

CCNews

Newsletter of the California Council on Teacher Education

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

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CCTE Board of Directors Meeting on October 15 Prior to Fall Conference



Pictured, left to right: Irene Oliver (Loyola Marymount University), Barbara Ford (San Francisco State University), Helene Mandell (University of San Diego), Reyes Quezada (University of San Diego), Jennifer Mahon (University of Nevada, Reno), Cindy Grutzik (California State University, Dominguez Hills), Tom Nelson (University of the Pacific), Heidi Stevenson (University of the Pacific), Margaret Olebe (Commission on Teacher Credentialing) and Alice Bullard (BTSa).



CCNews

Newsletter of the
California Council on Teacher Education

The CCTE Spring 2009 Conference Will Examine “Teaching and Learning: Past, Present, and Future”

The Spring 2009 CCTE Conference, to be held at the Sainte Claire Hotel in San Jose on March 26-28, 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. Etta Hollins, Professor and Chair of the Teacher Education Program at the University of Southern California, will join us as a special guest, focusing her presentation on the future of teaching and learning in urban and culturally diverse school settings.

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. (See additional information on this book on page 20 of this issue of *CCNews*).

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 will also include meetings of associated organizations, Special Interest Group meetings, research and practice concurrent and poster sessions, the Thursday banquet, and the Friday awards luncheon. The Conference will again be co-sponsored by the California Association of Bilingual Teacher Educators, the California Association of Professors of Educational Administration, the California Association of Professors of Special Education, and the Independent California Colleges and Universities Council on the Education of Teachers.

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).

A further announcement, the tentative program, and registration materials for the Spring 2009 Conference will be e-mailed to all CCTE members and delegates around the first of January.

All indications are this will be one conference no one will want to miss.

Fall 2009 Conference To Explore “21st Century Schools of Education: Responding to a Changing World”

The Fall 2009 CCTE Conference will address the theme “21st Century Schools of Education: Responding to a Changing World.” Building on the “Past, Present, and Future” theme of the Spring 2009 conference, Fall Conference presenters will explore how innovations, technology, and new paradigms for teaching and learning continue to change the way the world learns, and how we prepare professional educators to meet this challenge.

Drawing together all stakeholders (community colleges, undergraduate programs, pre-service and induction programs), the conference will investigate the implications of major social trends and the changing learning patterns of youth and how these factors affect the ways schools of education prepare professional educators for the 21st century. Combining macro approaches and hands-on ideas, the Conference will be an opportunity for us to re-think our current practices and to work across traditional divides.

The Fall 2009 Conference will be held October 15-17, again at the Kona Kai Resort in San Diego. The co-chairs of the Planning Committee for the Fall Conference are Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (University of San Diego). If you have suggestions for the Committee or wish to assist with Conference planning, please contact Cindy (cgrutzik@csudh.edu) or Helene (hmandell@sandiego.edu).

Call for Proposals for Spring 2009 Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for its Spring 2009 Conference around the theme “Teaching and Learning: The Past, Present, and Future” to be held at the Sainte Claire Hotel in San Jose from March 26-28. 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 and encouraged for several types of sessions: symposia, poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups. CCTE Conference schedules provide for one time slot for several concurrent sessions and another time slot for poster sessions and demonstrations; accepted proposals will be assigned to time slots as consistent as possible with the desired format.

About the Spring 2009 Theme

The Spring 2009 Conference Planning Committee is interested in proposals that address the conference theme, especially those that address cognitive science, new and innovative ways of teaching and learning, and the intersection between technology and curriculum. The goal of the Spring Conference is to engage participants in both historical and contemporary perspectives about teaching and learning.

Clearly, a transformation is occurring with an entire generation being born into the digital age. In what ways have pedagogical practices adapted to the changing nature of learners today? In what ways has technology influenced the ways in which teachers engage students in subject matter content? In what ways are new emerging pedagogies influencing the manner in which K-12 teachers do their work? How has the technological and information-age revolution impacted the ways teacher education programs approach the preparation of new teachers as well as engaging experienced teachers in professional development? In what ways has the digital age impacted classroom teaching and the manner in which teachers are prepared to work with students in the future? Possible topics may include:

- Brain-based research • Multiple Intelligences
- Cognitive Science • Informal education
- Experiential education • Project-based learning
- Gaming • Online learning • Second Life
- Web-based teaching and learning • Videoconferencing
- Collaboration across distance • Digital natives
- Multimedia learning environments
- User-generated content • Wiki environments
- Blogs and Vlogs • Digital safety • Feedback loops
- Mobile technology • Digital literacy • Web-based design

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). A Word file of the cover sheet may be downloaded from the CCTE website; cover sheet also appears on next page; please use that form in submitting a proposal.

- ◆ 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@sandiego.edu

Deadline

Deadline for proposal submissions for the Spring 2009 Conference is February 1, 2009.

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. When a proposal is accepted for the program, all presenters will be expected to pre-register for the Conference. Presenters not registered by the pre-registration deadline will not be included in the Conference program. Presenters are responsible for providing their own audio-visual needs.

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 session in a separate room of my/our own.

