

CCNews

Newsletter of the
California Council on Teacher Education

Volume 17, Number 1, Spring Issue, March 2006

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

Spring 2006 CCTE Conference Theme: “Promoting Socially-Just Educational Policies & Legislation”

The Spring 2006 Conference of the California Council on Teacher Education will be held March 30-April 1st at the Sainte Claire Hotel in San Jose, California. The theme for the conference is “Promoting Socially-Just Educational Policies & Legislation.”

The Spring CCTE Conference will feature both national and California speakers, policy sessions, research and practice presentations and poster sessions, meetings of Special Interest Groups (SIG), a Thursday reception and banquet, a Friday Awards luncheon, and a variety of other activities. The Spring Conference will be co-sponsored by the California Association of Professors of Special Education (CAPSE) and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET). Both of these groups, as well as the California State University Field Directors Forum, will hold meetings on Thursday morning.

The keynote speaker at the Conference on Friday will be Linda Darling-Hammond, Charles E. Ducommun Professor of Teaching and Teacher Education and Principal Investigator and Co-Director of the School Redesign Network (SRN) and the Stanford Educational Leadership Institute at Stanford University. On Thursday afternoon, there will be two interactive presentations by Jane McCarthy, President of the Association of Teacher Education (ATE), and M. Christopher Brown II, Vice President of Research and Policy of the American Association of Colleges for Teacher Education (AACTE).

At the Friday awards luncheon, in addition to regular CCTE awards, a special award will be presented to Elizabeth Jimenez, former CCTE Legislative and Educational Policy Analyst.

Entertainment on Thursday will include a local high school string quartet during the reception and social hour and music at the banquet will be performed by Brad Wolfe, representing the Sunbeam Foundation, in memory of Sara LaBoskey.

To continue the alliance-building momentum from the Fall 2005 Conference, another special luncheon will be held on Thursday at the Spring 2006 Conference to provide another opportunity for CCTE members and delegates to meet

and talk with representatives from other educational and cultural organizations across California.

Concurrent research and practice presentations and poster sessions selected by the CCTE Research Committee from proposals submitted in response to the Conference Call will be scheduled at two times on Friday. The CCTE Special Interest Groups will meet on both Thursday and Friday, and Policy Sessions of the CCTE Delegate Assembly will also meet both Thursday and Friday. There will also be a special session for newcomers to CCTE Conferences on Thursday and a meeting of APTEC first thing Friday morning.

Saturday morning sessions will focus on the role of educational policies and legislation on California teacher induction programs across the state. BTSA leaders active in CCTE will discuss how state legislation and policies impact new teachers in their classroom, and a panel of BTSA directors and novice teachers will focus on what they want college and university to know about teacher induction in the state.

The tentative program for the Spring Conference appears on the next page of this issue of *CCNews*, and a registration form is on page 4. If you have not already registered, you are encouraged to do so as soon as possible.

The list of Special Interest groups that will be meeting at the Spring Conference appears on page 5 of this newsletter. All persons attending the Conference are encouraged to attend SIGs of your choice.

The Planning Committee for the Spring 2006 Conference is co-chaired by Sally Botzler (Humboldt State University) and Ann L. Wood (California State University, Los Angeles).



Linda Darling-Hammond

Silent Action Planned for Spring Conference

A special new feature of the CCTE Spring 2006 Conference will be a silent action aimed at raising funds for the organization through offering for purchase a number of highly attractive items. Among the offerings will be getaways at a beach house in Mexico and a beach-front condo, a landscape painting in pastels, some entertainment packages, and other items yet to be arranged. Conference attendees will have opportunities during the day on Thursday and Friday morning to place bids, and the winning bids will be announced after the Friday luncheon. Bring your checkbooks and be ready to go home with some special prizes.

Tentative Spring 2006 CTE Conference Program

Wednesday, March 29:

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

Thursday, March 30:

9:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room Is Open; Silent Auction Bids Taken All Day.**

8:00 a.m. to 1 p.m. - Meeting of the **California State University Field Directors Forum.**

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.).

11:00 a.m. to 11:45 a.m. - **Newcomers Orientation** (for all persons attending for the first or second time).

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

1:30 to 2:45 p.m. - **Opening Session:** Introductions, Conference Orientation, and

Interactive Presentations on Socially-Just Educational Policies and Legislation

by Jane McCarthy, President of ATE, and M. Christopher Brown II, Vice President of Research and Policy at AACTE.

2:45 to 3:45 p.m. - **How To Create a University-Based Legislative Action Committee**

Presentation by Ravisha Mathur & Rocio Dresser, 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**, focusing on state and national policy issues, with introduction of **Martha Zaragoza-Diaz**, new CTE Legislative and Educational Policy Analyst.

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

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

6:15 to 7:00 p.m. - **Joint Presidents' Reception & Social Hour**, with music by local high school string quartet.

