

CCNews

Newsletter of the
California Council on Teacher Education

Volume 17, Number 4, Winter Issue, December 2006

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

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One of the many great views from the CCTE Fall 2006 Conference at San Diego's Kona Kai Resort.



CCNews

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California Council on Teacher Education

CCTE Spring 2007 Conference Theme: *The Growing Nexus between Education and the Private Sector*

By Thomas Nelson,
University of the Pacific,
CCTE Spring 2007 Conference Chair

The California Council on Teacher Education Spring 2007 Conference, to be held March 29-31 in San Jose, promises to be an extraordinary event. The conference theme, *The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development*, will highlight the work of a number of well known and highly respected authors from across the country and will coincide with the release of the Spring 2007 issue of *Teacher Education Quarterly* on the same theme. Featured presentations will focus on the ways in which corporate influence over educational policies and practices have significantly altered the landscape of public schools, and what this means for the teacher education profession.

The purpose of the 2007 Spring Conference is two-fold: first to inform attending participants about the increasing acceleration of private interest activities associated with educational and school policies; and second to provide a unique forum for contemplating moral imperatives as a professional response.

Corporate business over the past 20 years has taken a larger and more powerful role in several key areas of education. One, public schools represent a significant market for profit-driven companies that dominate the textbook and standardized test publication industry. As standardized testing has become the prominent means of assessing student and school academic achievement, three major publishing companies have gained a stronghold in the commercialization of the public school environment, profiting directly from tax-supported education funds.

Two, major brand name companies such as Coca-Cola, Pepsi, and Dominos, among many others, have capitalized on new drink and food markets in schools in order to substantially increase revenue and profits, often at the expense of providing children with more healthy nutritional alternatives.

Three, corporate incursions into school decision-making processes have been the direct result of state, and more significantly, federal policies such as No Child Left Behind. The Business Roundtable is one example of a corporate coalition effort aimed at influencing school policy decisions.

Fourth, as students and schools are increasingly being viewed in business terms, the outcomes of contemporary schooling practices are directly associated with preparing a low-skilled, low-paid workforce, contrary to predominate

media-driven perceptions about more idealistic state and national educational goals.

A major purpose of the CCTE Spring 2007 Conference will be to collectively examine the ways in which the teacher education profession is being increasingly impacted as a result of these corporate-driven standardization and privatization movements, and to explore strategies for responding to this growing juggernaut.

Bruce Jones, David C. Anchin Endowed Professor of Education and Director of the Anchin Research Center and Associate Dean of Research, University of South Florida, and co-guest-editor of the Spring issue of *Teacher Education Quarterly*, will serve as invited guest and keynote presenter.

Authors whose work will appear in the Spring 2007 issue of *Teacher Education Quarterly* and who will also serve as guest-presenters at the conference include: Kathy Emery, Freedom School San Francisco; David Gabbard, East Carolina University; Denise Gelberg, Cornell University; Pepi Leistyna, University of Massachusetts, Boston; and Kenneth Saltman, DePaul University.

Other authors contributing to the special Spring 2007 issue of the journal, whose ideas will also be discussed at the Spring Conference, include: Jean Anyon and Kiersten Greene, City University of New York; Michael Apple, University of Wisconsin-Madison; Terry Atkinson, East Carolina University; Alex Molnar and David Garcia, Arizona State University; Gregory Seaton, The College of New Jersey; and Margaret Beale Spencer, University of Pennsylvania.

The Planning Committee for the Spring 2007 Conference consists of: Thomas Nelson, Chair, University of the Pacific; James Cantor, California State University, Dominguez Hills; Larry Grimes, Sierra High School; Karen Heintschel, California Department of Correctional Education; Eileen Kerr, California State University, Stanislaus; Helene Mandell, California State University, Cal State TEACH; Della Peretti, University of California, Berkeley; Kirsten Smith, California State University, Sacramento; Barron Sudderth, Linden High School; and Andrea Whittaker, San Jose State University.

For questions or further information about the Spring 2007 Conference, please contact Thomas Nelson at tnelson@pacific.edu.

The formal announcement and registration materials for the Spring 2007 Conference will be sent to all CCTE members and delegates in early January. In the meantime, save the dates of March 29-31 and join us in San Jose.

Call for Proposals for Research and Practice Sessions at the Spring 2007 CTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Spring 2007 Conference to be held March 29-31 at the Sainte Claire Hotel in San Jose. The theme of the Spring Conference is *The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development*. Proposals that relate to the theme of the conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for several types of sessions: poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups.

General Procedures

We are particularly interested in receiving proposals from junior faculty and doctoral students whose research is related to any of the following: privatization of public schools, charter schools, business-school partnerships, commercialization activities in public schools, Business Roundtable influences on school policy, the role of the corporate publishing industry in the preparation and dissemination of textbooks and standardized testing materials, the role of philanthropy in affecting educational reform, and other research in the contemporary business-school climate. Proposals from school district personnel, BTSA members, and other teacher education professionals are welcomed. Presenters will be selected from each of these categories to assure balance in the Spring Conference program.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and email addresses, along with requested audiovisual equipment; and
- ◆ File attachment of a maximum 3-page, single-spaced proposal without names of the presenters.
- ◆ Please note type of presentation forum requested (i.e., paper, poster, workshops, demonstrations, etc.)

Proposals should be emailed to Helene Mandell, Chair of the CCTE Research and Practice Committee at:

hmandell@calstate.edu

Deadline

Proposals for the Spring 2007 Conference must be received by February 1, 2007.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Theoretical framework;
- ◆ Methods, data source(s);
- ◆ Results/conclusions/points of view;
- ◆ Significance to the field of teacher education, and
- ◆ Proposed style of presentation.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or to other significant teacher education issues;
- ◆ Is methodologically or theoretically sound; and
- ◆ Clearly states its significance for teacher educators and those involved in professional development.

Scheduling

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

Presentations at CCTE Conferences may be considered for inclusion on the CCTE website following the Conference, and may be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for publication consideration to either *Teacher Education Quarterly* or *Issues in Teacher Education*.

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 2007 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 2007 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 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 Spring 2007 Conference is February 1, 2007.

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 2007 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 Address, Phone, e-mail; Name of Nominator; Nominator Address, Phone, e-mail; (4) Send nomination information via e-mail by February 1, 2007, 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

CCTE Fall 2006 Conference Explores Special Education/General Education Interface

By Virginia Kennedy,
Fall 2006 Conference Co-Chair,
California State University, Northridge

The CCTE Fall 2006 Conference, held October 19-21 at the Kona Kai Resort in San Diego, promoted collaboration among all professionals who prepare teachers, under the theme *Educating All Students for the Future: Strengthening the Special Education and General Education Partnership*.

Conversations and new ideas for the future of teacher preparation were sparked by speakers, panels, policy sessions, research and practice presentations, and meetings of Special Interest Groups (SIGs). Following Thursday morning meetings of the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) and the California Association of Professors of Special Education (CAPSE/TED), the opening address of the Conference was given by Stuart Schwartz of National University, on the impact of the general education/special education interface on the K-12 students in our schools.

The Friday keynote address was given by Deborah Smith of Claremont Graduate University and the IRIS Center for Faculty Enhancement, who educated and entertained us on new ways to reach our teacher candidates.

In addition to excellent presentations of research, practice, and programs, a highlight related to the conference theme was a panel discussion by deans of education and a California Department of Education professional consultant on their visions for California. Other Conference highlights included an opportunity for CCTE members to participate in

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Fall Conference Co-Chairs Virginia Kennedy (left) of California State University, Northridge, and Judy Mantle of the University of San Diego offered introductory comments.



Dale Janssen, Interim Executive Director of the California Commission on Teacher Credentialing addressed the First Policy Session.



Stuart Schwartz of National University examined the special education/general education interface in his keynote address on Thursday afternoon.



Scenes from the Fall 2006 CCTE Conference in San Diego.

All photographs by Jim Cantor, CCTE President Elect and Editor of *CCNews*, from California State University, Dominguez Hills.

Photograph and newsletter layout by Alan H. Jones, CCTE Executive Secretary and Publisher, Caddo Gap Press.



