



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

Quarterly Newsletter of the
California Council on Teacher Education

Volume 37, Number 1, Spring Issue, March 2026

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

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

In This Issue of CCNews . . .

Section 1 – Officer Reports & Policy

Message from CCTE President Karen Escalante	2-3
Dates of Upcoming CCTE Conferences.....	3
CCNews Editor’s Message.....	4
CCNews Call for Articles and News	4
From the Desk of the CCTE Executive Secretary.....	5-6

Section 2 – CCTE Conferences & Meetings

Plan to Attend CCTE Spring 2026 SPAN Conference....	7
Tentative Program for Spring 2026 SPAN Conference....	8
Registration Form for Spring 2026 SPAN Conference.....	9

Section 3 – CCTE Activities

Update on CCTE JEDI Committee.....	10
------------------------------------	----

Get Involved with CCTE Committees	10
List of CCTE Committees	11
CCTE New Faculty Support Program	12
UC CSU Collaborative	13
CCTE Associated & Affiliated Organizations	14
CCTE Special Interest Groups.....	14
CCTE Graduate Student Support Program.....	15
CCTE Reader on Social Justice.....	16

Section 4 – Articles from the Field

Articles and Reports from the Membership	17
Please Check the CCTE Website Regularly.....	17
“What Counts as Learning in the Age of AI? A Framework for Teacher Educators” by Brent Duckor & Carrie Holmberg	18-20

**Plan to Attend
the CCTE Spring 2026 SPAN Conference**
**March 23-24 at the Sacramento City Library Galleria
& March 28 Virtual Day**
Theme—Spring Policy Action Network
 See Conference Preview, Tentative Program, & Registration Form
 (pages 7-9 of this newsletter)



CCNews

Newsletter of the
California Council on Teacher Education

Volume 37, Number 1, Spring Issue, March 2026, Section 1—Officer Reports & Policy

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

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

California Council on Teacher Education: A Haven and Professional Learning Organization for All

A Message from CCTE President Karen Escalante

Greetings, CCTE Community,

Thank you for allowing me to serve as the California Council on Teacher Education (CCTE) President these past two years. During our January 2026 CCTE Board Meeting, I shared that serving in this role has been one of the greatest joys of my professional career. I am indebted to CCTE Executive Secretary Alan Jones for his leadership, humor, listening ear, memory of everything CCTE, care and concern, joy, attentiveness, advocacy, and being an all-around amazing human. I am also indebted to our Past President, Betina Hsieh, for her exemplary leadership and continued commitment to CCTE.

Finally, I am incredibly grateful to each of you who has played (and continues to play) a part in CCTE. We are a volunteer organization that is deeply committed to our profession. It is a space where all are welcome to grow and learn. What an absolute joy it is to share space with you. Thank you for your leadership, dedication, laughter, advocacy, and for showing up! We have made significant strides over the past two years, and as Terrelle Sales assumes the CCTE Presidency, I am looking forward to and excited to watch CCTE continue to grow under his guidance and wisdom.



March 23-24, 2026, in Sacramento. This year, the SPAN conference will be held at the Sacramento City Library Galleria, a short distance from the Capitol. Our SPAN team has been hard at work preparing a “Day on the Hill”-style meeting to amplify our voices on critical issues affecting teaching and teacher education. Our SPAN Conference features legislative office visits as

well as offering networking and research presentations. Our recently established Advocacy Committee will be part of the research presentations, sharing information about which policymakers we have met with during this academic year, what our “asks” have been, and the relationships we have built.

In addition to advocacy and presentations, the SPAN conference will offer two additional important updates. The first is the announcement of the initial JEDI award winners (you can read more about the JEDI Committee in this newsletter). The second is the announcement of results of the CCTE 2026 annual election of new CCTE Board Members, Vice Presidents, and the

President-Elect. There is much to be part of at SPAN; your participation and voice are valued and welcome! You can find more information about SPAN, including registration details, in this newsletter.

ATE Annual Meeting

The Association of Teacher Educators (ATE) held its 2026 Annual Meeting in very cold Crystal Springs,

—continued on next page—

SPAN 2026: Our 10-Year Anniversary

The 10th Anniversary of SPAN will take place

A Message from CCTE President Karen Escalante

(Continued from previous page)

Virginia, from February 7th to 11th. I had hoped to attend, but it was not in the cards this year. I know several CCTE members attended, and I look forward to hearing about the new insights and connections they made. A big thank you to Michele McConnell for serving as CCTE's Vice President to ATE for the past several years.

AACTE Annual Meeting

The American Association of Colleges for Teacher Education (AACTE) 2026 Annual Meeting was held in New Orleans from February 19th to 22nd. However, by the time you read this, we will all be back home, presentations will be completed, dinners will have been enjoyed, CCTE members will have found one another and taken pictures, and the weather will have been lovely in the Big Easy! A special thank you to Kimberly White-Smith for serving as CCTE's Vice President to AACTE for the past many years.

Looking Ahead to AACTE's Washington Week

Building off AACTE's Annual Meeting and SPAN, I hope some of you will consider joining me for

AACTE's Washington Week. This is one of my favorite conferences! We spend a day and a half learning and preparing, followed by a full day on The Hill meeting with policymakers. Our day on The Hill is always adventurous and incredibly memorable. Notable memories from previous years include meeting Senators Cory Booker and Elizabeth Warren and seeing former Speaker Nancy Pelosi, Senator Alex Padilla, and music artist and actor 50 Cent. Mark your calendar for June 1-3, 2026, and join us in Washington, D.C.

What I Am Reading

Regrettably, I have not been reading much lately. With work, advocacy, volunteering, family, health, peace, and "life," my reading time has suffered. Alas, this is just a moment in time.

In Community,

Karen Escalante

CCTE President

karen.escalante@csusb.edu

Upcoming CCTE Conferences

Spring 2026 SPAN Conference

March 23-24 & March 28 Virtual Day
Sacramento City Library Tsakopoulos Galleria
(and virtually)

Theme:

Spring Policy Action Network

Fall 2026 Conference

October 8-9
University of San Diego
(and virtually)

Theme:

**Multilingualism for All, Really for All:
Cultivating Inclusive Pedagogies
in a Time of Contending Ideologies**

A Message from CCNews Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

As we welcome Spring 2026, we are renewed in our shared commitment to teacher education. In a season marked by both uncertainty and possibility, we recommit to advancing purposeful professional development, meaningful collaboration, and sustained advocacy for teaching and learning.