7:00 to 9:00 p.m. - **Conference Banquet**, with entertainment by Brad Wolfe in memory of Sara LaBoskey.

Friday, March 31:

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.**

7:30 to 8:45 a.m. - **APTEC Meeting** (open to all interested persons).

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open; Silent Action Bids Taken Until Noon.**

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.

10:00 to 11:45 a.m. - Keynote address by **Linda Darling-Hammond** of Stanford University, followed by question period, and table discussions, and book signing.

11:45 a.m. to Noon - Last chance to vote in **CTE Annual Election.**

Noon to 1:30 p.m. - **Conference Luncheon**, featuring CTE semi-annual awards presentations; **Silent Action** Winners To Be Announced at End of Luncheon.

1:30 to 2:45 p.m. - **Second Set of Concurrent Research and Practice Sessions.**

2:45 to 4:00 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).

4:00 to 4:15 p.m. - Break

4:15 to 5:30 p.m. - **Second Policy Session and Delegate Assembly**, focusing on the CTE Strategic Plan and organizational updates.

Saturday, April 1:

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. - **How Educational Legislation and Policies Impact New Teachers and Their Classrooms**, an interactive discussion led by Alice Bullard and Corrine Muelrath of BTSA.

10:30 a.m. to Noon - **What Local Induction Novice Teachers and Induction Leaders Want College and University Faculty To Know about California Teacher Induction**, a panel featuring Alice Bullard, LaRie Colosimo, Lisa Kirtman, Corrie Muelrath, and new teachers.

Noon - **Final Comments and Conference Adjournment**, led by Sally Botzler and Ann L. Wood.

California Council on Teacher Education Spring 2006 Conference Registration Form

March 30-April 1, Sainte Claire Hotel, San Jose

Please register me for the Spring 2006 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 Luncheon - \$35
- 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 - \$20

CSU Field Coordinators Lunch (Thursday)

- Special Fee for Those Attending - \$30

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

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 13).

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 and Education
- Case Methods in Teacher Education
- Educational Foundations
- Lives of Teachers
- Special Education

SIGs meeting at 2:45 p.m. on Friday:

- Coalition for Educational Renewal
- Credential Program Coordinators
- Deans and Directors
- Equity and Social Justice
- 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 March 10; no refunds after that date. On-site registration will be available at the Conference. If you are paying for multiple registrants, please complete a copy of this form for each person.

Special Interest Groups (SIGs) of the California Council on Teacher Education Which Will Meet at the Spring 2006 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: Della Peretti, University of California, Berkeley. Meeting at 5 p.m. on Thursday.

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: Keith Walters, Biola University. Meeting at 5 p.m. on Thursday.

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 2:45 p.m. on Friday.

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 at 2:45 p.m. on Friday.

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 Polytechnic University, Pomona. Meeting at 2:45 p.m. on Friday.

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 5 p.m. on Thursday.

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 at 2:45 p.m. on Friday.

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 5 p.m. on Thursday.

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 at 5 p.m. on Thursday.

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education. SIG coordinator: Heidi Stevenson, University of the Pacific. Meeting at 2:45 p.m. on Friday.

The SIGs will meet concurrently, at two different times during the Spring Conference as noted above. 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.

A Message from CCTE President Vicki LaBoskey:

Fond Farewell

This will be the last “Message from the President” I write for *CCNews*. My term of office will end with the closing of our Spring Conference in San Jose. As it turns out, I will be concluding my six years on the Board of Directors at the same time, which is not the usual state of affairs. Ordinarily the President becomes Past-President and serves on the CCTE Board for two more years in that capacity. However, as most of you know, some changes were made by the Board to accommodate my life circumstances. Since I was scheduled to take over as President at the very time my daughter was losing her valiant battle with cancer, I felt that I needed to step down. Instead, the President-Elect, Andrea Maxie, very graciously agreed to step in as President immediately, paving the way for the Board to decide that we could swap positions and still fulfill each of our commitments to the voting membership to serve six years on the Board. Therefore, I was President-Elect for four years, instead of two, before I became President for the additional two years I am just now completing. Andrea never served as President-Elect, instead taking over as President immediately. She has now been Past-President for two years and will, to our benefit, continue on the Board as Past-President for two more years, at which point she will complete her six years of service to CCTE.

I tell this story, not only to clarify the current circumstances for some of our newer members, but also, and even more importantly, to exemplify and make manifest the essential nature of this organization and the people who constitute it. You are quintessential professionals, who have hearts and souls, as well as intelligence, expertise, and integrity. You are people who recognize that accommodating for individual differences, for the demands of challenging personal circumstances, does not constitute a lowering of standards, indeed quite the opposite. Sensitivity to personal needs and flexibility in addressing them in ways that will still ensure that everyone meets expectations and fulfills responsibilities promotes individual and group well being, development, and achievement. I can never express how grateful I am to this organization for supporting me in a time of great need and for helping me to maintain a sense of life purpose through this opportunity to serve.

