



# CCNews

Newsletter of the  
California Council on Teacher Education

## Fall 2004 Conference:

### “Legislative Actions: Intended and Unintended Consequences for All”

The Fall 2004 Conference of the California Council on Teacher Education will be held October 7-9 at the Shelter Pointe Hotel and Marina in San Diego. The theme for the Conference is “Legislative Actions: Intended and Unintended Consequences for All.”

The Fall Conference will feature both national and California speakers, policy sessions, research and best practice sessions and poster sessions, meetings of Special Interest Groups, a Thursday reception and banquet, a Friday awards luncheon, and a variety of other activities. The Fall Conference will be co-sponsored by the California Association of Professors of Special Education and the Independent California Colleges and Universities Council on the Education of Teachers, and both of those groups will hold meetings on Thursday morning.

The keynote speaker at the Conference on Friday will be Gary Orfield, professor with the Graduate School of Education at Harvard University and co-director of the Harvard Civil Rights Project. The featured presentation on Thursday afternoon is a panel with former California Secretary of Education Gary Hart, Diane Doe of the California Federation of Teachers, and Andrea Whittaker of San Jose State University. The sessions on Saturday morning will focus on policy issues, including participation by State Senator Dede Alpert. The full program for the Conference appears on page 2 of this issue of *CCNews*.

The Planning Committee for the Fall 2004 Conference is co-chaired by Judith H. Sandholtz and Athena Waite (University of California, Riverside), and also includes Linda Childress (Riverside County Office of Education), LaRie Colosimo (Claremont Unified School District), Judi Conroy (University of California, Irvine), Cindy Grutzik (Pacific Oaks College), Elizabeth Jimenez (CCTE Legislative and Educational Policy Analyst), Alan H. Jones (CCTE Executive Secretary), Virginia Kennedy (California State University, Northridge), Vicki K. LaBoskey (Mills College), Jose Lalas (University of Redlands), Andrea Maxie (California State University, Los Angeles), Susan Meyers (University of California, Riverside), Reyes Quezada (University of San Diego), Chris Renne (California State University, Fullerton), and Susan Westbrook (California Federation of Teachers).

A registration form for the Fall Conference appears on page 3 of this issue of *CCNews*. You are encouraged to register immediately.

## CCTE To Sponsor CELDT Workshop

The California Council on Teacher Education is offering its members and delegates as well as other interested teacher educators, school practitioners, and educational consultants a special professional development opportunity to learn the latest about the California English Language Development Test (CELDT).

A CCTE-sponsored workshop on CELDT will be held on Friday, November 12, 2004 from 9 a.m. to 2:30 p.m. at Loyola Marymount University in Los Angeles. The registration fee is \$150, with a special \$125 fee for CCTE delegates and members.

The special workshop will be conducted by Elizabeth Jimenez, a CELDT Lead Trainer and the CCTE’s Legislative and Educational Policy Analyst. Through this workshop she will prepare teacher educators and others to discuss the CELDT with teacher candidates and practicing educators.

This workshop is for teacher educators at both the college/university and K-12 levels, BTSAs directors and consultants, school administrators, state agency consultants, and all others with responsibility for preparing teachers for California’s schools.

Additional information and a registration form for the workshop appear on page 5 of this issue of *CCNews*. Interested persons are encouraged to register now.

## Spring Conference Plans

The Spring 2005 Conference of the California Council on Teacher Education will be held March 31-April 2 at the Hyatt Sainte Claire Hotel in San Jose. The theme will be art-based approaches to teacher education. The co-chairs of the Spring Conference Planning Committee are Paul Ammon and Della Peretti of the University of California, Berkeley.

Additional information on the Spring Conference plans will appear in the next issue of *CCNews* and announcement and registration materials will be mailed out in January.

Beginning with this Fall 2004 issue of *CCNews*, the newsletter is being mailed only to CCTE delegates and members. Please share your copy with other interested persons and encourage them to join CCTE in order to receive future issues directly. Issues of the newsletter are also available on the CCTE website.

## Tentative Fall 2004 CCTE Conference Program

### *Wednesday, October 6:*

Noon to 5 p.m. - Meeting of **Board of Directors** of the California Council on Teacher Education.

### *Thursday, October 7:*

9:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room.**

9:00 a.m. to Noon - Meeting of the **California Association of Professors of Special Education.**

9:30 a.m. to Noon - **Independent California Colleges and Universities Council on Education of Teachers**  
(begins with Continental Breakfast; meeting starts at 10:00 a.m.).

Noon to 1:15 p.m. - **First Set of Special Interest Groups:**

Case Methods, Educational Foundations, Lives of Teachers, National Board Certification, and Special Education (see accompanying SIG list for further details).

1:15 to 1:30 p.m. - Break.

1:30 to 3:45 p.m. - **Opening Session:** Introductions, Conference Orientation, and Invited Panel Discussion  
Featuring Diane Doe of the California Federation of Teachers, Gary Hart, former State Senator and California Secretary of Education and currently co-director of the Institute for Education Reform of California State University and a middle school teacher in Sacramento, and Andrea Whittaker of San Jose State University.

3:45 to 4:00 p.m. - Break.

4:00 to 5:00 p.m. - **First Policy Session and Delegate Assembly**, featuring organizational and policy updates and discussion and adoption of CCTE Strategic Plan for 2004-2006.

5:00 to 6:15 p.m. - **Second Set of Special Interest Groups:**

Coalition for Educational Renewal, Coordinators of Credential Programs, Deans and Directors of Teacher Education, Equity and Social Justice, and Technology and Teacher Education (see accompanying SIG list for further details).

6:15 to 7:00 p.m. - **Joint Presidents' Reception & Social Hour.**

7:00 to 9:00 p.m. - **Conference Banquet**, featuring entertainment by Jim Cantor of California State University, Dominguez Hills, and Jaime Romo of the University of San Diego.

### *Friday, October 8:*

7:30 to 8:45 a.m. - **Teacher Education Quarterly Editorial Board Meeting.**

7:30 to 8:45 a.m. - **Issues in Teacher Education Editorial Board Meeting.**

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room.**

8:00 to 9:00 a.m. - Coffee & Danish.