In this issue of *CCNews*, we recognize the educators, scholars, and partners whose work advances justice, equity, diversity, and inclusion across our educational systems. Their leadership reminds us that transformative change is both necessary and achievable. We also extend our appreciation to teacher preparation programs steadfast in preparing knowledgeable, compassionate, and equity-minded educators for today's classrooms.

To spotlight the work of our members, we will feature one committee in each issue of *CCNews*. This issue highlights the Justice, Equity, Diversity, and Inclusion (JEDI) Committee, led by Dr. Daniel Soodjinda (see page 10). Through sustained advocacy and strategic initiatives, the committee centers inclusive practice, amplifies diverse voices, and advances equitable outcomes.

We are grateful to CCTE for sustaining a vibrant professional community where scholarship, teaching, and service intersect—where relationships deepen and partnerships take root.

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

CCNews Call for Articles and News

The goal of *CCNews*, the quarterly newsletter of the California Council on Teacher Education (CCTE), is to serve as a forum for CCTE members to share information and celebrate our successes.

We encourage all Special Interest Group (SIG) chairs, CCTE associated organizations, and concurrent session, roundtable, and poster session presenters at CCTE semi-annual conferences to write about their sessions, activities, and presentations for the newsletter. Other brief (5-6 single-spaced pages or 1,500–2000 words maximum, excluding reference list and an abstract) articles about teacher education are also welcomed.

Just e-mail your submissions as an attachment to the newsletter editor, Nirmla Griarte Flores, at California State Polytechnic University Pomona: ngflores@cpp.edu. The deadline for article submissions for the Summer 2026 issue of the newsletter is May 1.

We also look forward to reports in each issue from CCTE officers and committees and from the associated organizations and SIGs, plus updates on upcoming CCTE conferences and activities, as well as brief articles on new programs, research, and other events in the California teacher education community. The deadline for these news updates for the Summer 2026 issue is May 15. Email your submissions to Nirmla Griarte Flores (see above).

From the Desk of the CCTE Executive Secretary

Following are updates on the primary activities of the California Council on Teacher Education (CCTE) as we move on through our 2025-2026 membership year which started on July 1, 2025:

Membership

Membership renewal letters and forms were emailed last April and again in mid-summer to all 2024-2025 members, both institutional and individual, seeking renewals for this 2025-2026 membership year, and renewals from 63 institutions and 15 individual members have been received to date, surpassing our anticipated membership goal for the year. All institutional delegates and individual members receive annual membership benefits, which include both CCTE journals in PDF format, voting rights in CCTE annual elections, and opportunities to serve on CCTE committees and working groups.

Sponsorships

Again, for the 2025-2026 year, we have received annual sponsorships of CCTE from the Graduate College of Education at San Francisco State University and the School of Leadership and Education Sciences at the University of San Diego. We also received sponsorships for the Fall 2025 Conference from the Thompson Policy Institute on Disability at Chapman University and the California Association of School-University Partnerships. Additional sponsorships will, of course, be welcomed, since they provide crucial support for maintaining all of our CCTE activities.

Semi-Annual Conferences

The initial days of the CCTE Fall 2025 Conference around the theme “Who We Are, Why We Matter: Teaching and Teacher Education Professionalism, Expertise, Advocacy, and Innovation” were hosted by the School of Leadership and Education Sciences at the University of San Diego on October 16-17 with an additional virtual day on November 8. Some 290 people participated in the Conference either on-site or virtually.

The Spring 2026 SPAN Conference will be both on-site at the Sacramento Public Library Galleria as well as virtual for those who prefer on March 23-24. It will be followed by an additional virtual day on March 28. It will be the 10th annual SPAN Conference and that anniversary will be appropriately celebrated. A preview announcement, tentative program, and registration form are included in this newsletter.

Plans are now underway for the CCTE Fall 2026 Conference which will be held around the theme

“Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies.” Conference dates will be October 7 and 8 again on site at the University of San Diego with a virtual option for those who prefer. Previews will appear in future newsletters and registration information and the call for research proposals will be distributed in June 2026.

Associated Organizations/Affiliated Organizations

During this 2025-2026 year, we are again enjoying the participation of the Association of California Community College Teacher Education Programs (ACCCTEP), the Independent California Colleges and University-Education (ICCU-ED), the California Alliance for Inclusive Schooling (CAIS), the California Alliance of Researchers for Equity in Education (CARE-ED), the California Association for Bilingual Teacher Education (CABTE), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), the California Association of School-University Partnerships (CASUP), the Center for Reaching and Teaching the Whole Child (CRTWC), the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the Supervisors of Teacher Education Network Team (STENT), and the UC|CSU Collaborative for Neuroscience, Diversity, and Learning as CCTE associated organizations. We are pleased that all of those organizations continue to collaborate with CCTE and participate in our conferences and other activities.

CCTE also serves as the state chapter of the two national teacher education organizations, the American Association of Colleges of Teacher Education (AACTE) and the Association of Teacher Educators (ATE), which we classify as affiliated organizations based on our role as their California state chapters. Our two CCTE Vice Presidents serve as our primary liaisons with those national organizations. In addition, CCTE is affiliated as a contributing member of the Californians Together organization.

New Faculty and Graduate Student Programs

CCTE continues to offer opportunities for participation in the CCTE New Faculty Support Program, including the New and Aspiring Faculty of Color (NAFOC) group, and the CCTE Graduate Student Support Program. These programs remain available to interested applicants at any time. Information about these programs is available in each issue of *CCNews* and on the CCTE website. These programs are essential

(continued on next page)

From the Desk of the CCTE Executive Secretary

(continued from previous page)

in our efforts to bring new people into the profession and engage them as participants in CCTE. So, please be sure to share these opportunities with both new faculty, those aspiring to become teacher education faculty, and graduate students on your campuses and encourage their involvement now. See descriptions of each of these programs elsewhere in this newsletter.

Publications

CCTE continues to be well served by *CCNews*, our quarterly newsletter, and the two scholarly journals we sponsor, *Issues in Teacher Education* and *Teacher Education Quarterly*. Issues of both journals are emailed to the membership upon publication. Each issue of the newsletter is emailed to CCTE members, delegates, and others who have attended our conferences and otherwise expressed interest in CCTE, while the two journals are emailed only to delegates and members. Please encourage all CCTE colleagues to submit manuscripts to both journals and the newsletter and to volunteer as a reviewer for either or both journals.