Though I will no longer have a leadership role in CCTE, I plan to remain active as long as I continue in the teacher

education profession. I feel engaged and enriched by all of you and the important work that you do. You represent, as the saying goes, “where the rubber meets the road.” Your priorities are the right ones; you give your utmost every day for the sole purpose of enhancing the educational experiences and outcomes for ALL students in California by preparing and supporting teachers to be excellent in every way, even when the resources and the respect you so deserve are not forthcoming. I am, however, also proud of the organization for moving in a direction of political action, for becoming

more proactive than reactive, for challenging that status quo. I am pleased to have been even a small part of this movement—this effort to have more control over our profession, more voice in policy setting, more informed influence on the circumstances that have too often reduced our capacity to do the work we know needs to be done for teachers and children. Alas, the times and conditions are more difficult with regard to these goals than they have ever been in my thirty-five years in education. So perhaps it is befitting to close with a few quotes from Dr. Martin Luther King, Jr.:

“Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.”

—*Letter From Birmingham Jail*

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

—*Strength to Love*

“The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace, and brotherhood.”

—*Strength to Love*

And so to you, my fellow “disciplined nonconformists,” I wish to express my gratitude, my great confidence, and my continued best wishes. I will always consider my engagement with CCTE to be one of my most valued endeavors and achievements.

—**Vicki K. LaBoskey**
President, California Council on Teacher Education



Vicki K. LaBoskey

CCTE Strategic Plan Activities

Under directions from the California Council on Teacher Education Board of Directors, six sub-committee are continuing the work of the CCTE Strategic Plan adopted by the Delegate Assembly at the Fall 2004 Conference. The six Priority Areas and the chairs of the sub-committees are:

Alliance Building: Reyes Quezada (rquezada@sandiego.edu)

Membership Development: Chris Renne (crenne@fullerton.edu)

Policy Framework Review: Tom Nelson (tnelson@pacific.edu) and Jim Cantor (jcantor@csudh.edu)

Policy Response and Initiation: Ron Solorzano (solor@oxy.edu) and Susan Westbrook (suew447@aol.com)

Resource Development: Alan Jones (caddogap@aol.com)

Technology: Alan Jones (caddogap@aol.com) and Heidi Stevenson (hstevenson@pacific.edu)

Discussion meetings of these Priority Areas were held at the Spring 2005 Conference during the Second Policy Session, and all CCTE members and delegates were urged then and again during the Second Policy Session at the Fall 2005 Conference to join one of the sub-committees and participate in the ongoing efforts to implement the Strategic Plan.

If you have not yet volunteered, please select one of these six Priority Areas and contact one of the sub-committee chairs listed above. Your participation will be most welcome.

The current work of each sub-committee involves ongoing redefinition of the goals embodied in the Strategic Plan and creation of procedures by which the planning efforts in each Priority Area can be evaluated. Further reports on each section of the Strategic Plan will be made at the Second Policy Session at the Spring 2006 Conference.

CCTE Invites Financial Contributions

As was first announced in the Spring 2005 issue of *CCNews*, and repeated in the Summer, Fall, and Winter 2005 issues, 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 over \$3,000 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

Maratha Zaragoza-Diaz Appointed New CCTE Legislative and Educational Policy Analyst

At the CCTE Board of Directors meeting on January 20, 2006, in San Diego, Martha Zaragoza-Diaz of Zaragoza-Diaz & Associates was appointed as the new CCTE Legislative and Educational Policy Analyst. This action was by a unanimous vote of the Board, acting upon the also unanimous recommendation of a CCTE Search Committee consisting of five members of the CCTE Policy Committee which interviewed candidates for the position.

Martha will meet with the CCTE Board of Directors on Wednesday, March 29, prior to the Spring Conference, and will then be introduced to the CCTE membership at the First Policy Session and Delegate Assembly on March 30.

Following is her first written report:

Legislative Report, Spring 2006

Initial Introduction

Hello everyone. My name is Martha Zaragoza-Diaz. I have been selected by the CCTE Board of Directors to serve as your Legislative and Educational Policy Analyst. I will try to “fill the shoes” left by my very competent predecessor, Elizabeth Jimenez. I have approximately thirty years of legislative and governmental relations experience. Some of my successes include the passage of laws establishing the academic geriatric resource centers at the University of California health sciences campuses and most recently securing funds for supplemental instructional materials for students who are English learners.

On behalf of the California Council on Teacher Education, I will be monitoring issues such as accreditation, teacher credentialing, and professional development. I possess a Master’s Degree in Public Health from the School of Public Health, University of California-Berkeley and a Bachelor’s Degree from Mills College in Oakland California. I look forward to working with the Board and members of the California Council on Teacher Education and to personally meeting you at the Spring 2006 Conference.

“I Say Build It!”

