in the least restrictive environment with age appropriate peers (Brinkmann & Twiford, 2012). In some instances, this results in an inclusive classroom setting, where a general education and special education teacher co-teach together to meet the needs of all students by providing appropriate accommodations and modifications. Within this inclusive setting, the influence that both teachers have on students' academic progress is significant. The success of a partnership between co-teachers can have implications for student achievement (Brinkmann & Twiford, 2012).

Drawing on the works of Gerber and Popp (2000), Sileo (2011), Pugach (2011), and Cook (2004), this qualitative study defines a successful co-teaching partnership as having the following interpersonal features: both teachers have an asset-oriented ideology and believe that students with disabilities can learn in an inclusive setting, both teachers utilize asset-oriented pedagogy during instruction, both teachers have an asset-oriented ideology about their paraprofessionals and consider their deployment during common planning time, both teachers enact the role of instructional leaders during their common planning time as well as when they are instructing students, and both teachers are compatible in their educational philosophy and personality traits. This qualitative case study examined the ways in which interpersonal features expressed by each co-teacher shaped their partnership.

Methods

This study took place at a full inclusion K-8 school in a large metropolitan school district in Southern California. Purposeful selection and network sampling was used to determine the participants in this study (Merriam, 2009). The unit of analysis of this qualitative case study was the co-teaching partnership between the general education and special education teacher. Data collection for this study included eight interviews with both teachers; eight semi-structured classroom observations; four semi-structured observations of their grade level common planning time; and a review of lesson plans, information from school's website, recourses from the main office, teacher's daily schedule, worksheets, professional development handouts, and a classroom map. Transcripts from teacher interviews, classroom observation

field notes, and information from documents and artifacts acquired in the field were utilized during data analysis, which involved coding data to identify themes that coincided with the study.

Findings

Analysis of the data revealed that interpersonal features expressed by each of the teachers lead to a partnership that could be characterized as efficient but not one that could be characterized as "successful" given that their interactions lead to actions that impeded student learning in their classroom. Both teachers had a mostly deficit ideology about their students with disabilities and some of the paraprofessionals that supported them. Their deficit ideology allowed them to be efficient but decreased the rigor of the lessons they created. Both teachers were well-intentioned in creating learning opportunities that had adequate supports for their students with disabilities.

Implications

Future researchers who attempt to examine the dynamic of a successful co-teaching relationship should also give consideration to simultaneously focusing on teacher ideology about support providers (i.e., paraprofessionals and teacher's assistants) that directly work with students with disabilities. Obtaining knowledge about the types of ideology that co-teachers have about their support providers and potential reasons why, could provide insight on how these factors influences their relationship. Researchers should also explore pedagogy as an essential factor in a successful co-teaching partnership. Additionally, given that the population I studied was atypical in that the participants had more resources and still lowered the rigor of their activities, future research should be conducted in urban settings. Researchers should also explore inclusive classroom settings with general education teachers who are dually certified and are meeting the needs of their students with disabilities. Lastly, further research should be conducted about in-service professional development such as a professional learning community that provides growth opportunities for co-teachers in an inclusive setting. Conducting research in these areas would build on the existing work in this field.

Breaking the Ice: Building Classroom Engagement and Collaboration

By **Nicol Howard** (University of Redlands),

Marni E. Fisher (Saddleback College),

Tina Jenkins (Saddleback College),

Kenia Cueto (North Orange County ROP),

Ashleigh Luschei (Saddleback College),

Meredith A. Dorner (Irvine Valley College),

Ashleigh Vachon (The Parish School),

Charlotte Achieng Evensen (Downey Unified School District),

& **Kimiya S. Magzhi** (Chapman University)

Overview

Building classroom engagement and collaboration can create a setting for the promotion of dialogue, student voice, and student engagement (Eisner, 2002; hooks, 1994; Nieto, 2010). In order to successfully build a learning community, the wise instructor includes ways to define the classroom as a safe setting for student voice (hooks, 1994; Nieto, 2010) where positive collaboration, effective inclusion of higher level thinking skills, multimodal engagement, and integrated technology can happen within the collaborative setting. This article explores ways to build a successful collaborative environment where the complicated conversations occur.

The layering of perspectives for this project work out of prismatic inquiry (Fisher, 2016; Fisher et al., 2016) with the intention of breaking up arborescent thinking through rhizomatic inquiry (Deleuze & Guattari, 1987). The exploration of new modes of thinking about collaboration through a framework designed for collaborative prismatic inquiry deliberately explores while engaging multiple lenses. For this project, perspectives from across general education, mathematics, English, biology, and psychology gathered strategies that had been tested as effective across the elementary, middle school, and higher education levels.