_____ I am proposing a poster session or demonstration 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:

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

CCTE Fall 2008 Conference Was a Global Hit!

*By Reyes Quezada
Fall 2008 Conference Co-Chair
University of San Diego*

Based on numerous comments from conference participants, the Fall 2008 conference was a global hit! The Conference was held October 16-18 at the Kona Kai Hotel and Resort in San Diego, around the theme “Internationalization of Teacher Education: Creating Globally Competent Teachers and Teacher Educators for the 21st Century.” The focus of the Conference theme was 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 what is 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 philanthropic foundations and other funding sources; and (4) report on opportunities in international education for teacher education candidates. We believe all of the goals set by the Conference planning committee were met.

The Conference was attended by over 250 participants, representing institutions throughout California as well as teacher educators from universities from several other states (Arizona State University, George Fox University, Kent State University, University of Illinois, University of Kentucky, University of Maryland, University of Oregon, and others). Both 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, set the stage by delivering excellent and exciting keynote presentations around the conference theme, while Dr. Alberto Ochoa from San



Allan Luke delivers keynote address at Fall 2008 Conference.

Diego State University summarized the themes from the presentations.

Fall 2008 Conference participants also had the opportunity to hear from many voices in the field, including teacher educators from throughout the country and California colleagues who have had recent and meaningful experiences in international global student teaching programs, research, and best practice. Panel presentations included authors from the Winter 2007 issue of *Teacher Education Quarterly* on internationalizing teacher education that was guest-edited by Reyes Quezada and Paula Cordeiro as well as from an edited book on international teacher education by well known authors and researchers Ken Cushner (Kent University University) and Sharon Brennan (University of Kentucky).

Among the *Teacher Education Quarterly* authors/panelists were Malu Dantas, Cristina Alfaro, Jennifer Mahon, Craig Kisock, Laura Stachowski, Sharon Brennan, and Reyes Qurzada. Betsy Devlin-Foltz, Executive Director for the Longview Foundation for Education in World Affairs and International Understanding also provided an overview on the role foundations can play and how they can help faculty in their research and development of approaches that support internationalization of the curriculum to promote teaching about world cultures. Other panelists included Richard Gordon (California State University, Dominguez Hills), Kendra Sisserson (University of San Diego), and Margaret Olebe (Commission on Teacher Credentialing).

Saturday's panel of student teachers who have participated in international teaching programs and who are now teachers and professors in schools and colleges in Southern California and Arizona provided an opportunity to dialogue on how their international experiences have shaped their lives as teachers and teacher educators. As always it was great to

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A view of the pool and harbor at the Kona Kai Hotel and Resort, site of the Fall 2008 CCTE Conference.

CCTE Fall 2008 Conference Was a Global Hit!

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hear the voices and perspectives of teachers on the front lines of our public schools. Thank you to Roberto Stone, Rachel Crocker, Karin Lohse, Terry Saffon, Sonja Lopez, Oscar Jimenez, and Jerome Lalas for their enthusiasm and insights.

The Fall 2008 conference received the largest number of research and best practice proposals in CCTE history. As a result, the concurrent presentation sessions were doubled-up, with two sets of speakers at each session, which provided conference participants an opportunity to hear from even more voices in the field. The Friday afternoon poster session featured seventeen exciting research and practice posters that included faculty research, teacher activities, and doctoral and undergraduate students. The success of the poster sessions was evident as participants walked around with wine and cheese in hand and dialogued with the many presenters.

Last but not least, the CCTE Policy Committee did a great job in their continued efforts to assure that CCTE members and delegates are updated on the policy arena. The Thursday policy session involved a description of ongoing CCTE policy activities by the co-chairs of the Policy Committee and an update by Larry Birch from the Commission on Teacher Credentialing (CTC) on issues regarding teacher certification, particularly the new accreditation program evaluation system. The Friday Policy Session was devoted to a presentation by CTC staff on the new common standards, with an opportunity for Fall Conference participants to provide immediately feedback to CTC.

As a faculty member from the University of San Diego it was also a pleasure for me to see our Dean and the Superintendent from the San Diego City Schools (SDCS), as well as my colleagues from USD and teachers from SDCS, receive the CCTE Quality Partnership Award that was presented to



Representatives of the Induction Master's Partnership Program of the University of San Diego and the San Diego Unified School District receive the California Council on Teacher Education Quality Education Partnership Award at the Fall 2008 Conference. From left to right: Bobbie Hansen, director of the program at the University of San Diego; Terry B. Grier, Superintendent of the San Diego Unified School District; and Paula Cordeiro, Dean of the School of Leadership and Education Sciences at the University of San Diego.



High school mariachi band from Chula Vista performs at social hour prior to Thursday banquet at Fall Conference.

the Induction Master's Partnership Program jointly operated by USD and SDCS. Since its inception six years ago, this collaborative program has graduated many candidates who continue to teach in San Diego, and several of the graduates are now in leadership positions.