This phrase was used by the Governor when he delivered his State of the State address before the legislature on Thursday, January 6, 2006. The Governor proposed a “Strategic Growth Plan” to invest in California’s transportation, public education, public safety, and public service infrastructure to ensure the state is prepared to meet the needs of its people into the 21st century.

Over the next 20 years, California’s population is expected to increase by as much as 30 percent and it is estimated that the state faces more than \$500 billion in infrastructure needs over that same period. The Governor’s Stra-



Martha Zaragoza-Diaz

tegic Growth Plan is intended to be the first phase of a 20-year investment to meet these expected needs. The plan seeks to leverage \$68 billion dollars in bonds over the next 10 years to invest more than \$222 billion in the state’s infrastructure without raising taxes. The Governor stated that these investments must go “hand in hand” with budget reform because “autopilot spending” will not address the future needs of California.

The Governor called upon the Legislature to work with him “on harnessing private sector investment” and to work with him “to invest in California’s future growth and prosperity.” He also called upon the Legislature to adopt a debt ceiling to keep the state’s debt service ratio below a prudent 6 percent. The Governor’s plan incorporates the “user pay principal,” requiring “beneficiaries” of new infrastructure improvements to pay the costs of these improvements and it utilizes “innovative” funding mechanisms such as maximizing federal resources and public-private partnerships to fund and deliver projects.

Specifically, the Governor’s proposal includes, but is not limited, to the following:

- ◆ Minimum wage increase of \$1 an hour over the next 18 months; 50 cents in September 2006 & 50 cents in July 2007.
- ◆ \$4 billion increase in education funding over the 2005-2006 state budget including immediate repayment of \$1.6 billion in Prop 98 funds.
- ◆ \$428 million for After School Programs established as a result of the passage of Prop 49, the initiative sponsored by the governor several years ago.
- ◆ Elimination of the increase in tuition and fees in higher education scheduled to take effect this year as part of the 2006-2007 budget.
- ◆ A request to the Legislature that they pass Jessica's Law. This law proposes to strengthen punishments, expand parole periods, keep sex offenders away from schools and places where children frequently play, provide tools for tracking and control of paroled offenders, and to toughen punishments for the use of "date rape" drugs, child pornography, and using the internet to lure children into sex crimes.
- ◆ A request to the federal government to permit the safe importation of prescription drugs in order to provide greater access to lower cost prescription drugs.

It is apparent that both the Governor and members of the Legislature understood the message expressed to them by the voters when they defeated all of the propositions in last year's special election. The Governor began his address with the statement that he clearly received the message from the "people"—"cut the warfare, cool the rhetoric, and find a compromise" to address the needs of California. After the governor's address, the Speaker of the Assembly and the President Pro Tempore of the Senate stated they look forward in working with the Governor on his proposals. So at this time, a reconciliatory atmosphere is present. Let's see whether this remains throughout this legislative session.

The Governor Proposes a \$4 Billion Increase in K-12 Education

Governor Schwarzenegger unveiled his proposed 2006-2007 State Budget on January 10, 2006. His proposed 2006-2007 state budget would increase K-12 funding by \$4 billion dollars, bringing the total education spending to approximately \$11,000 per student. Per the office of the Governor, total K-12 spending "will reach more than \$66 billion in 2006-2007.

Specific education funding in the Governor's 2006-2007 budget includes:

- ◆ **Beginning Teacher Support & Assessment Program:** \$65 million is proposed to support a required third year of induction for beginning teachers in deciles one through three schools and, at dis-

trict discretion, a voluntary year for experienced teachers who are new to deciles one through three school sites.

- ◆ **Science & Math Teachers:** An additional \$1.5 million to extend the program that will increase the number of math and science teachers trained at the University of California and the California State University systems. It is projected that the UC system will quadruple its annual graduation of credentialed math and science teachers and CSU will double the number of teachers it trains by 2010.

- ◆ **Arts & Music Grants:** \$100 million to create a new Art and Music Block Grant to support standards-aligned art and music instruction in kindergarten and grades 1-8.

- ◆ **Career Technical Education Programs:** An additional \$30 million to the \$20 million included in last year's budget to expand and improve CTE courses offered at high schools, regional occupational centers and programs and the California Community Colleges.

- ◆ **Proposition 49 After School Programs:** An increase of \$428 million.

- ◆ **Physical Education Grants:** To combat the obesity epidemic and improve student health, \$85 million to support P.E. instruction and expand curricular opportunities for students.

- ◆ **California High School Exit Exam Support Services:** An additional \$40 million to help students get the instruction and support needed to pass the CAHSEE.

- ◆ **"Buy back" of the recent tuition increase approved by the UC and CSU systems:** Keeping students fees in both systems and the California Community Colleges at their current 2005-2006 levels.

While the proposed public education funding looks promising, at issue is whether the Governor should first restore reductions made in prior years to core programs and services before expanding or adding new programs. Funding for prior year mandates, instructional materials, school libraries, and deferred maintenance as well as \$100 million in core school district revenues are a few examples of prior year cuts that have yet to be restored and will not be restored until 2007-2008 or later.

