

CCNews

Newsletter of the
California Council on Teacher Education

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



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Newsletter of the California Council on Teacher Education

“Teacher Education Alliances for Children: Getting Beyond ‘Us’ and ‘Them’” Is Fall 2005 CCTE Conference Theme

The Fall 2005 Conference of the California Council on Teacher Education will be held October 20-22 at the Shelter Pointe Hotel and Marina in San Diego. The Fall Conference theme is “Teacher Education Alliances for Children: Getting Beyond ‘Us’ and ‘Them.’”

In speaking to this theme, the Conference planning committee explains: “Teacher education programs in California can not operate alone. CCTE with its associated organizations (ICCUCET, CAPSE) and its relationships to ATE and AACTE has a long-standing commitment to building alliances. The CCTE strategic plan includes alliance building and membership development as important to policy response and initiation. With the added requirement of a two-year induction plan involving school districts and LEAs, alliance building has become even more important to the mission of CCTE.”

The conference will begin with an alliance-building luncheon on Thursday to which representatives from numerous groups interested and involved in teacher education have been invited to meet and discuss common interests with CCTE officers, delegates, and members. The luncheon will be followed by an opening session featuring a message from Marion Wright Edelman of the Children’s Defense Fund that will be delivered by leaders of the California chapter of the Fund. The afternoon will also include a poster session at which all interested groups may display and discuss their interests and activities. It is the expectation of the Program Committee that alliances will be explored, developed, and formed throughout this conference, with a culminating session on Saturday to act upon these evolving relationships.

The Friday morning program will feature a keynote address by Gary Fenstermacher of The University of Michigan and the National Network for Educational Renewal. He will discuss the importance of alliance-building at local, state, and national levels, and offer suggestions for strengthening of the teacher education community through such efforts.

The three-day program will also include two policy sessions, research and practice presentations and poster sessions, meetings of special interest groups, a Thursday evening banquet, a Friday awards luncheon, a Saturday morning session on writing for the CCTE journals and other publications, and meetings on Thursday morning of the California Association of Professors of Special Education, the Independent California Colleges and Universities Council on

Education of Teachers, and the California State University Field Directors Forum.

The Fall Planning Committee is co-chaired by Deborah Hamm (California State University, Long Beach) and Sally Botzler (Humboldt State University), and other members are Joel Colbert (University of Southern California), LaRie Colosimo (Claremont Unified School District), Judith Crowe (California Lutheran University), Virginia Kennedy (California State University, Northridge), Helene Mandell (CalStateTEACH), Margaret Olebe (California State University Chancellor’s Office), Reyes Quezada (University of San Diego), Jaime Romo (University of San Diego), Heidi Stevenson (University of the Pacific), Susan Westbrook (California Federation of Teachers), and Ann Wood (California State University, Los Angeles).

The announcement and registration materials for the Fall Conference were mailed to all CCTE delegates and members in early August, and are also available on the CCTE website. The tentative Conference program appears on page 3 of this issue of *CCNews*, and the registration form is on page 4.

Spring 2006 Conference Plans Taking Shape

The Spring 2006 CCTE Conference will be held March 30 to April 1 at the Sainte Claire Hotel in San Jose and will continue the activities started at the Fall 2005 Conference by focusing on the theme “Promoting Socially-Just Educational Policies and Legislation through Expanding CCTE’s State and National Alliances.”

Keynote speakers at the Spring Conference will be Linda Darling-Hammond of Stanford University and Jane McCarthy, president of the Association of Teacher Educators. In addition to policy sessions, research sessions, special interest groups, a banquet and luncheon, and meetings of CAPSE and ICCUCET, the Conference will also feature a closing session on Saturday morning involving CCTE Legislative and Educational Policy Analyst Elizabeth Jimenez and leaders of ATE and AACTE in discussion of policies that will foster socially-just education.

Co-chairs of the Spring Conference Planning Committee are Sally Botzler (Humboldt State University) and Ann Wood (California State University, Los Angeles).

Tentative Fall 2005 CTE Conference Program

Wednesday, October 19:

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

Thursday, October 20:

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

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

9:00 a.m. to Noon - Meeting of the **California State University Field Directors Forum.**

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 1:30 p.m. - **Alliance Building Luncheon** (everyone is invited)

1:30 to 2:30 p.m. - **Opening Session:** Introductions, Conference Orientation, and Message from **Marion Wright Edelman** of the Children's Defense Fund presented by leaders of the California chapter of the Fund.

2:30 to 3:45 p.m. - **Poster session** featuring displays and discussion with representatives of all organizations and institutions participating in the alliance building effort.

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

4:00 to 5:00 p.m. - **First Policy Session and Delegate Assembly**, focusing on state and national policy issues with CTE Legislative and Educational Policy Analyst Elizabeth Jimenez.

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

Arts and Education, Case Methods, Educational Foundations, Lives of Teachers, and National Board Certification (see SIG list on page 5 for further details).

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

7:00 to 9:00 p.m. - **Conference Banquet**, followed by songfest featuring CTE song-writers and minstrels.

Friday, October 21:

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 Is Open.**

8:00 to 8:30 a.m. - Coffee & Danish.

8:30 to 9:45 a.m. - **First Set of Concurrent Research and Practice Sessions.**

9:45 to 10 a.m. - Break.