Binational Border Pedagogy Collaborative Receives CCTE Quality Education Partnership Award

By Arlinda Eaton,
CCTE Awards Committee Chair,
California State University, Northridge

A binational working team of teacher educators was recognized at the luncheon on October 20th at the Fall 2006 CCTE Conference. For the past several years Universidad Iberoamericana, Universidad Pedagógica Nacional, the University of San Diego, and the San Diego County Office of Education, through the Binational Border Pedagogy Collaborative, have sponsored conferences that bring together researchers and practitioners to discuss educational issues, challenges, and solutions from a borderland perspective.

The Binational Border Pedagogy Conference began in 2002 as an informal and local event; it now enjoys international attention. The 2006 Conference included 21 different Tijuana school visits, representing various educational levels of Border Pedagogy programs ranging from bilingual (Mixteco-Spanish) to special education, urban and rural, in both private and public settings. From these school visits, various cooperating site and university teams have embarked upon year-long action research projects. The scholarship and experiences from these efforts will become part of the 7th Annual Binational Border Pedagogy Conference to be hosted at the University of San Diego in Fall 2007.

In attendance to receive the CCTE *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* were Paula Cordeiro, Dean of the School of Leadership and Education Sciences at the University of San Diego; Mateo Covarrubias, President of Universidad Pedagógica Nacional; and Rodrigo Sandoval Martínez, Director of Graduate Studies at Universidad Iberoamericana. A dozen other representatives from the Collaborative attended the awards luncheon and participated in the CCTE Fall Conference as well.

You are encouraged to take the time to nominate an outstanding educator and/or partnership deserving of one of the many CCTE awards. See the call for awards nominations on page 4 of this issue of *CCNews* or on the CCTE website. The deadline for submitting nomination information for the Spring 2007 CCTE Conference is February 1, 2007.



Outdoor seating for the awards luncheon at the Fall Conference.



Arlinda Eaton presents the Partnership Award at the Fall Conference.



Representatives of the Binational Border Pedagogy Collaborative display the CCTE Partnership Award plaque.



Jaime Romo of the University of San Diego, a member of the CCTE Board of Directors, discusses the work of the Binational Border Pedagogy Collaborative and the annual Border Pedagogy Conferences.

Fall 2006 Conference Report

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Ashley Skylar of California State University, Northridge, leads Saturday morning discussion of on-line materials from the IRIS Center.



Tom Nelson of the University of the Pacific, editor of *Teacher Education Quarterly*, offers pointers at the Saturday morning "Writing for Publication" workshop.



Fall Conference participants discuss issues related to NCLB during Friday Policy Session.



LaRie Colosimo (right), Regional Director of BTSAs Cluster Four and a member of the CCTE Board of Directors, introduces a panel of teachers who spoke about the "Realities of Team Teaching" between special and general education teachers.

a California Commission on Teacher Credentialing (CCTC) field input meeting, and a presentation by the California State University Task Force on resources being developed for teacher education.

Conference participants also appreciated at the Thursday Policy Session an update on the CCTC by Dale Janssen, Interim Executive Director, and Larry Birch, Director of the Professional Services Division.

The Saturday morning program featured hands-on sessions on writing for publication and a demonstration of course enhancement materials from the IRIS Center, followed by a compelling discussion of inclusion and co-teaching led by teams of general education and special education teachers from the San Diego area who have co-taught together.

There were many occasions for Conference participants to socialize, including the Thursday Newcomers Meeting and the Friday Awards Luncheon, during which the Binational Border Pedagogy Collaborative was honored with the *Quality Education Partnerships Award for Distinguished Service to Children and the Preparation of Teachers*. The Presidents Reception on Thursday was followed by a delicious and friendly dinner, and afterwards Jim Cantor of California State University, Dominguez Hills, Jaime Romo of the University of San Diego, and Ron Solorzano of Occidental College led us in a sing-along that featured the enthusiastic voices of CCTE members.

Arts SIG Meeting

The CCTE Arts SIG, founded last year by Paul Ammon and chaired by Della Peretti, both of the University of California, Berkeley's Developmental Teacher Education Program, held a small but enthusiastic meeting at the CCTE 2006 Fall Conference. The highlight of the meeting was a visit by Jessica Baron, founder of Guitars in the Classroom (GITC), <http://www.guitarsintheclassroom.com>, who put donated guitars into the hands of SIG members. Thirty minutes later, all of them, despite never having touched a guitar before, were able to accompany themselves while singing a song. This rapid learning curve was made possible by using open G tuning, a method that Baron has developed to prepare teachers to incorporate song leading into elementary school classrooms. At the end of the SIG meeting, Baron asked who was planning to take advantage of the free lessons and free loaner guitars made available to elementary educators through generous donations from the music industry.

Already underway are programs at UC Berkeley and California State University, East Bay, and as a result of the SIG experience, Marianne Caston is planning on starting a program at Antioch University Santa Barbara and Lisa Kirtman is arranging for 30 teachers in a school in Compton to participate in GITC.

In addition, SIG members received copies of *KidSpeak Arts Standards* from LAUSD's Arts Education Branch, <http://manila.pasadena.k12.ca.us/files/arts/KidSpeakK6.pdf>. This document rewrites California's Academic Content Standards in language that children can understand. It also reorganizes the information so that dance, music, theater, and visual art standards in each of the five strands (artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, applications) appear on the same page, making it easy to see the connections among the different art forms.

The Arts SIG also coordinated preparation of an initial draft of a CCTE songbook for use at the sing-a-long session following the Thursday banquet at the Fall Conference.

Overall, the Arts SIG is off to an enthusiastic start and we would love to expand our membership. Please contact Della Peretti at dperetti@berkeley.edu if you are interested in joining our efforts, or just come to the SIG meeting at the 2007 Spring Conference in San Jose.

CCTE Discusses NCLB Reauthorization

In response to a request from State Superintendent of Public Instruction Jack O'Connell for input related to the upcoming reauthorization of the federal No Child Left Behind Act, CCTE members and delegates devoted the Second Policy Session on Friday at the Fall 2006 Conference to a discussion of the four key areas of NCLB for which O'Connell is seeking commentary: (1) accountability; (2) interventions and corrective actions; (3) highly qualified teachers; and (4) English learners.

In mid-October O'Connell held four hearings at various locations across the state, each hearing specifically seeking testimony on one of the four NCLB topics. In addition to the opportunity to offer testimony at one of the hearings, the State Superintendent has invited written testimony by the deadline of January 2, 2007.

The Policy Session provided an opportunity for CCTE members and delegates to hold table discussions on each of the four key areas, and to pool comments and suggestions. Those materials are now being used by the CCTE Policy Committee to prepare a document for submission to Superintendent O'Connell. The document developed by the Policy Committee will be reviewed, refined, and adopted by the CCTE Board of Directors in December and then submitted to Superintendent O'Connell by the January 2 deadline.

Any CCTE members or delegates who were not able to participate in the discussion at the Fall Conference are invited to send comments by e-mail to either of the Co-Chairs of the CCTE Policy Committee: Ron Solorzano at solor@oxy.edu or Susan Westbrook at suew443@aol.com

The State Superintendent's invitation is also open to all interested persons in California, so all CCTE members and delegates are encouraged to send their own personal suggestions about NCLB to O'Connell by January 2, 2007. Such written testimony should be addressed to:

California Department of Education
c/o Amy Cameron, Executive Office
1430 N Street, Suite 5602
Sacramento, CA 95814

Resolution Adopted at CCTE Fall 2006 Conference

Whereas language skills are necessarily different for bilingual teachers, it must be recognized that the CSET Single Subject examination is not an appropriate measure for assessing bilingual teachers, and

Whereas the language skills of bilingual teachers can be more accurately assessed and qualified through tests used in the relevant college and university language programs,

Thereby be it resolved that the Commission on Teacher Credentialing not merge the BCLAD and CSET examinations for the purpose of assessing language skills of bilingual teacher candidates and bilingual teachers.

Passed unanimously by the CCTE Delegate Assembly, October 20, 2006, San Diego, California

CCTE Special Interest Groups (SIGs) Which Will Meet at the Spring 2007 Conference

Twelve CCTE Special Interest Groups will meet at the Spring 2007 Conference in San Jose. The SIGs will meet concurrently, at two different times, during the Conference. 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. The twelve SIGs are:

Arts in Education: This SIG explores 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. (See article about this SIG on page 9 this issue of *CCNews*).