CCTE Committees

Each of the CCTE committees—Advocacy Committee, Awards Committee, Communications Committee, JEDI Committee (Justice, Equity, Diversity, and Inclusion), Membership Committee, Nominations and Elections Committee, Policy Committee, Professional Development for Mentor Teachers Committee (previously the Intersegmental Project, now abbreviated as PD4MT), and Research Committee—continues to move forward with their activities. Participation on any of the committees is open to all CCTE members and delegates. It is also hoped that all elected members of the CCTE Board of Directors will join and even help lead one of the committees.

Working Group on Literacy

The CCTE Working Group on Literacy was established in March of 2024 to address concerns about national and local attacks on reading instruction in teacher education programs. The Working Group drafted a *CCTE White Paper on ScienceS of Reading* that was emailed to the CCTE membership, published in the Summer 2024 issue of *CCNews*, and distributed both across California and nationally to policy makers and other educational organizations. Members of the Working Group have also offered expertise at meetings of the Commission on Teacher Credentialing and the

Committee on Accreditation. The Working Group continues to meet and to explore in greater depth issues around literacy, reading instruction, and educational professionalism. Several members of the Working Group also served on the planning committee for the CCTE Fall 2025 Conference to further focus on issues of professionalism in teacher education.

CCTE Awards

Several CCTE Awards are presented at each Fall Conference. A call for nominations for the various awards is circulated each summer. In addition, this year, recipients of new awards offered by the CCTE JEDI Committee will be announced at the Spring 2026 SPAN Conference and then formally presented at the Fall 2026 Conference.

CCTE 2026 Annual Election

The 2026 CCTE election will involve the offices of President Elect, the two Vice Presidents of AACTE and ATE, and three seats on the Board of Directors. The CCTE Nominations and Election Committee shared an announcement of the list of nominated candidates in late December 2025, followed by an email describing the election procedures and a link to the on-line ballot in early February. The on-line voting deadline is noon March 24 and the results will be announced that afternoon at the final session of the SPAN 2026 Conference.

Financial Update

In June, the CCTE Board of Directors approved an annual budget outlining expectations for income and expenditures during this 2025-2026 year. The main sources of income each year are institutional and individual membership dues, registrations for participation in the Fall and Spring Conferences, and sponsorships. Primary expenditure categories each year involve conducting the conferences, publication of the two journals, and organizational staffing and office operations.

—Alan H. Jones
CCTE Executive Secretary
alan.jones@ccte.org



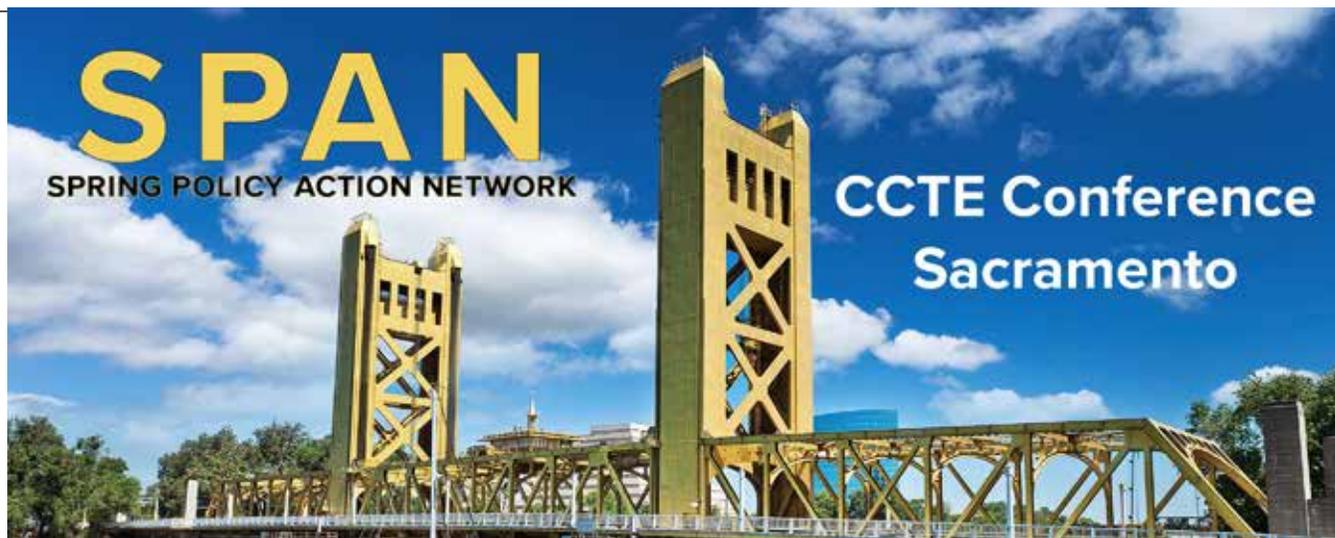
CCNews

Newsletter of the
California Council on Teacher Education

Volume 37, Number 1, Spring Issue, March 2026 - Section 2, Conferences

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

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



Plan to Attend the CCTE Spring 2026 SPAN Conference

March 23-24 at the Sacramento City Library Galleria and Virtually — Plus March 28 Virtual Day

By **Cynthia Grutzik, Pia Wong, Eduardo Muñoz-Muñoz, & Allison Smith**
CCTE SPAN 2026 Co-Chairs

We are excited to announce SPAN 2026, our 10th annual conference in Sacramento, to be held Monday, March 23, and Tuesday, March 24. SPAN is designed especially for teacher educators as a “Day on the Hill” type meeting, bringing our voices and extensive backgrounds to share with legislators and their staff. SPAN is also an important networking meeting for CCTE members, with Research Roundtables and associated group meetings.

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

Two new advocacy activities will be featured at SPAN 2026. CCTE President Karen Escalante’s Advocacy Group is working alongside SPAN to bring key issues to legislators and to build relationships, sharing the goal of positioning CCTE as an expert resource for all matters related to educator preparation. And SPAN’s new publication, *The Change*, will be presented as a tool for communicating with legislative offices, with brief and accessible pieces by CCTE members (see the Call for Proposals for *The Change*).

SPAN 2026 will be held at the Tsakopoulos Library Galleria, close to the State Capitol Building and legislative offices. Participants needing overnight accommodations will stay in the hotel of their choice, with many options available in the downtown area (see listing on fourth page of this announcement).

In addition to the March 23-24 two on-site/virtual days, there will be a totally Virtual Day on March 28 with additional research presentations and a closing discussion.

