



## **SPRING POLICY ACTION NETWORK**

### **THE SPRING 2021 SPAN VIRTUAL CONFERENCE OF THE CALIFORNIA COUNCIL ON TEACHER EDUCATION**

Main Conference, March 4-5  
Other Meetings, February 27 to April 24

In association with

Association of California Community College Teacher Education Programs (ACCCTEP)  
Association of Independent California Colleges and Universities-Education (AICCU-ED)  
California Alliance for Inclusive Schooling (CAIS)  
California Association of Bilingual Teacher Education (CABTE)  
California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)  
California Association of School-University Partnerships (CASUP)  
Center for Reaching and Teaching the Whole Child (CRTWC)

With 2020-2021 Annual Sponsorships of CTE from  
Charter School of Education, California State University, Los Angeles  
Attallah College of Educational Studies, Chapman University  
Graduate College of Education, San Francisco State University

### **Program for the CCTE Spring 2021 SPAN Virtual Conference**

#### ***Saturday, February 27:***

9:30 a.m. to 10:45 a.m. - Meeting of **California Association of Professors of Special Education**. (Zoom Meeting).  
Program: Commission on Teacher Credentialing (CTC) Consultants **William Hatrick** and **Sarah Solari Colombini** will present updates on the Education Specialist Program implementation and other issues and will respond to questions. CTC consultants **Amy Reising** and **James Webb** will discuss the latest information related to the Education Specialist Teaching Performance Assessment (CalTPA) and also respond to questions.

11:00 a.m. to 12:30 p.m. - Meeting of the **Special Education SIG**. (Zoom Meeting).  
Program: **Ryan Eisenberg**, Board President of the California Association of Private Special Education Schools (CAPSES), will discuss the relationship between private nonpublic special education schools and local school districts and university educator preparation programs. He also serves as Executive Director of AchieveKids, a non-profit operating two non-public schools, is a Trustee at Pacific Oaks College, and is on the Advisory Board of Parents Helping Parents (PHP) in Santa Clara County.

### ***Tuesday, March 2:***

10:00 a.m. to 11:30 a.m. - Meeting of the **Center for Reaching and Teaching the Whole Child**.

Program: Join us for this experiential session where we bring together CRT and SEL into an anti-racist social, emotional, and cultural (SEC) lens. We will explore a roadmap to address academic achievement, structural racism, and well-being in our current context of COVID-19, economic crisis, and racial unrest. We aim to kindle a sense of hope and empowerment during these uncertain times.

4:00 p.m. to 5:30 p.m. - Meeting of the **Association of California Community College Teacher Education Programs**.

Program: The meeting will provide the opportunity to discuss the potential impact of recent/possible policy changes (CSU Ethnic Studies, CBEST, CSET) on the preparation of K-12 teachers who begin in community college.

### ***Wednesday, March 3:***

9:00 a.m. to 1:00 p.m. - Meeting of the **California University Field Coordinators Forum**.

Program: 9:00 a.m. to 9:30 a.m. greetings & setting the agenda; forum begins at 9:30 a.m. We will be discussing current issues in field placement and brainstorming solutions to significant topics and challenges.

10:00 a.m. to 11:30 a.m. - Meeting of **California Association for Bilingual Teacher Education**.

Program: CABTE will focus its membership meeting on a discussion of the intersection of English Learner and bilingual education policy, drawing on the expertise of two mentors for the English Learner Leadership and Legacy Initiative (ELLLI), Alberto Ochoa (Parent Institute for Quality Education board member) and Anaida Colon-Muñiz (Professor Emerita of Critical Bilingual Multicultural Education, Chapman University), with contributions by other CABTE members. Among other considerations, our discussion will focus on these questions: How can we best leverage the strengths of the dual language model for the benefit of English learners? What should new teachers know about the important role of parents in assuring equity and access in dual language programs? Our meeting is open to all CABTE and CCTE members.

Noon to 1:30 p.m. - Meeting of **Association of Independent California Colleges and Universities-Education**.

Program: This meeting will host a panel with the following topics and presenters: "Video mentoring, both preservice and induction," with **Melissa Meetze-Hall** (Riverside and San Bernardino County Offices of Education), **Keith Walters** (California Baptist University), & **Brian Arnold** (National University). "Unpacking TPA terms" with **Allison Smith** (National University). "Virtual fieldwork—the journey" with **Shana Matamala** (University of La Verne). "Preparing for face-to-face in a virtual context" with speaker to be determined. "Innovation in higher education teaching—co-teaching in the teacher education program" with **Amber Bechard** (University of La Verne).