9:00 to 10:15 a.m. - **First Set of Research and Best Practice Sessions.**

10:15 to 10:30 a.m. - Break.

10:30 a.m. to noon - **Keynote Address by Gary Orfield**, Professor at Graduate School of Education, Harvard University and co-director of the Harvard Civil Rights Project.

Noon to 1:30 p.m. - **Conference Luncheon**, with semi-annual CCTE awards presentations.

1:30 to 1:45 p.m. - Break.

1:45 to 3:15 p.m. - **Poster Session**, Featuring Research and Best Practices.

3:15 to 3:30 p.m. - Break.

3:30 to 4:30 p.m. - **Second Policy Session**, featuring discussion and action as desired on policy issues.

### *Saturday, October 9:*

8:00 a.m. to noon - **Conference Registration and Exhibits Room.**

8:00 to 9:00 a.m. - Coffee & Danish.

9:00 to 10:30 a.m. - **Policy Conversation**, featuring educational policymakers, including State Senator Dede Alpert, and CCTE leaders exploring further the nature of intended and unintended consequences of educational legislation.

10:30 a.m. to Noon - **Policy Workshop Revisited**, conducted by Elizabeth Jimenez, CCTE Legislative and Educational Policy Advocate (continuation of initial workshop held by Elizabeth at Fall 2003 Conference, open to and geared for both those who missed that first Workshop as well as repeat attendees).

Noon - Final comments and Conference adjournment.

## California Council on Teacher Education Fall 2004 Conference Registration Form

October 7-9, Shelter Pointe Hotel and Marina, San Diego

Please register me for the Fall 2004 Conference!

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

Telephone \_\_\_\_\_ (include ZIPcode)

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$200 (will be \$225 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Students - \$100 (will be \$125 on site)

Food Service (check those desired):

- Thursday Box Lunch - \$25
- Conference Banquet (Thursday evening) - \$35
- Conference Luncheon (Friday noon) - \$30
- Check here if you wish vegetarian meals.

CAPSE Meeting and Refreshments (Thursday morning):

- Special Fee for Those Attending - \$15

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$20

Total from boxes checked above (please enclose check for this amount payable to CCTE): \$\_\_\_\_\_

Membership in CCTE:

It is not necessary to be a CCTE delegate or member to register for and attend the Conference;  
However, if you are not already a delegate or member, please consider joining  
(use the membership form on the next page, and include membership dues in your check).

CCTE Special Interest Groups will meet on Thursday at two times, and *all* attendees are urged to attend a SIG of their choosing during each time slot (check the ones you plan to attend):

- |  |  |
|--|--|
| SIGs meeting at noon on Thursday:                          | SIGs meeting at 5:00 p.m. on Thursday:                     |
| <input type="checkbox"/> Case Methods in Teacher Education | <input type="checkbox"/> Coalition for Educational Renewal |
| <input type="checkbox"/> Educational Foundations           | <input type="checkbox"/> Credential Program Coordinators   |
| <input type="checkbox"/> Lives of Teachers                 | <input type="checkbox"/> Deans and Directors               |
| <input type="checkbox"/> National Board Certification      | <input type="checkbox"/> Equity and Social Justice         |
| <input type="checkbox"/> Special Education                 | <input type="checkbox"/> Technology and Teacher Education  |

Send completed form with check payable to "CCTE" to: Alan H. Jones, CCTE Executive Secretary,  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Pre-registration deadline is September 20; no refunds after that date. On-site registration will be available at the Conference.

If you are paying for multiple registrants by institutional check, please complete a copy of this form for each person.

## Join the California Council on Teacher Education

If you are not already an institutional delegate or individual member of CCTE, you are encouraged to join now for the 2004-2005 membership year (July 2004 through June 2005). All members and delegates receive Spring and Fall Conference announcements, the *CCNews* newsletter, and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are a \$100 value themselves). While it is not necessary to be a member or delegate in order to attend the Spring and Fall CCTE conferences, membership will provide ongoing contact with CCTE as well as assuring that you receive all of its publications. Membership also entitles you to vote at delegate assemblies at the semi-annual conferences and in the annual CCTE election of officers.

### ***Individual Membership for 2004-2005 Academic Year (July 2004 to June 2005)***

Individual membership dues are \$80 per year (with a special \$60 rate available for retired individuals and \$50 rate for students). To join please complete this form and mail it with your dues to the address noted below.

Member Name \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

Mailing Address \_\_\_\_\_

City and ZIP \_\_\_\_\_

Telephone Number (include area code) \_\_\_\_\_

E-mail address \_\_\_\_\_

Type of membership:

- Individual (\$80)
- Retired (\$60)
- Student (\$50)

Please send this completed individual membership form along with your CCTE dues (by check payable to CCTE) to:

Alan H. Jones, Executive Secretary  
California Council on Teacher Education  
3145 Geary Boulevard, PMB 275  
San Francisco, CA 94118

Telephone 415/666-3012; Fax 415/666-3552; E-mail [caddogap@aol.com](mailto:caddogap@aol.com)

### ***Institutional Membership***

Institutional memberships in the California Council on Teacher Education are available to colleges and universities, school districts, county offices of education, research institutes, state education agencies, professional educational organizations, and other institutions interested in teacher education. Institutional memberships are \$480 per year, and entitle the institution to designate six delegates, each of whom will receive all CCTE mailings (including issues of the newsletter and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you wish to take out an institutional membership for 2004-2005, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

### **Dates of Upcoming CCTE Conferences**

Fall 2004 — October 7-9, Shelter Pointe Hotel and Marina, San Diego  
Spring 2005 — March 31 to April 2, Hyatt Sainte Claire Hotel, San Jose  
Fall 2005 — October 20-22, Shelter Pointe Hotel and Marina, San Diego

# What Do You Know about the 2004-2005 CELDT?

Are you aware that the CELDT has changed? Are you current with such changes?  
Are you prepared to share those changes with your teachers and teacher candidates?

The California Council on Teacher Education is offering its members and delegates as well as other interested teacher educators, school practitioners, and educational consultants a special professional development opportunity to learn the latest about the California English Language Development Test (CELDT).