BTSA and Induction: This SIG provides an avenue for continuing exploration of the work of BTSA programs and the role of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education. SIG co-coordinators: LaRie Colosimo, Claremont Unified School District, and Ann L. Wood, California State University, Los Angeles.

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.

Coalition for Educational Renewal: This SIG explores issues related to implementation of the ideas of the national educational renewal movement in California. SIG coordinator: William Rich, California State University, Chico.

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.

Deans and Directors of Teacher Education: This 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: New coordinator to be selected.

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.

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.

International/Global Teacher Education: This new SIG will explore issues and practices related to teacher education in the international/global context. SIG coordinator: Reyes Quezada, University of San Diego.

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 teacher 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.

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 coordinators: Michele Cepello, California State University, Chico, and Lou Larwood, San Jose State University.

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.

Message from the CCTE President: Alliance Building To Enhance the Visibility of CCTE

In this Message I will focus on two points: (1) Updates on our continued efforts in Alliance Building and (2) Challenging CCTE members and delegates to contribute to the current dialogue regarding the report by Dr. Arthur Levine on Educating School Teachers.

Alliance Building

I want to personally thank the Fall 2006 Conference Co-Chairs, Virginia Kennedy of California State University, Northridge, and Judy Mantle of the University of San Diego, as well as their planning committee for an excellent Conference. It was inspiring to be sitting together with our many Special Education colleagues as we continue to bridge the many challenges that faculty and teachers encounter in preparing quality teachers to teach in our schools. As a co-sponsor of all of our CCTE Conferences, the California Association of Professors of Special Education (CAPSE) played a special role at the Fall 2006 Conference and will continue to inform future conference planners as they include strands and themes that support and provide a voice for inclusion as part of each of our conferences. This true alliance is in the best interest of both organizations as we support the mutual goals and efforts to educate a stronger teaching force, one that will work in both general education and special education arenas.

It was also a great pleasure to have the California Commission on Teacher Credentialing represented at the Fall 2006 Conference by our respected friend Larry Birch and by Dale Janssen, the new Interim Director of CCTC. Dale spoke eloquently at our Thursday Policy Session about the work of the Commission and his desire to reestablish positive communication between CCTC and CCTE. CCTC has once again joined CCTE as an institutional member and we look forward to having CCTC representatives at all of our Conferences.

We also welcome the California Association of Professors of Educational Administration (CAPEA) as an institutional member and a co-sponsor of CCTE Conferences. CAPEA became an associate member of CCTE last spring, and this October CCTE Executive Secretary Alan Jones and I had the honor of being invited to speak at the CAPEA Fall 2006 Conference at California State Polytechnic University, Pomona. We were greeted enthusiastically and enjoyed discussing with the CAPEA membership the many possibilities of our new association. Many CCTE members are also part of CAPEA and we are hoping to co-sponsor a joint conference in the near future.

As CCTE President, I also participated at the 6th Annual Border Pedagogy Conference in Tijuana, Mexico, this Fall. Jaime Romo of the University of San Diego, a member of our



Reyes L. Quezada

CCTE Board of Directors, was Co-Chair of the Border Pedagogy Conference and assisted with CCTE visibility with our border pedagogy colleagues. As I participated in many roundtable discussions with various Mexican teacher educators and teachers from all levels from throughout the border region it was amazing to note how many of the challenges we are currently facing are the same on both sides of the border (accountability, assessment, teacher quality, drop-out rates, equity and social justice, as well as language and diversity issues).

I also personally congratulate the Binational Border Pedagogy Collaborative, consisting of the University of San Diego School of Leadership and Education Sciences, the San Diego County Office of Education, the Universidad Iberoamericana, and the Universidad Pedagógica Nacional, which received the CCTE Partnership Award at our Fall 2006 Conference in San Diego (see related article and photographs on page 7 of this issue of *CCNews*).

Our sincere appreciation to our BTSA colleagues, in particular LaRie Colosimo and Alice Bullard, for inviting CCTE to participate at the 2006 BTSA and Intern Directors Statewide conference in Sacramento this Fall. CCTE was well represented at the November gathering by our Presi-

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CCTE President's Message

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dent-Elect Jim Cantor, board members Deborah Hamm, Cindy Grutzik, Helene Mandell, and Jaime Romo, as well as myself. Many other CCTE members were also in attendance with their BTSA partners.

The BTSA Conference theme was *Bridging Professional Learning Communities*. The conference theme reinforced our CCTE Fall 2005 conference theme on *Alliance Building*. We had the opportunity to set up an information table that featured our CCTE membership brochures, copies of *CCNews*, and both of our CCTE journals, *Teacher Education Quarterly* and *Issues in Teacher Education*. Our outreach efforts were well received. As a result, two new members were recruited and signed up as individual members on the spot. The conference sessions, speakers, and food were all great. CCTE was also asked to participate in the next BTSA Conference planning committee. We look forward to such ongoing work with our BTSA colleagues.

Our goal as an organization has been to be inclusive by having other organizations as institutional members, as associated members, and as co-sponsors of our conferences, while still allowing each organization to keep its distinct role in support of its specific professional agenda. We look forward to working with the many new alliances we have established, and I trust there will be other educational organizations which will join with us to support teacher education in the preparation of a quality teacher for each classroom in our California Schools.

A Call and Challenge

CCTE has not formally responded to or adopted a resolution concerning Dr. Arthur Levine's report *Educating School Teachers*. Levine is President of the Woodrow Wilson National Fellowship Foundation and former President of Teachers College, Columbia University. His report suggests that drastic reform is needed in the preparation of teachers and in teacher education programs. His arguments are based on a comprehensive national survey, visits to various teacher education colleges, and the use of a large-scale database of student achievement growth and teacher preparation programs.

Levine posits a five-step plan for transforming teacher education. His five recommendations are:

- ◆ Education schools must be transformed into professional schools focused on classroom practices;
- ◆ Student achievement must become the primary measure of success of teacher education programs;
- ◆ Teacher preparation programs should require a five-year course of study, including completion of a traditional major in a subject area as well as education in teaching and child development;

- ◆ Quality control must be strengthened by reinventing accreditation and encouraging states to establish common, outcome-based requirements for certification and licensure; and

- ◆ Failing teacher education programs should be closed, promising programs strengthened, and excellent programs expanded.

I challenge all of our CCTE members and delegates to read Levine's report, which can be accessed at <http://www.edschools.org>, and begin a dialogue with other teacher education colleagues and in department meetings regarding the implications it may have for our own teacher education programs. I also look forward to our discussion of the report at our future CCTE Conferences. My hope is that we will provide a sound response that analyzes his report and offers further recommendations toward strengthening teacher education. Of particular interest, I believe, are his points one, four, and five.

A Thank You

I thank all of our CCTE members and delegates for their continuing good work, and I look forward to seeing you at our Spring 2007 Conference in San Jose.

Reyes L. Quezada
CCTE President

and

Associate Professor

Learning and Teaching Department

School of Leadership and Education Sciences

University of San Diego

rquezada@sandiego.edu

CCTE Conference on Internationalizing Teacher Education

Plans for a CCTE Semi-Annual Conference around the theme *Internationalizing Teacher Education* have been rescheduled to the Fall 2008 Conference, which will be held at the Kona Kai Resort in San Diego on October 16-18.

CCTE President Reyes Quezada of the University of San Diego is chairing the Planning Committee for the Conference, and he will welcome ideas as well as volunteers to serve on that Committee. He can be contacted by e-mail at rquezada@sandiego.edu

A Report from CAPEA

By Deborah Erickson,
CAPEA President,
California Lutheran University

On behalf of the California Association of Professors of Educational Administration (CAPEA), I would like to thank the California Council on Teacher Education for the opportunity to begin a collaborative partnership that we hope to build on in the upcoming months and years. It has been a pleasure for CAPEA to become one of your CCTE affiliates, and we appreciate the support of CCTE President Reyes Quezada and Executive Secretary Alan Jones, who attended our Fall 2006 CAPEA Conference at the Kellogg West Center on the California Polytechnic State University, Pomona campus. Reyes and Alan gave a well-received presentation that outlined benefits of this newly established alliance and ways in which we might further explore mutual endeavors. Again, we look forward to working with your organization.