10 a.m. to Noon - Keynote address by **Gary Fenstermacher** of The University of Michigan and National Network for Educational Renewal, followed by question period and table discussions.

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

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

1:45 to 3:00 p.m. - **Second Set of Concurrent Research and Practice Sessions.**

3:00 to 3:15 p.m. - Break

3:15 to 4:30 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 Special Education (see SIG list on page 5 for further details).

4:30 to 4:45 p.m. - Break.

4:45 to 6:00 p.m. - **Second Policy Session and Delegate Assembly**, focusing on the CTE Strategic Plan and organizational updates.

Saturday, October 22:

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

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

9:00 to 10:30 a.m. - **Writing for Publication Workshop**, with pointers for new and experienced authors from Thomas Nelson, Editor of *Teacher Education Quarterly*, Margaret Olebe, Editor of *Issues in Teacher Education*, and Alan H. Jones, Publisher, Caddo Gap Press.

10:30 a.m. to Noon - **Policy Presentation and Alliance Building Conversation**, presentations by state policymakers and a concluding discussion on the implications of alliance building on policy directions for CTE.

Noon - Final comments and Conference adjournment.

Use the form on the next page to send in your registration for the Fall Conference. You must make your own hotel reservations for the Conference. Call the Shelter Pointe Hotel and Marina in San Diego at 800/566-2524 and tell them you are attending the CTE Fall 2005 Conference. The Conference rate is \$139 (single or double).

California Council on Teacher Education Fall 2005 Conference Registration Form

October 20-22, Shelter Pointe Hotel and Marina, San Diego

Please register me for the Fall 2005 Conference!

Name _____

Preferred Mailing Address _____

(include ZIPcode)

Telephone _____

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 One-Time Rate for Representatives of Organizations Attending for Alliance Building - \$100 (\$125 on site) (This rate is not available to persons from CCTE member institutions)
- Special for Students - \$100 (will be \$125 on site)

Food Service (check those desired):

- Thursday Alliance Building Luncheon - \$35 (no box lunches this Conference)
- Conference Banquet (Thursday evening) - \$45
- Conference Awards Luncheon (Friday noon) - \$35
- 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 page 9, and include membership dues in your check).

CCTE Special Interest Groups, *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 5 p.m on Thursday:

- Arts in Education
- Case Methods in Teacher Education
- Educational Foundations
- Lives of Teachers
- National Board Certification

SIGs meeting at 3:15 p.m. on Friday:

- Coalition for Educational Renewal
- Credential Program Coordinators
- Deans and Directors
- Equity and Social Justice
- Special 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 October 3; 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.

Special Interest Groups (SIGs) of the California Council on Teacher Education Meeting as Part of the Fall 2005 Conference

Arts in Education: This new SIG will explore issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinator: Paul Ammon, University of California, Berkeley. (meeting Thursday, 5 p.m.)

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, Saint Mary's College of California. (meeting Thursday, 5 p.m.)

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 Friday, 3:15 p.m.)

Coordinators of Credential Programs: This SIG offers an opportunity for coordinators of credential programs to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands. (meeting Friday, 3:15 p.m.)

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 Friday 3:15 p.m.)

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 Thursday, 5 p.m.)

Equity and Social Justice: This SIG 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, and Tim Mahoney, California State University, Stanislaus. (meeting Friday, 3:15 p.m.)

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 Thursday, 5 p.m.)

National Board Certification: This SIG considers issues in California related to National Board Certification of teachers. SIG coordinator: Judith Shulman, WestEd. (meeting Thursday, 5 p.m.)

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education. SIG coordinator: Virginia Kennedy, California State University, Northridge. (meeting Friday, 3:15 p.m.)

All CCTE SIGs are open to any interested persons. Each person attending the Spring Conference is encouraged to attend SIGs of his or her choice on Thursday and Friday afternoons.

A Message from CCTE President Vicki LaBoskey:

Back to School

It's that time of year again—Back-to-School! No student or teacher of any age or in any place has a neutral response to that phrase. Some are excited, looking forward to a new year of teaching and learning, of spending time with friends and colleagues, of developing new relationships, of solving interesting problems—taking some risks or returning to the tried and true, picking up where they left off or getting a fresh start—continuing the adventure. Others are filled with dread, expecting only the worst—another year of failure, of social ostracism, of mountains of work, impossible expectations, and unreasonable, inhumane regulations and conditions.

Alas, the current educational environment may tend to make the latter more likely. With the ill-conceived No Child Left Behind legislation and the associated proliferation of high-stakes standardized testing, overly-regulated standardized curricula, cuts in school funding, and threat-based “motivation,” optimism may be harder to come by, especially for we veterans. But fortunately, most beginning teachers still fit into the former category. As is true for many of you I am sure, I have, in the last few days, been hearing from my grads, those about to embark on their first year of teaching. Though they express fear for sure, it is combined with excitement and genuine HOPE! In the main they are anxious to begin the work they have embraced so passionately and conscientiously, as determined as ever to make a positive difference in the lives of their students.

For the most part, they feel prepared to do so and initial contacts with the schools tend to validate this assumption. These words from one fledgling are representative: “I can't believe school is already here. I start on Monday, but have been going through many New Teacher training stuff . . . I feel so ready and anxious and excited and every other emotion in the book . . . Anyways, I wanted to send you a message to say thanks for all that you did to prepare us for this

first year. In talking to others at my school, I often realize how much real world experience and discussion I was able to attain at Mills.” Another, who already had three weeks of actual teaching under her belt at a year-round school, spoke of how much she loved her “kiddos” and how grateful she was for all she had learned last year.