2006 Legislation

"Two-year" bills will be proceeding through the legislative process this year as well as the introduction of new bills. I will identify and forward bills of interest to the CCTE Policy Committee for review and action. Stay tuned for future legislative reports.

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

Special Note: The subcommittee of the CCTE strategic planning effort charged with review of the Policy Framework has developed some revisions which will be presented to the Second Delegate Assembly for approval at the Spring Conference.

Big Changes Ahead for Teacher Education?

A Report of the Stakeholder Meeting with Secretary of Education Alan Bersin

By **Susan Westbrook**,
Co-Chair, CCTE Policy Committee

Secretary Bersin invited teacher education stakeholders to a discussion on January 9, 2006, in Sacramento regarding the future of teacher education, teacher certification and licensing, and the role of the California Commission on Teacher Credentialing. The attendees included representatives of the California Federation of Teachers, California Council on Teacher Education, California Teachers Association, California State University, University of California, Association of Independent California Colleges and Universities, Association of California School Administrators, California School Boards Association, and credential analysts from LEAs and IHEs.

Secretary Bersin stated that the problems of teacher education are ready for a solution. He emphasized that he wanted to give SB 2042 further energy and commitment, to customize it for the current situation. His suggestions were numerous, as follows. The process should be streamlined and efficient, especially concerning the number of tests. There should be performance-based accountability in accreditation. The process needs to be transparent and more efficient. Credentialing should be oriented to the needs of new teachers. It needs to be coherent and rational. There are multiple paths to becoming a teacher but there should not be multiple standards. The perception of multiple standards could have negative consequences to the teaching profession. Bersin proposed a "Uniform Standard" for all candidates, regardless of the path toward a credential, measured by means of the same standard and assessment for pedagogy and subject matter knowledge.

The Secretary stated that his ideas are in process and he wanted to start a discussion. He suggested a three-tier credential process with multiple starting points. To receive a level one Basic (restricted) Credential a candidate would have to possess a BA and pass a subject matter test similar to the CSET, with an added writing component. Every candidate, single subject or multiple subject, would be required to take this test. With the Basic Credential the candidate would then be able to participate in a school district or university internship program that included pedagogy.

In Bersin's plan, to earn the level two Associate Credential the candidate would have to obtain a Basic Credential and pass the Teacher Performance Assessment (TPA). S/he could accomplish this through a traditional teacher preparation program or an intern program. Attaining the level three Professional credential would include all of the above plus two or three years of induction. (The Governor's budget

calls for a third year of BTSA for beginning teachers in Decile one, two, and three schools.) The Secretary wants to revise the current exams, including CBEST, CSET, and RICA, and to fully implement the TPA. He also wants to maintain and enhance induction.

Secretary Bersin thinks the process for out of state teacher credentialing equivalency studies needs to be streamlined. In his plan, teachers with experience would enter with a level two credential. They would then need to acquire California student content standards to continue towards a professional credential. He stated that the credentialing process needs to be demystified and uncomplicated, but it needs to continue to have rigorous standards.

Accreditation would also be streamlined. Program review would not be as intense. The current accreditation process is expensive, and people and paper intensive. Compliance is measured by reports and visitations, but it is not outcomes based. The Secretary wants to allow teacher preparation programs the flexibility to develop programs to address standards rather than continue to participate in the current cumbersome system. He wants to see how the California program review process can be better merged with national accreditation processes. Program accountability would be based on student achievement as measured by a Bar Exam-like assessment.

The Secretary stated that these changes would involve the work of the legislature, the Commission, and the stakeholders over several years. He is working with Senator Jack Scott, chair of the Senate Education Committee, on an omnibus education bill in response to "The Status of the Teaching Profession 2005," a report by the Center for the Future of Teaching and Learning (see report on next page of this issue of *CCNews*). Bersin is also working with the Department of Finance to improve the funding stream for the Commission. He wants to find common ground and continue the conversation with stakeholders. He also made a presentation to the Commission on February 1 to discuss the Administration's priorities for education and teacher quality.

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 CCTE semi-annual conferences and each group holds its own semi-annual meetings as part of the CCTE Conference program. Other groups wishing to join CCTE as an associate organization should contact CCTE Executive Secretary Alan H. Jones.

Status of the Teaching Profession 2005

Press Release from The Center for the Future of Teaching and Learning
December 7, 2005

New Report Raises Warning Over Assignment of Least Prepared Teachers and Resurgent Teacher Shortage in a High Stakes Education Environment

Sacramento—With the help of teachers entering the profession as interns California has reduced the number of underprepared teachers by half, but the vast majority of intern teachers are assigned to low achieving schools serving poor and minority students, according to a new two-year study of teaching in California released today by the Center for the Future of Teaching and Learning. The report also warns that the state is facing a shortage of tens of thousands of teachers within the next decade.

