

CCNews

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

Volume 19, Number 3, Fall Issue, September 2008

Heidi J. Stevenson, Editor (University of the Pacific)

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CCTE Board of Directors Meets on June 27 at University of California, Berkeley

(See description of discussions in Jim Cantor's President's Message on pages 11-12)



CCTE Board of Directors Meeting, June 27, University of California, Berkeley (pictured left to right): Alice Bullard (BTS State Leadership Team), Cindy Grutzik (California State University, Dominguez Hills), Jose Lalas (University of Redlands), Margaret Olebe (Commission on Teacher Credentialing), Reyes Quezada (University of San Diego), Magaly Lavadenz (Loyola Marymount University), Tom Nelson (University of the Pacific), Jim Cantor (California State University, Dominguez Hills), Alan Jones (CCTE Executive Secretary), Helene Mandell (CalStateTEACH), Mary Sandy (University of California, Davis), Della Peretti (University of California, Berkeley), Joel Colbert (Chapman University), Barbara Ford (San Francisco State University), Caryl Hodges (University of San Francisco), and Virginia Kennedy (California State University, Northridge). Board members not present: Heidi Stevenson (University of the Pacific) and Ann Wood (California State University, Los Angeles).



The CCTE Fall 2008 Conference Will Take a Global Twist!

By *Reyes Quezada (University of San Diego)*
and *Jennifer Mahon (University of Nevada, Reno)*,
Co-Chairs of Fall 2008 Conference Planning Committee

The Conference Planning Committee for the Fall 2008 Conference of the California Council on Teacher Education is set to go! The Conference will be held October 16-18 at the Kona Kai Hotel and Resort in San Diego, around the theme “Internationalization of Teacher Education: Creating Global Competent Teachers and Teacher Educators for the 21st Century.” The focus of the Fall 2008 CCTE conference theme is to: (1) report on research on the state of teacher training for P-12 international education, and on international education and teacher preparation in the United States; (2) research and reflect on the role of teacher education in preparing more “cosmopolitan” teachers while working with P-12 students, and to identify effective teacher education programs in schools and colleges of education that are involved in international education partnerships; (3) identify effective practices in which teacher education faculty are supported in internationalizing teacher education curricula through foundations; and (4) report on opportunities in international education for teacher education candidates.

The Fall 2008 CCTE Conference will answer many questions regarding international teacher education programs and opportunities. Participants in the Conference will hear from two key experts on international teacher education policy and practices as well as from voices of local, national, and international teacher education faculty, student teachers, teachers, and administrators, as well as a director of a philanthropic foundation. All have been involved in international teacher education for many years. The hope is to fully engage all participants in a meaningful dialogue on how we may produce the best global teachers for the 21st century.

Keynote Addresses from Two Key Experts in International Education

The keynote speakers at the Fall 2008 CCTE Conference will be Dr. **Allan Luke**, a Professor of Education at Queensland University of Technology, Brisbane, Australia, and Dr. **Paula Cordeiro**, Dean of the School of Leadership and Education Sciences at the University of San Diego.

Dr. Luke is an internationally recognized leader in the fields of literacy education, curriculum studies, and educational policy. He grew up in Los Angeles’ Chinatown, study-



Allan Luke

ing at the University of California, Santa Barbara before moving to Canada, where he trained as a primary teacher and completed his graduate studies at Simon Fraser University in sociology of literacy. He migrated to Australia in 1984, where he taught curriculum in the Aboriginal and Torres Strait Islander Teacher Education Program at James Cook University. He then became Dean of Education at the University of Queensland, leading that faculty to top research rankings in Australia. In 1999 he was appointed Deputy Director General of Education for the state of Queensland, working on curriculum reform for globalized economies and cultures. His keynote address is titled: “Globalism, Pedagogy, and the World Teacher.”

Luke was Chief Educational Advisor to the Australian Minister of Education from 2000-2002. From 2003-2005, he was Foundation Dean of the largest funded educational research center in the Asia Pacific at Singapore’s Nanyang University, directing research programs on Asian classroom peda-

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gogy and curriculum reform. He is author of over 200 articles and chapters as well as 12 books. His work has appeared in *Teachers College Record*, *Harvard Educational Review*, *Language and Education*, *American Journal of Education*, *Canadian Journal of Education*, *Australian Educational Researcher*, *Educational Theory*, and other journals. He is the current co-editor of *Teaching Education* (Routledge), the *Asia Pacific Journal of Education* (Routledge), *Pedagogies* (Erlbaum), and the annual *Review of Research in Education* published by the American Educational Research Association (AERA).

Luke was named Australia's leading educator in the 2003 IBM Awards, was inducted to the International Reading Hall of Fame (2001), and has received the Gold Medal of the Australian College of Education, the American Educational Press Association Scholarship Award, and the AERA Curriculum Studies Book Award. He was awarded an honorary Doctorate of Laws from Simon Fraser University for his contributions to international education. He has done consultative policy development work for Ontario, Singapore, Hong Kong, New Zealand, and several Australian states.

Luke's keynote address at the Fall Conference will be entitled "Globalisation, Pedagogy and the World Teacher." He has provided the following preview:

How quickly new and important world views become clichés. So it is with the term "globalisation," which has moved from an esoteric academic concern used to describe the hard realities of the new economic order, to a media cliché used to sell airlines and corporations, to the explanation used by politicians to explain every problem and possibility under the sun. In the new geopolitical and economic order, teacher education is caught in a curious and vexing contradiction. In most English-speaking countries, we train and register teachers to practice in specific state, provincial, and regional jurisdictions. This involves local practica, preparation to teach to and through regional curriculum documents, testing systems, and school regulatory regimes. Yet there is evidence that teachers are on the move—crossing regional, state, and national boundaries to practice their craft in increasingly cosmopolitan settings. English as a Second Language teachers and teacher educators, for example, are a significant global workforce, servicing the expansion of media, business, and technology across borders. At the same time, teachers in "local" schools are contending with the impacts of globalisation on an everyday basis, with multicultural, multilingual, and migrant students becoming the norm in many jurisdictions. The response of governments, teacher education programs, and regulatory bodies has been slow and inward looking, with the emergence of "generic" teacher standards and competency frameworks. What is needed is a fundamental reenvisioning of teacher education and, more importantly, a robust debate about what it means to be a "teacher" in globalised economies, cultures, and societies. A key starting point, surprisingly, can be found in Immanuel Kant's 1792 vision of of global citizenship and stewardship: of a "cosmopolitan" citizen of the world. What might it mean to talk about preparing teachers for new eco-

omic and political conditions? What might it mean to prepare teacher and students for "teaching and learning beyond the nation"?

Dr. Paula A. Cordeiro has been Dean of the School of Leadership and Education Sciences at the University of San Diego since 1998. Her doctorate is in Administration Leadership Studies from the University of Houston, Texas, and she has an M.Ed. from Rhode Island College, Providence, Rhode Island, as well as a TESOL certificate and her B.S. degree from Bridgewater State College, Massachusetts, in elementary education.

Dr. Cordeiro's keynote address is titled "Educating 21st Century Teachers: Engaging with the World." Her talk will focus on the importance of preparing educators who are globally competent. How is this term defined, and what does it mean for schools and colleges of education? The talk will describe the journey of how one college is engaging in the process of discovering how cosmopolitanism, cultural pedagogies, internationalization of the curriculum, diversity and issues of social justice can coalesce to better prepare educators for the 21st century.

Previously Dr. Cordeiro was the coordinator of the masters and doctoral programs in educational leadership at the
(Continued on next page)



Paula Cordeiro

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University of Connecticut. She is a former teacher, principal, and school head of international schools in Venezuela and Spain, and she is a past-president of the University Council of Educational Administration (UCEA). In 1998 she was awarded a fellowship by the Commonwealth Council for Educational Administration and Management (FCCEAM). Dr. Cordeiro is author of three books and recently finished the fourth edition of her co-authored text, *An Introduction to Educational Leadership: A Bridge from Theory to Practice*. Her research is in the areas of school leadership, cross-cultural leadership, and international education.

Under Dean Cordeiro's leadership, the Educational Leadership Development Academy (ELDA) that prepares and provides professional development for school administrators, was created at the University of San Diego. She is past President of the San Diego Council on Literacy, a founding member of the Academy of International School Heads, a board member of the International Council for the Education of Teachers (ICET), and a board member of the Francis Parker School and Keiller Leadership Academy, a charter middle school in Southeast San Diego. In February 2006, Dr. Cordeiro was appointed by Governor Schwarzenegger to the California Commission on Teacher Credentialing and in 2007 she was appointed to the board of the James Irvine Foundation in San Francisco.

The title of Dean Cordeiro's Friday keynote address will be "Educating 21st Century Teachers: Engaging with the World."