Standard 13 requires schools, colleges, and departments of education to prepare teachers who know the proficiency levels measured by the CELDT as well as how to differentiate instruction for English learners.

The special workshop will be conducted by Elizabeth Jimenez, a CELDT Lead Trainer and the CCTE's Legislative and Educational Policy Analyst. Through this workshop she will prepare teacher educators and others to discuss the CELDT with teacher candidates and practicing educators.

A training video and audio CDs will be distributed at the workshop and are included in the registration fee.

Workshop Date: Friday, November 12, 2004

Time 9 a.m. to 2:30 p.m.

Location: Loyola Marymount University, Los Angeles

Registration Fee: \$150 (\$125 for CCTE delegates and members)

This workshop is for teacher educators at both the college/university and K-12 levels, BTSA directors and consultants, school administrators, state agency consultants, and all others with responsibility for preparing teachers for California's schools.

CELDT is a secure test, and therefore a security agreement regarding the confidentiality of the test materials will be required of all participants.

---

## CELDT Workshop Registration Form November 23, 2004 - Loyola Marymount University

Name \_\_\_\_\_

Institution, District, Company, Etc. \_\_\_\_\_

Address \_\_\_\_\_

City and ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Registration Enclosed:  \$150 basic registration,  Special \$125 fee for CCTE delegates and members,  
 Add \$25 for lunch — Total enclosed \_\_\_\_\_

Send completed form with a check for your registration (payable to CCTE) by October 15 to:

California Council on Teacher Education

Caddo Gap Press

3145 Geary Boulevard PMB 275, San Francisco, CA 94118

## From the Desk of the CCTE Executive Secretary

Some items of likely interest to CCTE delegates and members:

### Membership

The membership goals for CCTE for the 2004-2005 year are that we will enroll 90 institutional members and 400 additional individual members. Membership renewal notices were sent to all institutions and individuals back in June, and reminders will be sent in September to those who have not yet renewed. Please check to be sure that your institution has renewed, and if you are not an institutional delegate please join as an individual member (see the membership form on page 4 of this issue of *CCNews*).

### Publications

All CCTE delegates and members receive quarterly issues of *Teacher Education Quarterly*, semi-annual issues of *Issues in Teacher Education*, and quarterly issues of *CCNews*. The Fall 2004 issues of *Teacher Education Quarterly* and *Issues in Teacher Education* are currently at the printer, and are scheduled to be mailed to delegates and members in early October. The next issue of *CCNews* will come out in December, with a deadline of November 15 for information that any delegate or member wishes to submit.

### Website

The CCTE website is available to all interested persons at [www.ccte.org](http://www.ccte.org) and all delegates and members are encouraged to check it for information and updates on a regular basis. A description of the website appears on page 8 of this issue of *CCNews*.

### Fall Conference

Please note that the CCTE Fall 2004 Conference is scheduled a few weeks earlier than usual this year. This was necessary in order to secure our desired space at the Shelter Pointe Hotel and Marina in San Diego. If you have not already registered for the Conference, please use the form on page 3 of this issue of *CCNews*. Information on the Conference appears on page 1 and the tentative program on page 2.

### Special CELDT Workshop

In an effort to expand services to delegates and members this year, CCTE is sponsoring a special workshop on the CELDT Examination on November 12 at Loyola Marymount University. Information on the workshop appears on page 1 of this issue of *CCNews*, and a registration form is on page 5.

### CCTE Strategic Plan

In response to discussions and actions taken at recent CCTE semi-annual conferences, the officers and Board of Directors are spearheading development of a CCTE Strategic Plan. As reported to the Delegate Assembly at the last two conferences, several subcommittees of the Board are working on sections of the plan. The primary elements of the plan were approved by the Board of Directors at its meeting on June 11 of this year, and will be presented for adoption by the Delegate Assembly on October 7 at the Fall Conference. A more detailed narrative form of the plan is also being developed for consideration by the Board of Directors when it meets on October 6.

### Other Information

If you need further information on any activities of the California Council on Teacher Education, please don't hesitate to contact me.

—**Alan H. Jones**, CCTE Executive Secretary  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118  
Telephone 415/666-3012  
Fax 415/666-3552  
E-mail [caddogap@aol.com](mailto:caddogap@aol.com)

## CCNEWS

### The Newsletter of the California Council on Teacher Education

Reyes L. Quezada, Editor  
School of Education, University of San Diego  
5998 Alcala Park, San Diego, CA 92110  
Phone: 619/260-7453; E-mail: [rquezada@sandiego.edu](mailto:rquezada@sandiego.edu)

Alan H. Jones, Publisher & CCTE Executive Secretary  
3145 Geary Blvd., PMB 275, San Francisco, CA 94118  
Phone: 415/666-3012; E-mail: [caddogap@aol.com](mailto:caddogap@aol.com)

*CCNews* is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are mailed to all delegates and members of the California Council on Teacher Education.

News, articles, commentary, announcements, and other information related to teacher education in California are invited from all interested parties. Send submissions to either Reyes Quezada or Alan Jones, addresses and e-mail as listed above. The deadline for the Winter 2004 issue, which will appear in December, is November 15, 2004.

A Message from CCTE President Vicki LaBoskey:

## CCTE's Response to Today's "Unsurmountable Opportunities"

In 1996 Seymour Sarason "revisited" his 1971 landmark book *The Culture of The School and The Problem of Change* in a revised version of the original text. The back cover of the new edition describes it as having two parts; the first "reproduces" the previous work and the second reconsiders the same issues 25 years later in a manner thus described:

As [Sarason] explains in his preface, to him the word crisis means "a point in time when a dangerous situation contains conflicting forces of an intensity or seriousness that in the near term will be dramatically altered depending on which forces win out. When I wrote the book a quarter century ago, I did not regard our schools as in crisis...[though] my intuition... was that a crisis would come sooner or later. It has, in my opinion, come." Believing that "what happens in our cities and schools will determine the fate of our society," Dr. Sarason is deeply concerned that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on the dismantling of the public school system.

In my opinion, eight years later, the crisis is not only continuing, it is escalating—the forces to which Sarason alludes are gaining both momentum and ground.