I personally want to thank all of the members of our Fall 2008 Conference Planning Committee for a job well done! Even though we did not meet face-to-face during the planning, it was evident that our many e-mails and telephone conference discussions were fruitful in making this Conference a great success. I also want to thank the many CCTE committees and officers (Policy Committee, Awards Committee, Research and Best Practice Committee, and our CCTE President Jim Cantor) who assisted in making the Conference a success. Thanks go to my Conference Co-Chair, Jennifer

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CCTE Fall 2008 Conference Was a Global Hit!

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Mahon (University of Nevada, Reno), and all of the Planning Committee members: 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 (Commission on Teacher Credentialing), Mona Thompson (California State University, Channel Islands), and Carol Wertz (Simpson University).

Also let me thank our many CCTE conference affiliates who served as co-sponsors of the Fall 2008 Conference: California Association of Bilingual Teacher Educators, California Association of Professors of Educational Administration, California Association of Professors of Special Education/Teacher Education Division, Independent California Colleges and Universities Council on the Education of Teachers, and the University of San Diego School of Leadership and Education Sciences. And most of all thanks to CCTE's Executive Secretary, Alan Jones, for his support throughout the year in setting up all of the Conference committee telephone calls, organizing the Conference program, and getting volunteers to help in the registration table.

Please enjoy the many conference pictures that accompany this report!



Jose Lalas (University of Redlands), Jim Cantor (California State University, Dominguez Hills), and Ron Solorzano (Occidental College) perform at the CCTE singalong following the Thursday banquet at the Fall Conference.



Reyes Quezada (University of San Diego and Co-Chair of the Fall Conference) serves wine at the poster sessions.



CCTE President Jim Cantor (California State University, Dominguez Hills) talks with Andrea Whittaker (San Jose State University) about plans for the Spring 2009 CCTE Conference in San Jose which she will Co-Chair.



Ron Solorzano and Desiree Zamorano (both from Occidental College) at one of the poster session displays promoting the use of art and music in the classroom.

Activities of the Arts in Education SIG

By Della Peretti
University of California, Berkeley

The CCTE Special Interest Group, Arts in Education, began meeting only two years ago, and remains a small but devoted group. We are eager to have new members. The following describes many of our activities to date.

◆ Paul Ammon heads the multi-campus Arts Education Initiative housed at the University of California, Berkeley and funded by the Ford and Heller Foundations. He requested feedback on the idea of starting other regional networks to promote the arts in teacher preparation. The model at UC Berkeley brings together California State University campuses and private institutions to network and share resources. Our SIG is enthusiastic about the possibility of having similar networks clustered around each of the UC campuses. Paul will identify key players at each campus to get this started.

◆ Paul also highly recommended the book *Musical Brain Created Human Nature* by Daniel Levitin. The group agreed it might be fun to do an informal book discussion in the spring.

◆ It is a goal for this SIG to continue to present poster sessions at all CCTE conferences to raise the profile of the arts and to recruit new members. Five of our members presented three different arts-related posters at the CCTE Fall Conference in San Diego:

Paul Ammon (UC Berkeley) coordinated a poster session entitled "Using Visual Art to Enhance Understanding of Big Ideas: What a Non-Artist Teacher Has Learned (So Far)." He was joined by students Olivia Seiberth and Johanna Woo

James Cantor (California State University, Dominguez Hills) presented a poster session entitled



Participants at the Arts in Education SIG meeting at the Fall Conference in San Diego.



Elizabeth Keithcart plays her harp at the Thursday evening singalong at the Fall Conference.

"Fearless Innovation—Songwriting for Our Lives: Inspiring Learners with Arts-Based Practices that Support Creativity."

Marianne D'Emidio-Caston (Antioch University), Della Peretti (UC Berkeley), and Desiree Zamorano (Occidental College) presented a poster session entitled "Deepening Heritage Assignments through Connections to the Arts." One program graduate, Ivonne Cachu, from Occidental College, and two current students from UC Berkeley (Olivia Seiberth and Johanna Woo) joined this poster session and added much pizzazz.

◆ In addition to the actual SIG meeting, our traditional post-banquet singalong was well-attended on Thursday night. Joining our three talented guitarists, Jim Cantor, Jose Lalas, and Ron Solorzano was Elizabeth Keithcart of the University of the Pacific, who enchanted us with her harp, her lovely singing voice, and a wealth of expertise in music education. She has promised to bring the harp as well as a collection of other instruments to San Jose in Spring 2009, so be sure and mark your calendars for a Thursday night treat.

◆ Desiree Zamorano volunteered to chair the SIG at the spring conference in San Jose, so look for communication from her as the time draws near.

CCTE Special Interest Groups (SIGs) Which Will Meet at the Spring 2009 Conference

Twelve CCTE Special Interest Groups will meet at the Spring 2009 Conference in San Jose. The SIGs will meet concurrently, at two different times, during the Conference. All CCTE SIGs are open to any interested persons. Each person attending the Spring Conference is encouraged to attend SIGs of his or her choice. The twelve SIGs are:

Arts 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.

Elementary Education and Diversified Studies: This new SIG will explore issues related to the preparation of elementary teachers, both subjects to be taught and teaching methodology. SIG coordinator: Cindy Grutzik, California State University, Dominguez Hills.