Such comments are testimonials to the good and important work the teacher educators of California do—of the immense “value added”—a contribution too often questioned in the current public and political spheres. But, in addition, their initial gratitude and confidence in us represents a call

for sustained commitment and support. We know all too well that if we want them to continue to feel this way about teaching, we will need to persevere in our efforts to make changes in the system and in the policies that determine it.

But we also recognize that the job is a big one and that we cannot accomplish it alone. That is why one of the central goals of CCTE's strategic plan is to build alliances with other organizations dedicated to improving the lives of children in this state and in this nation. This Fall our conference in San Diego will be devoted to the exploration and development of that aim, as is apparent in our theme: “Teacher Education Alliances for Children: Getting Beyond

‘Us’ and ‘Them.’” I urge you all to join us for this innovative gathering that promises to invigorate and strengthen our ability to ensure that “Back-to-School” retains through the years its positive associations for our graduates and their students.

—Vicki K. LaBoskey
President

California Council on Teacher Education
Department of Education
Mills College



Vicki K. LaBoskey

Dates of Upcoming CCTE Conferences

Fall 2005 — October 20-22, Shelter Pointe Hotel and Marina, San Diego

Spring 2006 — March 30-April 1, Sainte Claire Hotel, San Jose

Fall 2006 — October 19-21, Shelter Pointe Hotel and Marina, San Diego

Spring 2007 — March 29-31, Sainte Claire Hotel, San Jose

CCTE Board of Directors Adds Its Voice to the “Alliance for a Better California”

The Board of Directors of the California Council on Teacher Education voted in late August to add CCTE to the numerous groups of educators, firefighters, school employees, health care givers, and labor organizations that comprise the Alliance for a Better California. The Alliance was initially formed to request that the special election this Fall be cancelled, but reports that “despite our opposition, and that of the vast majority of California voters, Governor Schwarzenegger has moved forward with the plans for the special election.”

The Alliance, therefore, is now urging voters to oppose four of the initiatives on the November 2005 ballot: Proposition 74 which would increase the period for teachers to earn tenure to 5 years; Proposition 75 which would curtail politi-

cal contributions from unions; Proposition 76 which would give the Governor unilateral power to cut state funding; and Proposition 78 which would provide for a voluntary program for drug companies to reduce drug prices.

The Alliance asks voters to support two measures on the November 2005 ballot: Proposition 79 which would provide drug discounts for seniors, families, and small businesses; and Proposition 80 which would result in more affordable energy for all Californians and help prevent energy companies from defrauding consumers.

Additional information on the Alliance for a Better California and the special election issues can be found at www.allianceforabetterca.org

CCTE Invites Financial Contributions

As was announced in the Spring 2005 issue of *CCNews*, and repeated in the Summer 2005 issue, the California Council on Teacher Education is seeking this year to augment its finances, and thereby its programs and policymaking efforts, through solicitation of gifts from delegates, members, friends, and other interested persons. CCTE is a non-profit,

tax-exempt organization, and contributions are therefore tax deductible. So far this year CCTE has received \$2,650 in gifts

Individuals wishing to make a financial gift to CCTE are asked to complete the form below and mail it with a check payable to CCTE to the address noted on the form.

Please consider supporting the California Council on Teacher Education with a financial contribution.

California Council on Teacher Education

Accompanying is my gift to the California Council on Teacher Education in the amount of \$_____ (Please make checks payable to CCTE)

Name _____

Address _____

City & ZIP _____

You will receive a letter of acknowledgement and appreciation that will also serve as a receipt for tax purposes.

Please mail this form with your check to:

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

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.

As part of the current CCTE strategic planning effort, one of the planning sub-committees is exploring possible updates to the CCTE Policy Framework. Any CCTE member or delegate who has suggestions or recommendations relative to such updating, please share those ideas with us by sending them to CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard PMB 275, San Francisco, CA 94118 or by e-mail to him at caddogap@aol.com

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 2005-2006 membership year (July 2005 through June 2006). All members and delegates receive Spring and Fall Conference announcements 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. Regardless of when during the membership year one joins, you will be sent all publications and other membership materials that have already been distributed during the membership year to date.

Individual Membership for 2005-2006 Academic Year (July 2005 to June 2006)

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

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 semi-annual conference announcements and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you wish to take out an institutional membership for 2005-2006, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Message from the CCTE Vice President for ATE

Get Involved in ATE

The Association of Teacher Educators next annual conference will be held February 18-22, 2006, at the Hyatt Regency in Atlanta, Georgia. The theme for the meeting will be "Advocacy through Engagement: The School-Community Collaborative Imperative in Educating ALL Children." For preliminary information, please go to the ATE Web site at www.ate1.org. Online registration will be available soon.

I am excited to report that ATE incoming president Jane McCarthy will be a featured speaker at the CCTE Spring 2006 Conference in San Jose next year.

Also, the ATE annual conference in February 2007 will be here in California, in San Diego. If you would be able to assist with this national conference, please let me know. I'm sure Jane and the conference planning committee would greatly appreciate all the help and in-state hospitality we can provide. Let's be thinking about ways that CCTE can help to welcome ATE to the state of California. This could be a wonderful opportunity for us to make stronger connections between our state and national organizations.