Expert Panelists To Address International Teacher Education Practices and Challenges

Fall 2008 Conference registrants will also have the opportunity to hear from many voices in the field, including teacher educators from throughout the country and colleagues who have had recent and meaningful experiences in international global student teaching programs, research, and best practice. Panel presentations will include authors from the *Teacher Education Quarterly* (TEQ) Winter 2007 themed issue guest-edited by Reyes Quezada and Paula Cordeiro on "Internationalizing Schools and Colleges of Education" as well as from an edited book on international teacher education co-edited by Ken Cushner (Kent University) and Sharon Brennan (University of Kentucky).

Among the panelists will be:

Betsy Devlin-Foltz is Executive Director for the Longview Foundation for Education in World Affairs and International Understanding. Since 2002, she has led the organization's grantmaking to build the global competence of young people in the United States. Her work has included supporting innovative approaches that bring the world into elementary and secondary classrooms and out-of-school time programming. She has developed, in partnership with the

Asia Society, a program to build state coalitions for international education in the schools, and launched an initiative to promote the internationalization of teacher preparation programs. She was the lead writer for the Peace Corp's manual *Working with Youth: Approaches for Volunteers and Skills for Living*, a life skills curriculum for organizations serving women survivors of domestic violence. Earlier in her career, she directed a study abroad program for American university students in Zimbabwe, taught English to recent immigrants in the Washington D.C. area, and English and Social Studies to middle school students.

Jennifer Mahon is an Assistant Professor at the University of Nevada, Reno. For the last ten years, she has worked with educational, business, and medical professionals regarding diversity, intercultural interaction, and international education. Her primary area of scholarship surrounds the development of intercultural sensitivity, competence, and conflict, especially as they relate to majority-powered environments with predominantly minority constituencies. Additionally, her research includes international student teaching, examining the obstacles and opportunities that develop in adding an international dimension to the institution of education, and to the pedagogy of novice teachers. She is a Junior Fellow with the International Academy of Intercultural Research. She has lived and worked as an educator in Australia, England, and Costa Rica. She is also serving as co-chair of the Fall 2008 CTE Conference Planning Committee.

Cristina Alfaro is an assistant professor in the Department of Policy Studies in Language and Cross-Cultural Education at San Diego State University, the California State University (CSU) Chairperson for the International Teacher Education Consortium (ITEC), and director of the CSU International Teacher Professional Development Program. She has directed the Bilingual Credential and Masters Programs in partnership with the Secretaria de Educacion Publica and the Escuela Normal de Atacomulco, Mexico. Her research interests center on home/school cross-cultural languages and literacy practices. As a teacher researcher she has examined the role of teachers' ideological and political clarity related to teaching practices with language minority student groups both in the U.S. and in Mexico.

Dr. Alberto Ochoa is a professor in the Policy Studies in Language and Cross-cultural Studies Department (PLC) at San Diego State University. He has taught at SDSU since 1975 and has served as Chair of the PLC Department for over 15 years. He also served as the Academic Director of the Joint Doctoral Program between Claremont University and SDSU for five years. His doctorate degree from the University of Massachusetts is in Non-formal and International Education (1978) with a community development emphasis.

Craig Kisook is Director of EducatorsAbroad Ltd. He has been a teacher educator since 1967 and has taught in the

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USA, Nigeria, and Zimbabwe and continues to foster use of a global perspective in educational decision making as a University of Minnesota Emeritus Professor and Director of EducatorsAbroad Ltd. (EA). As director of the EA Global Student Teaching program (www.globalst.org) he has been responsible for over 1750 students from Canada, the UK, and the United States student teaching in 52 countries. He has supervised student teachers in over 30 countries, including the first U.S. teachers in Russian and Lithuanian government schools and guided the teaching practice of students from other countries in the USA. As director of the EA English Language Teaching Assistant Program (www.eltap.org) he has created opportunity for 390 college students to share their language with students and teachers in schools in 26 countries. He is active in national and international organizations of teacher educators, having served four years as Chair of the Global and International Committee of the American Association of Colleges for Teacher Education, and has co-edited journals representing the viewpoints of teacher educators in several countries.

Sharon Brennan is an associate professor in the Department of Curriculum and Instruction at the University of Kentucky (UK). She also serves as director of Professional Partnerships and School Collaboration at UK. Dr. Brennan's interests include global education, internationalizing the teacher education curriculum, teacher induction, and mentoring. She has a long-standing commitment to addressing international issues in education. She served as executive director of the Consortium for Overseas Student Teaching (COST) from 1987-1995. Currently, she is the chairperson for the International Advisory Committee in the College of Education at UK and a member of the campus-wide Task force to Internationalize the University.

Laura Stachowski is the director of the Cultural Immersion Projects in the School of Education at Indiana University-Bloomington. She is also a faculty member in the department of Curriculum and Instruction. She prepares and places Cultural Immersion Projects participants for student teaching and community involvement experiences in the national schools of Australia, China, Costa Rica, England, India, Ireland, Kenya, New Zealand, Russia, Scotland, Spain, Turkey, and Wales; in Navajo Reservation schools in Arizona, New Mexico, and Utah; and in Chicago Public Schools and neighborhoods. Dr. Stachowski also offers the Overseas Practicum for Experienced Teachers, which provides in-service educators with overseas school experiences during the summer.

Richard Gordon is Chair of the Teacher Education Program at California State University Dominguez Hills. He has taught courses on assessment, critical perspectives on education, multicultural education perspectives, and education psychology. His research projects include global student

teaching, The Japanese Burakumin, and success for all students. He has published articles on educational reform, educational equity, and models for teaching and learning.

Margaret Olebe will represent the California Commission on Teacher Credentialing and will address how that agency already supports alternate student teaching placements, how recently reauthorized experimental standards allow for the development of such programs, and how teacher education programs can use existing processes to increase international involvement.

Host partners from receiving schools around the world will also be invited to participate in a second panel presentation along with organizations that provide funding for faculty or institutions to engage in global education or international teacher education exchanges. On Saturday morning, a panel of teachers will share their perspectives, challenges, and success stories from student teaching abroad.

Conference Co-Sponsors

The Fall 2008 CCTE Conference will be co-sponsored by the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Educational Administration (CAPEA), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET), and the University of San Diego's School of Leadership and Education Sciences. Meetings of several of the co-sponsoring organizations will be held throughout the three-day conference.

The Conference will also include meetings of the CCTE Special Interest Groups, two CCTE policy session/delegate assemblies, a banquet and songfest on Thursday evening, and an awards luncheon on Friday. See the program for the three days in this newsletter.

Pre-Registration Available Now

The pre-registration deadline for the Conference is September 26, although registrations will continue to be accepted by mail until October 10 and on site in San Diego during the Conference. A registration form appears in this newsletter, and may be used at any time prior to the Conference; complete and return the form with pre-payment to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. If you have not already registered, you are encouraged to do so at your earliest convenience, and to make your hotel reservations while the CCTE block of rooms remains available.

An initial announcement of the Fall Conference was included in the Summer 2008 issue of CCNews, and was also

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e-mailed to all CCTE members and delegates in early July, with a further reminder in early August.

Fall 2008 Conference Committee

Members of the Fall 2008 Conference Committee are: Co-Chairs Reyes Quezada (University of San Diego) and Jennifer Mahon (University of Nevada, Reno), Cristina Alfaro (San Diego State University), Alice Bullard (BTSA Cluster 2), Richard Gordon (California State University, Dominguez Hills), Caryl Hodges (University of San Francisco), Alan Jones (CCTE Executive Secretary), Jose Lalas (University of Redlands), Margaret Olebe (California Commission on Teacher Credentialing), and Mona Thompson (California State University, Channel Islands), and Carol Wertz (Simpson University).

Special CTC Session on Common Standards

The Second Policy Session at the Fall 2008 Conference, on Friday afternoon, will be devoted to a presentation by staff of the California Commission on Teacher Credentialing (CTC) concerning the Common Standards and an invitation from the CTC for CCTE members and delegates to offer discussion and feedback concerning the Standards.

Alternative Friday Evening Plans at Fall Conference

The Fall 2008 Conference Planning Committee is offering two alternative activities for Friday evening. Tentative arrangements are being made for a free bus that will take interested persons to a nearby Indian casino for the evening. These arrangements will be finalized only if at least 20 persons are interested; if you wish to sign up for the casino bus, please let CCTE Executive Secretary Alan Jones know by October 1 (e-mail him at alanjones@ccte.org).

The other Friday evening activity will be group dinner party at a restaurant near the Conference hotel. This activity is open to all interested persons, and to participate just gather in the hotel lobby at 6:30 p.m. No prior sign-up is needed.

CCTE Silent Auction

Another CCTE Silent Auction will be held at the Fall 2008 Conference as a fund-raiser for ongoing CCTE activities. All members, delegates, and friends of CCTE are encouraged to contribute items for the silent auctions at the semi-annual CCTE Conferences, and also to bid on items at each Conference. Highly successful silent auctions have been held at the last three 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 the CCTE silent auction at the Fall 2008 Conference, 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 tax-exempt organization.