Eisner (2002) identified a number of key elements for building quality education. These included deep conversations around problem solving (Ontario School Library Association, 2010) and “encoding and decoding meaning” (p. 581), which includes higher level thinking skills (Fisher, Stockbridge, et al., 2015), exploration of questions (Eisner, 2002), use of an inquiry model (Davis, 2005), and wicked problems (Rittel & Webber, 1972) to promote learning that travels beyond the walls of the classroom (Eisner, 2002). These qualities, in turn, would promote, celebrate, and explore student voice (Eisner, 2002; hooks, 1994), celebrating and embracing diversity (Dewey, 1916; Nieto, 2010). In the interest of promoting meaningful dialogue within a framework of equality and social justice and working out of a model of engaged pedagogy (Fisher, Stockbridge, et al., 2015), this project explores a variety of methods of promoting student voice, discussion, and connection through engagement.

Background

For education, we are at a critical time when the common core standards (CCSSO & NGA Center, 2010) call for higher level thinking skills and cognitive guided instruction after teachers, parents, and students have spent over a decade under No Child Left Behind (NCLB, 2002) and the auspices of reductive testing, which damaged education with marketplace strategies (Apple, 2006), undermined diversity, and shifted public opinion toward traditional deep structures (Tye, 2000). Culturally, reductive testing “flies in the face of decades of struggle over the politics of official knowledge and over the inclusion of the cultures, languages, histories, values, and habitus of a country made of cultures from all over the world” (Apple, 2006, p. 91). This created a devaluation of cultural ways of knowing, promoting the dominant culture (McLaren, 2009) and perpetuating injustice. There is a need to explore effective practices that support and engage students at both the k-12 and college levels.

Education needs schools that involve students in deep conversations, the exploration of questions, and analysis (Eisner, 2002, p. 581). Additionally, learning should not be constrained to the classroom (Eisner, 2002). Safe spaces are needed, along with authentic experiences, valuing student identity, building connections, having high expectations, and commitment (Nieto, 2003).

Effective practices where students are more successful include problem based learning (Ontario School Library Association, 2010), using an inquiry model (Davis, 2005), engaged pedagogy (Fisher, Stockbridge, et al., 2015), building knowledge through constructivism (Ford, 2008), thoughtful backward design (McTighe & Thomas, 2003), the promotion of social justice (Fisher, 2009; Kumashiro, 2004; Marshall & Oliva, 2010), celebration of diversity (Nieto, 2010; Nieto & Bode, 2012), teaching out of a critical pedagogy model (Boutelier et al., 2009; Luschei, Luschei, Nowicki, & Fisher, 2013), and developing democratic classrooms (Ackerman, 2003; Dewey, 1916; Eisner, 2002; Sehr, 1997). The inclusion of student subjectivities aids in building community subjectivities (Stockbridge et al., 2015) and identifying bias (Rotenberg & Winchell, 2003/2015).

Effective strategies include using higher level thinking skills (Bloom, 1956; Fisher, Stockbridge, et al., 2015), creative (Davis, 2005; Eisner, 1991; Pink, 2006) and authentic engagement (Gallagher & Allington, 2009a, 2009b; Lynch-Brown, Short, & Tomlinson, 2013), exploration of wicked problems (Rittel & Webber, 1972), engagement of multiple learning modalities (Gardner, 2011; Sherfield & Moody, 2012), building shared expectations out of an understanding of individual values (Gill, 2011; Senge, Scharmer, Senge,

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Breaking the Ice: Building Classroom Engagement and Collaboration

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Jaworski, & Flowers, 2008), and connecting students to each other, to the professor, and to the class (Ackerman, 2003; Apple & Beane, 1995; Dewey, 1916; Eisner, 2002; Finkelstein, 2006; Nieto, 2002; Palloff & Pratt, 2005). Creating an environment that involves inclusion of diversity, care, and inquiry (Palloff & Pratt, 2005) is important in both the live classroom and online where synchronous, live interaction takes place (Finkelstein, 2006; Palloff & Pratt, 2005). Similarly, the inclusion of effective, transparent collaborative guidelines and rubrics aid in student success (Palloff & Pratt, 2005). Teachers act as guides through the learning process (Dewey, 1916; King, 1993).

Of key importance in the creation of a safe space for student voice (Eisner, 2002; hooks, 1994). This includes the celebration of diversity (Dewey, 1916; Nieto, 2010), connecting students to learning (Bishop & Berryman, 2006), building relationships (Bishop & Berryman, 2006; Dewey, 1916; Finkelstein, 2006), and developing intrinsic student ownership of learning (Brodhagan, 1995).