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.

International and Global Teacher Education: This SIG has been developed to explore and encourage internationalization of teacher education. SIG coordinator: Reyes Quezada, University of San Diego.

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

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education. SIG 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.

Dates of Upcoming CCTE Conferences

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

Special Feature

See the report of the Arts in Education SIG on the previous page of this issue of CCNews.

Photographs which appear in this issue of CCNews were taken by Jim Cantor, Pamela Pedersen, Della Peretti, and Heidi Stevenson.

CCTE Announces Search for a New Editor for *Issues in Teacher Education*

The California Council on Teacher Education is seeking an individual Council member or a team to serve as the next editor (or co-editors) of *Issues in Teacher Education*, such appointment to be effective July 1, 2009. *Issues in Teacher Education* is a peer-reviewed journal sponsored by the Council and published twice each year by Caddo Gap Press. The journal features original manuscripts focusing on topics, concerns, methodologies, and policies for improving the quality of teacher education broadly defined to include pre-service preparation, the induction years, and the professional development of career teachers. The journal also includes book reviews of interest to the teacher education community. The term of editorship is six years, renewable if mutually desired by the new editor and the Council.

The editor is responsible for coordinating all aspects of manuscript solicitation, reception, review, communication with authors, and editing for submission to the publisher. Responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare manuscripts for publication, selecting the contents of each issue, readying each issue for the publisher, and reviewing final proofs prior to publication.

The editor serves as chair of an Editorial Board comprised of five at-large members of CCTE, plus the CCTE President and CCTE Executive Secretary. Currently an asso-

ciate editor for book reviews also serves as secretary of the Editorial Board, and the editor may appoint other associate editors if needed. The Editorial Board meets at least twice yearly at each CCTE conference, and regularly communicates by email and telephone. The editor sits *ex officio* on the CCTE Board of Directors, which requires attendance at quarterly Council board meetings, where the editor reports to the CCTE Board concerning the operation of the journal.

Applications and nominations for the position of editor should be submitted in letter form to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Blvd, PMB 275, San Francisco, CA 94118. A professional vitae for each candidate for editor or co-editor should accompany the letter of application or nomination. Candidates for editor must be individual members or institutional delegates of CCTE, should have demonstrable standing as scholars in the teacher education field, and should have previous experience in editing and publication of educational materials on a fixed schedule.

The deadline for application/nomination is January 1, 2009. Following that date a four-member search committee will review applications and nominations, hold interviews as needed, and recommend a choice for editor to the CCTE Board of Directors, which will make the appointment at its March 25, 2009, meeting. The new editor will then work with the current editor, Margaret Olebe of the Commission on Teacher Credentialing, during the April to June period, and will assume the editorship officially on July 1.

Ann Wood Resigns CCTE Vice Presidency

Ann L. Wood has submitted her resignation as CCTE Vice President for ATE, which President Jim Cantor has accepted with a combination of reluctance because CCTE is losing an active and productive officer and understanding related to her reasons for this decision. The ATE by-laws do not allow for absences from their meetings regardless of reasons, and unlike our CCTE Board and committee meetings ATE does not make provisions for attendance via telephone conferencing. Because of its by-laws, the ATE Board of Directors replaced Ann as a member due to her two medical absences. For this reason, Ann has concluded that she must step down as CCTE's representative to ATE. We look forward to Ann's continuing involvement with CCTE in many other ways.

Nominations and Elections Committee Prepares for 2009 CCTE Annual Elections

The annual CCTE election in 2009 will be held to fill three seats on the Board of Directors. Cindy Grutzik (California State University, Dominguez Hills), Helene Mandell (University of San Diego), and Della Peretti (University of California, Berkeley) will complete three year terms as of the Spring 2009 Conference, and three people will be elected to three-year terms as their replacements on the Board.

The Nominations and Election Committee, chaired by CCTE Past President Reyes Quezada, will identify nominees to stand for election, and early in the new year there will also be an opportunity for nominations by petition from the membership. The report on nominations and the election materials, including mailed ballots, will be sent to all members and delegates in February, with a voting deadline of Friday, March 25, at the Spring Conference.

Message from CCTE President Jim Cantor

The American people have voted for a leader who promises change. Although many of us rejoice and celebrate the historical, physical embodiment of change, and diversity in the White House, the specifics of many of the actual issues that we are hopeful about remain vague. It appears that many on Barack Obama's leadership team represent the interests and positions of mainstream political power—the same interests that have brought us dysfunctional budgets, economic crisis, perpetual wars, and *No Child Left Behind*.

Nevertheless, there is something different about our new leader, a difference that allows me to sustain my own hope. Barack Obama ran a masterful campaign. He has proven to many of us that he has outstanding organizational skills and tempered judgment. His deliberative, consensus-building style of leadership is a huge change from the narrow and intractable ways that we have lived with for the past eight years.

Now, teacher educators need to be prepared to offer our perspective on the changes we want to see in our nation's schools. This is an excellent time to reflect on what has worked in the past, what is happening in the present, and what we would like to see in the future. With great appreciation for the opportunity, I offer these modest thoughts on teacher education—past, present, and future.