Graduate Student Meeting at Fall Conference

The next formal meeting of the CCTE graduate and doctoral student group will be a 7:30 a.m. breakfast meeting on Friday, October 17, at the CCTE Fall 2008 Conference. The student group held a first meeting at the Spring 2008 Conference, and it is hoped that additional doctoral and graduate students will join the group at the upcoming second meeting at the Fall Conference.

Communication between Conferences among all students who attended the initial meeting at the Spring Conference, as well as other interested students, is being encouraged. All interested persons are urged to contact either Comfort Ateh (University of California, Davis, e-mail cateh@ucdavis.edu) or Deborah Hamm (California State University, Long Beach, e-mail dhamm@csulb.edu) to join in the ongoing conversation.

A description of the first student meeting as well as other information on the group appeared in an article on page 14 of the Summer 2008 issue of *CCNews*.

Newcomers' Meeting at Start of Conference

As has been the case the past several CCTE Conferences, there will be a special meeting at the start of the Fall 2008 Conference on Thursday from 11:45 a.m. to 12:15 p.m. for first time attendees as well as any other relative newcomers to CCTE. Several CCTE officers will be present to provide background about the organization and answer questions concerning the three-day Conference program and the benefits of membership in CCTE.

All first-time attendees are urged to come to this special session, and all others who wish additional information about CCTE are also welcome.

Fall 2008 CTE Conference Program

Wednesday, October 15:

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

Thursday, October 16:

8:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room Is Open**, Start of Two-Day Silent Auction.

9:00 a.m. to Noon - Meeting of the **California Association of Bilingual Teacher Educators**.

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

9:30 a.m. to Noon - **Independent California Colleges and Universities Council on the Education of Teachers**.

(begins with continental breakfast; meeting starts at 10:00 a.m.).

11:45 a.m. to 12:15 p.m. - **Newcomers' Meeting** (for first-time or recent new attendees).

Noon to 12:30 p.m. - Pick up box lunches (for those who ordered them).

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

Arts and Education, Lives of Teachers, Special Education, and Technology and Teacher Education.

1:15 to 4:00 p.m. - **Opening Session**:

Introductions with CCTE President James S. Cantor (California State University, Dominguez Hills) presiding.

Conference Orientation by Reyes Quezada (University of San Diego) & Jennifer Mahon (University of Nevada, Reno), Co-Chairs of Fall 2008 Conference.

Keynote Address by **Allan Luke** (Queensland University) on "Globalism, Pedagogy, and the World Teacher." Questions and Answers.

Panel on "Global Teaching Programs and Practices" with **Larua Stachowski** (Indiana University), **Sharon Brennan** (University of Kentucky), **Betsy Devlin-Folz** (Longview Foundation), and **Craig Kisook** (Educators Abroad, Ltd.). Discussant: **Alberto Ochoa** (San Diego State University). Questions and Answers.

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

4:15 to 5:45 p.m. - **First Policy Session and Delegate Assembly**, including policy updates from the CCTE Policy Committee.

6:00 to 7:00 p.m. - **Joint Presidents' Reception & Social Hour**, featuring Mariachi Band from Chula Vista High of the Sweetwater Union High School District.

7:00 to 9:00 p.m. - **Conference Banquet**, followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome.

Friday, October 17:

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

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

7:30 to 8:30 a.m. - **Graduate Student Meeting**.

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**, Silent Auction continues until 1:45 p.m.

7:30 to 8:30 a.m. - Coffee, tea, juices, breads, and pastries.

8:30 to 10:30 a.m. - **General Session**:

Keynote Address by **Paula Cordeiro** (University of San Diego) on "Educating 21st Century Teachers: Engaging with the World." Questions and Answers.

Panel on "International Teacher Education Partners and Programs" with **Cristina Alfaro** (San Diego State University),

Kendra Sisserson (University of San Diego), **Richard Gordon** (California State University, Dominguez Hills), **Jennifer Mahon** (University of Nevada, Reno), & **Margaret Olebe** (California Commission on Teacher Credentialing). Questions and Answers.

10:30 to 10:45 a.m. - Break.

10:45 to Noon. - Concurrent **Research and Practice Sessions**.

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

1:30 to 1:45 p.m. - Break and final opportunity to bid in **Silent Auction**.

1:45 to 3:15 p.m. - **Second Policy Session and Delegate Assembly**, featuring presentation on Common Standards by Commission on Teacher Credentialing staff, with invited opportunity for comments and feedback from CCTE members and delegates.

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

3:30 to 4:15 p.m. - **Second Set of Special Interest Groups**:

BTSA and Induction Programs, Coordinators/Directors of Credential Programs, and Equity and Social Justice.

4:15 to 5:30 p.m. - **Poster Sessions** for Research and Practice Topics, with wine and cheese.

6:00 p.m. - **Alternative Friday Evening Activities**: (1) Bus to Indian Casino; (2) Group Dinner in San Diego.

Saturday, October 18:

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

8:00 to 9:00 a.m. - Coffee, tea, juice, breads, and pastries.

9:00 10:30 a.m. - **Teacher and Student Teacher Panel** on International Teaching Experiences.

10:30 to 11:15 a.m. - **Round Table Discussions**.

11:15 to 11:45 a.m. - **Round Table Reports and Final Conference Discussion**.

11:45 a.m. to Noon - **Final Comments and Conference Adjournment**.

Led by Reyes Quezada (University of San Diego) and Jennifer Mahon (University of Nevada, Reno), Co-Chairs of Fall 2008 Conference, with Preview of Spring and Fall 2009 Conferences.

California Council on Teacher Education Fall 2008 Conference Registration Form

October 16-18, Kona Kai Resort, San Diego

Please register me for the Fall 2008 CCTE Conference!

Name _____

Preferred Mailing Address _____

Telephone _____ (include ZIPcode)

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$250 (will be \$275 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Students - \$100 (will be \$125 on site)

Food Service (check those desired):

- Thursday Box Lunch - \$25
- Conference Banquet (Thursday evening) - \$45
- Conference Awards Luncheon (Friday noon) - \$35
- Check here if you wish vegetarian meals.

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE/TED Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

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

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference. However, if you are not already a delegate or member, please consider joining (use the membership form on page 19, and include membership dues in your check).

CCTE Special Interest Groups, **all** attendees are urged to attend a SIG of their choosing during each time slot (check the ones you plan to attend):

- | | |
|---|---|
| SIGs meeting at Noon. on Thursday:
<input type="checkbox"/> Arts in Education
<input type="checkbox"/> Lives of Teachers
<input type="checkbox"/> Special Education
<input type="checkbox"/> Technology and Teacher Education | SIGs meeting at 3:30 p.m. on Friday:
<input type="checkbox"/> BTSA and Induction
<input type="checkbox"/> Credential Program Coordinators/Directors
<input type="checkbox"/> Equity and Social Justice |
|---|---|

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

Pre-registration deadline for the Conference is September 26, but registrations will also be accepted on site in San Diego.

All Conference attendees must make their own hotel reservations. Call the Kona Kai Resort at 800/566-2524 and tell them you are attending the CCTE Fall 2008 Conference. Reservations must be made by September 17 to be assured of rooms within our reserved CCTE block, although some rooms may still be available after that date.

CCTE Special Interest Groups (SIGs) Which Will Meet at the Fall 2008 Conference

Ten CCTE Special Interest Groups will meet at the Fall 2008 Conference in San Diego. 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 ten SIGs are:

Arts and 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.

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 coordinator: Alice Bullard, BTSA State Leadership Team.

Coordinators and Directors 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.

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 Heidi Stevenson, University of the Pacific.

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 coordinator: Virginia Kennedy, California State University, Northridge.

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.

Technology and Teacher Education Special Interest Group

At the Fall 2008 conference in San Diego, David Georgi, former CCTE President and retired Professor from California State University, Bakersfield, will make an informative presentation about California Technology Assistance Program (CTAP) certification at the meeting of the CCTE Technology and Teacher Education Special Interest Group. Dr. Georgi will also make reference to the new International Society for Technology in Education (ISTE) Standards.

Dr. Georgi served on the advisory committee that formulated the original technology standards. These standards included factors to consider for each CTAP proficiency. He also sat on the CTAP Region 8 advisory committee that operationalized the proficiencies by making them into a checklist, and then established three levels of certification.

Please come join the conversation about technology from noon to 1:15 p.m. on Thursday, October 16. If you have any questions about the CCTE SIG on Technology and Teacher Education, please feel free to email Heidi Stevenson at hstevenson@pacific.edu.