For those of you unfamiliar with CAPEA, we are an organization of professors from private and public colleges and universities dedicated to the education of school leaders. We seek to vitalize the discourse necessary for blending theory and practice in ways consistent with current research and future projections. We also seek to strengthen networks with other professional and public entities for the continued improvement of education in California. CAPEA has been in existence since 1963, and we are currently working on issues of practice that impact school leaders: the changing demographics and diversity of the populations we serve, equity and social justice issues, and accountability and its effect on school leaders. We have 105 members from across the state. You can learn more about our organization by visiting the CAPEA website at: www.capea.org

We are pleased to announce that CAPEA has been chosen to host the 2008 National Council of Professors of Educational Administration conference. The conference will be held the first week of August in San Diego, and we hope some of your members will be able to attend.

The Fall 2006 edition of our journal, *Educational Leadership and Administration: Teaching and Program Development*, was just published. The theme for this year was *Ethical Leadership for Social Responsibility: Leader Disposition and Training*. If you have not yet read this issue, we invite you to do so. Included are a number of articles that help us, as those who prepare school educators and leaders, frame conversations that promote equity for all students. The theme for the 2007 issue of the journal is *Leadership in a Global Society: Dispositions and Preparation*; proposals for the 2007 journal are due on February 14th of next year. For further details, please consult the current edition of *Educational Leadership and Administration*.

The 2006-2007 CAPEA Board took office at our Fall

2006 Conference. The board members and their positions for this year are as follows:

President: Deborah Erickson, California Lutheran University

President-Elect: Gary Kinsey, California State Polytechnic University, Pomona

Secretary: Phyllis Hensley, California State University, San Bernardino

Treasurer: Cliff Tyler, National University

Representatives:

Franca Dell'Olivo, Loyola Marymont University
Ken Magdaleno, California State University, Fresno

Noni Mendoza-Reis, San Jose State University

Wayne Padover, National University

Floria Trimble, National University

Don Wise, California State University, Fresno

Journal Editor: Elizabeth Reilly, Pepperdine University

Webmaster: Lori Kim, California State University, Los Angeles

CCTC Liaison: Dennis Brennan, University of the Pacific

Historian: David Stine, Chapman University

Past President: Debbie Stine, California State University, San Bernardino

Again, we look forward to a continued partnership with CCTE, and I thank Reyes, Alan, and all of the rest of the CCTE membership who have made us feel welcome and valued partners in establishing this new partnership.

Please Contribute Items for the CCTE Silent Auctions

All members, delegates, and friends of the California Council on Teacher Education are encouraged to contribute items for the silent auctions at the semi-annual CCTE Conferences. Two highly successful silent auctions have been held at the Spring and Fall 2006 Conferences, with such items as books, gift baskets, art works, and get-away weekends at beach houses and condos receiving enthusiastic bids from Conference attendees.

If you have such items available to contribute to future CCTE silent auctions, please contact either Deborah Hamm (e-mail dhamm@csulb.edu) or Caryl Hodges (e-mail hodges@usfca.edu). Two-or-more-day stays at attractive locations have proven to be the best fund-raisers at the silent auctions.

Your contribution of any item to CCTE for a silent auction is tax-deductible, since CCTE is a non-profit organization.

CCTE Leaders Attend BTSA Conference

By Jim Cantor,
CCTE President-Elect,
California State University, Dominguez Hills

CCTE enjoys a fruitful partnership with the statewide organization of BTSA and Intern Directors. In fact, LaRie Colosimo, Regional Director of BTSA Cluster 4, is a member of the Board of Directors of CCTE. As co-chair, with Gay Roby, of the 2006 California BTSA and Intern Directors Statewide Conference, LaRie was kind enough to invite CCTE Board members to participate in the Conference and to make arrangements for a CCTE information table.

CCTE President Reyes Quezada from the University of San Diego, CCTE Board of Directors members Cindy Grutzik from Pacific Oaks College, Deborah Hamm from California State University, Long Beach, and Helene Mandell from the California State University Office of the Chancellor, and I all attended the conference, on November 14- 16, in Sacramento. The conference theme was *Learning to Teach: Bridging Professional Learning Communities*.

On the final day of the conference, CCTE Board member Jaime Romo from the University of San Diego joined me in facilitating a sing-along, songwriting workshop with the Region 4 BTSA group.

During the conference, teacher preparation faculty joined BTSA induction directors in exploring ways to support their mutual work of preparing teachers for the current classroom environment. The conference offered a wide variety of activities to support the theme. Regional meetings focused on the intersection points among all programs. Key-notes offered inspiration, data analysis, and physical and emotional support. State education agency personnel offered updates, to guide program administration. The update on SB 1209 was especially informative. Workshops and breakout sessions helped participants get ideas and strategies to build and strengthen programs. An exhibitor hall showcased a variety of support services.

In addition to the well designed and informative sessions, this conference also provided what LaRie describes as *BIG FUN!* The food was superb and the cappuccinos were flowing! There was an evening of dining and entertainment, but above all there was lots of networking. Ideas were hatched and coalitions formed. Seeds were sown and we look forward to more BTSA folks coming to our CCTE Conferences, as we plan on continuing our participation in the BTSA conferences. If you are making plans for next year, the 2007-2008 California BTSA/Intern Statewide Directors Conference will be in Sacramento November 14-16, 2007. The bridges are strong and well traveled. Together we are contributing towards improving the quality of teaching in California public schools.

Report from CAPSE

By Virginia Kennedy,
CAPSE/TED Immediate Past President,
California State University, Northridge

Members of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) were enthusiastically involved in every aspect of the Fall 2006 CCTE Conference, due to its theme of bringing together teacher educators in special and general education. CAPSE/TED is most appreciative of the opportunity extended by the CCTE Board of Directors and membership to explore this topic and fortify partnerships.

CAPSE/TED held its most recent meeting on Thursday, October 20, at 9:00 a.m., on the first morning of the Fall CCTE Conference. Members and other interested parties gathered to network and strengthen the quality of our teacher education efforts throughout the state.

One of the main speakers was Ken Futernick of California State University, Sacramento, who shared the results of his study of the retention of special education teachers in California. Issues of workload, working conditions, and preservice and inservice professional development were discussed as major factors.

A second main speaker was Janet Canning from the California Department of Education, who updated members on issues pertaining to the recruitment of special education teachers and the roles of teacher preparation programs in ensuring that special education teachers are highly qualified (NCLB-compliant). She also informed us about the second phase of the State Improvement Grant.

Immediately following was a meeting of the Special Education Special Interest Group of CCTE. Jan Jones-Wadsworth from the California Commission on Teacher Credentialing presented important information about the role of institutions of higher education in providing input about changes to the Education Specialist credentials. SIG participants also dialogued with her about the English Language authorization and other issues.

At the TED national conference held in San Diego on November 9-11, CAPSE/TED hosted a well-attended breakfast. CAPSE/TED would like to congratulate Stuart Schwartz and his conference committee for hosting an excellent national conference.

For further information, please contact either of our CAPSE/TED Co-Presidents:

Michelle Cepello,
California State University, Chico,
E-mail MCepello@csuchico.edu

Lou Larwood,
San Jose State University,
E-mail llarwood@email.sjsu.edu

CCTE Strategic Plan Activities

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

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

Membership and Resource Development: Deborah Hamm (dhamm@csulb.edu) and Lisa Kirtman (lkirtman@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)

Technology and Communications: Heidi Stevenson (hstevenson@pacific.edu)

Discussion meetings of these Priority Areas have been held, when time allows, during the second policy session at each recent semi-annual CCTE Conference, and such discussions will continue at future Conferences.

If you have not yet volunteered, please select one of these five Priority Areas and contact one of the committee chairs listed above. Your participation will be most welcome. It is hoped that all CCTE delegates and members will get involved.

The current work of each 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 both implemented and evaluated.

Further discussion on each section of the Strategic Plan will be held when the CCTE Board of Directors meets on February 9, 2007.