Finally, as mentioned in *CCNews* elsewhere (see page 1), the fall 2005 conference in San Diego will include representatives from California's affiliate of the national Children's Defense Fund. CDF-CA recently published a report entitled "Better Choices for Children: The Impact of 2005-2006 Federal and State Budget Decisions on California's Children." It is a sobering report. I encourage you all to read it in preparation for our conference in San Diego. The report is located on the CDF-CA Web site at http://www.cdfca.org/2004/cdfca-better_choices_for_children.htm

I look forward to seeing you all at our Fall 2005 CCTE Conference in San Diego!

—Sally Botzler
CCTE Vice President for ATE
Humboldt State University
(707) 826-5869
sjb3@humboldt.edu

Message from the CCTE Vice President for AACTE

AACTE Update

The American Association of Colleges for Teacher Education has targeted California as a priority state for this 2005-2006 academic year. The goal is to increase membership in AACTE among California institutions. To that end, Dr. Sharon Robinson, President and CEO of AACTE, and Dr. Chris Brown, AACTE Vice President for Research, will be attending the CCTE Fall Conference in San Diego. Both hope to be involved in conference activities and to meet and confer with attendees at the conference to develop strategies for getting more California colleges and universities to join AACTE.

Also of interest, the AACTE Technology and Teacher Education Committee, which I chair, is going to produce an edited monograph, consisting of chapters by invited scholars around the concept of technology pedagogical content knowledge. We are hoping to have the document in print in about a year.

—Joel A. Colbert
CCTE Vice President for AACTE
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Los Angeles, CA 90089
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jcolbert@usc.edu

The California Council on Teacher Education is the California affiliate of the Association of Teacher Educators and the California Chapter of the American Association of Colleges of Teacher Education consists of all delegates to AACTE from member institutions in California.

CCNEWS *The Newsletter of the California Council on Teacher Education*

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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

CCNews is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are posted on the CCTE website for reading by 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 via e-mail to either Jim Cantor or Alan Jones at either of the e-mail addresses listed above. The deadline for the Winter 2005 issue, which will appear in December, is November 15, 2005.

Updates on CCTE Journals

Teacher Education Quarterly

Teacher Education Quarterly is proud to announce two recent and important innovative decisions that we believe will further enhance the journal and solidify its position as one of the most prestigious scholarly publications in the field.

First, after substantive deliberation and discussion the *Teacher Education Quarterly* Editorial Board has approved a proposal to create a new national/international advisory board that will consist of a group of internationally renowned scholars in teacher education research. The purpose of this additional advisory board is multifaceted: to advise the editor and Editorial Board on issues of timely importance in the growing field of research in teacher education and professional development; to promote the journal among colleagues in both geographic and professional regions of the world; and by lending their names to the new advisory board, to expand our readership and subscriptions across a wider range of scholars and practitioners.

The addition of the advisory board will hopefully bring further attention to the journal as an internationally recognized scholarly publication. The current Editorial Board will continue to be the decision-making body for the publication and will work with the editor to develop and appoint the new advisory board. Our goal is to hold an initial advisory board/Editorial Board meeting at AERA in San Francisco next April. Appointments to the new advisory board will be announced by January 2006.

Secondly, *Teacher Education Quarterly* is soon to move to an all-electronic submission and review system. As manuscript submissions have continually increased over the past six years, it has become a challenge to organize and maintain a system based on hard copy submissions and reviews. We will be instituting an electronic submission and review system in order to help streamline and make more efficient our correspondence with prospective authors and members of the Panel of Readers.

In addition to these two exciting ventures, I would like to extend an invitation to all *CCNews* readers to consider joining the *Teacher Education Quarterly* Panel of Readers. Member readers typically receive 1-3 manuscripts for review each year based upon their professional areas of expertise. Those interested are encouraged to contact me at tnelson@pacific.edu for more information. All of us at the journal welcome your feedback and celebrate in the outstanding support we continue to receive from CCTE.

—Thomas Nelson
Editor, *Teacher Education Quarterly*
Benerd School of Education
University of the Pacific
tnelson@pacific.edu

Issues in Teacher Education

Issues in Teacher Education is taking on a new look in Fall '05. With a new cover design and new Editorial Board members, we are moving to build a strong future for the journal. *Issues in Teacher Education* also has a new mission statement crafted by the Editorial Board. It reads:

Issues in Teacher Education is a scholarly publication focused on the education of teachers from initial preparation through induction and ongoing professional growth. *Issues* examines teaching from a practical stance, inviting commentary, discussion, and analysis on the nature and quality of the profession from a variety of perspectives.

We aim to be both inclusive and scholarly, and invite CCTE delegates and members to join this venture, as readers, as reviewers, and as authors.

As a practice-oriented journal, *Issues in Teacher Education* welcomes submissions from those working in a wide range of settings and across all education sectors. Those of you engaged in practice-based research, whether faculty or school district personnel, are particularly encouraged to consider submitting a manuscript to the journal, or a proposal for a themed issue.

Typically, we publish one themed and one non-themed issue annually. Recent themes have included: "The National Board for Professional Teaching Standards in Master's Programs" (Spring, 2003), "Special Needs Education" (Spring, 2004), and "Science Education" (Spring 2005). Our upcoming theme for Spring 2006 is "Examining Omnibus Teacher Education Reform—Intended and Unintended Consequences."