Dates of Upcoming CCTE Conferences

Fall 2008
October 16-18
Kona Kai Resort, San Diego

Spring 2009
March 26-28
Sainte Claire Hotel, San Jose

Fall 2009
October 15-17
Kona Kai Resort, San Diego

Spring 2010
March 25-27
Sainte Claire Hotel, San Jose

Fall 2010
October 14-16
Kona Kai Resort, San Diego

Spring 2009 CCTE Conference Theme: “Teaching and Learning: Past, Present, and Future”

The Spring 2009 CCTE Conference in San Jose will address the theme, “Teaching and Learning: Past, Present, Future.” The Planning Committee for that Conference has already confirmed an exciting and diverse group of presenters.

Dr. Larry Cuban, Professor Emeritus, Stanford University will serve as the Keynote Speaker and will offer his insights into the historical aspects of teaching and learning and present ways of conceiving future educational contexts. Dr. Michael Gose, Pepperdine University, will host an intimate Fireside Chat focused on his recent book, *What It Means to be a Teacher: The Reality and Gift of Teaching*. Conference participants may want to read this most wonderful collection of teacher stories prior to attending.

Kendall Haven, a nationally prominent master storyteller, author, and educator, will lead the Conference attendees in exploring stories as pedagogical practice. This highly interactive presentation will focus on the implications of teachers’ stories as a context for analyzing historical and future aspects of teaching and learning. In addition, CCTE will welcome the George Lucas Educational Foundation and contributors to its *EduTopia* publication, who will guide the audience, through film and digital technology, to discover the

intersection between cognitive sciences, how younger generations are wired for learning, and project-based learning. A short film festival is being planned for the Thursday evening banquet.

The Spring 2009 Conference Planning Committee is being co-chaired by Tom Nelson of the University of the Pacific and Andrea Whittaker of San Jose State University. If you have suggestions for the Committee or wish to assist with Conference planning, please contact Tom (tnelson@pacific.edu) or Andrea (akwhitt@comcast.net).

Additional details of the Spring 2009 Conference will appear in the Winter 2008 issue of *CCNews* that will come out in December, and the formal Conference announcement and registration materials will be e-mailed to all CCTE members and delegates around the first of January.

We believe this will be one conference no one will want to miss. And as a follow-up, the Fall 2009 Conference will further refine these issues around the related theme, “Teacher Education: Past, Present, and Future.” The co-chairs of the Planning Committee for the Fall 2009 Conference are Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (past director of CalStateTEACH).

CAPSE/TED Involved in State and National Teacher Preparation Activities

Special education is changing, the preparation of special education teachers is changing, and the board and general membership of the California Association of Professors of Special Education/Teacher Education Division of the Council for Exceptional Children (CAPSE/TED) are active participants in these changes.

For the past 18 months, members of CAPSE/TED have contributed in many ways to the re-structuring of the Education Specialist credential in California. The Commission on Teacher Credentialing convened a workgroup that met throughout 2007 and produced 25 recommendations for changes that were approved by the Commission in December. This year a design team is writing new standards for the Education Specialist credential as a whole and for its various specializations. The method being used is a recursive process of brainstorming, gathering, analyzing, and organizing input, and distributing the results for feedback. The overall design team and the smaller specialization standards subcommittees are composed of practitioners, IHEs, and district and county administrators and community members. Additional input has been gathered from open field meetings, and from constituent groups including professional teacher preparation and disability-specific organizations, associations of district,

county and statewide administrators of special education, parent organizations, and teachers and related professionals. CAPSE/TED members have been very committed contributors at every stage and at every level of participation in this process.

CAPSE/TED’s association with the TED section of CEC at the national level has added another element by joining the TED PALS network of state-level TED organizations for political advocacy and communication. Please watch for announcements on the CAPSE/TED listserv about the activities of this network.

Lastly, our important connection to the field of teacher education in California continues with our affiliation with CCTE. We co-sponsor CCTE semi-annual Conferences, are represented on the CCTE Board, participate in many CCTE initiatives, and coordinate the CCTE SIG for Special Education. We welcome you to attend CAPSE/TED’s next meeting at the CCTE Fall 2008 Conference, on Thursday, October 16, at 9:00 a.m., to participate in the Special Education SIG that immediately follows, and to enjoy the CCTE conference starting later that day.

For further information, please contact CAPSE/TED’s president, Jane Duckett, at jduckett@nu.edu

Message from CCTE President Jim Cantor

In my first President's message (see Summer 2008 issue of *CCNews*, pages 18-19), I wrote that I see Cal Council as a place where we come together to explore ideas and where all teacher educators can sit down, talk, and listen to each other. CCTE has a common identity where we all are professionals in support of teaching and learning. We welcome the plurality of ways in which this can be done. It is important that all teacher educators who join us in Cal Council feel comfortable participating, deliberating, engaging in dialogue, criticizing, praising, singing, dancing, eating, and working together to advocate preparation and continuing development in teacher education.

This past June your newly elected CCTE Board of Directors convened for the first time and we began with an activity where each participant created an aesthetic representation about themselves and then talked about its significance. Amongst the sixteen who were present at that Cal Council Board meeting, we are: activists, union supporters, peacemakers, and social justice educators. We are collaborative educational leaders, life-long learners, teachers, teacher educators, and students. We are devoted to and proud of our families. We nurture outside interests, such as participation in 4-H Clubs, rope course development, international travel, knitting, visual and performing arts, backpacking, and gardening. We are physically and mentally active. We take care of our bodies, and we take care of our elders, and we strive to take care of our planet. Like all educators we work to insure a better future. We are hopeful.

We also spent some time at that Board meeting engaged in an inquiry activity that addressed the following prompt: *What is important for CCTE, past, present, and future?* Our open-ended exploration yielded data we can analyze and use to develop actions in support of our strategic plan. Some of these are things we can do now and in the near future. Others fall into that hopeful category of things that we know are important for our mission and our world, however, due to the limits of time and resources, we dream of the possibilities and create doable first steps. Our responses fall into four categories: (1) Leadership in teacher education (political); (2) Leadership in teacher education (research and practice); (3) Communication and collaboration with others; and (4) Organizational activities and member collaboration. I'd like to summarize and then comment on the findings from that meeting, which are now being further refined by a special committee of the Board.

Political leadership in teacher education entails being a respected and coherent voice in our profession. We recognize the urgent nature of this responsibility, and the importance of being effective and influential advocates for stimulating the improvement of the pre-service and in-service education of teachers and administrators. One way that we can increase the possibility of policy-makers seeking our expertise is



James S. Cantor

to commission peer-reviewed educational research policy briefs. This intersects with our belief that we further develop our roles as leaders in teacher education research and practice. Imagine if CCTE became a clearinghouse for the field and established a formal research agenda. We could develop common frameworks for vital issues, such as TPAs. We could develop seamless connections with community colleges. The possibilities are invigorating.

All of this involves continued development of the ways that CCTE collaborates and communicates. We currently are working on expanding the ways we get our message out. Our Policy Committee is producing a one-page brochure that we will give to policy-makers and others who want a quick and accessible way of finding out what we do and stand for. By improving and expanding the ways we promote our mission and agenda we can bridge the gaps between our organization, governmental agencies, schools, universities, and the greater community. This might require greater attention to and support for regional networking, as well as communication and collaboration with school districts. BTSAs providers have an increasingly powerful role in teacher education and the TPAs can be a way to connect our efforts.

Organizational strength and infrastructure is the foundation upon which all this good work depends. Regardless of economic recessions, bubbles, or varying political support, CCTE has and will continue to stand strong through the dramatic ups and downs. In the 63 years of our existence, Cal Council has developed its procedures for financial oversight and organizational leadership so that we are not a personal-

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Message from the CCTE President

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ity-based organization. We expect seamless transitions and organizational stability. Continued focused self-reflection will help us enhance our awareness of our organizational strengths as we continue to build upon them. Our diversity is one of our greatest strengths. We can explore ways of creating meeting places for shared ideas, bringing together parents, teachers, scholars, administrators, and policy-makers. CCTE can become the hub and possibly organize the networking of all these stakeholders.

It stands to reason that leadership in any profession requires experience, which explains why many of the people we engage with at Cal Council conferences and meetings are mid-to-late career professionals. Nevertheless, we do need to make better connections with and increase our understandings of contemporary ways the youth are actually learning and communicating. What are the new forms of communication that we need to be aware of? Should we consider developing our own blog? Our bi-annual conferences are currently our most effective way of exploring vital issues such as these. This Fall we are going to learn about the possibilities when we expand student teaching and other aspects of teacher education beyond our national borders. Previously, I had not thought a great deal about internationalizing teacher education, but as I learn more I can see that it is essential that we educate teachers for global awareness. This means graduating future P-12 teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching (Quezada & Cordeiro, 2007). Many thanks to Reyes Quezada

and his colleagues who have brought this timely and vital issue to our attention, first by editing the themed issue in the Winter 2007 *Teacher Education Quarterly*, and now by organizing the Fall 2008 Conference around this theme.