What makes it increasingly difficult to work against those forces is the fluidity, the transmutability of the proposals and the arguments they represent. On the one hand, teacher education is criticized for its lack of rigor resulting in a proliferation of standards, requirements, and monitoring—in the micro-management of our activities and even the words we use to describe them. We are asked to ensure that our students have a deep knowledge base of subject matter pedagogy, of instructional monitoring, of the interpretation and use of assessments, of ways to keep all students engaged in equally accessible content, of differentiating instruction for English Language Learners and students with special needs, of getting to know and understand the learners, of lesson and unit planning, of classroom management, organization and time maximization, of creating positive and supportive social environments, of a teacher's professional, legal and ethical obligations to families and communities, of ways to engage in life-long learning and professional growth, of ways to incorporate technology into the classroom, etc., etc. And that student teacher learning of all these complicated constructs can never be demonstrated through coursework only, but must also appear in performance.

While on the other hand, options continue to be considered and provided for folks to enter the classroom simply by passing a written subject matter examination and federal background check, implying, of course, that none of those things we have been working so hard to provide and to authentically assess really matter at all. So how do we respond to such inherent contradictions? Clearly, when diametrically

opposed positions can be simultaneously held, we will be damned if we do and damned if we don't. If teacher education attempts to address as conscientiously as possible the complexity of the teaching and learning process in contemporary American classrooms in ways that will maximize the learning opportunities and outcomes for ALL students, we will be accused of adding unnecessary "time and expense" to the credentialing process. And if we question any regulation, regardless of what or on what basis, we will always be accused of being anti-accountability and/or interested only in self-preservation. Toward the end of Sarason's book, in providing an example of a well-funded, but poorly conceptualized and thus misguided



Vicki K. LaBoskey

reform effort, he draws upon the wisdom of the "philosopher Pogo" to characterize those circumstances: "We are faced with unsurmountable opportunities." As he says, "Humor... is a way of expressing anxiety in a diluted subliminal way. Pogo had it right."

And what to do in the face of "unsurmountable opportunities?"—exactly what CCTE is doing. We work ever-harder to enhance our understanding of the complex teaching/learning process through research and systematically monitored daily practice; we share and deliberate the resulting knowledge and beliefs with our membership and colleagues in our conferences and publications; we build our alliances with other individuals and groups interested in improving education for all children. We keep moving forward, as represented by a new Strategic Plan for the organization, recently approved by the Board and up for approval by the delegates at the fall conference in San Diego. I hope to see you all there so we can continue together to take advantage of today's "opportunities." In the words of Dr. Martin Luther King, Jr. "The time is always right to do what is right."

—Vicki K. LaBoskey, CCTE President  
Department of Education, Mills College

## Reaching out from the

# California Association of Professors of Special Education

By **Virginia Kennedy**,  
CAPSE President,  
California State University, Northridge

We cordially invite you to the next CAPSE meeting, to be held on Thursday, October 7, from 9:00 to noon, during the first morning of the Fall CTE Conference in San Diego. We start the morning with a continental breakfast. Our meeting is followed by the Special Interest Group for Special Education, from noon to 1:15. All who have an interest in special education and the preparation of educators who work with students who have disabilities are welcomed to both gatherings.

The conference theme of intended and unintended consequences of legislative action is certainly pertinent to our work this year. IDEA, the Individuals with Disabilities Education Act, is in its final stages of re-authorization, effecting possible changes in many areas from paperwork to discipline to eligibility. In California, the move towards inclusive service delivery continues, broadening the special educator's role beyond the classroom into collaboration, co-teaching, and subject matter specializations. Curricula and instruction must provide access to the general education classroom, and

teachers must be fully conversant with content standards and test preparation. Our teachers also must be prepared to teach growing numbers of students who are learning English as they meet the challenges of their disabilities. Questions of equity and implications for assessment, identification, and instruction abound. Technology and medical advances have made our work more challenging, yet more effective. But the shortage of special education teachers in many areas of the state remains acute.

Our Fall meeting will feature representatives from the California Commission on Teacher Credentialing and the California Department of Education in dialogues about the important current and future issues facing special education and the preparation of its teachers. As an affiliated organization of CTE, we are, as always, pleased to be part of the conference and the delegate assembly, and to have representation on the CTE Board of Directors. Pulling together to prepare and support all of California's teachers will continue to have great intended consequences for the students and families of our state!

If you have questions about CAPSE and our Fall meeting, please don't hesitate to contact me by e-mail at [virginia.kennedy@csun.edu](mailto:virginia.kennedy@csun.edu)

## CCTE Website Now Revised, Updated, and Open for Business

The California Council on Teacher Education website — at [www.ccte.org](http://www.ccte.org) — has this year undergone a thorough revision and updating and is once again open and available as a resource to all CCTE delegates, members, friends, and other interested persons.

The website has a new, attractive home page, plus the following resources:

- ◆ Information on the Fall 2004 Conference, including a registration form that can be downloaded and mailed.
- ◆ Complete copies of the Fall 2003, Winter 2003, and Spring 2004 and Summer 2004 issues of *CCNews*,
  - ◆ A link to the *Teacher Education Quarterly* website, which contains a wide range of information about the journal, as well as several years of back issues available.
- ◆ Links to the websites of the American Association of Colleges for Teacher Education and the Association of Teacher Educators, the two national organizations with which CCTE is affiliated.
  - ◆ A section devoted to policy activities and issues.
- ◆ Contact information for persons wishing further information about CCTE.
- ◆ A directory of CCTE officers, Board of Directors members, and committee chairs.
  - ◆ Information on the *Issues in Teacher Education* journal.
  - ◆ Information on CCTE committees.
  - ◆ Information on the CCTE Special Interest Groups.
  - ◆ CCTE membership information and a membership form.

All CCTE delegates and members are encouraged to check out the revised website, and to use it regularly as a source of information on our organizational activities.

You are also invited to share your reactions to the website, as well as your suggestions for additional information that might be posted.