Guidelines for submission are available on the CCTE webpage, <http://www.cte.org/ite>. Take a look at them and you'll realize they are not daunting. Some prospective authors are unsure whether their work is "good enough" to publish. As editor, I can only reiterate that peer review is the best possible source of feedback, and submitting a piece is the only way to get such feedback. Please contact me directly at molebe@calstate.edu if you wish to learn more about *Issues in Teacher Education*.

—Margaret Olebe
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Report from ICCUCET

The next meeting of ICCUCET, the Independent California Colleges and Universities Council on the Education of Teachers, will be held on Thursday, October 20 during the Fall CTE Conference in San Diego. Please join us for a Continental Breakfast at 9:30 a.m. and spend a half hour catching up with colleagues from around the state. Reservations for the breakfast can be made using the CTE Conference registration form (see page 3 of this issue of *CCNews*). Our meeting will begin at 10:00 a.m. that morning.

Following announcements and a brief business meeting, Karen Symms Gallagher, Dean of The Rossier School of Education at the University of California, will be the featured speaker. Karen brings to us a wealth of knowledge in the area of teacher preparation and school reform. Her cumulative experiences, from public school teacher and administrator to professor, School of Education Dean and ex officio member of the California Commission of Teacher Credentialing (2004-2005), are evident in her many publications and presentations on teacher preparation reform and school policy. Karen will share her insights on teacher preparation and education policy in the state of California and what, particularly, independent institutions need to be aware of in order to be pro-active rather than reactive.

The meeting will conclude with time for attendees to join small groups to network/discuss/share information on selected topics of interest—teaching performance assessment, identification/measures of program outcomes, K-12 collaborations, induction/5th year programs.

All CTE conference attendees are invited to join us, whether or not they are members of an independent college/university. We look forward to seeing everyone in San Diego.

—Linda Hoff
ICCUCET President
Fresno Pacific University

The California Association of Professors of Special Education (CAPSE) and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) are associates of the California Council on Teacher Education. Both CAPSE and ICCUCET serve as co-sponsors of CTE semi-annual conferences and each group holds its own semi-annual meetings as part of the CTE Conference program. Other groups wishing to join CTE as an associate organization should contact CTE Executive Secretary Alan H. Jones.

Report from CAPSE

Professional Alliances Strengthen California's Education for All Students

The next meeting of CAPSE/TED, the California Association of Professors of Special Education/Teacher Education Division of the Council for Exceptional Children, will be held on Thursday, October 20, at 9:00 a.m., during the Fall CTE Conference in San Diego. Immediately following the CAPSE meeting on Thursday there will be a special alliance-building luncheon to which it is hoped all CAPSE members will attend and participate. The meeting of the Special Education Special Interest Group of CTE will be at 3:15 p.m. on Friday.

At the Thursday morning CAPSE meeting members and interested parties will gather to network and strengthen the quality of our teacher education efforts throughout the state. We also look forward to sharing important and timely information with our colleagues in the California Department of Education's Special Education Division and the California Commission on Teacher Credentialing Professional Services in Special Education. All who are interested in the preparation of special education teachers and related professionals are urged to attend.

CTE's Fall '05 conference theme of alliance building has particular meaning for CAPSE/TED. Children with special needs flourish when families and professionals put their best ideas and efforts together. Major changes in how and where students with special needs are educated give a heightened imperative to collaborating, co-planning, co-teaching, and cooperating (yes, that's a lot of "co-'s"!).

CAPSE/TED members are encouraged to fully participate in the CTE conference (see the tentative Conference program on page 3 of this newsletter). The various Conference activities are all relevant to improving teacher education alliances for special education, and the Special Education SIG on Friday afternoon will provide an opportunity for synthesis of thoughts about the Conference.

Our contributions to building alliances in teacher education will make a difference for K-12 students in special education and the teachers who teach them.

For further information, please contact the new CAPSE Co-Presidents:

Michelle Cepello, CSU Chico, MCepello@csuchico.edu
Lou Larwood, San Jose State, llarwood@email.sjsu.edu

—Virginia Kennedy
California State University, Northridge
Immediate Past President of CAPSE

From the Desk of the CCTE Executive Secretary

Welcome to the 2005-2006 academic year, which also serves as the current membership and program year for the California Council on Teacher Education. Following are some highlights of the year now unfolding:

Membership

In early July CCTE membership renewal materials for the 2005-2006 membership year were mailed to all institutional and individual members from the 2004-2005 year. As of the first of September renewals for 2005-2006 have already been received from 42 institutions, and reminder letters have just been sent to 34 other institutions. We hope that by the time of the Fall Conference next month all institutional members from last year will have renewed.

A CCTE individual membership form appears on page 9 of this issue of *CCNews*, and you are encouraged to copy and circulate that form to encourage others to join. If you are not already a CCTE individual member or institutional delegate, we hope you will join now. Membership benefits include annual subscriptions to *Teacher Education Quarterly* and *Issues in Teacher Education*, voting privileges at the delegate assemblies at CCTE semi-annual conferences and in the annual CCTE election of officers, and receipt of e-mail reminders about news and policy items placed on the CCTE website. The value of CCTE membership can be seen by comparing the cost of membership (\$80 per year) with the price of subscribing as a non-member to the two journals (combined \$100).