Further Details:

On the following pages, please find the tentative program for the CCTE SPAN 2026 Conference, the Conference registration form, and a list of hotel options for those wishing overnight accommodations.

Tentative CCTE SPAN 2026 Conference Program

Monday, March 23:

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

10:00 a.m. - Welcome to SPAN 2026; President's Welcome by Karen Escalante;

Conference Overview by Policy Committee Co-Chairs Cynthia Grutzik, Pia Wong, Allison Smith, & Eduardo Muñoz-Muñoz.
(session available via Zoom for virtual attendees)

10:15 a.m. - Orientation to California Educator Preparation Policy Priorities.

Update on California legislative bills in Senate and Assembly Education Committees.

10:45 a.m. - Introduction to Talking Points and Materials for Legislative Visits

Presentation of First Issue of The Change

Sign Ups for Legislative Visit Teams and Initial Team Meetings.

(session available via Zoom for virtual attendees)

Noon - Advocacy Lunch - With Policy Speaker.

(session available via Zoom for virtual attendees)

1:00 p.m. - Break

1:15 p.m. - Research Roundtables: Accepted Proposals and Invited Presenters.

We encourage submissions for this session, which features research on teacher education and is structured as a traditional Roundtable session. (see accompanying call for proposals)

2:45 p.m. - Break

3:00 p.m. - California Alliance for Inclusive Schooling Policy Summit.

(session available via Zoom for virtual attendees)

4:30 p.m. - Conference Reception.

Tuesday, March 24:

8:00 a.m. - Team Breakfast and Legislative Visit Orientation.

In-person participants gather at Team Tables for Breakfast with Team Leads;

Virtual participants join one "Team" Zoom Meeting with a Group Lead.

(session available via Zoom for virtual attendees)

8:45 a.m. - Break and Prepare for Zoom or In-Person Legislative Meetings.

9:00 a.m. - Legislative Visits - Scheduled Between 9:00 a.m. to Noon.

Legislative Visits will take place at Legislative Offices or via Zoom, depending on your Team assignment.

After legislative visits, come back to Main Conference Room for SPAN Bingo or join a Walk to the Capitol.

10:00 a.m. - Deans/Directors Meeting at the Capitol

Noon - Lunch and Debriefing the Visits: Analysis and next steps for advocacy.

Last Opportunity to Vote in Annual CCTE Election.

12:45 p.m. - CTC Updates and Information

(session available via Zoom for virtual attendees)

1:30 p.m. - Break.

1:45 p.m. - Sending Us Forth - Guest Speaker.

2:15 p.m. - Announcement of CCTE JEDI Award Recipients.

2:40 p.m. - SPAN 2026 wrap up with CCTE President Karen Escalante.

Announcement of CCTE Annual Election Results.

Preview of CCTE Fall 2026 Conference.

Conference Evaluation.

(session available via Zoom for virtual attendees).

3:00 p.m. - SPAN 2026 Adjourns.

Saturday, March 28

Virtual Day with research presentations and closing discussion. Specific schedule to be announced later.

California Council on Teacher Education Spring 2026 SPAN Conference Registration

Please use this form to register for the CCTE Spring 2026 SPAN Conference, March 23-24;
Or if you wish to pay by credit card, use the on-line portal on the SPAN 2026 page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Select Either On-Site or Virtual Registration from the Categories Below

On-Site Registration for March 23-24—for persons wishing to attend on-site in Sacramento

On-Site Registration includes all sessions, meals, and the Conference Reception

Check the Appropriate Category:

- Basic Registration - \$525
- Special for P-12 Educators - \$475
- Special for Part-Time Faculty - \$450
- Special for Retired Educators - \$425
- Special for Students - \$300
- Special for 4 or more registrants from the same institution - \$500 each
(please submit a form for each with combined payment)

Virtual Registration for March 23-24—for persons wishing virtual attendance at many of the Conference sessions;

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

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

(check the appropriate category):

- Basic Registration - \$425
- Special for P-12 Educators - \$375
- Special for Part-Time Faculty - \$350
- Special for Retired Educators - \$325
- Special for Students - \$250
- Special for 4 or more registrants from the same institution - \$400 each
(please submit a form for each with combined payment)

Virtual Registration for March 28—for persons attending only March 28;

Each category will include a link to Virtual Day.

- Basic Registration - \$200
- Special for Students - \$100

Total: Please enter total you are paying from all options above: _____

Please mail completed form with check payable to “California Council on Teacher Education” to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Or for on-line registration and payment via credit card, go to the “Spring 2026 SPAN Conference” page of the CCTE website:

www.ccte.org

For our records, those using the on-site portal are also asked to complete and email this registration form to:

alan.jones@ccte.org



CCNews

Newsletter of the
California Council on Teacher Education

Volume 37, Number 1, Spring Issue, March 2026 - Section 3, CCTE Activities

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

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

Update on CCTE JEDI Committee

By **Daniel Soodjinda**

Chair, CCTE JEDI Committee

California State University Stanislaus

The CCTE Justice, Equity, Diversity, and Inclusion (JEDI) Committee supports and advances CCTE's commitment to transforming teacher education across California through anti-racist, justice-centered, and equity driven practices.

Over the past year, the committee has drafted and shared public-facing statements in response to attacks on DEI in teacher education, curated and disseminated resources for CCTE members, and conducted a statewide survey examining how these attacks are impacting California teacher preparation programs.

A major new initiative this year is the launch of the CCTE JEDI Awards, which recognize educators, scholars, students, and community partners who demonstrate sustained commitments to justice, equity, and inclusion in teacher education. The initial invitation for nominations

for awards this year was distributed in December with a further reminder in January. The Committee is now reviewing nominations and the first set of awards will be announced at the CCTE Spring 2026 SPAN Conference and then awards will be formally presented at the Fall 2026 Conference in San Diego.

Looking ahead, the committee is focused on expanding its membership, deepening cross-institutional collaboration, and creating spaces for collective learning, solidarity, and action amid ongoing challenges and attacks on equity and justice in teacher education.

Call to Action

CCTE members interested in advancing justice-oriented work in teacher education are warmly invited to join the JEDI Committee. Please consider getting involved by lending your voice, expertise, and solidarity to this collective effort. Please email me at:

dsoodjinda@csustan.edu

Get Involved with CCTE Committees

You are encouraged to participate more directly in CCTE by joining any of the CCTE Committees.

Select the committee or committees that are engaged in your areas of interest.