CCTE Invites Financial Contributions

As was first announced in the Spring 2005 issue of *CCNews*, and repeated in subsequent issues, the California Council on Teacher Education is seeking 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 con-

tributions are therefore tax deductible. As the 2006 tax year comes to an end, please consider a contribution to CCTE this month. So far CCTE has received close to \$5,000 in contributions.

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

Report from the CCTE Legislative and Educational Policy Analyst

By Martha Zaragoza-Diaz,
*CCTE Legislative and Educational Policy Analyst,
Zaragoza-Diaz & Associates*

A Challenging Legislative Year

After a major victory at the election polls, Governor Schwarzenegger and the Legislature are scheduled to return to Sacramento in January 2007 to begin the 2007-2008 Legislative Session. The governor stated he was *over the moon* about his victory (he received approximately 56% of the vote) over Democratic gubernatorial candidate Phil Angelides. Half of the seats in the Senate and all of the seats in the Assembly were up for election November 7, 2007. The votes cast by the electorate resulted in a Democratic controlled Senate (24 Democrats) and Assembly (48 Democrats). Democrats were also overwhelmingly elected to statewide offices. Only one Republican candidate won a statewide office; Steve Poizner was elected Insurance Commissioner.

The voters approved \$42 billion dollars in bonds. Passage of Propositions 1A (Transportation Fund), 1B (Highway/Airport Fund), 1C (Housing Shelter Fund), 1D (School Facilities Bond), and 1E (Disaster/Flood Bond) is seen as an example of bipartisanship. The Governor stated: *But more than anything, this strong yes vote for the bonds signal that people have confidence once again in our state government and in our political leaders, and not just one political party, but both of the political parties.* However the voters also sent the message that Californians do not like initiatives that seek to raise a tax. All of the propositions seeking to do this, failed; Propositions 86 (Cigarette Tax), 87 (Energy/Oil Tax), and 88 (Education/Property Tax) were defeated.

Many view the results of the November 2006 general election as a strong message from voters to the politicians to take care of business and do it in a bipartisan manner. The election results reveal that the voters were conservative on issues relating to crime and taxes. Exit polls conducted of voters found that nearly half were self-described moderates. It is expected, therefore, that the Governor and the Democratic legislators will continue to work in a bipartisan manner. An important question is whether the Republican legislators will follow suit.

So what can we expect in the 2007 legislative year? Upon their return to the State Capitol, Governor Schwarzenegger and the Legislature will need to work on a number of issues, such as addressing the chronic state budget deficit, resolving the state health care crisis, tax credits for alternative energy research and development, and political reform.

With respect to education, the governor stated that in 2007 he will focus on *education accountability*, career technical education, and implementation of the school facilities



Martha Zaragoza-Diaz

bond (Proposition 1D). Governor Schwarzenegger will reveal details as to how his priorities will be *operationalized* when he presents his proposed 2007-2008 State Budget in January 2007.

In addition to the new education priorities to be established by the Governor in 2007, attention will continue to be given to addressing the issue of developing and maintaining highly qualified teachers. Governor Schwarzenegger signed an omnibus education bill aimed at ensuring equitable access for all students to fully-prepared teachers and aimed at streamlining the teacher credentialing process.

Provisions of SB 1209

That omnibus bill is SB 1209 (Ch. 517, Statutes of 2006). Its provisions are many and will have a long-range affect on teacher capacity in California. The bill takes effect January 1, 2007, but many of the activities it requires will not take place until later in 2007 or 2008. The California Commission on Teacher Credentialing (CCTC) is the state entity responsible for implementing many of the provisions contained in the bill.

Significant provisions of SB 1209 include:

Report from the CCTE Legislative and Educational Policy Analyst

(Continued from previous page)

◆ The renewal of professional clear credentials will no longer be linked to professional growth requirements. The removal of the professional growth requirement for credential renewal includes both the 150 clock hours of activities and the experience requirement. Teaching and service credentials including Designated Subjects credentials are affected by this change. However the Child Development Permits will continue to maintain a professional growth requirement for renewal.

◆ Options are added to meet the basic skills requirement for credentials, however the CBEST (California Basic Educational Skills Test) remains as one of the options. Following the establishment of passing scores by the State Superintendent of Public Instruction by July 1, 2007, the Graduate Record Exam (GRE) General Test, the Scholastic Aptitude Test (SAT) Reasoning Test, and the ACT Plus Writing Test may also be used to satisfy the basic skills requirement.

◆ Requires adding to the CSET: Multiple Subjects Examination an assessment of basic writing skills. Once modified, this exam will also meet the basic skills requirement.

◆ Teachers prepared out-of-state who hold a valid out-of-state credential that authorizes instruction of English language learners may earn a CLAD certificate by submitting specified records, supporting materials, applications, and fees.

◆ Teaching Performance Assessments are required to be instituted as a statewide requirement for teacher preparation programs beginning July 1, 2008.

◆ Recasts requirements for professional clear credential programs (Induction and Fifth Year programs) to focus on application of knowledge and skills previously acquired in a preliminary credential.

◆ By July 1, 2008, the State Superintendent of Public Instruction and the CCTC are to review and revise (as necessary) the *Standards and Effectiveness for Professional Teacher Induction Programs of March 2002* for the express purpose of removing any requirements or activities that require candidates to duplicate the acquisition of knowledge through coursework.

◆ Specifies that, subject to verification and approval by an induction program director, a beginning teacher would not be required to demonstrate that an induction standard has been met, or complete an element of an approved induction program designed to assist a candidate in mastering a given standard, if the candidate previously met the induction standard while participating in a Commission-approved preparation program.

◆ Options available to out-of-state prepared teachers are revised. Among the changes required, CCTC is to issue a five-year preliminary multiple subject, single subject, or education specialist teaching credential to a teacher who meets specified requirements such as earning a teaching credential in another state by completing a baccalaureate degree and a teacher preparation program or alternative program in a subject area that corresponds with an available California subject area.

◆ Increased funding of up to a total of \$3,500 (an increase of \$1000 above the current state contribution of \$2,500 per intern) may be awarded to a school district or county office of education that meets all new program requirements.

Again, the CCTC is the state agency responsible for implementing the majority of provisions contained in SB 1209. A projected implementation plan for distribution of in-depth information on each given topic concerning SB 1209 is available on the CCTC website, www.ctc.ca.gov. December 2006 is the date given for the forwarding of CCTC coded correspondence on topics such as the basic skills requirement and out-of-state prepared teachers. Questions or additional information regarding the implementation of SB 1209 should be directed to the CCTC (telephone 916/322-6253).

Please note that SB 1209 is but one bill that requires implementation in 2007. Other significant bills to be implemented include SB 472 (Ch. 524, Statutes of 2006) which reauthorizes the reading and math professional development programs under AB 466 and SB 1133 (Ch. 751, Statutes of 2006) which implements some of the terms of the *CTA v. Schwarzenegger* lawsuit, including the allocation of \$2.9 billion dollars to low-performing schools for purposes such as class size reduction.

A Challenging Year Coming Up

All in all, 2007 will be an extensive and challenging legislative session for the Governor and the Legislature. Only time will tell if working in a *bipartisan* manner will continue to be the *mantra* of the Capitol. CCTE will continue to provide its members with current legislative reports as the Legislature proceeds with its work on behalf of the people of California. Stay tuned.

Martha Zaragoza-Diaz
CCTE Legislative and Educational Policy Analyst
Zaragoza-Diaz & Associates
3009 K Street, Suite 202
Sacramento, California 95816
Telephone 916/395-2616
E-mail madiatz@earthlink.net

Enjoy Our CCTE Publications

CCNews

The quarterly newsletter of the California Council on Teacher Education, *CCNews*, is published on or about March, June, September, and December each year. The newsletter is posted on the CCTE website and e-mailed to all CCTE members and delegates. If you have information you want to share with your CCTE colleagues via the newsletter, contact James Cantor, the *CCNews* editor, at the College of Education, California State University, Dominguez Hills, 1000 East Victoria Street, Carson, CA 90747. Submit items via e-mail to jcantor@csudh.edu

Teacher Education Quarterly

The California Council on the Education of Teachers internationally-recognized journal, *Teacher Education Quarterly*, is published each January, April, July, and October. Questions about and submissions to the journal should be addressed to Thomas Nelson, Editor, *Teacher Education Quarterly*, Benerd School of Education, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211; e-mail tnelson@pacific.edu

Issues in Teacher Education

The California Council on Teacher Education is also the sponsor of a second high-quality journal, *Issues in Teacher Education*, previously the journal of the State of California Association of Teacher Educators. The journal is published twice a year, each Spring and Fall. Questions about and submissions to the journal should be addressed to Margaret Olebe, Editor, *Issues in Teacher Education*, College of Education, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach CA 90840; e-mail molebe@csulb.edu

Issues in Teacher Education

Also Welcomes Book Reviews

Issues in Teacher Education invites YOU to submit a book review for the upcoming Spring 2007 issue. The deadline for that issue is December 15, 2006.