The Status of the Teaching Profession 2005 reveals a serious maldistribution of teaching interns. According to the report, eighty-five percent of new teachers who enter the classroom as interns are assigned to schools where more than sixty percent of the students are minorities. Only three percent of intern teachers work in schools with few minority students.

“The least prepared, least experienced teachers are assigned to schools serving primarily African American and Latino children, many of them from poor families,” said Margaret Gaston, Director of the Center for the Future of Teaching and Learning. The chronic assignment of the least prepared teachers to certain groups of students raises serious questions about the equity and fairness of the state’s effort to resolve its teacher shortage.

According to the U.S. Department of Education, whether or not a state is making a good faith effort to reach the highly qualified teacher goals of NCLB will be determined, in part, by examining “the steps taken to ensure that experienced and qualified teachers are equitably distributed among classrooms with poor and minority children and those with their peers.”

“The findings of this report make clear that to resolve the teacher shortage and address the inequities in teacher assignment, California’s policymakers must put into place a permanent system that reliably delivers fully qualified and effective teachers to every classroom. By acting now, the state can take a strong step toward reaching the rapidly approaching deadline to meet the requirements of the federal No Child Left Behind Act,” Gaston added.

The Status of the Teaching Profession 2005 also warns of a building teacher shortage at a time when the state is challenged to meet high-stakes federal requirements. California will need to replace at least 100,000 teachers, a full one-third of the teacher workforce, as baby boomer teachers retire over the next ten years. These retirements, along with

declining enrollment in teacher preparation programs, are projected to boost California’s teacher shortage back up to approximately 27,000 teachers as soon as the 2007-08 school year, and to nearly 33,000 teachers by 2014-15.

“According to the No Child Left Behind Act, all students are required to be proficient in reading and math by 2014. But we project that California will be short tens of thousands of teachers just as the stakes for students and schools will be the highest,” said Patrick Shields, Director of the Center for Education Policy at SRI International and the principal researcher for the report. “Unfortunately, it is exactly the kids who are most in need of an experienced teacher that are the least likely to get one, a prospect the coming teacher shortage will only increase.”

The report notes that students in schools measured as the lowest achieving by the state’s academic performance index (API) are five times more likely to face underprepared teachers than students in the highest performing schools, and are far more likely to face a string of underprepared teachers.

“For 6th graders in California’s lowest-achieving schools, the odds of having had more than one underpre-pared teacher are three in ten; for 6th graders in the highest achieving schools, the odds drop to one in fifty,” said Gaston.

“California does not have an adequate teacher pipeline in place to provide a constant supply of fully prepared and effective teachers to every school,” said Harvey Hunt, Senior Policy Advisor to the Center. “Without one, it’s hard to see how we will meet the needs of students or the requirements of NCLB. The state’s policymakers urgently need to begin a new conversation about how to ensure that all California students have the teachers they need and deserve.”

The report’s call for involvement of California’s policy leaders in strengthening the teaching profession has been taken up in the State Senate. Under the leadership of President Pro Tem Don Perata, Senator Jack Scott (D-Pasadena), chair of the Senate Education Committee, is already developing omnibus legislation to address the issues in the report.

With research by SRI International, The Status of the Teaching Profession 2005 provides the latest available data and analysis of California’s teaching workforce. Key findings include:

The least experienced teachers are assigned to schools serving poor and minority students:

- ◆ Eighty-five percent of teachers working as interns are assigned to schools where 61-100 percent of the students are minorities. The majority of intern teachers (53%) are assigned to schools where virtually all (91-100%) of students are minorities.

Only 3 percent of interns work in schools where minorities make up 0-30 percent of the student population.

◆ Seventy percent of intern teachers are assigned to schools where 51-100 percent of the students receive free or reduced-price lunch.

◆ In schools with the most minority students (91-100%), 22 percent of special education teachers are underprepared, while 6 percent of special education teachers are underprepared in schools with the smallest minority populations (0-30%).

Students in low achieving schools are the most likely to have the least prepared teachers:

◆ In California's lowest achieving schools, the odds of today's sixth graders having had one underprepared teacher is 4 in 10, and the odds of having had more than one underprepared teacher are 3 in 10. In the highest achieving schools, today's sixth graders have had a 2 in 10 chance of having an underprepared teacher, and only a 1 in 50 chance of having more than one underprepared teacher.

A looming teacher shortage:

◆ California has reduced the number of underprepared teachers, from a high of over 42,000 in 2000-01, to around 20,000 in 2004-05.

◆ But California is facing a new teacher shortage. One-third (97,000 teachers) of the teaching force is expected to retire within the next ten years.

◆ Enrollment in teacher credentialing programs has declined over the past 2 years, dropping 4% (from approximately 76,000 to 73,000) in 2002-03 and another 8% (from approximately 73,000 to 67,500) in 2003-04.

