



**TOP POLICY PRIORITIES** from the California Council on Teacher Education-CCTE  
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**CCTE POLICY PRIORITIES FOR K-12 SCHOOLS:** Return-to-learn policies must use an antiracism lens to mitigate the effects of twin pandemics (racial violence and COVID 19) on the physical, emotional, and material well-being of Black people, Indigenous people, and people of color. Addressing unfinished learning is important, but minds and bodies must first be readied to re-engage in-person learning activities. (Access [the research](#) supporting these priorities).

**CCTE supports policies with 2-3 year implementation timelines, focused on:**

1. **Pandemic-appropriate professional learning programs** for certificated/classified staff, emphasizing:
  - a) Becoming antiracist and **teaching from an antiracist lens**, especially, centering Black, Indigenous, and other People of Color in curriculum, instruction, assessment, classroom community building and organizing, and family engagement. (See AB101, HR 12, AB1039, AB1554, ACA6, SB579, SB693).
  - b) Implementing **creative expression curricula** to build students' analytical, writing, and artistic expression skills, related to their experiences this year.
  - c) Implementing **sense-making curricula** using science and social sciences content to understand the pandemics, in all their ramifications.
  - d) Conducting **diagnostic assessments** for precise and targeted evaluations of student needs versus generalized and generic testing.
  - e) **Supporting the learning** of English learners, students with special needs, and students in poverty. (See AB126)
2. **Educator Collaboration:** Enable coordination across certificated staff classifications (e.g., general education teacher, special education teachers, school counselors, etc.) to meet the social, emotional, and academic needs of students. (See AB285, AB309, AB552, SB723)
3. **Lower Student-to-Adult Ratios:** Create a system of supports to decrease the student-to-adult ratios (in classrooms & caseloads). Provide paid opportunities for pre-service educators to participate in this system. (See SB229)
4. **Transitions for Novice Teachers:** Incentivize LEAs and IHEs/educator preparation programs to coordinate robust systems of support and resources to in-service teachers in their 1st-3rd years, thereby increasing retention during this time of great transition.
5. **Access to Technology:** Maintain and expand access to virtual learning tools for all students, especially those used to personalize learning during the pandemic. (See AB14, AB34, SB767)
6. **Transition Support for Families:** Strengthen systems of support to families as they transition to in-person learning routines; provide additional resources to families with students who have special needs and/or who speak languages in addition to English.



**CCTE POLICY PRIORITIES FOR TEACHER EDUCATION:** Teacher education programs responded innovatively to the myriad constraints imposed by the pandemic, while maintaining high standards for their completers. At the state level, especially by the CTC, significant creative and flexible policy making helped the teacher education programs overcome challenges posed by school and testing center closures. A predicted wave of retirements challenges us to ready our system to engage a new generation of educators and leverage the innovation that emerged from the pandemic.

### **CCTE supports policies that:**

- 1) **Expand Options:** Establish or bolster pathways to teacher preparation programs that specifically attract Black, Indigenous, People of Color. These pathways must:
  - a) Provide **paid opportunities for pre-credential program experiences** (e.g., paid internships in K-12 schools, early childhood programs, after school programs, etc.) (See SB737)
  - b) Offer **full financial support** while candidates complete student teaching (e.g., living salary, child care vouchers, housing assistance, etc.)
  - c) Recruit candidates from **non-traditional pathways** (e.g., paraprofessional staff, community education centers, after school programs, etc.)
  - d) **Remove intersegmental barriers** (e.g., CTE programs in High Schools, ADTs for community college to a 4-year IHE, integrated/blended programs, etc.).
  - e) Offer **robust course-based/degree-based alternatives to tests** currently required to gain admission to and exit out of educator preparation programs. CCTE fully supports AB437 and AB312.
- 2) **Intensify Strategic Growth:** Meet current growth in teacher preparation program applications using intentional and antiracist tools, including:
  - a) **Incentives to diversify teacher education faculty** using aggressive and intentional recruitment campaigns, dedicated tenure lines and tailored new faculty support programs specifically for BIPOC faculty.
  - b) Resources to **ensure adequate training and on-boarding** of part-time faculty hired to increased program enrollment
  - c) Resources to support **high quality clinical experiences** for future teachers including **stipends, training and support for mentor teachers** and expanded funding for teacher residency programs.
- 3) **Enhance Continuous Improvement:** Provide professional development for existing teacher education faculty in antiracist pedagogy, strategies to optimize collaborative partnerships with LEAs, and effective use of virtual learning technologies.
- 4) **Coordinate Support for Novice Teachers:** Incentivize LEAs and IHEs/educator preparation programs to coordinate regional systems of support and resources to in-service teachers in their 1st-3rd years, thereby increasing retention during this time of great transition.

BACKGROUND ON THESE RECOMMENDATIONS: CCTE conducted two statewide surveys in January 2021 with pre-service candidates, in-service educators, and university teacher education faculty. The recommendations above are based on a statistical analysis of the 1300 survey responses and the professional expertise of CCTE's membership. **The full report with survey analysis is available upon request to: Dr. Nicol Howard, Co-Director, Race in Education Analytics Learning-REAL Lab, University of Redlands: nicol\_howard@redlands.edu**

BACKGROUND ON CCTE: The [California Council on Teacher Education](#) has been active in California since 1945 as the only organization bringing together the CSU, UC, and Independents to work on Teacher Preparation. Members include 70 higher education institutions with Teacher Preparation Programs, and include teacher education faculty, deans, graduate students, the CTC, induction leaders, county offices, and K-12 teachers. CCTE impacts thousands of future teachers each year, and thousands of practicing teachers in K-12. Two annual meetings bring us together to share information or get feedback from constituents: in October in San Diego for an academic and networking conference; and in March in Sacramento for [SPAN](#) - Spring Policy Action Network. Research on teacher education is shared through CCTE's two journals: [Issues in Teacher Education](#) (ITE), and [Teacher Education Quarterly](#) (TEQ).