Book reviews serve a valuable function to our readership. They allow educators to maintain currency in research and publications as a way to inform their teaching and scholarly work. While aimed at busy professionals, the quick access to short reviews also benefits community members and policy makers who are interested in various aspects of teaching and teacher education.

The Editorial Board of *ITE* invites you to submit book reviews addressing teaching, teacher education, and/or educational policy for consideration in future issues. Book reviews are received and reviewed year round. Manuscripts should follow the style outlined in the most recent edition of the *Publication Manual of the American Psychological Association*. Submissions range from 700 to 1,800 words. Send book reviews and other editorial correspondence to:†

Suzanne SooHoo
Book Review Editor
Issues in Teacher Education
School of Education
Chapman University
One University Drive
Orange, CA 92866
soohoo@chapman.edu

If the December 15 deadline for the Spring 2007 issue of *Issues in Teacher Education* is too soon for what you have in mind, please prepare your review and submit it for a future issue. Book reviews will be included in each issue of the journal.

Join CCTE To Get Journals

The two journals are mailed to all institutional delegates and individual members of the California Council on Teacher Education upon publication; if you are not an institutional delegate to CCTE, be sure to join as an individual member so that you will receive all issues of these significant and informative professional publications.

CCTE Website

Also be sure to log on regularly to the CCTE Website for updates on organizational activities and teacher education news, as well as quarterly issues of *CCNews*: www.ccte.org (see additional information on page 25).

Dates of Upcoming CCTE Conferences

Spring 2007, March 29-31, Sainte Claire Hotel, San Jose
Fall 2007, October 18-20, Kona Kai Resort, San Diego

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 alliances that work 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.
- ◆ Recognize the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.
- ◆ 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 in evaluation of inservice teachers; and assure that all assessment measures used to evaluate teacher candidates and teachers at any point in their preservice preparation and inservice practice 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, with an equitable commitment of resources to maximize teaching and learning.
- ◆ 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 and updated and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006.

CCTE delegates and members are encouraged to reproduce and distribute the CCTE Policy Framework to all interested colleagues and friends.

Message from CCTE Vice President For ATE

By Ann L. Wood,
*CCTE Vice President for ATE,
 California State University, Los Angeles*

Second National Congress

The Association of Teacher Educators sponsored the Second National Congress on Teacher Education on October 13, 14, and 15, 2006, in Washington, D.C. Marilyn Cochran-Smith was the keynote speaker and gave an address entitled *NCLB and Its Implications for Teaching and Teacher Education*. Dr. Cochran-Smith pointed out that NCLB is *overtaking practice and policy concerning every aspect of education*. She pointed out the necessity of counteracting the persuasive language of NCLB which is simple, repetitive, and aimed at *hammering in* its message. She suggested that teacher educators do this by: (a) Re-conceptualizing learning as the bottom line of teaching, not testing; (b) Using multiple critical and theoretical perspectives to solve educational challenges; and (c) Changing schools by coming to consensus on what teaching and learning mean.

Following Cochran-Smith's presentation, participants used electronic devices to take an on-line survey about NCLB which will be analyzed for an ATE publication. Small diverse working groups then met for the rest of the weekend to discuss key questions about NCLB. Discussions pointed out the tremendous variations among different states' interpretation and implementation of NCLB. A few preliminary highlights of themes developed in the interactive working groups include agreement that NCLB: (1) narrows the curriculum; (2) is based on faulty conceptualizations of quality teaching; (3) promotes only standardized testing vs. multiple and varied types of assessments; (4) needs full funding; (5) should advocate for assessments that are developmentally-appropriate and focus on the whole child; and (6) should be brought into alignment with research in education. Detailed findings are currently being analyzed for publication.

2007 Annual Meeting

The ATE 2007 Annual Meeting will be held on February 18-21, 2007, at the Manchester Grand Hotel in San Diego near Seaport Village. David Berliner will be the keynote speaker for this conference, which will also feature other inspiring teacher educators. Six student groups from San Diego City Schools (SDCS) will entertain at various events. Skip Meno, Dean the College of Education at San Diego State University will welcome conference attendees on Sunday evening, and San Diego County Schools Superintendent Carl Cohn will give an address on Monday morning.

There is a Preservice Teacher Strand on Monday, February 19th from 9:00-3:30 that Ed Plutorak, 2004-2005 ATE

President, and I are coordinating. Student teachers will hear a presentation by the 56th National Teacher of the Year, Kimberly Oliver, as well as a presentation by Spencer Kagan on cooperative groups. They will have a chance to interact with both presenters throughout the whole day. The fee for this Preservice Teacher Strand is \$20 for Monday only. We particularly need your help in making sure that student teachers from all local and other colleges, universities, and community colleges participate in this special day.

Sally Botzler and I are Co-Chairs of the Local Arrangements Conference Committee for the 2007 ATE Annual Meeting. We will need more student help on Friday afternoon to stuff meeting folders. Please contact me about student teachers who will attend Monday's Preservice activities and/or student volunteers for Friday afternoon program stuffing. You can contact me by e-mail at awood2@socal.rr.com or by telephone at 323/343-3156.

All teacher educators in California are strongly encouraged to attend the 2007 ATE Annual Meeting. This is a special opportunity for all of us to host the meeting here in our state, and for all of our colleagues to take part and benefit from what is always a strong program.

Other Upcoming ATE Activities

Please also put the following ATE activities on your calendar:

ATE 2007 Summer Conference, Hyatt Regency Milwaukee, Wisconsin, July 28-August 1, 2007

ATE 2008 Annual Meeting, Hyatt Regency New Orleans, New Orleans, Louisiana, February 9-13, 2008

Ann L. Wood
 CCTE Vice President for ATE
 Charter College of Education
 California State University, Los Angeles
 5151 State University Drive
 Los Angeles, CA 90032
 Telephone: (323) 343-3156
 E-mail: awood2@socal.rr.com

Put It on Your Calendars

Attend the 2007 ATE Annual Meeting

February 18-21, 2007

San Diego

News from AACTE

Web Conference

The American Association of Colleges for Teacher Education (AACTE) and the National Association for the Education of Young Children (NAEYC) will sponsor a web conference on teacher candidate assessment December 5-7, 2007. The conference, *Connecting the Teacher Pipeline: Understanding and Using Candidate Assessment in Early Childhood Teacher Preparation*, is the second in a series bringing together teacher educators from four- and two-year institutions seeking to improve access to and quality of ECE teacher preparation programs.

The first conference, held in fall 2005, focused on developing articulation agreements between two- and four-year institutions. The conference this year looks at student assessment as a tool for articulation, as well as for program improvement, student learning, and accreditation, among other topics.

A mix of prerecorded and live presentations will be delivered in an online format (see conference schedule on the AACTE website, address below). Presenters will interact with conference participants by responding to online postings and questions, providing resources, and participating in online chats. All registered participants will continue to have online access to the conference resources for up to 60 days after the closing of the event. Presenters include early childhood education faculty and assessment and accreditation coordinators from community colleges and universities.

† Confirmed presenters include Mary Diez and Kathy Lake (Alverno College, WI), Marilou Hyson (NAEYC), Sue Harlan (East Stroudsburg University, PA), Becky Gorton (North Hampton Community College, PA), John Johnston (University of Memphis, TN), Ralph Worthing (Delta College, MI), Margaret Annunziata (Davidson County Community College, NC), Nancy Edwards (Missouri Western State University), and Becky Brinks (Grand Rapids Community College, MI).

† Detailed program information and registration costs are available at the AACTE webpage www.aacte.org. To register, go to www.aacte.org/Events/web_conferences.aspx.