Teacher Education Past: I recall a conversation I had in the year 1972, with my master teacher in Chula Vista, right before I began student teaching. I had tutored in her classroom previously, so she trusted me and was eager to support my development as a beginning teacher. "Jim," she said to me, "Don't pay attention to what they taught you over there at the university. Here are my files and you are free to use any of them. This is the real world." The manila folders contained dittos for low-level recall and respond, right-answer lessons that I discreetly never used.

During my formative years I actually did not think about whether or not university-based teacher education programs were in synch with my world as a classroom teacher. I was fortunate to teach in progressive, alternative schools where I was supported to teach according to my training, my dispositions, and my beliefs.

However, during the 1990s when I was a doctoral student, I came to understand that this separation between the beliefs promoted in the university and the practices of the public schools is a major and enduring issue confronting teacher education. I focused my scholarship on professional development schools and school-university partnership as ways to bring together the worlds of theory and practice. What if medical interns were told by their supervisors in the teaching hospitals not to pay attention to what their professors taught them in medical school? That is exactly what once happened in the medical field, but they rectified the problem one hundred years ago, when they developed a sys-



James S. Cantor

tem that requires partnership between medical education and practice.

My scholarly activities provided me opportunities to become involved with partnerships that brought university professors into children's classrooms, and classroom teachers into teacher education programs. An example of our successes is Tara, a University Intern who wrote an arts-based, socially just, multi-day social studies unit that incorporates all the different ways that children learn. As a University Intern, Tara completed her teacher-credentialing program in one year while simultaneously maintaining full classroom responsibilities in the most challenging of school settings—a public school in South Los Angeles where all the children were either African American or Spanish speaking and living in extreme poverty. More than half of the teachers did not have teaching credentials.

Our professional development school-university partnership transformed that school into a school with a stable faculty of credentialed teachers skilled in pedagogy who value the cultural richness that their students bring. For several years Tara implemented this unit in her elementary classroom, and she also steadily raised funds, so after two years she was able to organize a field trip to Santa Barbara as a culminating activity—making the students' studies come alive and offering her students a world that they had never before experienced!

Teacher Education Today: Today, Tara has been promoted "up the ladder" several times and has left the classroom. Unfortunately, social studies instruction is also miss-

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Message from the CCTE President

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ing from the classroom. Now my credential candidates are student teachers and they report to me that their teachers will not give them time to teach social studies lessons because virtually all of the school day is scheduled for programmed instruction in Language Arts and Mathematics.

My career in the university has been dedicated to closing the gap between theory and practice and currently I find myself in the contradictory position that my beliefs about teaching and learning are in strong opposition to the practices mandated upon the public schools. In the past I encouraged teachers to open their doors and collaborate. Now I help them find ways to surreptitiously incorporate hands-on, arts-based activities to support deep understanding, while always being vigilant to defend themselves when the curricular, pacing plan “police” make unscheduled visits to check up on them.

Teacher Education Future: What will be the role of teachers in the future? Will teachers become low-level technocrats, reciting scripts, and monitoring worksheets? Will online teaching replace face-to-face discourse? Money, power, and politics certainly will continue to impact the profession and I strongly align with teachers and scholars who are dedicated to supporting rich and rewarding professions in education that stimulate critical thought, social justice, and deep understanding.

This is a watershed moment in our society and before we fight to get back what we know was good, it will behoove us to step back and take a look at the ways young people are learning today. When children go out to play, they are no longer going out. They are sitting in front of computers and using their thumbs to play computer games. Students are sitting in classes text-messaging during instructional time. Univer-

sity students may or may not be using their laptops for note taking, but for sure, they are simultaneously surfing the web while professors are trying to engage them. Does it make sense for professors to have students purchase textbooks? What would be more effective ways of helping students learn what we want them to learn? In what ways are young people learning and how is it different from the ways we learned? How can we work with and motivate our students so we can capitalize on their interests in technology?

This is a good time for teacher educators to rethink the past, understand what is going on now, and imagine the future. We will have new political leadership in Washington, whose style appears to be to bring in diverse points of view, listen to deliberations from multiple perspectives, and seek about consensus. The next two California Council on Teacher Education conferences are designed to promote inquiry in these very areas.

The theme of the Spring Conference 2009 is on “Teaching and Learning: Past, Present, and Future. The Fall 2009 conference takes what we learned about teaching and learning—past, present, and future, and explores its impact on teacher education with the theme “21st Century Schools of Education: Responding to a Changing World.”

As always we strive to be effective advocates for our profession. Americans have voted for the promise of change. Our community of teacher educators is moving forward to be a strong and informative voice that policy-makers rely on so we can finally discard the ineffective Industrial-Age models of teaching and learning and replace them with a mind-set that is open to innovation, fairness, personal satisfaction, and civic responsibility. Right now we can be hopeful that our voices will be heard. What will we say?

CCNews Call for Articles and News Items

You may have noticed a difference in this issue of *CCNews*. For the first time, there are sections that feature best practices, resources, accomplishments, and even an editorial/letter to the membership. The goal of these additions is to create a forum for CCTE members to share information and celebrate our successes.