Our conferences in 2009 will be linked, with themes that explore contemporary ways of reaching the youth. Does it make sense for professors to continue to assign readings from textbooks, or do the Internet and electronic advances provide more effective ways of inspiring learning? In the Spring of 2009 we are going to look at "Teaching and Learning: Past, Present, and Future." And in the following conference, Fall 2009, we will explore those implications on teacher education. The *CCNews* always features articles written by the conference chairs, where you can read the details of each up-coming conference.

In this presidential message I have summarized and reflected on the inquiry that your Cal Council leadership is engaged in. What is your response? Please talk to me and other Board members about your vital interests for CCTE. We are part of an unbroken circle, actually an upward-moving spiral that provides leadership, knowledge, and support for all teacher educators. For now I want to close by expressing my deepest appreciation for our Cal Council community, as we continue looking forward to a brighter future, even during these challenging and testy times.

Reference

Quezada, R. L., & Cordeiro, P. A. (2007). Internationalizing schools and colleges of education: Educating teachers for global awareness. *Teacher Education Quarterly*, 34(1).

Meetings of Associated Organizations at the Fall 2008 CCTE Conference

Thursday, October 16

9:00 a.m. to Noon

Meeting of the **California Association of Bilingual Teacher Educators**

9:00 a.m. to Noon

Meeting of the **California Association of Professors of Special Education/Teacher Education Division**

9:30 a.m. to Noon

Independent California Colleges and Universities Council on the Education of Teachers
(begins with continental breakfast; meeting starts at 10:00 a.m.)

CCTE Policy Committee Update

By Cindy Grutzik

(California State University, Dominguez Hills),

Jaime Romo (University of San Diego),

and Susan Westbrook (California Federation of Teachers),

CCTE Policy Committee Co-Chairs

Funding of TPA/PACT

Funding of the TPA/PACT continues to be an issue of concern for all institutions of higher education in California. The CCTE Policy Committee has discussed the possibility of writing a letter to legislators expressing these concerns and encouraging them to find funding for this yet-unfunded mandate, but we will not take such steps until after the current state budget “crisis” is resolved.

Overall State Budget

The highest priority for everyone in the California education community is to see an end to the state budget stalemate and hopefully to minimize the financial cuts public schools and higher education will be suffering. The Policy Committee also is considering drafting a letter expressing CCTE’s concern on behalf of members about the impending budget cuts to the Senate Pro Tem (Perata), Assembly Speaker (Bass), and the Governor. If the budget has not been signed by our August 29th CCTE Policy Committee meeting we will draft a letter at that time.

CCTE Resolution Passed

At the March 2008 CCTE Policy Session during our Spring Conference two resolutions were passed, one in opposition to the suspension of Proposition 98 and the other in support of the concept of a California State Seal of Bilit-eracy. Both resolutions were edited, circulated among Policy Committee Co-chairs, and then posted to the CCTE Website. They were also included in letters from CCTE President Jim Cantor to key legislators, encouraging them to take note of these resolutions.

Legislation

The Legislature has acted on some of the bills that the CCTE Policy Committee has been following. We are in support of AB 1871 (Coto). It is back in the Assembly waiting for concurrence on Senate amendments. It may be considered in late August.

SB 1104 (Scott) which would create the new Career Technical Education Credential was enrolled early this month. SB 1105 (Margett) concerning criminal convictions and credential discipline was sent to Senate unfinished business. SB 1110 (Scott), legislation concerning revocation of credentials, has been sent to enrollment. SB 1186 (Scott) is a Credential omnibus bill that has also been sent to enrollment.

SB 1674 (Torlakson) is a pilot for recruiting after school teachers into the Paraprofessional Teacher Training Program. It is in the Assembly suspense file. AB 2517 (Portantino) would create a demonstration project that would allow entities, including community-based organizations, to offer teacher preparation programs. It is held under submission. SB 1643 (Torlakson) would allow counties to issue eminence credentials. It is in the Assembly suspense file. These last three bills are probably dead.

Overall, due to the state’s budget problems, this is a difficult session of the Legislature to get any new legislation passed, and the Governor is threatening to veto all bills unless a budget is passed.

Governor’s Committee on Education Excellence

On June 3, Sue Westbrook attended a Town Hall Meeting in Los Angeles at which the report of the Governor’s Committee on Education Excellence, entitled *Students First—Renewing Hope for California’s Future* (see www. EveryChildPrepared.org) was presented. The key recommendations are listed below. While the CCTE Policy Co-chairs agree with the concept to improve public education, there are numerous concerns with the report.

Strengthen Teaching and Leadership: Professionalize teaching as a career, enhance leadership; narrow the teacher and administrator quality gap; expand the quality and supply of new teacher candidates; expand and strengthen administrator training. *Concern: How to measure compensation based on performance, incentive pay; would deregulate professional preparation (eliminate CTC).*

Ensure Fair Funding that Rewards Results: Student-centered funding model, financial rewards to school districts, create greater funding stability. *Concern: This would eliminate categorical funding, which protects many important programs.*

Streamline Governance and Strengthen Accountability: Provide greater local autonomy, streamline and deregulate the education system, reform the convoluted state governance system, create regional oversight for districts and provide interventions for struggling districts, institute a school inspection system, institute clear intervention rules, promote choice for families. *Concern: Deregulation often has unintended consequences. This proposes more support for charter schools, which have not been shown to improve student performance.*

Improve Data Systems and Use Them Wisely: Transparency, data systems that link student, teacher, school, district, and state; data analysis to support local instructional improvement. *Concern: Dangers of linking data of students and teachers and eventually teacher education programs.*

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CCTE Policy Committee Update (continued)

Continued from previous page

Create a Foundation for Continuous Improvement:

Adopt a comprehensive early childhood package.

The CCTE Policy Committee will continue to monitor the progress of these recommendations.

AACTE Connections

Cindy Grutzik attended the American Association of Colleges of Teacher Education (AACTE) Summer Leadership Institute in Washington, D.C., June 17 and 18. There were some relevant issues for CCTE to consider raised at the Institute. The importance of institutional membership in AACTE was discussed, particularly since institutions are finding funding for membership difficult. The value of AACTE is that it provides a national connection to Congress, a strong national advocacy on behalf of teacher education, a way of obtaining information about national issues, and the opportunity to be “coached” in how to organize a “Day on the Hill.” One thing to be aware of is that teacher educators can only hold leadership positions in AACTE if they are from institutions that are AACTE members.

Algebra I Requirement for all Eighth Grade Students

On July 9 during the State Board of Education meeting, the members adopted Governor Arnold Schwarzenegger’s last-minute proposal to require all eighth grade students to take and be assessed in Algebra I. The Board had been considering creating a pre-algebra test as a solution for the misalignment of the old eighth grade mathematics test to the math standards for many months. The Superintendent of Public Instruction and the rest of the education community were shocked and upset by this surprise action of the Board.

The testimony at the Board meeting was 4 to 1 against this proposal. The Governor stated that he is “committed to prioritizing and expanding the resources necessary to achieve the standards.” In this year of a \$15 billion budget deficit, this seems less than likely. The Superintendent of Public Instruction has countered with “The California Algebra I Success Initiative.” This is a “major system-wide effort. This is not about merely focusing on eighth grade but looking at mathematics instruction from pre-K to pre-service.” The price tag for this initiative is projected at \$3.1 billion.

There are three categories to the initiative: Student Support; Professional Development and Instructional Materials; and Recruitment, Retention and Preservice. The areas most important to teacher educators are the following: (1) implement a focused and comprehensive algebra professional development plan for all teachers and administrators in grades kindergarten through twelve to directly correlate mathematics

algebra standards, (2) require the California Commission on Teacher Credentialing to expedite the process for credentialing *qualified* candidates as mathematics teachers, including out-of-state applicants and career changing scientists, engineers, and mathematicians, (3) require the California State University (CSU) and University of California (UC) systems to accelerate mathematics teacher training programs that will enable kindergarten through grade twelve schools to recruit and retain highly qualified math teachers to address the current teacher shortage, and (4) expand the *Become a Mathematics Teacher* program by improving the outreach to students, local education agencies, CSU, UC, community colleges, and marketing in other states. This also supports the early identification of potential mathematics teacher candidates at the California Community College level, including the Teacher Preparation Pipeline Program.

Policy Sessions at Fall CCTE Conference

At the Fall 2008 CCTE Conference we will hold two Policy Sessions. The first, on Thursday afternoon, will include a further report from the Policy Committee on our activities, an update from Commission on Teacher Credentialing staff, and discussion and action on any policy resolutions that may require attention.

The second Policy Session, on Friday afternoon, will feature staff from the Commission who will present an update on the Common Standards and invite feedback and comment from CCTE members and delegates.

Liaison with Californians Together

The CCTC Policy Committee co-chairs have worked closely with Californians Together for the past year, with particular attention to issues of providing educational support for English language learners in our schools.

Californians Together is urging all educators and the general public to send letters to the Governor encouraging him to sign AB 1871 (Coto), the English Language Development and Bilingual Cross Cultural Competence Act. This is legislation that CCTE has supported.