Please share your thoughts via e-mail with Alan H. Jones, CCTE Executive Secretary, at: [caddogap@aol.com](mailto:caddogap@aol.com)

## Call for Proposals for Research and Best Practice Sessions at the Spring 2005 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and best practice proposals for the Spring 2005 Conference to be held March 31-April 2 at the Hyatt Sainte Claire Hotel in San Jose. Proposals are encouraged which address: (1) Research related to teacher education, including policy issues, classroom-based issues, teacher effectiveness, or other related topics; (2) Projects or programs reflecting best practice; and (3) Other innovative sessions related to teacher education. Poster sessions and other involving presentations styles are encouraged. The research and best practice presentations will take place in concurrent sessions at the Conference.

**General Procedures:** CCTE is interested in receiving proposals from faculty directly involved in teacher education programs, county and school district personnel engaged in BTSA and other teacher induction and professional development efforts, and graduate students conducting research related to teacher education. Presenters will be selected from each of these categories to assure balance in the Spring Conference program.

**How To Submit Proposals:** Proposals must be submitted electronically. Submit (a) an email file cover sheet listing the names, affiliations, addresses, work and home telephone numbers, and email addresses, along with requested audiovisual equipment; and (b) an email file attachment (preferably in Microsoft Word or Microsoft Office) of a maximum 3-page, single-spaced proposal without names of the presenters. Proposals should be e-mailed to CCTE Research and Best Practice Committee Chair Ed Behrman at:

ebehrman@nu.edu

**Content of the Proposal:** Include the following: A brief overview of the study/project/program session including purpose/objectives, theoretical framework, methods, data source, results/conclusions/points of view, significance to the field of teacher education, and proposed style of presentation.

**Deadline:** Proposals for the Spring 2005 Conference must be received by February 1, 2005.

**Criteria for Selection:** The selection criteria are: the proposal contributes to the knowledge base of preservice and inservice teacher education; the proposal is methodologically or theoretically sound; and the proposal clearly states its significance for teacher educators.

**Scheduling:** The concurrent research and best practice sessions will be scheduled on either Thursday or Friday, March 31 and April 1, at times to be determined. Persons submitting proposals should be planning to attend the Conference on both of those days in order to be available once proposals are accepted and sessions are scheduled.

**Miscellaneous:** All presentations at CCTE Conferences are eligible for inclusion on the CCTE website following the Conference, and for submission to the ERIC Clearinghouse on Teacher Education. Papers resulting from accepted proposals will also be considered for publication in *Teacher Education Quarterly* or *Issues in Teacher Education*, the two CCTE journals.

For further information, contact CCTE Research and Best Practice Committee Chair Ed Behrman at National University, 9920 South La Cienega Boulevard, Suite 404, Inglewood, California 90301, telephone 310/258-6719, e-mail ebehrman@nu.edu; or contact Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118, telephone 415/666-3012, e-mail caddogap@aol.com

### Looking ahead to Fall 2005 Conference

The Fall 2005 CCTE Conference will be held October 20-22 at the Shelter pointe Hotel and Marina in San Diego. The deadline for Research and Best Practice proposals for the Fall 2005 Conference is August 1, 2005. Such proposals, based on the same format and criteria as above, should be submitted via e-mail to Ed Behrman at ebehrman@nu.edu

## CCTE Calls for Nominations for

### “Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers”

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee invites nominations (and self-nominations) from programs in Northern California for the “Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers” that will be presented at the Spring 2005 Conference in San Jose. Next spring and summer the Awards Committee will seek nominations of programs in Southern California for the award to be presented at the Fall 2005 Conference in San Diego.

Nominations must be submitted via e-mail.

Nominees for this semi-annual CCTE award must reflect collaboration between college/university administration and faculty and K-12 school administration and faculty (individual schools, school districts, or county offices of education) in the planning as well as the implementation of the program to be honored. Eligible programs must have been in place for a minimum of three academic years. Such programs may involve public or private/independent colleges/universities and public or private K-12 schools. Nominations must show clear evidence that as a result of the program, all partners have benefitted — e.g., children, student teachers, beginning teachers, cooperating teachers, other teachers and/or administrators in the school or district, and college/university faculty.

Nominations must include the following information: The names of the leading participants in the collaborative effort; a description of the school/district/county office and its population; a history of the program, including original goals and/or research questions being addressed; a description of the perceived successes of the effort, including any synopses of evaluative data collected; and future plans for the project.

Nominations must be submitted jointly by the K-12 school/district/county office and the institution of higher education with a statement of verification by the appropriate college/university and school/district officials. Each official named in the document should send a separate e-mail verification statement.

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: [jcantor@csudh.edu](mailto:jcantor@csudh.edu)

The deadline for nominations for the award to be made at the Spring 2005 Conference is February 1, 2005.

## Call for CCTE Individual Awards Nominations

The California Council on Teacher Education seeks to recognize individuals who, as part of their professional responsibility, are making significant contributions to the preparation and professional development of educators for California schools. Toward this end CCTE will, depending upon nominations received and the subsequent deliberations of the Awards Committee, continue the tradition begun by SCATE of honoring educators in the following categories at the Spring 2005 Conference:

**Robert R. Roth Distinguished Teacher/Administrator New to the Profession:** This award is intended for a teacher or administrator who has worked six years or less at a K-Adult school site, district office, or county office of education. The awardee must exemplify excellence in their primary assignment and in their work to improve the preparation, induction, and professional development of educators.

**Distinguished Teacher/Administrator:** This award recognizes and honors an outstanding teacher and/or outstanding administrator who has worked more than six years at a K-Adult school site, district office, or county office of education. The awardees must exemplify excellence in primary assignment and in work to improve the preparation, induction, and professional development of educators.

**Distinguished Teacher Educator:** This award recognizes and honors an outstanding teacher educator who is located at a university/college, community college, or educational agency other than K-12 districts or county offices. The awardee must exemplify excellence in work to improve the preparation, induction, and professional development of educators.