Your participation will be welcomed and you can assist CCTE in expanding its efforts.

See the list of committees on the next page of this newsletter.

**Contact committee chairs to volunteer
or email CCTE Executive Secretary Alan Jones (alan.jones@ccte.org)
for an introduction to the committee(s) of interest to you.**

CCTE Committees

An Invitation to Get Involved

The California Council on Teacher Education (CCTE) has several standing and special committees that spearhead the organization's many areas of activity, and each of these committees will welcome additional volunteers to join in. The committees are:

Advocacy Committee: The Advocacy Committee meets monthly with California policymakers to elevate teaching and teacher education, promote equity-centered practices, and ensure CCTE's voice is present and influential at every table. Committee Chair: Karen Escalante, California State University San Bernardino.

Awards Committee: Oversees the organization's awards program, receives and evaluates nominations for awards and selects award recipients, moderates the awards luncheon at conferences, and recommends creation of new CCTE awards when appropriate to the CCTE Board of Directors. Committee Chair: Betina Hsieh, University of Washington.

Communications Committee: Coordinates ongoing activities such as the quarterly newsletter, the monthly CCTE eNews Briefs, the CCTE website, social media postings, emails to the CCTE membership and beyond, and liaison with all of the other CCTE committees and associated organizations to assist in dissemination of relevant information to the membership and beyond. Committee Chair: John Pascarella, University of Southern California.

JEDI (Justice, Equity, Diversity, and Inclusion) Committee: Explores and recommends policy and action to the Board of Directors and membership. Committee Chair Daniel Soodjinda, California State University, Stanislaus.

Membership Committee: Works with the CCTE Executive Secretary on annual membership renewal and membership expansion as well as fostering involvement of all delegates and members in ongoing organizational activities. Committee Co-Chairs: Deborah Hamm, California State University, Long Beach & Mona Thompson California State University, Channel Islands.

Policy Committee: Monitors all relevant policy issues at the state and national levels, engages in policy analysis, develops policy papers, recommends CCTE policy positions, coordinates policy advocacy efforts, and works in tandem with the annual Spring Policy Action Network (SPAN) Conferences in Sacramento. Committee Co-Chairs: Cynthia Grutzik, San Francisco State University; Pia Wong, California State University, Sacramento; Eduardo Muñoz-Muñoz, San José State University; & Allison Smith, University of Massachusetts Global.

Professional Development for Mentor Teachers Committee (PD4MT): Coordinates and develops programs for professional development of supervisors and mentor teachers. Committee Chair: Virginia Kennedy, California State University, Northridge.

Research Committee: Is responsible for inviting and reviewing proposals for research presentations at each CCTE semi-annual conference, selecting and scheduling the presentations, and encouraging presenters to also submit their work in written form for publication in *CCNews*, the two CCTE journals, and elsewhere. Co-Chairs: Marni Fisher, Saddleback College & Kimiya Sohrab Maghzi, University of Redlands.

If you wish to join any of these committees, or the special committees involved in planning each CCTE semi-annual conference, please contact the committee chairs or email CCTE Executive Secretary Alan H. Jones at: alan.jones@ccte.org

CCTE New Faculty Support Program Available for Interested and Qualified Applicants

Each year, the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists new faculty to become CCTE members, to attend CCTE semi-annual conferences, to become active with CCTE activities and committees, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as any person who is in their first five years of employment as a teacher educator, full-time or part-time, at a CCTE member institution or who is currently studying for and/or seeking employment as a teacher educator. The purpose of the program is for new faculty to become a CCTE member and to participate in CCTE activities. Participation in the program typically is for a two-year period.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for a period of two years at a 50% discount, so that the individual dues are reduced to \$75 per year.

Participants in this program will attend at least one CCTE Conference (either a Fall Conference in San Diego or a Spring SPAN Conference in Sacramento) and the conference registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference. Participants are also encouraged to attend multiple conferences during their two years, with the same 50% reduction in registration fee each time.

Participants will submit a proposal for a research or poster session at whichever Conference(s) they decide to attend.

Participants will each be linked with a CCTE veteran who will meet with and mentor the participant prior to and at Conferences.

To be considered for this program, please use the application/nomination form available on the CCTE website or request a copy from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org.

Applications will be accepted and considered at any time.

Also, within the CCTE New Faculty Support Program a special support group titled "New and Aspiring Faculty of Color" shares information and meets periodically virtually. This group seeks to center center the experience and success of new or aspiring faculty of color in California teacher education/higher education. This special group is also currently accepting members and guests. If you:

- Have someone in mind who might benefit from these meetings, both in your department or in the PK-12 context;
- Identify as a faculty of color professor and would like to participate as a fly on the wall or meeting participant;

then please let Alan Jones know if you are interested.

CCTE is excited to maintain these programs and the intentional focus to recruit, support, recognize, and mentor new faculty to serve within California teacher education.



The UC|CSU Collaborative for Neuroscience, Diversity, and Learning continues to expand partnerships with IHEs, LEAs, and professional organizations such as CEEDAR and CEC, to expand open-access resources for integration into courses and professional development. Please subscribe to our newsletter to receive regular updates and please see below for highlights across these areas.

Arraya Learning Course Content and Professional Development

The Arraya Learning resource hub has surpassed 6,500 registered users across all of the CSU and UC campuses and several other IHEs and LEAs. Much of this success is the result of the 10 CSU Campus Liaisons program.

Course Content and Professional Development on Arraya

We continue to expand the content offerings on Arraya Learning. Now available are several new series:

- MythBusters
- Core Components of Early Child Development
- Core Components of Reading
- Supporting Innovative Practices collection
- High Quality Individualized Educational Programs Project

We encourage you to visit these exciting resources on our website (www.arrayalearning.org) and share them with your faculty members and district partners.

Webinar Series

The UC|CSU Collaborative is excited to invite you to attend a two-part webinar series presented in collaboration with our partners at the High Quality IEPs Project.

The first webinar *Unlocking the High Quality IEP Toolkit: Essential Resources for Special Educators*, is designed to provide participants with an overview of the High Quality IEP Toolkit, will be held on February 26, 2026, from 3:30 to 4:30 pm PT.

The second part of this exciting webinar series, *Strengthening IEP Collaboration: Administrative Designee and General Educator Toolkits* will be held on March 26, 2026, from 3:30 to 4:30 pm PT. These are great resources to share with faculty, clinical supervisors and credential candidates alike! Please visit the Collaborative's website for registration.