From Research to Practice

Developing classroom community and engagement builds initially out of student ownership and engagement. Students who feel connected to the class and to the teacher are more successful in school (Bishop & Berryman, 2006). Additionally, education should invoke a “personal interest in social relationships and control” (Dewey, 1916, ch. 6, summary). Finally, students who take ownership of their learning are more successful (Brodhagan, 1995).

Building upon ownership and engagement, the practice also appeals to how students learn. This has a dual focus on promoting active learning that can allow the teacher to be a guide through the learning process (King, 1993) and on creating space where students take responsibility and ownership, such as within a democratic community (Ackerman, 2003; Dewey, 1916; Eisner, 2002; Sehr, 1997). Since “Schools require... more opportunity for... activities in which those instructed take part, so that they may acquire a social sense of their own powers and of the materials and appliances used” (Dewey, 1916, ch. 3, summary), this may include hands on practice as well as active learning, which promotes the process of knowledge construction, a necessary part of criticizing ideas and evaluating evidence (Ford, 2008).

The practice begins by connecting students to each other, to the professor, and to the class (Ackerman, 2003; Apple & Beane, 1995; Dewey, 1916; Eisner, 2002; Finkelstein, 2006; Nieto, 2002; Palloff & Pratt, 2005). This begins with activities where students connect with the course and the professor. Such activities might include learning goals, background

knowledge, a course contract, and connections to the usefulness of course content/learning (McTighe & Thomas, 2003). Identifying class values and class norms (Bryan, 2012) sets a platform for student voice as well as introducing rules for engagement (Stone, 2014), since the foundation of developing shared expectations requires an understanding of what is important to each of us (Gill, 2011; Senge et al., 2008). Activities that map out experiences with the subject or with personal interests or background that are shared with other students begin the process of building relationships between students, taking the relationship building to the next stage.

Within the online classroom, the inclusion of synchronous, live interaction promotes student success (Finkelstein, 2006) and online collaboration. Additionally, there is a need to develop student connections because, “Learning online is about inclusion, caring, and inquiry” (Palloff & Pratt, 2005). Building collaborative groups among students emerges out of the initial activities. Giving students ownership of their team names adds an element of fun, while a series of strategic activities built around exploring learning modalities (Sherfield & Moody, 2012, p. 53), interests, and subjectivities (Stockbridge et al., 2015), etc. enables groups to learn about each other, connecting to teammates.

It is important to clarify the difference between high stakes collaborative activities, where groups work together on a large project, and low stakes activities, where groups work together to explore knowledge (Dorner & Fisher, 2014; Fisher & Dimick, 2014; Fisher, Dorner, & Evensen, 2015). Clarification of the difference between group work and collaboration are also significant explanations that can be revisited throughout the semester as activities change. Collaborative low stakes activities tied to course content and assignment readings or videos that promote discussion, engage learning, and engage higher level thinking skills aid students in learning content while continuing to connect with teammates (Fisher et al., 2017).

The final stage is evaluating teams. Preloading the semester (McTighe & Thomas, 2003) with clear team guidelines is important (Palloff & Pratt, 2005), whether those guidelines are teacher created, developed collaboratively out of a critical pedagogy model (Boutelier et al., 2009; Luschei et al., 2013), or student developed. Models should ideally evaluate students as a team, include grades for individual effort and performance, and allow students to evaluate each other (Palloff & Pratt, 2005).

Conclusion

The use of various techniques for building collaboration and engagement result in improvements in both student

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performance and student learning (Fisher et al., 2017). The inclusion of guidelines (McTighe & Thomas, 2003; Palloff & Pratt, 2005) aides in developing a safe environment for engaging student voice. The creation of a safe space is important in order for students to feel secure in sharing differences and celebrating diversity (Fisher & Stockbridge, 2016). It is important to create these safe spaces so discussion challenging the status quo and dominant discourse can be held (Pinar, 2012). Working out of multiple experiences across the K-12 and undergraduate levels and across subjects, each researcher identified practices that worked both specific to subject/level and across subjects/levels to identify two things: (1) specific qualities of effective strategies, and (2) a cluster of effective strategies that could be tried across subjects and levels.

Utilizing the prismatic perspectives (Fisher, 2016; Fisher et al., 2016) from the elementary, middle school, and undergraduate levels across general education, mathematics, English, biology, and psychology, this project determined that an effective process for building collaboration and deliberately: connects with students, provides students with opportunities to getting to know other students, builds teams, bonds team members, and sets clear expectations and guidelines.

The creation of these elements are important because they set the stage for complicated conversations that include diversity and social justice within safe spaces for student voice.

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