**Nomination Procedure:** Via e-mail (1) Submit an essay describing the work of your nominee with particular attention to evidence of excellence in primary professional assignment; history and evidence of commitment to and success in teacher preparation; and ways in which the nominee’s work reflects the goals of CCTE; (2) Include with your essay documentation/evidence (including nominee’s CV) to support your claims; (3) Cover page to include: Name of Award; Name of Nominee; Nominee’s Address, Phone, e-mail; Name of Nominator; Nominator’s Address, Phone, e-mail; (4) Send nomination information via e-mail by February 1, 2005, to: [jcantor@csudh.edu](mailto:jcantor@csudh.edu)

For additional information contact CCTE Awards Committee Chair James Cantor, School of Education, California State University, Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747, telephone 310/243-3775, e-mail [jcantor@csudh.edu](mailto:jcantor@csudh.edu)

## Special Interest Groups (SIGs) of the California Council on Teacher Education

The California Council on Teacher Education plays host to ten Special Interest Groups.

These SIGs meet at each Semi-Annual CCTE Conference.

All CCTE Sigs are open to all interested persons.

*Case Methods in Teacher Education:* This group examines the use of case methods in the preparation of teachers, including the identification and sharing of case studies and case methods, and the refinement of materials available in this field. SIG coordinator: Michael Fanning, St. Mary's College of California. Meeting at noon on Thursday, October 7, at the Fall Conference.

*Coalition for Educational Renewal:* The California Coalition for Educational Renewal is the state arm of the national network inspired by the work of John I. Goodlad. Coalition meetings focus on activities at California campuses which operate as part of the national network. SIG coordinator: Sally Botzler, Humboldt State University. Meeting at 5 p.m. on Thursday, October 7, at the Fall Conference.

*Credential Program Coordinators:* This SIG offers an opportunity for coordinators of credential programs at colleges and universities across California to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands. Meeting at 5 p.m. on Thursday, October 7, at the Fall Conference.

*Deans and Directors of Teacher Education:* This new SIG seeks to offer deans, directors, and chairs of schools, colleges, and departments of teacher education an opportunity to exchange information and perspectives on administrative, fiscal, and policy issues. SIG coordinator: Carol A. Bartell, California State University, Los Angeles. Meeting at 5 p.m. on Thursday, October 7, at the Fall Conference.

*Educational Foundations:* What do we mean when we say that we teach Educational Foundations? What are our purposes? How do we teach it? The range of interpretations, purposes, and approaches varies from instructor to instructor and by institution. Given this milieu, we come together at CCTE to share with and learn from each other. SIG coordinator: Karen D. Benson, California State University, Sacramento. Meeting at noon on Thursday, October 7, at the Fall Conference.

*Equity and Social Justice:* This SIG, which met for the first time at the Fall 2000 Conference, 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. SIG co-coordinators: Anaida Colon-Muniz, Chapman University, & Tim Mahoney, California State University, Stanislaus. Meeting at 5 p.m. on Thursday, October 7, at the Fall Conference.

*Lives of Teachers:* This SIG is intended for educators interested in conducting research, doing writing, or just discussing topics related to: (1) the evolution of teachers' careers, including the stages or "passages" that mark various phases of this evolution; (2) teacher biography and autobiography, with special emphasis on the stories that teachers tell about their professional lives; and (3) teacher professionalism, i.e., those features that distinguish teaching from other professions. SIG coordinator: Jerry Brunetti, St. Mary's College. Meeting at noon on Thursday, October 7, at the Fall Conference.

*National Board Certification:* This SIG considers issues in California related to National Board Certification of teachers. SIG coordinator: Judith Shulman, WestEd. Meeting at noon on Thursday, October 7, at the Fall Conference.

*Special Education:* This SIG offers an opportunity for discussion and exchange between teacher educators interested and involved in the field of special education. SIG coordinator: Lanna Andrews, University of San Francisco. Meeting at noon on Thursday, October 7, at the Fall Conference.

*Technology and Teacher Education:* This SIG explores issues and developments in educational technology and applications in the teacher education field. SIG coordinator: William Dwyer, University of Redlands. Meeting at 5 p.m. on Thursday, October 7, at the Fall Conference.

## CCTE Policy Framework

The California Council on Teacher Education (CCTE) supports and encourages approaches to the preparation and continuing development of teachers which:

- ◆ Work toward the integration of the professional preparation of educators into career-long professional development involving sound theory and effective practices at all stages.
- ◆ Establish and foster strong support programs for teachers at all stages of their careers, particularly at the beginning stage, to help attract and retain high-quality teachers; such programs should include a role for university-based personnel as well as practitioners from the schools.
- ◆ Recognize and support university and school personnel who work in partnerships to improve preservice preparation, induction, and professional development of educators.
- ◆ Assure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.
- ◆ Foster the strong and balanced preparation of teachers in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum.
- ◆ Assure that the guidelines, regulations, and laws governing the preparation of teachers and other educational personnel in California are based on, and are continually informed by, research and best practice; and that these guidelines, regulations, and laws reflect the considered opinions and voices of experts in the field.
- ◆ Include multiple and alternative approaches to the admission, retention, and credential recommendations for prospective teachers; and assure that all measures used to assess candidates at any point in their preparation are valid, unbiased, and relevant to teaching and learning practice.
- ◆ Support accreditation and evaluation processes which improve professional practice and which are conducted in an unbiased, collegial atmosphere by university and school professionals.
- ◆ Seek and ensure the active participation of the teacher education community in policy discussions and decisions regarding preservice education and the professional development of educators.
- ◆ Foster public and political support for education at all levels, pre-K to university.
- ◆ Recognize that quality teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources for ongoing development of effective teacher preparation programs.

—Originally adopted by the Delegate Assembly of the California Council on the Education of Teachers, April 17, 1997

All CCTE delegates, members, and friends are encouraged to copy and share the CCTE Policy Framework with others in the California education community, as well as with policymakers at all levels of government.

### CCTE Communications & Publications

*CCNews* (quarterly newsletter)  
*Issues in Teacher Education* (semi-annual journal)  
*Teacher Education Quarterly* (quarterly journal)  
CCTE Website ([www.ccte.org](http://www.ccte.org))

# CCTE Policy Update

By Elizabeth Jimenez, CCTE Legislative and Educational Policy Analyst

## *Legislative Action*

The 2003-2004 Legislative session is winding down with many changes, especially the Budget cuts.

During the last few months, we have gone on record in support of several key bills this legislative session that are in sync with the CCTE Policy Framework (see previous page). Two examples are:

SB 1510/Alpert would continue BTSA and its funding. It is a broad reaching proposal to move a number of categorical programs in several areas into block grants which allow more local control and reduce some redundancy in reporting requirements.