CCTE Associated and Affiliated Organizations

There are two national teacher education organizations with which CCTE is “affiliated,” since CCTE serves as their official California state chapters. There are eleven organizations that the California Council on Teacher Education (CCTE) Board of Directors has recognized as “associated” with CCTE, thus indicating that while independent of CCTE these organizations share similar goals and commitments with respect to the field of teacher education. In addition CCTE is a member of Californians Together (CalTog).

The “associated” organizations are:

Association of California Community College Teacher Education Programs (ACCCTEP)

Association of Independent California Colleges and Universities-Education (AICCU-ED)

California Alliance for Inclusive Schooling (CAIS)

California Alliance of Researchers for Equity in Education (CARE-ED)

California Association for Bilingual Teacher Education (CABTE)

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

California Association of School-University Partnerships (CASUP)

Center for Reaching and Teaching the Whole Child (CRTWC)

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

Supervisors of Teacher Education Network Team (STENT)

UC|CSU Collaborative on Neuroscience, Diversity, and Learning

The “affiliated” organizations are:

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

Californians Together (CalTog)

CCTE Special Interest Groups

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

Arts and Education. Explores issues and developments related to the integration of the arts into teacher education and PK-12 education.

Coordinators/Directors of Credential Programs: Offers an opportunity for coordinators and directors of credential programs to exchange information, discuss issues, and develop coordinated plans.

Equity and Social Justice: Is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education.

Lives of Teachers: Features programs that highlight the current and evolving roles of teachers at all levels of education.

Inclusive Education: Offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education.

Prismatic Research: This new SIG, which will meet for the first time at the Fall 2026 Conference, will offer an opportunity for discussion, development, and execution of educational research envisioned and conducted through a prismatic lens.

Teacher Induction: Provides an avenue for continuing exploration of the work of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education.

Technology and Teacher Education: Explores issues and innovations in technology that impact and offer promise to the field of teacher education.

Undergraduate Teacher Education: Examines issues related to the undergraduate preparation of teachers.

The SIGs convene concurrently during each CCTE Fall Conference.

The SIGs are also encouraged to develop and schedule additional virtual programs as a way to share information with the CCTE membership. Stay tuned for announcements about these programs, which will be shared by email with the CCTE community or included in issues of *CCNews*.

CCTE Graduate Student Support Program Welcomes New Applications

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for participation in and support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

1. Each year, the opportunity to apply for support from the CCTE Graduate Student Fund is announced to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making an application, the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make an application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. Program participants are awarded the following benefits: (a) The awardee will become a CCTE student member for the year, receiving a 50% discount on membership dues; and (b) The student registration fee for the Conference the awardee chooses to attend will be reduced by 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree programs.
5. No more than five students will be awarded support per year from any given institution, again with preferences among applicants based on level of degree aspired towards and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session. The Research Committee is asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the CCTE website to apply for participation in the program, or request the form from CCTE Executive Secretary Alan H. Jones at alan.jones@ccte.org

Students interested in participating in the program during the current membership year are encouraged to apply as soon as possible, although applications will be received and considered at any time during the year. Those who are accepted to the program later in the academic year will be rolled over to the next membership year as appropriate to assure they receive the full benefits of the program.

CCTE Reader on Social Justice Available for Course and Individual Orders

The California Council on Teacher Education produced a special *CCTE Reader on Social Justice* in conjunction with the Fall 2017 Conference. The volume, which is available in electronic (PDF) format, includes 18 outstanding articles selected from issues of the two CCTE journals—*Teacher Education Quarterly*

and *Issues in Teacher Education*—published during the period 2004 to 2015. The collection was edited by Juan Flores, CCTE Past President, and Donald Cardinal, CCTE Board Member, in association with Thomas Nelson, editor of *Teacher Education Quarterly* from 1999 to 2010, and Suzanne SooHoo, co-editor of *Issues in Teacher Education* from 2009 to 2015.

From the introduction to the reader by Juan, Don, Tom, and Suzi: “It is our hope that this *CCTE Reader on Social Justice* will give our teacher education faculty an opportunity to invigorate social justice dialogues in our classrooms and offer our credential candidates and graduate students tools and frameworks to move beyond the bystander model and enact and realize the social justice theories, lessons, skills, and goals that must be acquired in our classrooms.”

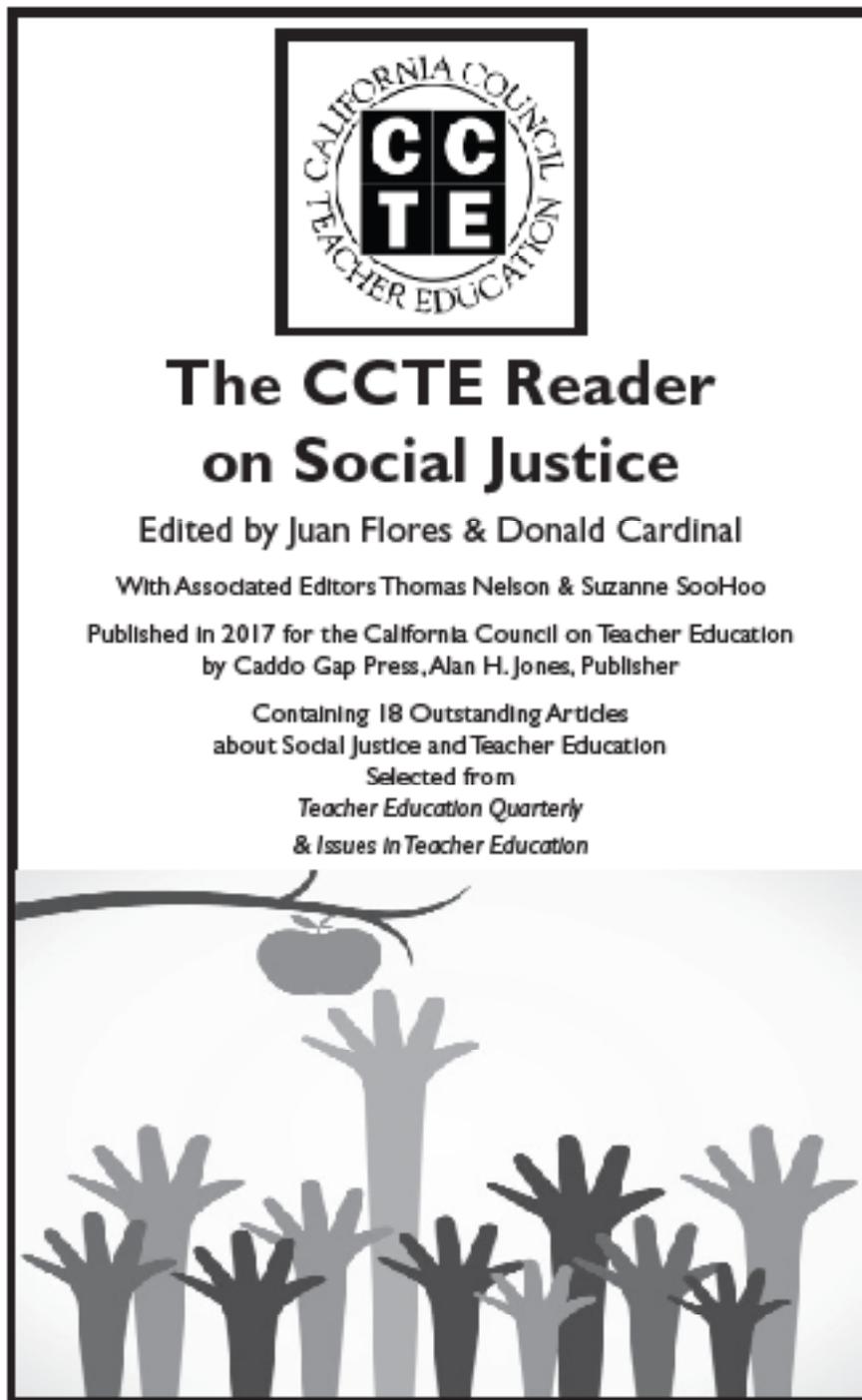
The volume is designed for classroom adoption by teacher educators, and all sales proceeds go to support the activities of CCTE.