Do you have a successful partnership with another university, parents, teachers, or a K-12 school you would like to share about? Have you discovered an effective assignment that your students enjoy, and that you think other teacher educators might like to know about and try? Are there books, curricula, or other resources you or your program uses with great success? Maybe you have opinions or information you would like to voice.

If you would like to share your passion and ideas with others, please take a few minutes to type up a brief article to submit to *CCNews*. Teacher educators are important people and we are even more effective when we work together, so please submit your ideas and promising practices, so that we can share them with others in CCTE.

Just e-mail your submissions as an attachment to hstevenson@pacific.edu

Thank you.

—Heidi Stevenson, Editor, *CCNews* (University of the Pacific)

A Letter to Those¹ Concerned about TPA Implementation

By Andrea Whittaker
San José State University

In recent weeks, I² have become increasingly aware of the difficulties we all face in implementing the under-funded and mandated Teaching Performance Assessment (TPA) as required by SB2042. I fully admire the energy and perseverance of those who are working to identify potential issues that will impact implementation when it is at full scale in the coming year. Workload, funding, and reliability of scoring are absolutely legitimate concerns that need to be thoughtfully examined with credible accounts of what is actually going on in settings wherein various TPAs have been piloted; and in reference to the political climate in which we all work. In the elementary education department at San José State University, we have piloted the PACT Teaching Event in various program options since 2003, and have refused to fully implement, score, and report out candidates' performance until these issues are addressed with careful analysis. As we work through this analysis as a community within teacher education, I encourage those who are resisting implementation to consider the larger context of this mandated assessment and what we may have to lose or gain as the requirement goes to scale.

Here's the "problem as I see it." Over the past few years we have endured increased scrutiny from stakeholders about the value of teacher education programs and new pressure to produce data demonstrating what our candidates can and cannot do. While some of this scrutiny is based on misconceptions about what happens in teacher preparation and limited research evidence, both National Council for Accreditation of Teacher Education and California Commission on Teacher Credentialing (CCTC) "accountability" systems now require more and more data that is "performance based" and linked with student achievement. Some of this agenda is wrong headed in my opinion—especially links to student achievement as so many factors beyond teacher preparation influence student learning and it is measured in such limited/invalid ways. However, we could shift our perspective and view the external performance-based agenda as an opportunity, and in the process avoid repeating the mistakes and eventual downfall of previous performance assessment movements.

As you may recall, in the late 1980s and early 1990s the California Department of Education developed a full repertoire of performance-based assessments for K-12 students. The goal was to provide teachers with evidence of student learning that would inform instructional practice and provide parents and other stakeholders with assessment data that reflected actual student performance—math problem solving, scientific inquiry, responses to literature, authentic writing in a variety of genre, and the like. While the tasks and rubrics may not have assessed all that we valued as outcomes for student learning at the time, they did represent a much

broader view of "achievement" than current accountability systems. These high quality performance-based assessments were dismissed by stakeholders as too expensive to score, unreliable, and an unrealistic professional development and workload burden to implement in classrooms. Not to mention, too broad to fully measure the specific knowledge and skills some folks valued. We saw what happened next. The performance-based tools were quickly abandoned and a high stakes accountability agenda relying on cheap, easy to implement and score standardized tests of reductionistic outcomes took over.

In my view, we run the exact same risk today in teacher preparation—a paper and pencil standardized assessment of basic skills will befall us if we don't act now. We have an opportunity to implement a performance-based assessment system that engages candidates in sustained reflection on their own developing practice. Will we need funding to implement it in ways that are fair and unbiased? Absolutely. Does the PACT Teaching Event (or other TPA choices) assess everything we value? Certainly, not, but it does assess many aspects of teaching that are arguably of value. We want teachers to be able to plan instruction based on deep understandings of their students (not just their academic achievement, but also socio-cultural contexts, interests, social and linguistic development, and learning needs). We want teachers who can analyze their *actual* teaching to insure that they are engaging students intellectually in big ideas not merely covering the curriculum or addressing the narrow perspectives represented by the state content standards. We want teachers who can examine the processes and products of student learning and modify how and what they teach accordingly. We want teachers who can identify the language demands embedded in their curriculum and instructional processes to provide access to content and support all their students to develop academic language. And lastly, we want teachers who can justify their pedagogy with a sound theoretical and conceptual rationale that includes, rather than excludes, a stance toward equity and social justice.

The PACT Teaching Event, or any TPA developed by those outside our individual programs, can't be expected to assess all that we value, so we need to be vigilant that it doesn't colonize our curricula, undermine academic freedom, or reduce the art and science of teaching to a set of reductionistic outcomes. However, developing our own assessment systems (as we must for accreditation and should for our own internal reflection and revision) that include data from the Teaching Event (or other TPAs) as ONE source of evidence can help us support our candidates to be prepared to teach their students well. The TPA can't and won't be the sole source if we consider the mandate as an augmentation to assessment systems we develop, use, and refine within our own programs.