During this Fall the CCTE Membership Committee will be contacting institutions which have not yet renewed and will also be seeking to expand the individual membership rolls. If you would like to assist with this membership outreach effort, please contact either CCTE Membership Committee Chair Chris Renne at California State University, Fullerton (crenne@fullerton.edu), or me (caddogap@aol.com).

Conference Plans

I hope all delegates and members of the California Council on Teacher Education have the dates of both the Fall 2005 Conference (October 20-22) and the Spring 2006 Conference (March 30-April 1) on their calendars. Information on both Conferences appears on page 2 of this issue of *CCNews*.

Publications

All CCTE delegates and members receive by mail quarterly issues of *Teacher Education Quarterly* and semi-annual issues of *Issues in Teacher Education*, and quarterly issues of *CCNews* are posted on the CCTE website. The Fall 2005 issues of *Teacher Education Quarterly* and *Issues in Teacher Education* will be mailed out around October 1. Information

on both journals, as reported by the editors, appears on page 11 of this issue of *CCNews*.

The next issue of *CCNews* will come out in December 2005, with a submission deadline of November 15 for information that any delegate or member may wish to submit for consideration.

Website

The CCTE website is available to all interested persons at 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 15 of this issue of *CCNews*. Each issue of *CCNews* is posted on the website, and kept available there for at least a year. Each semi-annual Conference is also described on the website.

We will welcome your feedback on the website and any suggestions you may have about how the website can be made even more responsive to your needs.

CCTE Strategic Plan

The CCTE Board of Directors and several special committees are continuing the development and implementation of the CCTE Strategic Plan that was presented to and adopted by the Delegate Assembly at the Fall 2004 Conference. CCTE delegates and members joined with the special committees for discussion of these implementation efforts at the Second Delegate Assembly during the Spring 2005 Conference, and further steps in each area of the Plan were considered by the Board of Directors when that group met on June 10, 2005, at Mills College.

Progress on implementation of the Plan will again be presented and discussed at the Second Delegate Assembly on Friday afternoon at the Fall 2005 Conference. All CCTE delegates and members are urged to attend and participate in that discussion. The ongoing discussion and implementation of the Strategic Plan is a CCTE-wide activity, and it is hoped by the Board of Directors that all delegates and members will wish to play a role.

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

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Awards Committee Chair:

Arlinda Eaton (see above under Board of Directors)

Fall 2005 Conference Co-Chairs:

Deborah Hamm (see above under Board of Directors)

Sally Botzler (see above under Officers)

Spring 2006 Conference Co-Chairs:

Sally Botzler (see above under Officers)

Ann L. Wood (see above under Board of Directors)

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

Research Committee Chair:

Ed Behrman, National University; EdwardBehrman@aol.com

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.

CCTE Website

Serves Delegates and Members

The California Council on Teacher Education website — at www.ccte.org — serves 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 upcoming Semi-Annual CCTE Conferences, including registration forms that can be downloaded and mailed.
- ◆ Complete copies of the last four issues of *CCNews*, which include information on all aspects of the organization.
- ◆ 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.
- ◆ Information on the *Issues in Teacher Education* journal, including submission guidelines and invitations for special issues.
- ◆ 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 CCTE committees.
- ◆ Information on the CCTE Special Interest Groups.
- ◆ CCTE membership information and a membership form.
- ◆ An appeal for interested persons to make tax-exempt gifts to CCTE.

All CCTE delegates and members are encouraged to check out the 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 and your suggestions for new postings. Please contact Alan H. Jones, CCTE Executive Secretary, via e-mail at: caddogap@aol.com

5th Annual Border Pedagogy Conference

The University of San Diego will host the 5th Annual Bi-National Border Pedagogy Conference on October 7-8, 2005, around the theme “Bridging Borders that Divide Us: Opening Access to Educational Opportunity.”

Donaldo Macedo, a distinguished professor at the University of Massachusetts at Boston, will be the keynote speaker on Saturday, October 8. Other program features during the two days will include workshops, school visits, panel discussions, paper presentations, and receptions.

Organizing institutions in addition to the University of San Diego are the San Diego County Office of Education, San Diego State University, Universidad Iberoamericana, and Universidad Pedagógica Nacional. The California Council on Teacher Education is also a sponsor of the Conference.

The Conference announcement explains that:

Border Pedagogy is the process and product of transforming educational barriers to permeable boundaries so that all students realize academic and socio-cultural success. Border Pedagogy is particularly concerned with how the border region or “place” relates to theory and practices in education. Border Pedagogy explores the relationship and interconnections between literacy, culture, identity, and difference as it pertains to groups traditionally excluded within the dominant discourse of schooling.

Information about the Conference, including registration materials, is available on line at <http://www.sandiego.edu/borderpedagogy>

Call for Proposals for Research and Practice Sessions at the Spring 2006 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Spring 2006 Conference to be held March 30-April 1 at the Sainte Claire Hotel in San Jose. The theme of the Spring 2006 Conference is "Promoting Socially-Just Educational Policies and Legislation through Expanding CCTE's State and National Alliances." Proposals are encouraged on that theme, but not limited to it. Proposals are sought for several types of sessions: poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups.

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 Fall 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:

EdwardBehrman@aol.com

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 2006 Conference must be received by February 1, 2006.