The *Reader* was officially introduced at the Fall 2017 Conference during a special research session which featured the editors and graduate students at the University of the Pacific who used the volume with their class that summer.

A second session featuring another group of graduate students at the University of the Pacific presented their experiences with the *Reader* at the Fall 2018 Conference.

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

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





CCNews

Newsletter of the
California Council on Teacher Education

Volume 37, Number 1, Spring Issue, March 2026 - Section 4, From the Field

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

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

Articles and Reports

CCNews features articles and announcements related to teacher education by members of the California Council on Teacher Education (CCTE) community. Many are based on presentations at concurrent, roundtable, and poster sessions and Special Interest Group meetings at CCTE semi-annual conferences by presenters who submit reports based on their conference presentations. Others are reports or commentary about teacher education activities from associated organizations, Special Interest Groups, or CCTE committees. The newsletter also welcomes articles related to any aspect of teacher education from CCTE delegates and members and others in the California teacher education community.

All CCTE delegates, members, and friends are encouraged to write about any aspect of their teacher education work—teaching, research, or service—to share in future issues of *CCNews*. Please address submissions to *CCNews* editor Nirmla Griarte Flores, California State Polytechnic University Pomona at:

ngflores@cpp.edu

In this issue of *CCNews* please find the following report from the field:

What Counts as Learning in the Age of AI?

A Framework for Teacher Educators

By Brent Duckor & Carrie Holmberg

(see pages 18-20)

Be Sure to Check the CCTE Website Regularly

www.ccte.org

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

You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in programs such as the CCTE New Faculty Support Program, the CCTE Graduate Student Support Program, and the CCTE PD4MT Project.

A continuing feature of the website is a listing of teacher education position openings and special events at our member institutions. The link to this listing is near the top of the right hand column of the home page.

Recent additions to the website are a PowerPoint presentation offering an overview of CCTE, initially prepared for and presented at the Newcomers Meetings at Fall Conferences and updated annually, and the “Member Spotlight” feature that offers profiles and photographs of various CCTE officers and Board of Directors members, with new profiles added periodically.

Be sure to check it all out frequently.

What Counts as Learning in the Age of AI? A Framework for Teacher Educators

By **Brent Duckor & Carrie Holmberg**

What's at Stake in the Coming Age of AI

In less than two years, generative AI tools like ChatGPT, Claude, and Gemini have moved from novelty to ubiquity in classrooms. From grading assistants to brainstorming partners, AI systems are now shaping student writing, teacher feedback, and assignment design. The conversation in schools has shifted from whether we should allow AI to how we should manage it.

But something crucial is being overlooked in the rush to adapt: What counts as learning? What do students need to develop—not just produce—in this new environment? And what pedagogical principles will guide us as AI becomes embedded in teacher practice, school policy, and educational culture?

As teacher educators, we are well positioned to take up these questions. Our candidates are entering the profession in a moment of epistemological disruption. In some instances, preservice teachers are asked to incorporate AI tools into lesson plans, assessment tasks, even classroom management routines—before they have finished their own learning in their programs. Ironically this means being scaffolded with AI before learning about ZPD, scaffolding, or its purpose in sociocultural traditions.

This “AI in education” moment requires us to slow down. It certainly demands more than toolkits and talking points. It calls for flexible frameworks grounded in what we know about how students grow, think, and learn in dialogic, developmental contexts. It demands that we, as a field, pause and ask: What kind of pedagogy will survive the age of AI if most of the work of teaching and learning is off-loaded or bypassed with machines? What kinds of classrooms do we want to design—and encourage—based on first principles of progressive education?

We decided that a “Pillar of Responsible Practice” framing made sense. The 5As, as we call them, are five interrelated pillars that can help educators reflect on and navigate the ethical, pedagogical, and design challenges of AI integration (Duckor & Holmberg, 2025). These pillars are not checklists. They are not 21st century skills inventories. They are

coordinates designed to surface inquiry and invite hard conversations.

The Five Pillars: A Framework for Principled Practice

The Five Pillars for Ethical AI Practice in K–12 Classrooms—Accuracy, Agency, Accessibility, Assessment, and Authenticity—grew out of our work with teachers across California and our ongoing research at the Center for Innovation in Applied Education Policy (IAEP) at San José State University.

In conducting over 60 interviews from January through June in 2025, we began to notice a pattern in conversations across the state. Teachers weren't just asking about functionality. They were asking about responsibility. Can I trust what this tool generates? Are my students thinking or just clicking? Is this new “ed tech” actually helping them grow?