Through our participation in Californians Together, we also receive frequent policy reports related to legislative activities in Sacramento and the ongoing budget impasse.

Contact Committee Co-Chairs

All CCTE members and delegates are encouraged to contact the Policy Committee Co-Chairs with questions, ideas, or suggestions: Cindy Grutzik (cgrutzik@csudh.edu), Jaime Romo (jjromo@gmail.com), and Susan Westbrook (suew447@aol.com).

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.

From the CCTE Vice President for ATE

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

2008 ATE Summer Conference

The 2008 ATE Summer Conference was held in Washington, D.C., at the Hyatt Regency Washington Hotel on Capitol Hill from July 30 to August 5. Two hundred and eighty people attended the conference, whose theme was *The Global Imperative: Educating and Assessing the Whole Child, Teachers, and Community*. Conference speakers included Mary Hatwood Futrell, Michelle Rhee, and Tom Carroll. Members of The ATE Leadership Academy members met on Capitol Hill with specific Congressmen and their staff to discuss educational issues. A special pre-conference workshop on teaching academically diverse classrooms was conducted by Carol Ann Tomlinson. Some ATE Conference members also participated in an outing to the Kennedy Center, where they witnessed *The Lion King*.

89th ATE 2009 Annual Meeting

ATE's 89th Annual Meeting will take place on February 14-18, 2009 at the Hyatt Regency Hotel in Dallas. The theme of the meeting is *The Global Imperative: Educating and Assessing the Whole Child, Teachers, and Community*. Session speakers will include Linda Darling-Hammond, Anne Lieberman, and Eduardo Sanchez. Over 500 conference proposals were submitted for this annual meeting so research sessions should be very lively across all strands of the conference theme. Other activities at the annual meeting will include:

- ATE Delegate Assembly meetings on proposed resolutions and action items;
- Tours of area best practice schools;
- Organized visits to area museums; and
- Numerous ATE National Commission reports including the report of the *Commission on Induction and Mentoring* in which I will be participating as a presenter.

Calls for Papers for ATE Peer-Reviewed Journals

The *ATE Research Yearbook XVIII* is a peer-reviewed journal, and the theme of this research collection is *Cultivating Curious and Creative Minds: The Role of Teachers and Teacher Educators*. Cheryl J. Craig and Louise F. Deretchin are the Research Yearbook Editors, and the yearbook is scheduled for distribution in February 2010. Manuscript submissions must be submitted electronically by December 1, 2008. Instructions for submission of manuscripts can be found on the ATE website at: <http://www.ate1.org>

The Summer 2009 issue of *Action in Teacher Education* is a special issue on *Research on Teacher Reflectivity: The Impact on Teaching and Learning*. Its guest editor is Edward G. Pultorak. The deadline for the on-line manuscript submission is January 15, 2009. To download the Call for Manuscripts go to: http://www.ate1.org/pubs/summer_2009_Special.cfm

New EdWeek Partnership

ATE has joined with *Education Week* to sponsor an on-line new job search tool for K-12 teachers. As budgets get tighter and teaching jobs fewer, this tool can help teacher educators assist their graduates in finding teaching positions. To learn more about this job search tool, go to: <http://www/agentk-12.org>

Handbook of Research on Teacher Education

The new *Handbook of Research on Teacher Education, 3rd Edition: Enduring Questions in Changing Contexts* is edited by Marilyn Cochran-Smith, Sharon Feiman-Nemser, and D. John McIntyre. This third edition moves beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research. In addition, this edition:

- Stimulates a broad conversation about foundational issues;
- Brings multiple perspectives to bear, including historical perspectives;
- Provides new specificity to topics that have been undifferentiated in the past; and
- Includes diverse voices in the conversation.

The volume has already been highly acclaimed by AERA and other educational organizations. It is available online with a 15% discount for ATE members. You can order it at this discounted price at the ATE website: www.ate1.org

Professional Opportunities

Any university or college is welcome to advertise their open faculty positions on the ATE website for free. Just email David Ritchey, ATE Executive Director, with your available positions descriptions at: dritchey@ate1.org. ATE members can check for posted academic positions at: http://www.ate1.org/pubs/Professional_Oppor.cfm

ATE Corporate Sponsors

To view what corporate sponsors ATE has, go to: http://www.ate1.org/pubs/Tribute_to_Our_spo.cfm

Future ATE Events

2009 ATE Annual Meeting, Dallas, February 15-18
 ATE 2009 Summer Conference, Reno, August 1-5
 2010 ATE Annual Meeting, Chicago, February 11-17
 Tentative 2010 Summer Conference, Halifax, Nova Scotia
 2011 Annual Meeting, Orlando, February 9-16
 Tentative 2011 Summer Conference, Philadelphia
 2012 Annual Meeting, San Antonio, February 12-16
 Tentative 2012 Summer Conference, Boston
 2013 Annual Meeting, Atlanta, President's Day Weekend
 Tentative 2013 Summer Conference, Albuquerque

Information from AACTE

AACTE Membership

A new prospective member complimentary event registration policy has been developed to enable individuals from non-member institutions to sample AACTE programs and services at reduced rates or no cost. State chapter leaders are encouraged to invite non-member colleagues interested in AACTE membership to take advantage of this offer. A limited number of vouchers are available, and recipients must be from a current non-member institution. For more information, please contact the Membership Department at (202) 293-2450 or membership@aacte.org

TEACH Grants

The National Association of Student Financial Aid Administrators and AACTE presented a third webinar in a series on the TEACH Grant Program on July 22. This Webinar focused on the implementation of the final rules for the TEACH Grant program that were published on June 23, 2008. The archived handouts and recordings on this topic are available. AACTE has updated its TEACH Grant Fact Sheet to reflect the final regulations. If you have questions about the TEACH Grant program, you can email mharrill@aacte.org

NEA Paper on Federal Role in Education

The National Education Association has released a policy paper, "Great Public Schools for Every Student by 2020: Achieving A New Balance in the Federal Role to Transform America's Public Schools." In the paper, NEA proposes that a "new balance" be created in the partnership among federal, state, and local leaders and that we collectively commit to making every public school great by the year 2020.

McCain Criticizes Teacher Education

Sen. John McCain, in one of his more detailed talks on education before the NAACP, said, "Many thousands of highly qualified men and women have great knowledge, wisdom, and experience to offer public school students. But a monopoly on teacher certification prevents them from getting that chance. Sharon P. Robinson, President of the American Association of Colleges for Teacher Education, disputed the idea that many people are being kept out of teaching because of licensing requirements.

Higher Education Act

On August 14, President Bush signed the Higher Education Opportunity Act (HEOA, P.L. 110-315) into law. This is the bill that reauthorizes the Higher Education Act. AACTE has provided a summary of the bill with a focus on provisions that impact educator preparation provisions. AACTE encourages you to send letters of thanks to your Congressional delegations thanking them for reauthorizing the Higher Education Act.

The U.S. Department of Education has announced that provisions in Title IV and in Sec. 207 of HEOA will undergo the negotiated rulemaking process. For all other provisions in HEOA (for example, the revised accountability provisions in Title II and the revised Teacher Quality Partnership Grants), the Department will issue draft regulations and invite the public to comment on them (AACTE will notify the teacher education community when this happens). While the actual negotiated rulemaking process won't begin until early 2009, the Department is holding four public hearings during the months of September and October to allow the public to comment on the provisions subject to negotiated rulemaking. Following is the schedule of hearings:

- September 19, 2008, at Texas Christian University
- September 29, 2008, at the University of Rhode Island
- October 2, 2008, at Pepperdine University (CA)
- October 8, 2008, at the U.S. Dept. of Education (Washington, D.C.)

All teacher educators are encouraged to make comments at these hearings if any of the institutions are near you. And, if you cannot attend, you are encouraged to submit written comments. AACTE members may want to comment on

- The amendments to the TEACH Grants contained in Title IV. HEOA amends the TEACH Grant program to allow recipients who are preparing to teach in a high-need field so designated on a state- or local-shortage list to complete their service obligation in that field regardless of whether that field remains on the state- or local-shortage list. Another amendment requires the Secretary of Education to develop a list of extenuating circumstances under which a recipient is not required to fulfill the service obligation. HEOA also calls for the Department to complete a program report every two years on the TEACH Grant program. AACTE supports these provisions as they will facilitate effective implementation of the TEACH grants.

- The new loan forgiveness program in Sec. 430—*Loan Forgiveness for Service in Areas of National Need* will forgive up to \$10K for early childhood educators, librarians, foreign language specialists, highly qualified teachers serving English Language Learners populations, school counselors, speech language pathologists and audiologists, superintendents, principals, and other administrators. Comments could address the shortage of these experts and the potential significance of loan forgiveness in addressing the shortage.