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 practice sessions will be scheduled on Thursday and/or Friday, March 31 and April 1, at times to be determined. Persons submitting proposals must be planning to register for and attend the Conference 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, e-mail EdwardBehrman@aol.com; 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

The submission procedures will be similar for future CCTE Semi-Annual Conferences. The submission deadline for the Fall 2006 Conference, to be held in San Diego on October 19-21, will be August 1, 2006.

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 now 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 2006 Conference in San Jose. Next summer the Awards Committee will seek nominations of programs in Southern California for the award to be presented at the Fall 2006 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: arlinda.eaton@csun.edu

The deadline for nominations for the award to be made at the Spring 2006 Conference is February 1, 2006.

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 2006 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, 2006, to: arlinda.eaton@csun.edu

For additional information contact CCTE Awards Committee Chair Arlinda Eaton, College of Education, California State University, Northridge, 18111 Nordhoff St., Northridge, CA 91330, e-mail arlinda.eaton@csun.edu

Commentary:

Confronting SAT's New Essay: Putting the "Write Stuff" into the Teacher Education Curriculum

By Jose Lalas

*Professor of Literacy and Director of Teacher Education
and Associate Dean, School of Education
University of Redlands*

The College Board is much quicker in requiring *writing* to college-bound high school students as part of the new SAT than the School of Education in adding the "write stuff" into the teacher education curriculum. Although educators in general believe that the new SAT's 25-minute essay will bolster writing in schools, the real challenge now for writing teachers is how to teach writing effectively to students without resorting to formulaic essay preparation.

We have to raise the level of conversation on writing and writing instruction, to the same degree of passion we exhibit when we talk about reading and reading instruction, to be able to determine the most relevant and appropriate approaches in teaching writing to K-12 students. We will realize that "writing promotes more psychological and physical engagement than reading" when we emphasize writing as a mode for teaching and learning (Elbow, 2004).

There must be a conscious effort on the part of teacher preparation programs to provide preservice and inservice teachers with a scientific knowledge base on writing and writing instruction. Although SAT's new essay requirement sparks attention, the danger in this new wave of interest in writing is the potential tendency for teachers and other educators to believe that there is a single formula for writing high-scoring essays. It will not be surprising to expect many new SAT test preparation books to come out offering suggestions to high school students a certain formulaic way of writing.

For example, I expect that a "five-paragraph essay" featuring a thesis statement, three supporting paragraphs, and a summary or concluding statement will be a popular choice. While many experts favor teaching structured writing, such as the "five-paragraph essay," many would argue that formulaic writing lessons fail to foster creativity in writing and do not prepare high school students for the writing tasks they will encounter in college and the workforce.

What Do We Know About Writing?

I have compiled a modest collection of key research and research related articles in the areas of the composing process, children's and young adults' writing, English language learners writing, and models of writing development and assessment. Not at all a comprehensive review of literature, my

main purpose is to show that there is a growing knowledge base on writing and writing instruction that we can use to enrich the teacher education curriculum.

The Composing Process. I selected a few studies that could shed some light on this topic. We already know that writing is a complex productive process that involves cognition and memory. A writer encodes messages which reflect his or her intentions, background knowledge, and target audience. Dahl and Farnan (1998) explained that writing can be defined "as composing and expressing ideas through letters, words, art, or media and print, something that only occurs when mental operations (processes) are mobilized for the purpose of composing and expressing ideas" (p. 5).

Current research studies and textbooks clearly explain that this "writing process" consists of prewriting, drafting, revising, editing, and publishing (Tompkins, 2006; Hughey & Slack, 2001). This popular description of the writing process developed from early process-observational studies on writing that characterized the process as recursive as well as linear. For example, the seminal study on composing conducted by Emig (1971) delineated the different observed components of the composing process such as the context of composing, nature of stimulus, prewriting, planning, starting, composing aloud, reformulations, stopping, contemplation of product and seeming teacher influence. Emig explained that students in high school were not given enough prewriting activities and enough opportunity for revision.

In another earlier study conducted by Flower and Hayes (1977; 1980), writing process was viewed as a problem-solving process. They explained that writers do not dutifully plan, generate, and construct in that order but "thought in writing moves in a series of non-linear jumps from one problem and procedure to another" (Flower and Hayes, 1977, p. 460). They found that the difference between good writers and poor writers was on how the elements in the rhetorical problem were given attention.

Rhetorical problem means the different elements writers actively take into account as they write such as the assignment, audience, and the writer's own goals in involving the reader, persona or self, meaning, and text. Good writers seemed to respond to all aspects of the rhetorical problem more than the poor writers. They considered not only their audience and assignment thoroughly, but also their goals of involving the audience, their own persona, and the text. Poor

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writers, on the other hand, seemed to be primarily concerned with the features and conventions of the text such as number of pages or format.

Bridwell (1980) demonstrated in her study the association between the students' levels of revision and the quality of their writing. Good writers showed revision at the sentence and multi-sentence levels. Poor writers revised very little typically at surface and word levels, merely recopying their first drafts and gave too much attention to hundreds of spelling and punctuation changes while writing.

Composing in the Primary, Intermediate, and Middle-School Grades. Early studies on children's composing gave us insights on how writing occurs. Graves' early studies (1975, 1979) of seven-year-old and sixth-year-old children's writing revealed that children seemed to follow the steps of prewriting, writing, and revision. Based on this research, Graves explains that when children write they choose topics from their own experiences, write narratives more than other forms, and discovers meaning while they write because they think and play on paper. While some children rehearse through drawing and other creative forms and talk before and during writing, others rehearse through reading, watching television, or daydreaming and use no overt language to accompany the act of composing.