SB 1419/Vasconcellos, The Opportunity to Teach and Learn Index Bill, is a proposal sponsored by plaintiffs in the Williams vs. California class action suit. It sets up a comparison index of quality indicators such as number of credentialed teachers, condition of school facilities and assurances of 1:1 ratio of textbooks to students. This index is designed to help the community and policy makers compare schools in various areas is to be published along with the API and AYP.

If you would like to receive regular updates on policy issues, please let Alan Jones, CCTE Executive Secretary, know that you would like to be part of our CCTE Policy Updates e-mail list.

## *CCTC Policy on ABCTE*

At the regular monthly meeting of the California Commission on Teacher Credentialing, on August 12, there was an informational presentation by Kathleen Madigan representing the American Board Certification of Teacher Excellence, aka ABCTE. The item had originally been scheduled for Information and Action but, at the request of some Commissioners last month, was changed to Information only. The presentation began with Madigan describing some of the misunderstandings about the test. However, the speaker's explanation did not always correspond to the printed information distributed by ABCTE. For example, she said that all of the current applicants have some instructional experience, as subs, or in Peace Corps, as Sunday School Teachers, etc. and then when potential applicants call they are asked about their experience because, in order to pass the test, they will have had to have had instructional experience. The marketing brochure for ABCTE does not mention experience anywhere as neither a prerequisite, nor a recommendation.

At the conclusion of the presentation, Commissioners raised some excellent questions and expressed concerns. The Commission Chair pointed out that since the test is ac-

cepted in some other states, California may have to decide whether reciprocity applies. It was pointed out that there exists already a process for determining acceptance of other state's credentials, so no new procedure was necessary.

Testimony from the audience was permitted and took about one and a half hours, despite the fact that the Commission Chair asked that testimony be limited to two minutes per person. The testimony was well organized and represented many stakeholders including CCTE, CFA, PTA, CSBA, the CSU Chancellor's Office, some classroom teachers, several who hold National Board Certification, a local school board member, and a number of deans of schools of education, including Carol Bartel of California State University, Los Angeles, and P. David Pierson of the University of California, Berkeley. All who testified were in strong opposition to the use of ABCTE in California.

CCTE was represented in testimony by President Vickie LaBoskey and Legislative and Educational Policy Analyst Elizabeth Jimenez, who also placed an opposition letter and a copy of the CCTE Resolution on ABCTE into the Commission record (see the next page of this issue of *CCNews* for the text of the letter and resolution).

The result of the presentation, testimony, and discussion was that the Commission directed the staff not to take any further action on ABCTE and not to place it on any future agenda for consideration.

## *The Administration*

A new report has been issued by the Administration which contains the recommendations of over 2500 state employees to restructure and reduce redundancy in state government. This massive report touches on education, including recommendations regarding the Commission on Teacher Credentialing, State Board of Education, and Department of Education. These proposals will be heard on September 9, at a location to be announced, in Los Angeles County. The report can be viewed at [www.cpr.ca.gov](http://www.cpr.ca.gov). We will continue to monitor and give feedback to CCTE as the opportunity presents itself.

## *Upcoming Session at CCTE Fall Conference Features State Senator Dede Alpert*

Please plan to stay for the Saturday morning session of the Fall CCTE conference for a working session with State Senator Dede Alpert. This informative, interactive working session will allow us to ask an expert about what works and what should we avoid in working with policy makers. I look forward to seeing you there on Saturday, October 9.

## Letter from CCTE Concerning ABCTE

August 10, 2004

Mr. Lawrence Madkins Jr., Chair  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95814

Subject: OPPOSITION TO ABCTE

Dear Chair Madkins and Members,

In anticipation of the CCTC meeting on August 12, 2004, agenda items 4A and 4B, the California Council on Teacher Education (CCTE) urges you to consider our strong position of opposition to the ABCTE and its approach. Attached is a copy of our October 31, 2003 membership resolution detailing our serious concerns about this approach.

We strongly disagree with the basic premise of the current definition of a highly qualified teacher. Subject matter knowledge is NOT all that is required to teach successfully. Practice and performance do count.

As your staff report no doubt will show, the states that currently employ this test do not have the kind of longstanding partnership between thorough, professional teacher preparation and rigorous credentialing that California does. CCTE's position is that California should not lower its rigorous credentialing requirements to allow a credential mill to develop.

In California, those who are licensed to practice professions that impact the health and safety of the public are not only required to take a test, but to complete course-work and often, many hours of supervised practice—doctors, dentists, pharmacists, psychologists, firefighters, hair dressers, manicurists, even your teenager getting a drivers license. We require high school students to take four years of coursework even if they pass the high school exit exam in their sophomore year.

If California chooses to endorse ABCTE, our youth and society will be sent the wrong message; that in California, school, and learning, studying, and education are not to be valued. The unintended lesson will be that what matters here is just passing the test.

As the Commission continues to study the complex issues influencing the supply and demand for teachers, teacher preparation, alternative routes to certification, and the retention of our teaching professionals, CCTE is prepared to participate with other stakeholders to provide our expert advice, longstanding experience, and access to data to the conversation. Thank you for your consideration.

Sincerely,  
Elizabeth Jimenez  
CCTE Legislative and Educational Policy Analyst

## CCTE Resolution Concerning ABCTE

(Resolution passed by the Delegate Assembly of the California Council on Teacher Education on October 31, 2003, in San Diego.)

Whereas

California has been engaged for the past several years in raising the standards for pre-service teachers, the induction of new teachers, and the continuing education of teachers.

And Whereas

These standards call for candidate demonstration of a combination of basic skills, subject matter knowledge, and professional preparation in pedagogy, which includes an assessment of teaching skills in classrooms with children, in order to receive a recommendation for a California teaching credential,

And Whereas

These standards also require well-prepared candidates who are to teach California's students with special needs as well as students who are linguistically, culturally, and socio-economically diverse,

And Whereas

The recently formed group known as ABCTE, the American Board for the Certification of Teacher Excellence, proposes a national credentialing and certification system based solely on the passage of examinations rather than through demonstrated professional practice with children.