- Sec. 207(b)—Termination of Eligibility. HEOA expands the current provision which addresses what happens to educator preparation programs that lose their state approval or lose the state's financial support due to being designated a low-performing program. If a preparation program falls into either category, that program will not be eligible for U.S. Department of Education federal grants, and the program cannot accept any students that receive Title IV funding. HEOA expands this provision to require that preparation programs provide transitional support to those students in the preparation program at the time the State's approval and financial aid is revoked. Additionally, preparation programs can be reinstated based upon their performance by State standards and requirements. The Department of Education would benefit from advice from AACTE members as to how this new provision can be effectively implemented.

From the Desk of the CCTE Executive Secretary

Membership

The CCTE membership drive for the 2008-2009 year (July 2008 through June 2009) is underway. Membership renewal letters and forms were sent to all current institutional and individual members around June 1, with the recommendation that memberships be renewed quickly so that no one misses any of the benefits of membership. Many membership renewals have already been received, and we expect many more over the coming weeks. If your individual or institutional membership has not yet been renewed, please send it in by early Fall.

Membership benefits for both individual members and institutional delegates include regular e-mail communications about CCTE activities, announcements and registration information for semi-annual conferences, quarterly *CCNews* newsletters via e-mail and on line, hard copy subscriptions to *Issues in Teacher Education* and *Teacher Education Quarterly*, the right to vote in the annual CCTE election and at the policy sessions at semi-annual conferences, and the opportunity to be involved in many other CCTE activities.

The 2007-2008 CCTE membership year was very successful, with 75 institutional members, many of which include more than the minimum six delegates, along with over 100 individual memberships who were not part of any institutional membership. We expect to achieve similar membership goals for 2008-2009.

Newsletter

CCNews is published quarterly, with an e-mailed link sent to all CCTE members and delegates directing them to each new issue as those issues are posted on the CCTE website. Everyone associated with CCTE is encouraged to send in news items and other information that can be shared via the newsletter. As CCTE members and delegates will have noticed, the newsletter continues to grow as we have more and more information to share.

The new editor of *CCNews* is Heidi Stevenson of the University of Pacific. She replaces Sherrye Smith who moved this summer from California Baptist University to Georgia. We thank Sherrye for her excellent work with the newsletter over the past year, and welcome Heidi to this new role.

Website

The purpose of the CCTE website (www.ccte.org) is to serve the California teacher education community in a variety of ways. Information on all CCTE conferences and other organizational activities is posted on the site, and each quarterly newsletter appears there as well. If you have ideas for the website, please don't hesitate to contact me.

CCTE Board of Directors

The CCTE Board of Directors meets four times a year, two of those meetings in conjunction with the semi-annual conferences and the other two meetings typically in January and June. The most recent Board meeting was on Friday, June 27, at the University of California, Berkeley. See President Jim Cantor's message in this newsletter concerning our discussions on June 27. The next Board meeting will be the day prior to the Fall Conference in San Diego.

CCTE Budget for 2008-2009

At the June 27 Board meeting an annual CCTE budget for 2008-2009 was adopted which projects income of \$150,500 and expenditures of \$143,500, leaving a reserve of \$7,000. During the 2007-2008 year total CCTE income was \$174,841, and expenditures for that year were \$137,714.66 plus \$34,137.78 in elimination of debts from previous years. The projections for the new year have been set at a more cautious level, since income during 2007-2008 was augmented by some special grants of support for the Fall 2007 Conference. During the 2007-2008 year significant progress was made in reducing debts from previous years, and the budget for 2008-2009 anticipates that all such debts will be paid off this year, and that in future years CCTE will be able to build an appropriate reserve fund to meet any unanticipated financial events that come our way.

Commission Highlights, 1980 to 1999

Joe Schieffer, who retired from California State University, Northridge, a few years ago, attended all of the meetings of the Commission on Teacher Credentialing over two decades during the 1980s and 1990s and issued regular reports on behalf of the California Association of Credential Analysts. As many of you will recall, Joe's reports were also much appreciated by deans and directors of teacher education and many of the members of CCTE.

Joe has recently indicated to me that he has a notebook of "Highlights of the Commission" for the period 1980 through 1999 for which he would like to locate a new and appreciative home. Anyone interested in historical or political research about the Commission will find this material of significant value. If you would like to take up Joe's offer, please contact me and I will put you in touch with Joe.

—Alan H. Jones, CCTE Executive Secretary
Caddo Gap Press
3145 Geary Boulevard, PMB 275,
San Francisco, California 94118
Telephone: 415/666-3012
Fax: 415/666-3552
E-mail: alanjones@ccte.org

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 upcoming 2008-2009 membership year (July 2008 through June 2009). 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 2008-2009 Academic Year (July 2008 to June 2009)

Individual membership dues are \$100 per year (with a special \$80 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 (\$100)
- Retired (\$80)
- Student (\$50)

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

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

Telephone 415/666-3012; Fax 415/666-3552; E-mail alanjones@ccte.org

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 \$600 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 are interested in an institutional membership for 2008-2009, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

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

contributions are therefore tax deductible. As the 2008 tax year moves forward, please consider a contribution to CCTE. Over recent years 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

CCNEWS

The Newsletter of the California Council on Teacher Education

Heidi J. Stevenson, Editor, Benerd School of Education, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211, E-mail: hstevenson@pacific.edu

Alan H. Jones, Publisher & CCTE Executive Secretary, 3145 Geary Blvd., PMB 275, San Francisco, CA 94118, Phone: 415/666-3012, E-mail: alanjones@ccte.org

CCNews is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are shared by e-mail link to all delegates and members of the California Council on Teacher Education and also posted on the CCTE website.

Submission of news items, articles, or other commentary on activities and issues related to teacher education in California and nationally are welcomed. Please submit via e-mail to either Heidi Stevenson or Alan Jones, at the e-mail addresses noted above.

Videos Available from Spring and Fall 2007 Conferences

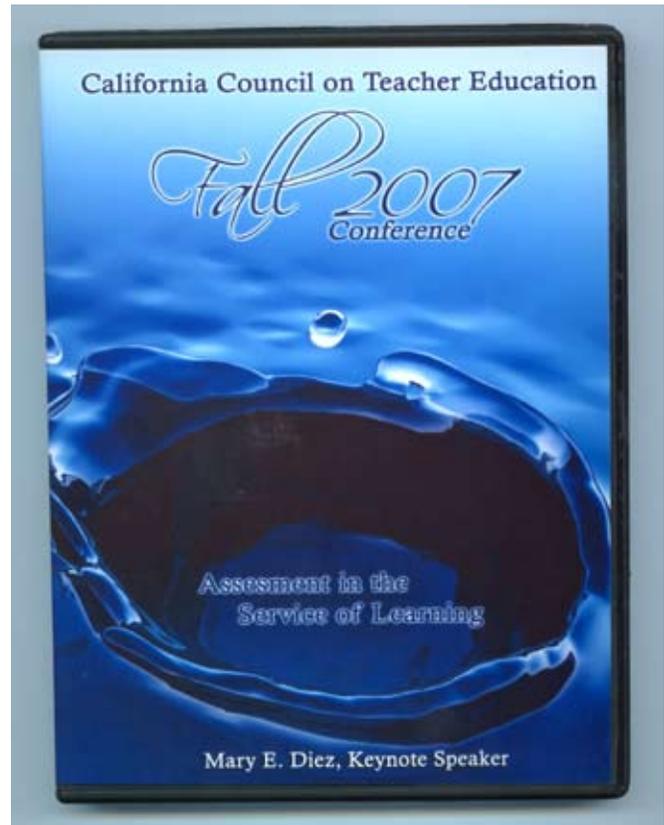
The California Council on Teacher Education is making available at very modest prices DVDs containing audio and video reproduction of the major speakers from the Spring and Fall 2007 Conferences. In all, three DVDs are available, two from the Spring 2007 Conference on “The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development” and one from the Fall 2007 Conference on “Assessment in the Service of Learning.” Following are specific descriptions of the DVDs:

From the Spring 2007 Conference: DVD Number 1 featuring the Keynote Address by Bruce Jones (University of South Florida). DVD is available for \$15.

From the Spring 2007 Conference: DVD Number 2 featuring presentations by Pepi Leistyna (University of Massachusetts, Boston), Denise Gelbard (Cornell University), Kenneth Saltman (DePaul University), and Kathy Emery (San Francisco Freedom School). DVD is available for \$15.

Special combination offer: The Two DVDs above from the Spring 2007 Conference together for \$25.

From the Fall 2007 Conference: DVD featuring the Keynote Address by Mary E. Diez (Alverno College). DVD is available for \$20, packaged with print-outs of two articles by Dr. Diez entitled “Assessing Dispositions: Context and Questions” and “How Will Teacher Education Use Assessments? An Assessment Scenario from the Future.”



Reproduction of Cover of DVD from Fall 2007 Conference.