In another early observational study on young children, Murray (1982) documented writing as a process consists of prewriting/prevision/rehearsal stage, writing/vision/drafting, and rewriting/revision. He explains that prewriting which consists of planning, brainstorming, conceptualizing, and other note-taking activities occupies about 85% of the writer's time while drafting or the production of the first draft occupies only 1% of the writer's time.

Dyson's early study (1983) on the role of oral language in composing revealed that talk provides the meaning and for some children, the systematic means for getting that meaning on paper. She (1992) also addressed the sociocultural contexts that influence what and how children use cultural information they know from cartoons, movies, video games, and neighborhood observations as elements for writing. In her more recent study, Dyson (2000) explained that it is speech in the form of critical social dialogue that will help student-writers understand the literary, social, and political ramifications of their chosen written genres, plots, characters, and words.

Langer's study (1986) of the writing process of intermediate-grade writers shows that in general, intermediate students are aware of the strategies they use to convey their message meaningfully and to make sense of the content about which they are writing. These strategies include generating ideas, formulating meaning, evaluating, and revising. Research on middle-school writers shows an increased attention to planning and understanding of genre and text structure. It appears that middle-school writers become more

careful in addressing the audience, content, genre, and structure in their writing. They work back and forth in their drafts as they consider new options and possibilities based on their understandings of genre, text structure, audience, and content.

Dahl and Farnan (1998) reported that in the primary grades children view writing as a spontaneous play. Children experiment with letters, words, spacing, and other writing materials, and are very eager to communicate their written messages to their peers and teacher. As they become more able writers, they soon realize that they are not always sure of what they have written and that their teacher and classmates have questions about what they write.

Although their early writings seem to be spontaneous and unplanned, evidence of rehearsal of ideas through think-aloud and other oral language activities begins to appear. Young primary-grade writers also use their experiences with children's books for themes, character ideas, or story starters for writing their own original works. Intermediate-grade writers, on the other hand, have more self-awareness and write most frequently about personal experiences, personal interests, and a variety of information, including friends, social problems, and imaginary characters.

English Language Learners. Recent perspective on literacy assessment of second language learners seems to favor the notion that writing in both English and Spanish should be assessed by considering each language's own structure and discourse patterns and using writing rubrics written in both languages to assess student progress (Escamilla & Coady, 2001).

Peregoy and Boyle (2001) creatively used the Student Oral Language Observation Matrix (SOLOM) as a starting point to identify the developmental phases in second language writing. They determine the student writing ability according to fluency, organization, grammar vocabulary, genre, and sentence variety and align instruction and assessment. They confirm that writing is a complex operation and the similarity of processes for both first and second language writers. For first and second language writing, grammar is now used to make better sentences and closely linked to sentence expansion and sentence manipulation, and not in mastering a description of the language. Truscott (1996) wrote a comprehensive review of literature on grammar correction in second language writing and found strong support for its abandonment in second language writing classes.

Models of Writing Development and Assessment. The most current writing model by Hayes (2000) has two major components: the task environment and the individual. The task environment includes the audience, the social environment, and other texts that the writer may read while writing, and a physical environment which includes the composing medium (word processor) and the text that has been written

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so far. The individual incorporates motivation and affect, cognitive processes (text interpretation/revision, reflection/planning, text production/translation) and working memory in writing (visual/spatial features, linguistic features (semantic, phonological, etc.), task schemas, topic knowledge, audience, linguistic knowledge, genre knowledge). While Schickedanz (2000) explained the critical role of the development of alphabetic, phonological, and orthographic knowledge and narrative discourse development on emergent writing, Hayes (2000) implied the central role of reading in writing by asserting that reading source texts provide writers with content. “If writers are not competent readers, if they oversimplify or misunderstand the source texts, their own texts that interpret or summarize those source texts are likely to suffer.”

Applebee (2000) presented four alternative models of writing development with assessment: (1) purposes for writing and assessed through primary trait scoring; (2) fluency and control of written language and assessed through holistic scoring and other more discrete-point measures such as short answer or multiple choice, spelling, punctuation, and usage errors; (3) structural knowledge and assessed by form of rating of “organization” or holistic rating procedures; and (4) strategic knowledge or writing processes and assessed in different ways such as assessment of editing, revision, and process related efforts.

A Call to Action: Do the “Write Stuff”

I just barely uncovered the tip of the iceberg, yet it is obvious that a writing methods course or an effort to infuse writing instruction across the teacher education curriculum will have more than enough materials to use to improve the knowledge, skills, and abilities of preservice teachers in teaching writing to K-12 students. Realistically speaking, the new SAT with its 25-minute essay has already alerted parents, teachers, administrators, and the general public about the importance of writing.

If we acknowledge our propensity to teach what is assessed, then we should expect writing to be put back into K-12 classrooms. The real dilemma is how to assist the preservice and inservice teachers, many of whom are not specifically trained to teach writing. Integrating the “write stuff” into the teacher education curriculum or creating professional development program in the teaching of writing is the best we can do to confront the SAT’s new essay but more importantly, to produce creative and critical writers with organized, clear, and coherent thinking.

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