1:45 p.m. to 3:45 p.m. - Meeting of **California Alliance for Inclusive Schooling**.

Program: The California Alliance for Inclusive Schooling (CAIS) is dedicated to the development of inclusive schools for all students. Our mission is to support, unify and promote efforts to increase inclusive schooling in California. The Alliance focuses on practice in schools, policy for state recommendations, and preparation of school professionals and is comprised of three working groups: Practice, Policy, and Preparation. CAIS invites you to this bi-annual membership meeting.

### ***Thursday, March 4:***

9:00 a.m. to 10:00 a.m. - **CCTE Graduate Student Caucus**.

All graduate students welcome, whether attending full Conference or not.

Session will provide opportunity for students to discuss their studies and research and explore ways that CCTE seeks to support and involve students.

10:15 a.m. to 11:15 a.m. - **Newcomers Meeting**.

For persons attending their first or perhaps second CCTE Conference, Session will introduce CCTE and explore ways for newcomers to get involved.

### ***Conference Session One***

11:45 a.m. to 12:45 p.m. - **Opening Session.** (Zoom Webinar).

Welcome by **Eric Engdahl**, CCTE President (California State University, East Bay).

Conference Overview by Conference Co-Chairs **Cindy Grutzik** (San Francisco State University, **Nicol Howard** (University of Redlands), & **Pia Wong** (California State University, Sacramento).

Opening Address: **Kevin Kumashiro**

Kevin Kumashiro is the former dean of the School of Education at the University of San Francisco. He was previously a professor of Asian American Studies and Education at the University of Illinois at Chicago and is the immediate past president of the National Association for Multicultural Education. He received his Ph.D. in educational policy studies from the School of Education at the University of Wisconsin-Madison. He is also the founding director of the Center for Anti-Oppressive Education and author of numerous books and journal articles.

### ***Conference Session Two***

1:00 p.m. to 2:00 p.m. - **Shaping the Policy Agenda, Part 1.** (Zoom Meeting).

Orientation to CCTE Survey Data and Talking Points. General Discussion and Rehearsal in Small Groups.

### ***Conference Session Three***

2:15 p.m. to 3:15 p.m. - **Shaping the Policy Agenda, Part 2.** (Zoom Meeting).

Conversations with Legislators, Staffers, and Policymakers: Sharing Survey Data in Breakout Groups.

### ***Conference Session Four***

3:30 p.m. to 4:30 p.m. - **Virtual Reception.** (Zoom Meeting).

Greetings on behalf of CCTE, comments by and discussion with special guest State Superintendent of Public Instruction **Tony Thurmond**, followed by informal small group virtual gatherings.

4:30 p.m. to 5:30 p.m. - Meeting of the **CCTE Visual and Performing Arts (VAPA) SIG.** (Zoom Meeting).

Program: Agenda items will include creating a VAPA webinar and updates from the VAPA community..

### ***Friday, March 5:***

#### ***Conference Session Five***

8:00 a.m. to 8:45 a.m. - **Morning Yoga.** (Zoom Meeting).

Yoga led by **Kimberly White-Smith** (University of La Verne).

#### ***Conference Session Six***

9:00 a.m. to 10:00 a.m. - **Shaping the Policy Agenda, Part 3.** (Zoom Meeting).

Debriefing of the Legislative Conversations Facilitated by **Pia Wong & Nicol Howard.**

10:15 a.m. to 11:15 a.m. - Two **Concurrent Meetings.** (Zoom Meetings).

**Presentation by Commission on Teacher Credentialing Staff** facilitated by **Anita Flemington,**

President of AICCU-ED (University of La Verne), **Sharon Merritt**, President of CABTE (Fresno Pacific University), and **Vicki Graf**, President of CAPSE/TED (Loyola Marymount University). With presentations by CTC staff **Erin Sullivan, Cara Mendoza, & Sarah Solari Colombini**, plus questions, and discussion.

**Deans & Directors Discussion of Educator Prep Challenges and Directions as We Exit COVID.**

Facilitated by **Cindy Grutzik** (Dean, Graduate College of Education, San Francisco State University).

With **Mary Sandy, Tine Sloan, & Cheryl Hickey** from Commission on Teacher Credentialing.

### ***Conference Session Seven***

11:30 a.m. to 1:00 p.m. - **Research Roundtable.** (Zoom Webinar).