Annual Meeting

The AACTE 2007 Annual Meeting will be held in New York City, February 24-26. Information on the meeting program, pre-conference workshops, state chapter activities, and other activities is available at the AACTE website.

Globalization101.org

The Carnegie Endowment for International Peace is offering an objective, online resource, globalization101.org, to teach high school students about policy aspects of globalization related to civics, economics, geography and history, *without any fees or charges*. Globalization101.org provides unbiased, easily understandable information and related lesson plans to teach about cross-disciplinary subjects such as international trade, world-wide health and environmental issues, and global technological changes. The site includes:

- ◆ eleven, in-depth issue briefs, on trade, health, culture, environment, technology, investment, international law, migration, IMF & World Bank, women and globalization, and development;
- ◆ more than 70 news analyses, such as *Nestle and Fairtrade*;
- ◆ teachers' resource section (with lesson plans and alignments to state standards, including California);
- ◆ video interviews with experts in the field;
- ◆ newsletter; and,
- ◆ a useful links section.

The site is updated frequently with new resources. If you are interested in learning about the latest additions to the site, sign up for our monthly newsletter. For more information about the site or to sign up for the newsletter, contact Rebecca Weiner, Carnegie Endowment, by e-mail at g101@carnegieendowment.org or by telephone at 202-939-2346.

Plans Developing for Fall 2007 CCET Conference around Theme of Assessment

The Fall 2007 Conference of the California Council on Teacher Education will address the topic of assessment, a theme that has been requested by many CCTE members and delegates given its contemporary importance in teacher education and K-12 schools.

The Fall 2007 Conference will be on October 18-20 at the Kona Kai Resort in San Diego

Magaly Lavadenz of Loyola Marymount University and Ronald Solorzano of Occidental College are serving as co-chairs of the Planning Committee for the Conference, and they will welcome ideas as well as volunteers to serve on the Committee. They can be e-mailed at mlavaden@lmu.edu and solor@oxy.edu

From the Desk of the CCTE Executive Secretary

Following are highlights of some of our CCTE activities during the 2006-2007 CCTE membership year:

Membership

So far during this 2006-2007 membership year (July 2006 to June 2007) we have received almost 70 institutional memberships, and we anticipate another dozen institutions that have not yet renewed from last year. In addition, we have close to 100 individuals members, and expect to double that number before the year is over. Overall the membership of the California Council on Teacher Education is remaining just as strong as previous years, and our alliance building efforts are opening new membership opportunities that should help us grow in the future.

If you have not yet joined CCTE for the 2006-2007 year, we encourage you to use the membership form on the next page of this newsletter to join now. If you are not already a member or delegate for this year, you need to join in order to receive the two CCTE journals and other benefits of membership. We also encourage you to circulate the form and membership information to your colleagues.

We have developed an updated CCTE membership brochures this Fall, and if you wish to assist in our membership building activities please let me know or contact either of the co-chairs of the CCTE Membership and Resources Committee: Deborah Hamm (dhamm@csulb.edu) or Lisa Kirtman (lkirtman@fullerton.edu).

Conference Plans

We enjoyed a highly successful Fall 2006 Conference in San Diego, as reported by words and photographs on pages 5 through 9 of this issue of the newsletter. CCTE has been working in concert with the California Association of Professors of Special Education for several years, and this Fall's Conference brought that cooperation to a new level through exploration of the interface between special education and general education both in the schools and in our teacher education programs.

Exciting plans are also taking shape for the Spring 2007 Conference, as reported on page 2 of this newsletter. An examination of issues related to the growth of private sector influences in education will serve as an important call to action for CCTE.

Plans are also beginning for the Fall 2007 Conference, which will explore the increasing importance and challenges of assessment in our schools and in teacher education.

As part of the experience at CCTE semi-annual Conferences, all members and delegates are encouraged to take part in the programs of the several organizations that meet with CCTE and co-sponsor the Conferences. Activities of CAPEA, CAPSE, and ICCUCET are regularly reported in *CCNews*, and each will meet in some form at the Spring

2007 Conference. The announcement and registration materials for the Spring Conference will be disseminated in early January.

Each semi-annual Conference is also the setting for meetings of the 12 Special Interest Groups that currently operate for the benefit of CCET members and delegates. A list of those SIGs appears on page 10 of this newsletter.

A very successful session was held at the Fall Conference for first-time and new attendees, and a similar meeting will be scheduled at the Spring 2007 Conference.

The informal sing-a-longs that have often been held following the Thursday evening banquet at our Conferences took a step forward this Fall with CCTE songbooks developed by the Arts SIG, and those activities will also be continued and expanded at future Conferences. Be sure to join in the fun at the Spring 2007 Conference.

Fund-Raising Activities

For many years CCTE has relied on institutional and individual membership dues and semi-annual Conference registrations as our primary income sources. For the past few years the CCTE Board of Directors has encouraged the exploration of other potential sources of revenue. CCTE members, delegates, and friends have been encouraged to make voluntary contributions in addition to annual dues and Conference fees, and forms for that purpose have been included in each newsletter (see page 15 of this issue) and distributed at the Conferences.

Highly successful and enjoyable silent auctions have been held at the Spring and Fall 2006 Conferences, and another silent auction is planned for the Spring 2007 Conference. All CCTE members and delegates are encouraged to contribute items that can be auctioned, and you are urged to bring your checkbook to the Spring Conference so that you can bid on items you just have to have.

At the Fall meeting of the CCTE Board of Directors a new Fund-Raising Committee was appointed, and as that group meets and develops further ideas and plans, we will share those with you in future issues of *CCNews*. If you have ideas or wish to volunteer to work with that new Committee, please let me know.

Other Questions?

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 2006-2007 membership year (July 2006 through June 2007). 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 \$125 annual value by 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 2006-2007 Academic Year (July 2006 to June 2007)

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

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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 2006-2007, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

CCTE Leadership Directory

CCTE Officers:

Reyes Quezada, President (2006-2008), University of San Diego; rquezada@sandiego.edu
 James Cantor, President-Elect (2006-2008), California State University, Dominguez Hills; jcantor@csudh.edu
 Joel Colbert, Vice President for AACTE (2006-2008), Chapman University; colbert@chapman.edu
 Ann L. Wood, Vice President for ATE (2006-2008), California State University, Los Angeles; awood@calstatela.edu
 Andrea Maxie, Past President (2006-2008), California State University, Los Angeles; amaxie@calstatela.edu

CCTE Board of Directors:

LaRie Colosimo (2005-2008), Claremont Unified School District; lcolosim@csud.claremont.edu
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 Deborah Hamm (2004-2007), California State University, Long Beach; dhamm@csulb.edu
 Lisa Kirtman (2004-2007), California State University, Fullerton; lkirtman@fullerton.edu
 Helene Mandell (2006-2009), California State University Office of the Chancellor; hmandell@calstate.edu
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 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@pacific.edu
 Margaret Olebe, Editor, *Issues in Teacher Education*, California State University, Long Beach; molebe@csulb.edu
 James Cantor, Editor, *CCNews* (see above under CCTE Officers)

CCTE Committee Chairs:

Alliance Building Committee Chair:

Reyes Quezada (see above under Officers)

Awards Committee Chair:

Arlinda Eaton (see above under Board of Directors)

Membership & Resources Committee Co-Chairs:

Deborah Hamm (see above under Board of Directors)

Lisa Kirtman (see above under Board of Directors)

Policy Committee Co-Chairs:

Ron Solorzano, Occidental College; solor@oxy.edu

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

Policy Framework Committee Chair:

Thomas Nelson (see above under editors)

Research Committee Chair:

Helene Mandell (see above under Board of Directors)

Technology and Communications Committee Chair:

Heidi Stevenson, University of the Pacific; hstevenson@pacific.edu

CCTE Conference Committee Chairs:

Spring 2007 Conference Chair:

Thomas Nelson (see above under editors)

Fall 2007 Conference Co-Chairs:

Magaly Lavadenz, Loyola Marymount University; mlavaden@lmu.edu

Ron Solorzano, Occidental College; solor@oxy.edu

Call for Volunteers for CCTE Committees

If you are interested in serving on any of the CCTE Committees listed above, please contact CCTE President Reyes Quezada 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 offers 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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CCNews is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are sent by e-mail to all delegates and members of the California Council on Teacher Education and also posted on the CCTE website.