◆ The state may face a shortage of approximately 27,000 teachers as soon as 2007-08 and is projected to face a shortage of nearly 33,000 fully credentialed teachers by the mid- 2010s.

◆ The state must also deal with the current shortage: 24% of English teachers are underprepared or teaching out-of-field. The same is also true for 25% of math teachers, 23% of social studies teachers, 22% of life science teachers, and 30% of physical science teachers.

California is at risk of failing to meet the academic needs of students, the requirements of No Child Left Behind and the Williams settlement agreement:

◆ Beginning in June 2006, California high school

students will have to pass the California High School Exit Exam in order to graduate, but the students least likely to pass the test also have the teachers least prepared to help them.

◆ On average, in schools with the lowest achievement on the mathematics section of the California High School Exit Exam, 26 percent of teachers are underprepared and/or novice. On average, only 14 percent of teachers in the highest performing schools are underprepared and/or novice.

◆ 1.6 million students in California are designated as English learners. California requires that teachers with one or more students designated as English learners be authorized to teach them. But more than half (over 100,000) of the state's veteran teachers with more than five years experience lack such authorization.

◆ No Child Left Behind requires all students to achieve proficiency in mathematics and English by 2014, but student achievement in California remains very low, particularly for minority students.

◆ In 2005, well under half of California's students scored at the proficient or advanced levels in English (40%) or mathematics (38%) on the California Standards Test.

◆ Only 32 percent of Latino, and 28 percent of African American fifth-graders scored at a proficient level or better on the state's math test.

◆ No Child Left Behind requires that every teacher in the state be "highly qualified" by the end of 2005-06, but thousands of teachers do not meet the requirements, threatening California's ability to be in full compliance by the end of the 2005-06 school year. And the number may grow.

◆ Ten thousand California teachers did not meet the "highly qualified" requirements of NCLB in 2004-05. Those teachers also do not meet the requirements of the Williams settlement agreement.

◆ The projected shortage of teachers may once again mean that more non-NCLB-compliant teachers will still need to be employed—as many as 19,000 in 2014-15.

Inquiries concerning
The Status of the Teaching Profession 2005 report
should be directed to:
John McDonald
Stone's Throw Communications
(310) 798-3252 or (310) 880-5332
Email: john.mcdonald@stonesthro.com

From the Desk of the CCTE Executive Secretary

Following are some highlights of the 2005-2006 CCTE membership year to date:

Membership

As of mid-November we have received institutional membership renewals for 2005-2006 from over 70 colleges, universities, and other institutions, and we hope to have another dozen or more institutional members in hand soon. Overall our CCTE membership totals, both institutional and individual, are on pace with the previous year.

A CCTE individual membership form appears on page 15 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 Spring the CCTE Membership Committee will be contacting institutions which have not yet joined 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

Plans are in place for the Spring 2006 Conference (March 30-April 1) in San Jose, and a description of those upcoming events appears on page 2 of this issue of *CCNews*, followed by the tentative program on page 3 and a registration form on page 4. If you have not yet registered, I encourage you to do so immediately.

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 Spring 2006 issues of the two journals will be mailed out around the first of April.

The next issue of *CCNews* will come out in June 2006, with a submission deadline of May 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 18 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. 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. To do so, read the information at the top of page 7 of this newsletter, and get in touch with the leader of the Priority Area that most interests you.

2006 Annual Election

Over the next month we will conduct the annual CCTE election of officers for 2006. Election information and ballots were mailed to all CCTE delegates and members in early February. Please see additional information on page 16 of this issue of *CCNews*.

Membership Survey

A few weeks ago all CCTE delegates and members were sent an invitation via e-mail to participate in an anonymous survey about our CCTE activities. All delegates and members are encouraged to complete the survey on line. If you have not already done so, the survey can be accessed at <http://www.surveymonkey.com/s.asp?u=896601636942>. The information collected will be used to evaluate our organizational work and help with our planning for the future.

Please let me know if you need further information about any of our CCTE activities.

—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

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.

2006 Annual CCTE Election Information

In the 2006 California Council on Teacher Education annual elections, CCTE members and delegates will be electing a President-Elect, a Vice President for AACTE, a Vice President for ATE, and three members of the Board of Directors. The three officers will serve two-year terms from the end of the Spring Conference of 2006 through the 2008 Spring Conference and the three new members of the Board of Directors will serve three-year terms running from the end of the Spring 2006 Conference through the Spring 2009 Conference.

The current CCTE officers and the membership of the Board of Directors appear on page 17 of this issue of *CCNews*, with the years of their terms following each name. In concert with this year's election, Reyes Quezada will assume the role of CCTE President, Andrea Maxie will remain Past President, and a new President-Elect will take office, along with the election of the two Vice Presidents. The three members of the Board of Directors whose terms expire this spring, and who will therefore be replaced through this year's election, are Paul Ammon, Judith Crowe, and Ann L. Wood.