And Whereas

This latter approach appears to undermine the recent California SB 2042 legislation, and other reform legislation, that raise the standards for candidates who wish to receive an initial credential recommendation.

Therefore, Be It Resolved That

The California Council on Teacher Education (CCTE) strongly opposes the use of the ABCTE examination system in California as an alternative route to the issuance of an initial credential, or issuance of such a credential based on reciprocity with other states who may have adopted ABCTE.

And Be It Further Resolved That

The CCTE urges the California State Legislature, the California Commission on Teacher Credentialing, the California Department of Education, and the California State Board of Education to reject attempts to bring the ABCTE examination program into the California teacher credentialing system.

## CCTE Leadership Directory

### *CCTE Officers:*

Vicki LaBoskey, President (2004-2006), Mills College; laboskey@hotmail.com  
 Reyes Quezada, President-Elect (2004-2006), University of San Diego; rquezada@sandiego.edu  
 Sally Botzler, Vice President for ATE (2004-2006), Humboldt State University; sjb3@humboldt.edu  
 Joel Colbert, Vice President for AACTE (2004-2006), University of Southern California; jcolbert@usc.edu  
 Andrea Maxie, Past President (2004-2006), California State University, Los Angeles; amaxie@calstatela.edu

### *CCTE Board of Directors:*

Paul Ammon (2003-2006), University of California, Berkeley; prammon@uclink.berkeley.edu  
 James Cantor (2002-2005), California State University, Dominguez Hills; jcantor@csudh.edu  
 Judith Crowe (2003-2006), California Lutheran University; crowe@clunet.edu  
 Marilyn Draheim (2002-2005), University of the Pacific; mdraheim@uop.edu  
 Deborah Hamm (2004-2007), California State University, Long Beach; dhamm@csulb.edu  
 Lisa Kirtman (2004-2007), California State University, Fullerton; lkirtman@fullerton.edu  
 Magaly Lavadenz (2002-2005), Loyola Marymount University; mlavaden@lmu.edu  
 Jaime Romo (2004-2007), University of San Diego; jromo@sandiego.edu  
 Ann L. Wood (2003-2006), California State University, Los Angeles; awood@calstatela.edu

### *CCTE Staff and Editors:*

Alan H. Jones, CCTE Executive Secretary (2001-2004), Caddo Gap Press; caddogap@aol.com  
 Elizabeth Jimenez, CCTE Legislative and Educational Policy Analyst, GEMAS Consulting; execjimenez@aol.com  
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@uop.edu  
 Steve Turley, Editor, *Issues in Teacher Education*, California State University, Long Beach; hsturley@csulb.edu  
 Reyes Quezada, Editor, *CCNews*, University of San Diego; rquezada@sandiego.edu

### *CCTE Committee Chairs:*

#### Awards Committee Chair:

James Cantor (see above under Board of Directors)

#### Fall 2004 Conference Committee Co-Chairs:

Judith Sandholtz, University of California, Riverside; judith.sandholtz@ucr.edu

Athena Waite, University of California, Riverside; athena.waite@ucr.edu

#### Spring 2005 Conference Committee Co-Chairs:

Paul Ammon (see above under Board of Directors)

Della Peretti, University of California, Berkeley; dperetti@uclink.berkeley.edu

#### Membership Committee Chair:

Chris Renne, California State University, Fullerton; crenne@fullerton.edu

#### Policy Committee Co-Chairs:

Ron Solorzano, Occidental College; solor@oxy.edu

Susan Westbrook, California Federation of Teachers; suew447@aol.com

#### Research Committee Chair:

Ed Behrman, National University; ebehrman@nu.edu

## Call for Volunteers for CCTE Committees

Serving on CCTE committees is one of the best ways to get more involved in the organization and to assist in carrying out CCTE goals and activities. If you are interested in serving on any of the CCTE Committees listed above, please contact CCTE President Vicki K. LaBoskey or Executive Secretary Alan H. Jones to let them know of your willingness. There is almost always room for additional volunteers on most CCTE committees, and if not then you will be on the list for the next opening as current committee members complete their term of office.

## Quick Notes:

### ◆ Plans for the Fall 2004 Conference

See Overview on Page 1, Program on Page 2, and Registration Form on Page 3

### ◆ Join CCTE for 2004-2005

See Membership Form on Page 4

### ◆ Reports on CCTE Activities

CELDT Workshop To Be Held (Pages 1 & 5)  
 From the Desk of the Executive Secretary (Page 6)  
 Message from CCTE President (Page 7)  
 Communication from CAPSE (Page 8)  
 CCTE Website Information (Page 8)  
 Call for Proposals for Fall 2004 Conference (Page 9)  
 Call for Nominations for Awards (Page 10)  
 List of CCTE SIGs (Page 11)  
 CCTE Policy Framework (Page 12)  
 CCTE Policy Update (Page 13)  
 Letter & Resolution on ABCTE (Page 14)  
 CCTE Leadership Directory (Page 15)

## In This Issue of CCNews ...

Fall 2004 CCTE Conference Plans .....	1
CCTE To Sponsor CELDT Workshop .....	1
Spring 2005 Conference Plans .....	1
Fall 2004 Conference Program .....	2
Fall 2004 Conference Registration Form .....	3
CCTE Membership Form .....	4
CELDT Workshop Registration Form .....	5
From the Desk of the Executive Secretary .....	6
Information on <i>CCNews</i> .....	6
Message from CCTE President .....	7
Reaching Out from CAPSE .....	8
CCTE Website Information .....	8
Call for Proposals for Spring 2005 .....	9
Call for Nominations for CCTE Awards .....	10
CCTE Special Interest Groups .....	11
CCTE Policy Framework .....	12
CCTE Policy Update .....	13
Letter and Resolution on ABCTE .....	14
CCTE Leadership Directory .....	15

Check out the CCTE Website at [www.ccte.org](http://www.ccte.org)

## CCNews — Volume 14, Number 3

Fall Issue, September 2004

The Newsletter  
of the California Council  
on Teacher Education

Caddo Gap Press  
3145 Geary Boulevard, PMB 275  
San Francisco, CA 94118