Roundtable Participants:

**Learning Policy Institute**, Presentation by **Cathy Yun.**

Title: "Sustainable Strategies for Funding Teacher Residencies."

Description: This session will present research highlighting California teacher residencies that demonstrate how partners can leverage local resources to support residents and mentor teachers. The presentation will include concrete examples of creative residency funding strategies that can inform programs working to become sustainable over time while also making high-quality teacher preparation more financially feasible for candidates.

**University of California Teacher Education Research Institute (CTERIN),**

Presentation by **Lisa Sullivan & Kayce Mastrup.**

Title: "Building a Community of Supervisors for Equity and Justice."

Description: A discussion around the benefits and results of having supervisors collaborate and learn together to address issues around the practice of supervision, and in particular issues of equity and social justice.

**California State University Educator Quality Center (EdQ),** Presentation by **Ginger Simon & Paul Tuss.**

Title: "Supporting a Network for CSU's Efforts to Close the Teacher Diversity Gap."

Description: In March of 2020, EdQ in partnership with WestEd launched the "Chancellor's Office Learning Lab for Improvement" focused on closing the teacher diversity gap. We will describe the vision and structure of support being implemented, using the tools of improvement science. We will also share some early learnings from campuses.

**California State University's Next Generation of Educators Initiative,**

Presentation by **Melissa Eiler White & Marquita Grenot-Scheyer.**

Title: "Transforming Teacher Preparation Across the CSU System: New Generation of Educators Initiative."

Description: This session will feature learnings from the formative evaluation of the New Generation of Educators Initiative (NGEI), a California State University effort to implement large-scale clinically oriented teacher preparation reform and reflections from the system leadership on the initiative's impact.

Plus Introductions by **Karen Escalante** (California State University, San Bernardino) of Research

Presentations Selected by the CCTE Research Committee and Available on CCTE GoReact Platform.

### ***Conference Session Eight***

1:15 p.m. to 2:00 p.m. - **Closing Session.** (Zoom Meeting).

Reflections on SPAN, Moderated by **Cindy Grutzik, Nicol Howard, & Pia Wong.**

Appreciation of CCTE Board Members Completing Terms by **Eric Engdahl.**

Announcement of CCTE Annual Election Results and Introduction of New Board Members by **Virginia Kennedy**, CCTE Past President (California State University, Northridge).

Preview of CCTE Fall 2021 Conference by **Virginia Kennedy & Vicki Graf.**

### ***Friday, March 19:***

1:00 p.m. to 3:00 p.m. - **CCTE Board of Directors Meeting.**

## ***Saturday, April 24:***

### **9:00 a.m. to Noon - California Association of School-University Partnerships Spring Conference.**

CASUP is holding its spring 2021 conference via Zoom around the theme, “The Changing Face of Education.” The program will feature a panel discussion on how the COVID-19 pandemic has changed learning and teaching in the state of California. Panelists will include a classroom teacher, a P12 district superintendent, a university School of Education dean and associate dean of partnerships, and a representative from the California Commission on Teacher Credentialing. Conference attendees will also have the opportunity to interact and dialogue with our panelists via breakout sessions.

### ***During SPAN 2021 Conference Week***

#### **CCTE Research Presentation Videos on CCTE GoReact Platform.**

Research presentations selected for the CCTE Spring 2021 SPAN Virtual Conference by the CCTE Research Committee have been prepared in video format and posted to the CCTE GoReact Platform.

Conference registrants are encouraged to view each video on this interactive platform, offer comments, and ask questions of the presenters.

Following the SPAN Conference the presenters will also be invited to prepare a written account of their research for publication in a *CCTE Spring 2021 Research Monograph* that will be emailed to CCTE members and delegates in PDF format and following that publication the researchers will also be invited to participate in virtual discussion meetings with interested members of the CCTE community.

#### ***Authors, Titles, and Descriptions of the Research Presentations on the CCTE GoReact Platform:***

##### **Sonja Lopez Arnak** (Alliant International University & Moreland University).

“Teacher Education as a Factor in Failed Citizenship: Learnings from Dr. James Banks and Research in the Reconceptualization of Teacher Education Programs as Agents of Transformative Citizenship.”

Description: This presentation will have participants look at everyday practices within a university teacher education program including the clinical practice as they examine their own related practices and determine how they relate to Dr. James Banks research. This will give participants the chance to see if/how their practices are supporting or inhibiting the steps needed to even move towards bringing forward Banks’ model of Transformative Education.

##### **Emily Bogus & James Kozinski** (Western Governors University).

“Are We There Yet? Teacher Testing Takes a Toll on Traffic.”