These pillars emerged as a response to that call for discernment:

- **Accuracy:** Is the information produced by AI tools reliable, verifiable, and aligned with disciplinary knowledge? How do we help students and teachers navigate hallucinations, bias, misinformation, and misplaced trust?
- **Agency:** Who is doing the thinking? Are students using tools to support their ideas—or to replace them? How do we guard against the automation of struggle and the erosion of human authorship and dialogic exchange?
- **Accessibility:** Are we designing learning environments that support full participation, not just surface-level access? Does AI support or bypass developmental learning—especially for multilingual learners and neurodiverse students?
- **Assessment for Deeper Learning:** What are we measuring, and why? Are we mistaking machine-generated outputs for evidence of understanding? What does feedback look like when it's automated—and what does it miss?
- **Authenticity:** Can students still find their voices in AI-saturated spaces? What counts as original work when machines can generate fluent, rubric-aligned text on demand?

Brent Duckor and Carrie Holmberg are directors of the Center for Innovation in Applied Education Policy, College of Education, San José State University.

(Continued on next page)

What Counts as Learning in the Age of AI? A Framework for Teacher Educators

(Continued from previous page)

Each pillar is both a question and a stance. Together, they invite educators to slow down, reflect, and resist the pressure to “keep up” without asking what we’re actually keeping up with. They ask us to preserve the pedagogical integrity of our work.

Teaching the Next Generation of Teachers

We have seen firsthand that teacher candidates are eager to talk about these questions. They are experimenting with AI for planning, differentiation, and reflection—but they are also unsure where the boundaries lie. “Am I cheating if I use Claude to help with my lesson plan language?” “If my student uses Grammarly and ChatGPT, is it still her writing?” “What counts as good feedback if the bot gives it first?”

These are not merely policy questions. They are pedagogical ones—ones that are ours to own and negotiate as teachers in the classroom who serve the next generation. They speak to the heart of what it means to be a professional who teaches with integrity and curiosity in the age of AI.

And these questions from our pre-services teachers deserve space for discussion in our syllabi.

At the IAEP Center, we’ve begun exploring integrating the 5A pillars into fieldwork seminars, methods discussions, and assessment modules. For example:

- In literacy methods, one can explore **authenticity** through analysis of student writing samples—asking whether outputs reflect voice or homogenize it.
- In curriculum design, one can unpack **accessibility** by reviewing AI-generated “accommodations” and discussing what real vs. simulated support looks like.
- In classroom assessment seminars, one can engage with **assessment for deeper learning** by comparing AI feedback to human feedback—and asking what’s missing from each—and where is the attention to ZPD in either.
- In social and cultural foundations, one can debate **agency** and authorship in AI-mediated learning spaces in terms of commitments to equity, the new digital divide, and the accumulation of social and cultural capital in well-resourced schools that are “AI forward.”

- And throughout, one can and must return to **accuracy** as both a technical and epistemological concern: What does it mean to verify knowledge in a post-truth, machine-output-driven world? And how can we teach the next generation of teachers why epistemic trust matters for their students and our democracy?

Our teacher candidates find these conversations both energizing and disorienting. They recognize that they are entering the profession at a moment of profound shift—and they want to be prepared to lead, not just follow.

Risks We Must Name, Practices We Can Model

Without guidance, many candidates—and even experienced teachers—will default to what’s known. Both students and their teachers can feel compelled to save time when they are under-resourced. That often means over-relying on AI tools that appear to save time but erode creative thinking.

We’ve observed several emerging risks and are developing new concepts to address them:

- The rise of **interpassive learning**, where students appear engaged but outsource the cognitive work to machines.
- The spread of **faux-mative assessment**, where feedback is simulated by machines rather than learned and earned in a community of learners.
- The **automation of surface-level personalization**, where students receive immediate suggestions, nudges, and praise but without any traceable scaffolding aimed at revision or development.
- The normalization of performance without process, where seemingly “fluent” and “polished” outputs obscure fragile understanding and by-pass **productive struggle**.

We suggest that teacher educators can begin by designing learning experiences that make students’—including our pre-service teachers’ thinking—visible when it comes to AI. Let’s not shame or blame folks but rather open up dialogue and address problems of responsible practice in our profession.

(Continued on next page)

What Counts as Learning in the Age of AI? A Framework for Teacher Educators

(Continued from previous page)

We can also push back against the efficiency mindset (Cuban, 1986, 2001). Speed is not the enemy of learning—but it is no substitute for it. AI may deliver instant feedback, but only teachers can determine whether that feedback is timely, developmentally appropriate, and instructionally useful.

Above all, we can preserve the value of productive struggle. Learning to struggle with complex subject matter is a sign that something is being internalized, as Vygotsky (1978) would say. When AI tools bypass that struggle, we lose an opportunity for supporting real growth and genuine development among a diverse group of learners as we have across California.

An Invitation to the CCTE Community

As teacher educators, we are not neutral actors in this moment. We are designers of what will become professional norms. If we fail to raise these questions in our programs, others will answer them for us—through commercial platforms and policy mandates.

The Five Pillars are one way to keep our deepest pedagogical commitments in view.

We invite CCTE colleagues to use this framework in whatever ways feel generative:

- In methods courses or supervision seminars
- In collaborative inquiry groups or program redesign teams
- In conversations with partner schools and cooperating teachers
- In assessment planning, lesson co-design, or student-teacher reflection protocols

AI is not going away. Nor should we try to wish it away. We maintain that our beliefs in thoughtful, human-centered, developmentally grounded learning are here to stay. But we will need time to think together about the changes we are witnessing across the TK-12 landscape.

Our forthcoming book, *AI for Deeper Learning: Promises, Possibilities, and Evolving Practices* (in press), expands on these themes and offers practical tools for rethinking curriculum, feedback, and equity in an AI-saturated world.

As Dewey (1938) reminds us, “the purpose of education is not just to adjust to change—it is to inquire into the consequences of that change and shape it toward democratic ends.” Let’s not settle for asking “How do we use or ban AI?” Rather, let’s keep asking: What counts as learning in this era? And what role will teachers and teacher educators play in shaping the future of public education—with and without—this new technology?

References

- Cuban, L. (1986). *Teachers and machines: The classroom of technology since 1920*. Teachers College Press.
- Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Harvard University Press.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Duckor, B., & Holmberg, C. (2025). Five pillars of ethical AI use for teaching and learning. *Phi Delta Kappan*, 107(3-4), 14-18.
- Duckor, B., & Holmberg, C. (2024). Engaging, motivating, and supporting students through feedback. *Phi Delta Kappan*, 105(5), 46-53.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Harvard University Press.