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 Spring 2007 issue, which will appear in March, is February 15, 2007.

Remembering Eric Rofes

Eric Rofes, a professor of education at Humboldt State University and one of that campus' delegates to the California Council on Teacher Education for several years, died suddenly of a heart attack on June 26, 2006, at the age of 51. Following are two statements celebrating his life and contributions to the teacher education community:

Excerpts from a Letter by Ann Diver-Stammes

The only serious problem I ever have in writing about Eric Rofes is the fact that I find myself running out of laudatory adjectives to describe his work.

Anyone with even a cursory knowledge of Dr. Rofes is aware of the passion he had for teaching. He was highly effective in the classroom, as his evaluations and many letters from students and colleagues attest over the years. Of particular note was his effectiveness in a broad range of classes, each of which addressed a quite different population of students. The course topics were diverse, ranging from an undergraduate *Introduction to Education* course to an elementary education credential level course on *The School and the Student* to graduate courses in teaching in higher education, the role of education in society, and educational psychology to courses on gay and lesbian issues in schools and community organizing.

The one common thread, of course, was the focus on education. He once noted that he believed that *schools are the sole remaining public institutions capable of transforming society on the macro-level and reinvigorating participatory democracy in America*, and it seems clear that this belief guided his teaching and his teaching choices. The courses on gay and lesbian issues in schools and community organizing were initially taught as an overload on a pilot basis. I was not surprised when they quickly filled with students, nor was I surprised when those students I knew who had enrolled in the classes told me that the courses had changed their perceptions and their lives in appreciable ways.

Students routinely commented on how empowering and thought-provoking they found Dr. Rofes to be, describing him as inspiring, direct, honest, and motivating. Colleagues as well commented on his strong presence in the classroom, organization, comfortable and easy relationships with students, and ability to work with students on controversial issues in such a way that they are able to create community and promote honest, reflective dialogue. Perhaps what is most striking to me is the unanimity of the perceptions of all populations involved in reviewing his teaching effectiveness: Dr. Rofes was an extraordinarily gifted teacher whose courses were rigorous, challenging, and often life changing.

One of largest contributions by Dr. Rofes to Humboldt State University and our local community has been the North Coast Education Summit. The Summit seemed to have

been born full-grown from a comment he made some years ago at a faculty meeting that we, as a department, should put on some kind of educational conference. The very next year, it was a reality with a variety of well-known keynote speakers and presenters. The Summit seems to have become a fixture of our Department, University, and wider Education community, although that is perhaps misleading. Dr. Rofes was the driving force behind the Summit. It was his vision, and it continued to be his vision, amazing organizational skills, and sheer drive that kept it alive. He was omnipresent in the Summit's organization, doing fund-raising, securing keynote speakers, cajoling local media to provide publicity, and creating the schedule of presenters and workshops. He touched every aspect of the Summit and rallied people around him to take on the myriad chores involved in successfully carrying off such a huge endeavor.

As should be evident, Dr. Rofes made things happen. He envisioned an activity, and it become reality. This was the case with two other Rofes-inspired contributions to our community: Conversations on Teachings and the Education Colloquia series. His committee activities and service at HSU reflect his life commitments: creating a support group for lesbian, gay, and bisexual credential candidates; sponsoring a network of individuals interested in alternative education; speaking on gay and lesbian issues in schools; and serving as a member on the HIV Policy Committee, to name a few. His actions stemmed from his passions, and the University and the community have been the beneficiaries. He was a man of enormous energy, intelligence, vision, and talent.

Ann Diver-Stammes is a professor of education at Humboldt State University

Socrates, Plato, Eric, and Guys Like Me: Remembering Eric Rofes (1954-2006)

By Jeff Sapp

I spoke with Eric Rofes at the American Educational Research Association (AERA) conference in 2003 on a panel we titled *Queering Teacher Education*. It was the first time I'd met Eric in person, but not my first experience with him.

When I came out of the closet in 1993 I already had 12 years of teaching under my belt. I had just finished my doctorate in education at West Virginia University and, like many self-proclaimed nerds, I had tried to research my coming out process through the transformative power of literature. In my small West Virginia town, in a small local bookstore, on a bottom back shelf there were ten books in a Gay and Lesbian Studies section. It took a great deal of courage to buy all ten of them at once and I literally hid them in my bedroom closet and began to devour them one by one. The first book I read was Eric Rofes' *Socrates, Plato, & Guys Like Me: Confessions of a Gay Schoolteacher*.

The impact of his book on my personal and professional life was stunning. Here was a vision of the authentic person I desperately wanted to be in this world. As a somewhat frightened closeted teacher, it was the very first time in my teaching career that I realized I would be OK, that being honest, truthful and having integrity were indeed cornerstones of being a good teacher.

His book also had another impact that was a turning point in my life. When I read his experience of a gay teacher penned in his own hand, I suddenly realized that everything I knew about being gay had been taught to me by white, conservative, Republican, evangelical, heterosexual men. And I remember saying out loud to myself, *No wonder I feel so messed up. How can someone who is not me, name me?* I made a decision that day to read only literature written by gay and lesbian people for gay and lesbian people.

Adrienne Rich once wrote, *When those who have the power to name and to socially construct reality choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.* When I looked into the mirror after finishing the book by Eric he was looking back at me, but it was myself I saw.

In the 13 years since then, I have read as much of his work as I could get my hands on. I would hear from him once

in a while, but more often I would hear about him from queer colleagues he had influenced and was mentoring. He was generous and was one of those rare people who always realized that it was never about him, but about what he could give to the many communities with whom he collaborated. The impact of his life work on education is global. I know this because it was a friend of mine who teaches in rural Australia who wrote to me to tell me of Eric passing.

He leaves many legacies behind. The legacy he leaves with me is the question I most often ask myself. Whether I am being an activist, an educator, or talking with my partner about our lives as a gay couple, I think of Eric and ask, *Is this radical enough?* In other words, does it push the boundaries of working toward equity and social justice enough to elicit real change? Does it take us out of our comfort zones?

Eric was one of the very first to show us the wholeness of the out gay educator. His work will continue to be transformative for all of us.

Jeff Sapp is a professor of education at California State University, Dominguez Hills. He is a former senior curriculum specialist/writer for The Southern Poverty Law Center Teaching Tolerance Program.

An obituary and more on the life of Eric Rofes can be found at www.ericrofes.com

2007 CCTE Election Plans

The annual election of the California Council on Teacher Education in 2007 will be held to fill three seats on the CCTE Board of Directors. Directors are elected to three-year terms, and the Directors whose terms will expire at the end of the 2007 Spring Conference are Deborah Hamm of California State University, Long Beach, Lisa Kirtman of California State University, Fullerton, and Jaime Romo of the University of San Diego. Three new Directors will be elected to take office following the Spring Conference.

The CCTE Committee on Nominations and Elections is chaired by Past President Andrea Maxie of California State University, Los Angeles, and the other two members of the Committee this year are Deborah Hamm and CCTE Executive Secretary Alan Jones. The Committee is charged with recruiting a slate of at least six candidates for the three open positions.

The candidates recruited by the Committee will be reported to the CCTE membership in a communication in early January, and other candidates may then be nominated by petition of members during that month. The final list of candidates will be mailed to all members and delegates in mid-February along with ballots that are to be returned by mail or brought to the Spring Conference in San Jose.

The election will close at noon on Friday of the Spring Conference, at which time the ballots will be tallied by the Committee and the three candidates receiving the most votes will be declared elected, will be announced at the close of the Awards Luncheon that day, and will take office at the end of the Spring Conference.

The current CCTE officers (President, President-Elect, Vice President for AACTE, Vice President for ATE, and Past President) are serving two-year terms that run from the Spring of 2006 to the Spring of 2008. Those officers will be up for election again in the CCTE election of 2008. The nomination process for that election will begin following the Fall 2007 Conference.

If you have any questions about the CCTE nomination and election procedures, which are spelled out in the CCTE By-Laws, please contact Executive Secretary Alan Jones. He can be reached by e-mail at caddogap@aol.com or by telephone at 415/666-3012.