The CCTE Nominations and Elections Committee for the 2006 elections is chaired by CCTE Past President Andrea Maxie of California State University, Los Angeles, with Committee members Judith Crowe of California Lutheran University, Lisa Kirtman of California State University, Fullerton, and Reyes Quezada of the University of San Diego. The report of the Nominations and Elections Committee, offering nominees for the offices to be elected, was disseminated to all members and delegates in early January, along with an opportunity for submission of additional nominations from the membership. No additional nominations were received by the February 1 deadline.

Thus, in early February a mailing was made to all members and delegates with the final list of nominations, statements from each candidate, and a ballot. Ballots may be returned by mail to the CCTE Executive Secretary or brought by members and delegates to the CCTE 2006 Spring Conference. The deadline for voting is noon on Friday, March 31 at the Conference. The Nominations and Elections

Committee will open and count all ballots at noon on Friday during the Spring Conference, and the results of the election will be announced at the Conference that Friday afternoon.

The final slate of nominees for the offices to be elected follows:

For President Elect:

James Cantor, California State University, Dominguez Hills
Magaly Lavadenz, Loyola Marymount University
Susan Westbrook, California Federation of Teachers

For Vice President for AACTE:

Joel Colbert, University of Southern California

For Vice President for ATE:

Ann L. Wood, California State University, Los Angeles

For Board of Directors:

Terrence Cannings, California Lutheran University
Mary Christianakis, Occidental College
Dolores Gaunty-Porter, Vangaurd University
Cindy Grutzik, Pacific Oaks College
Jose Lalas, University of Redlands
Helene Mandell, CalStateTEACH, Office of the Chancellor,
California State University
Susan Marston, Saint Mary's College of California
Mark O'Shea, California State University, Monterey Bay
Della Peretti, University of California, Berkeley
Heidi Stevenson, University of the Pacific
Cecelia Travick-Jackson, California Lutheran University

Each delegate and member may vote for one candidate each for President Elect, Vice President for AACTE, and Vice President for ATE, and up to three candidates for the Board of Directors. The candidates receiving the most votes for the offices of President Elect and the two Vice Presidents and the three candidates receiving the most votes for the Board of Directors will be declared elected and will take office upon announcement of the election results Friday afternoon at the Spring Conference.

Any CCTE delegate or member who has not received the election material and ballot by mail should contact CCTE Executive Secretary Alan H. Jones immediately.

Dates of Upcoming CCTE Conferences

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
Fall 2007 — October 18-20, Shelter Pointe Hotel and Marina, San Diego

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
 LaRie Colosimo (2005-2008), Claremont Unified School District; lcolosim@csud.claremont.edu
 Judith Crowe (2003-2006), California Lutheran University; crowe@clunet.edu
 Arlinda Eaton (2005-2008), California State University, Northridge; arlinda.eaton@csun.edu
 Deborah Hamm (2004-2007), California State University, Long Beach; dhamm@csulb.edu
 Lisa Kirtman (2004-2007), California State University, Fullerton; lkirtman@fullerton.edu
 Eugenia Mora-Flores (2005-2008), University of Southern California; moraflores@usc.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 (2004-2007), Caddo Gap Press; caddogap@aol.com
 Martha Zaragoza-Diaz, CCTE Legislative and Educational Policy Analyst, Zaragoza-Diaz & Associates; madiaz@earthlink.net
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@uop.edu
 Margaret Olebe, Editor, *Issues in Teacher Education*, Office of the Chancellor, California State University; molebe@csu.edu
 James Cantor, Editor, *CCNews*, California State University, Dominguez Hills; jcantor@csudh.edu

CCTE Committee Chairs:

Awards Committee Chair:

Arlinda Eaton (see above under Board of Directors)

Spring 2006 Conference Co-Chairs:

Sally Botzler (see above under Officers)

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

Fall 2006 Conference Co-Chairs:

Virginia Kennedy, California State University, Northridge; virginia.kennedy@csun.edu

Judy Mantle, University of San Diego; jmantle@sandiego.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; 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

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 Summer 2006 issue, which will appear in June, is May 15, 2006.

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

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Fall 2006 Conference to be held October 19-21 at the Shelter Pointe Hotel and Marina in San Diego. The theme of the Fall 2006 Conference is Special Education. 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 the CCTE Research and Best Practice Committee in care of CCTE Executive Secretary Alan H. Jones:

caddogap@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 Fall 2006 Conference must be received by August 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 Friday of the Fall Conference 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 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 Spring 2007 Conference, to be held in San Jose on March 29-31, will be February 1, 2007.

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 Fall 2006 Conference in San Diego. Next winter the Awards Committee will seek nominations of programs in Northern California for the award to be presented at the Spring 2007 Conference in San Jose.

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 benefited — 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 Fall 2006 Conference is September 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 Fall 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 September 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