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A Letter to Those¹ Concerned about TPA Implementation

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So, what can we do? We can begin by analyzing what our programs value most and how those valued outcomes are reflected or missing in the current TPAs “approved”³ by the CCTC. Our department did just that beginning in Spring 2007, when we reviewed pilot data from the PACT Teaching Event. As a faculty (including tenured, tenure track, adjuncts and field supervisors), we examined a representative random sample of candidate performances and identified (using PACT rubric elements) what our students were doing well and where they struggled. The conversation was eye-opening. Consistent with results from other PACT pilots across the state, we found that our candidates struggled to fully address academic language development, use assessment in ways that guide instruction, and connect theory with their intended and actual practice. We also acknowledged that the Teaching Event could not provide adequate information about our candidates’ understandings of children, families and communities; nor how they create and maintain relationships and positive learning environments with their students. Based on this extended conversation, we launched the development of a series of signature assignments for courses that scaffolded what candidates are expected to demonstrate within the Teaching Event and/or supported and assessed other valued program outcomes.

For more than a year, faculty have been meeting in course-alike groups to design these assignments. Ideally, in the future we will meet annually to share student work, refine curriculum and instruction, and modify assignments as necessary. The design of each has been based on EXISTING course assignments and faculty have shared what they have done previously and come to consensus on elements they wish to assess in common across all sections of courses and which elements are flexibly implemented with individual instructor discretion. Some use common evaluative criteria that provide “scores” for our assessment system, others use individualized grading schemes that solely provide students with feedback. Others do both. A small number of the signature assignments will be used as part of our formal assessment system and supply data for accreditation, while most will be used formatively to provide candidates with feedback about their performance and faculty with evidence informing their instruction as well as overall program design and curricula.

Over time, we will refine signature assignments through conversations among faculty within and across courses and look closely at how our candidates perform. And, when fully funded to properly train and pay a full cadre of scorers, we’ll use Teaching Event data from all our candidates (rather than a random sample) for the same purpose. We will also continue to use other course specific and field-based assessments including supervisor and cooperating teacher observations to provide feedback and determine that our candidates have

the foundation to survive their first few years of practice in supportive BTSA programs and thrive as professionals in long, reflective careers. The goal is to build consensus about valued program outcomes, how we teach toward them, and gather rich, triangulated evidence about our candidates’ successes so that we can ensure they are prepared to teach their students well now and in the years ahead.

I’d like to encourage us all to take this golden opportunity to focus on what we care about and develop and use performance-based assessment systems from the perspective of inquiry rather than compliance. Let’s work together and put our energy into fighting for appropriate resources. We need to rally our Deans and University Presidents to ensure that the California State University (CSU) Chancellor’s Office sends the money directly to our departments. With appropriate funding, we can leverage this opportunity to maintain (and, dare I say, improve) the quality of teacher preparation and provide evidence that what we do matters and that our candidates leave our programs well equipped to teach in the diverse communities we serve. If we don’t, teacher education programs will likely face the same demise experienced in the student performance-based assessment movement. This potential outcome is especially likely within the CSU system. With tight economic times ahead our candidates may get stuck with cheaper, pencil and paper standardized tests that assess only discrete factoids about teaching and learning, while the University of California and private institutions with resources (and/or hefty student fees) implement a more powerful performance-based system. We’ll be squeezed into a tighter accountability box with less autonomy while alternative certification programs including privatized credential mills and Teach for America-like spawn take advantage of quick and dirty approaches offered by standardized tests as pathways into teaching. Let’s keep quality teacher preparation as our focus and work to get funding for full implementation of the performance-based assessment systems *WE* design and use to inform stakeholders and ourselves that what we do matters for children in California.

Notes

¹ Especially our CSU system colleagues

² I have chosen to write this piece from the first person perspective as the opinions are my own and may or may not reflect those of my colleagues at San José State University or elsewhere in the CSU system.

³ Currently, there are three—the CCTC/ETS developed TPA, the PACT assessment system that includes the Teaching Event and campus developed embedded assessments, and California State University, Fresno’s FAST.

CCTE Policy Committee Update

The California State Board of Education Imposes Algebra I Testing Requirement for Eighth Grade Students

*By Susan Westbrook (California Federation of Teachers),
Cindy Grutzik (California State University, Dominguez Hills),
& Jaime Romo (Independent Consultant)
Co-Chairs of CCTE Policy Committee*

As an organization that represents hundreds of teacher educators, the CCTE has a large stake in many of the decisions that are made at the state level. The role of the Policy Committee, then, is to bring information about upcoming decisions, facilitate stakeholder feedback to policymakers, and build member awareness of policy issues related to our fields. What happens, though, when state decision makers proceed without the usual input? That leaves us in the position of reporting action rather than taking action, of asking critical process questions, and of getting in position to effect policy next time.