Description: States adopt standards defining knowledge teachers demonstrate, often measured via assessment. The climate has limited educators’ ability to take assessments. The time is perfect to reexamine the necessity of tests. We will provide examples of policies, coupled with existing research, to ignite new thinking for educator assessment in California.

##### **Lara Ervin-Kassab** (San Jose State University), **Karen Escalante** (California State University, San Bernardino), & **Daniel Soodjinda** (California State University, Stanislaus).

“Critical Questions: Can the CalTPA Advance Critical Conversations About Programs and Policy?”

Description: This is a “snapshot in time” of the critical conversations we are having about the role of the CalTPA in advancing program discussions about anti-racist and abolitionist work. We will introduce the ideas of cross-program dialogues and the struggles to utilize the CalTPA and TPEs as a critical “common language.”

##### **Karen Escalante** (California State University, San Bernardino).

“Preparing Anti-Racist Educators During a Time of Pandemics.”

Description: This presentation explores the following: As we prepare new teachers in this age of pandemics, during a time when instruction is remote and teacher candidates are engaged in “alternative activities” rather than hands on classroom fieldwork with PK-12 students, how do we support them in becoming anti-racist educators?

##### **Lauren Fischbacher & Anna Osipova** (California State University, Los Angeles).

“The Need for Culturally and Linguistically Responsive AAC for Latinx Students.”

Description: This presentation discusses the need for culturally and linguistically sensitive alternative and augmentative communication (AAC) practices for Latinx students with disabilities. The session outlines legal/historical perspectives on AAC and showcases current research exploring Latinx students’ and families’ experiences and perspectives. It also discusses AAC’s impact on learning and academic success.

**Nicole Homerin** (California State University, Los Angeles & University of California Los Angeles).

“A Critical Examination of Teacher Burnout and Compassion Fatigue in Special Education.”

Description: Special Education is currently experiencing high rates of teacher attrition. Teacher burnout and compassion fatigue contribute to attrition at twice the rate of general education teacher attrition. There must be a focus on special education teacher well-being to prevent teacher burnout and to foster the well-being of students with disabilities.

**Shawntanet Jara** (University of California, San Diego & California State University, San Marcos).

“Social and Emotional Learning & Culturally Responsive and Sustaining Teaching & the Impact on Student Experiences.”

Description: This study explored how affluent, resource-rich, and academically thriving schools support and/or inhibit Social Emotional Learning and Culturally Responsive and Sustaining Teaching and its impact on how students experience school.

**Karolyn Maurer** (University of California Los Angeles/California State University Los Angeles Joint Doctoral Program).

“The Role of Teacher Preparation Programs in Shaping Teachers’ Attitudes about Inclusion.”

Description: Teachers’ positive perceptions about inclusion lead to better outcomes for students with disabilities educated in a general education setting. This session will share the findings of a recent literature review which distilled the factors influencing teacher perspectives and the significant role of teacher preparation programs in shaping those attitudes.

**Karolyn Maurer** (University of California Los Angeles/California State University Los Angeles Joint Doctoral Program) & **Anna Osipova** (California State University Los Angeles).

“Re-Examining Effective Reading Instruction for English Learners with Intellectual Disabilities.”

Description: The session presents results of a recent literature review that revealed a shift in reading instruction for students with Intellectual Disabilities. It showcases the instructional frameworks and methods for teaching reading, highlights the paucity of research on ELs with ID, and discusses the implications for teacher training, policy, and future research.

**Melissa Meetze-Hall** (Riverside County Office of Education & San Bernardino County Superintendent of Schools), **Allison Smith** (National University), **Keith Walters** (California Baptist University), & **Brian Arnold** (National University).

“Increased Reliance on Video Technologies During COVID 19: Understanding Educators’ Experiences.”

Description: This presentation focuses on research conducted by our team to understand the impact of COVID 19 on the use and perception of video mentoring across credentialing programs. The work includes survey response analysis from more than 350 respondents across California. Initial findings and questions for future dialogue will be included.

**Colleen Torgerson** (California State University, Fresno) & **Andrea Zetlin** (California State University, Los Angeles).

“ACCESSIBLE & FREE: Inclusive Education Website.”

Description: This presentation provides a description of the Inclusive Education website and how it can assist programs in the preparation of future educators. The website provides information, activities and examples for elementary, secondary, and special education teachers, and is organized using the Multi Tiered System of Supports and Universal Design for Learning frameworks.

### **Conference Sponsor**

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