The DVDs may be ordered using the form below:

Order Form for DVDs from Spring and Fall 2007 Conferences

Name _____

Address _____

Telephone _____ E-Mail _____

Please send me:

____copy(ies) of DVD #1 from the Spring 2007 Conference (Bruce Jones) - \$15 each

____copy(ies) of DVD #2 from the Spring 2007 Conference (4 presentations) - \$15 each

____copies of both Spring 2007 Conference DVDs - \$25 per pair

____copy(ies) of DVD from Fall 2007 Conference (Mary Diez) plus articles - \$20 each

Please send form with payment by check to Alan H. Jones, CCTE, 3145 Geary Blvd. PMB 275, San Francisco, CA 94118

CCTE Leadership Directory

CCTE Officers:

James Cantor, President (2008-2010), California State University, Dominguez Hills; jcantor@csudh.edu
 Magaly Lavadenz, President-Elect (2008-2010), Loyola Marymount University; mlavaden@lmu.edu
 Joel Colbert, Vice President for AACTE (2008-2010), Chapman University; colbert@chapman.edu
 Ann L. Wood, Vice President for ATE (2008-2010), California State University, Los Angeles; awood@calstatela.edu
 Reyes Quezada, Past President (2008-2010), University of San Diego; rquezada@sandiego.edu

CCTE Board of Directors:

Alice Bullard (2008-2011), BTSA State Leadership Team; abullard@nUSD.k12-ca.us
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.edu
 Cindy Grutzik (2006-2009), California State University, Dominguez Hills; cgrutzik@csudh.edu
 Virginia Kennedy (2007-2010), California State University, Northridge; virginia.kennedy@csun.edu
 Jose Lalas (2007-2010), University of Redlands; jose_lalas@redlands.edu
 Helene Mandell (2006-2009), past director of CalStateTEACH; hmandell@gmail.com
 Della Peretti (2006-2009), University of California, Berkeley; dperetti@berkeley.edu
 Mary Sandy (2008-2011), University of California, Davis; mvsandy@ucdavis.edu
 Heidi J. Stevenson (2007-2010), University of the Pacific; hstevenson@pacific.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2007-2010), Caddo Gap Press; alanjones@ccte.org
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@pacific.edu
 Margaret Olebe, Editor, *Issues in Teacher Education*, Commission on Teacher Credentialing; molebe@ctc.ca.gov
 Heidi Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

CCTE Committee Chairs:

Awards Committee Chair:

Jose Lalas (see above under Board of Directors)

Communications and Alliance Building Committee Co-Chairs:

Virginia Kennedy (see above under Board of Directors)

Heidi J. Stevenson (see above under Board of Directors)

Conference Coordinator Committee Chair:

Della Peretti (see above under Board of Directors)

Membership & Resources Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik (see above under Board of Directors)

Jaime Romo, University of San Diego; jromo@sandiego.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)

Stategic Planning and Budget Committee Chair:

James Cantor (see above under Officers)

CCTE Conference Committee Chairs:

Fall 2008 Conference Co-Chairs:

Reyes Quezada (see above under Officers)

Jennifer Mahon, University of Nevada-Reno; jmahon@unr.edu

Spring 2009 Conference Co-Chairs:

Thomas Nelson (see above under Editors)

Andrea Whittaker, San Jose State University; akwhitt@comcast.net

Fall 2009 Conference Co-Chairs:

Cindy Grutzik (see above under Board of Directors)

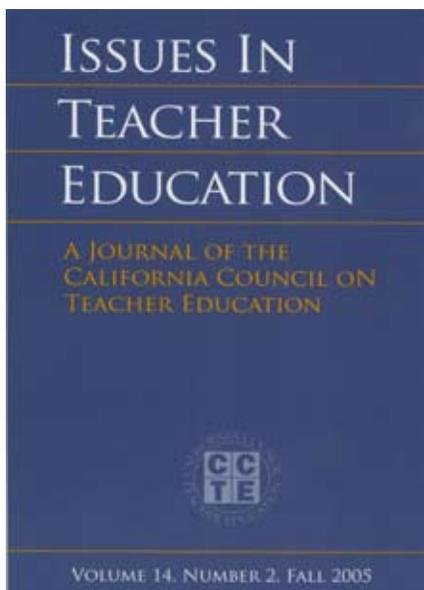
Helene Mandell (see above under Board of Directors)

Enjoy Our CCTE Publications

Issues in Teacher Education

Issues in Teacher Education is published twice a year, each Spring and Fall, with a focus on the education of teachers from initial preparation through induction and ongoing professional development. The journal is sponsored by CCTE, and copies are mailed to all CCTE members and delegates as well as other subscribers.

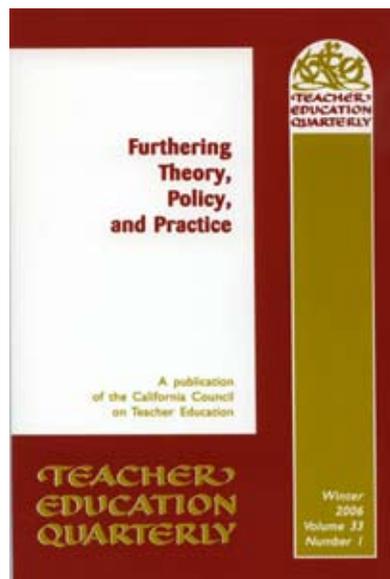
Issues in Teacher Education is seeking individuals to serve as peer reviewers and as book reviewers. Please look at the journal and at our CCTE website information, and if you are interested, please let Margaret Olebe know via email (molebe@ctc.ca.gov) if you wish to be a peer reviewer of submissions to the journal and let Suzanne SooHoo know via e-mail (soohoo@chapman.edu) if you wish to write a book review. We welcome qualified educators from a variety of backgrounds for both roles.



Teacher Education Quarterly

The California Council on Teacher Education's internationally-recognized journal, *Teacher Education Quarterly*, is published each Winter, Spring, Summer, and Fall. The journal is sponsored by CCTE, and copies of all issues are mailed to all CCTE members and delegates as well as other subscribers. Publication of the journal is steered by an editorial team headed by editor Thomas Nelson of the University of the Pacific, and aided by three associate editors, an Editorial Board, and an international Editorial Advisory Board.

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

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.

Heidi Stevenson, University of the Pacific, is the editor of the newsletter. If you have information you want to share with your CCTE colleagues via the newsletter, please submit it via e-mail to hstevenson@pacific.edu (see additional information on the newsletter on page 20 of this issue).

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.

CCNews is distributed on a quarterly basis to all CCTE members and delegates via an e-mail link to the CCTE website.

CCTE Website Provides Information for 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 available back issues.
- ◆ 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: alanjones@ccte.org

Call for Proposals for Research and Practice Sessions at Future CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for semi-annual conferences. The theme of the Spring 2009 Conference is "Teaching and Learning: The Past, Present, and Future." Themes for future conferences will be announced as available. 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 and accepted proposals will be assigned to one of the following: symposium, poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups. CCTE Conference schedules provide for one time slot for concurrent presentations and another time slot for poster sessions.

How to Submit Proposals

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

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research or practice, and the preferred session format (poster session, interactive session, demonstration, workshop, or formal presentation).
(See cover sheet form on next page (a Word file of the cover sheet may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)
- ◆ File attachment of a maximum 3-page, single-spaced proposal without names of the presenters.

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

hmandell@gmail.com

Deadline

Deadlines for future conferences are January 15 for Spring conferences and August 1 for Fall conferences.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or to other significant teacher education issues;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must be planning to register for and attend the Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for providing their own audio-visual needs.

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*.

Cover Sheet for CCTE Conference Proposals

Deadline: January 15 (Spring) or August 1 (Fall)

Title of Presentation: _____

Name of Primary Contact Person: _____

Affiliation _____

Address _____

Day Phone _____

Evening Phone _____

Email _____

Other Presenter(s) to be named in Program:

Name(s) _____

Affiliation(s) _____

Please complete all information below

- _____ I am proposing a presentation in a separate room of my/our own.
- _____ I am proposing a poster session in a common room.
- _____ If my proposal is not accepted for a separate presentation, I would like to be considered for a poster session in a common room.

Please complete the 3 items on the checklist below that are relevant to your proposal:

This is a research proposal	This is a best practices proposal
_____ I included a theoretical rationale	_____ I included a rationale for the innovation
_____ I included a methodology section	_____ I included an overview of the changes made
_____ I included an analysis of the results	_____ I included an analysis of the impact of the innovation

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 2009 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 2009 Conference in San Diego.

Nominations must be submitted via e-mail.

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

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

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

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: jose_lalas@redlands.edu

The deadline for nominations for the award to be made at the Spring 2009 Conference is January 15, 2009.

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 2009 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 January 15, 2009, to: jose_lalas@redlands.edu

For additional information contact CCTE Awards Committee Chair Jose Lalas, School of Education, University of Redlands, 1200 E. Colton Ave., Redlands, CA 92373, jose_lalas@redlands.edu