As you may be aware, on July 9, 2008, the State Board of Education (SBE) took action to require that all students in eighth grade take the Algebra I Subject Matter Test within the next three years. The item on the agenda was the creation of a Pre-Algebra test to replace the 8th grade general mathematics test that the U.S. Department of Education maintained did not assess California's eighth grade standards. The California Department of Education (CDE) had worked for almost a year to develop a Mathematics Blueprint to create a Pre-Algebra end-of-course test for eighth grade students not in Algebra I. The new proposal sidestepped this Blueprint with a new plan to test all 8th graders on Algebra I skills, effectively changing the standards for how and when children learn Algebra.

The way in which the decision was made shows a lack of stakeholder input. The Governor sent a letter the day before the SBE meeting to the President of the SBE, Ted Mitchell, pressuring the Board to pass the Algebra test requirement. At the SBE meeting the next day, the education establishment (CFT, CSBA, and ACSA among others) spoke against the test requirement, however the Board passed it 8-1.

Subsequently, education stakeholders met to discuss the options available. The California School Boards Association (CSBA) and the Association of California School Administrators (ACSA) decided to file a lawsuit against the SBE. The Superintendent of Public Instruction (SPI), Jack O'Connell, has already filed an amicus brief.

The CSBA and ACSA lawsuit states that the notice and agenda for the July 9th SBE meeting failed to adequately inform the public that the SBE was contemplating such a fundamental change in state policy, and also challenges the manner in which the SBE changed the Algebra I standard. Specifically, the lawsuit claims that this action violated the

Bagley-Keene Act (Government Code section 11130.3 [a]). The Act allows a court to set aside an action as null and void if it finds non-compliance with notice and agenda requirements. The lawsuit also challenges the SBE's authority to change the standard. ACSA and CSBA contend that the SBE has no authority to mandate that Algebra be taken in the eighth grade rather than high school. This would constitute a fundamental change in the standard. The usual standard setting process includes the SPI seeking the advice of committees of stakeholders and then recommending the policies to the SBE.

The CDE has now negotiated a four-year timeline waiver (they were originally trying to negotiate a three-year compliance agreement). The federal government is waiting on the outcome of the lawsuit to finalize the agreement. A judge has recently issued a temporary restraining order (TRO) against the SBE so they may not move ahead to implement their July ruling mandating an end-of-course exam for Algebra I in the 8th grade. The TRO was initiated by CSBA and ACSA in response to the SBE's intent to adopt an implementation plan at their meeting November 5-6. The TRO prevents the SBE from executing further actions on this matter until a hearing to show cause on December 19, 2008.

Meanwhile, to show the non-feasibility of the Algebra I mandate, the Superintendent of Public Instruction created the California Algebra I Success Initiative. This plan outlines the resources that would be necessary to prepare for and meet the SBE's Algebra I mandate. The price tag is at least \$3.1 billion. Among other things, it would expand programs that support student learning, improve curriculum and professional development for teachers, and enhance math teacher recruitment and retention programs.

For now, the SBE's Algebra I testing requirement is effectively on hold. It is not clear whether we will be required to revise our teacher preparation standards, or provide enhanced professional development to teachers, or augment our existing math programs, although the CTC will be studying teacher preparation standards for multiple subject and single subject mathematics programs in its upcoming meetings. What is clear, however, is that the policy process in Sacramento is complex, sometimes moves very quickly, and warrants the CCTE's steady attention. Our efforts at shaping the policy conversation must continue and be persistent.

Contact Information: CCTE members may contact the Policy Committee co-chairs by e-mail: Cindy Grutzik (cgrutzik@csudh.edu), Jaime Romo (jjromo@gmail.com), and Susan Westbrook (suew447@aol.com).

Letter to President-Elect Obama: As part of CCTE's ongoing policy efforts, please note the letter to President-Elect Obama on the next page of this newsletter.



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California Council on Teacher Education

November 17, 2008

The Honorable Barack Obama
President-Elect of the United States
230 South Dearborn Street, Suite 3900
Chicago, Illinois 60604

Dear President-Elect Obama:

On behalf of the 650 delegates and members of the California Council on Teacher Education (see <http://www.ccte.org>) I am writing to recommend, encourage, and advocate the appointment of Dr. Linda Darling-Hammond as Secretary of Education in your upcoming administration as President of the United States.

We were encouraged when we learned that during and since your campaign for President, Dr. Darling-Hammond has served as one of your primary advisors on education. While recognizing your knowledge of Dr. Darling-Hammond and her outstanding qualifications, as exemplified by her articulate representation of your campaign in the debate sponsored by EdWeek, we would like to offer our perspective as the leading professional organization of teacher educators in California. Linda embodies three highly acclaimed decades of service to America's children and their schools as a researcher, scholar, author, teacher, and professor, currently at Stanford University. Her voice is surely the most admired in the education field by educators and policymakers alike, since her research, scholarship, and writing have continually pointed the way towards educational approaches that are rigorous academically while also being caring and supportive of student success. These are qualities that have far too often been lacking in recent national educational policies that have stressed assessment over learning, and then lamented when the assessment shows that learning is not occurring more universally.

We believe that Linda Darling-Hammond would bring to the United States Department of Education an intelligence, a background of knowledge, and a sense of fairness and justice that would provide leadership for educational policies and practices that will truly serve our nation's children. We also believe that the time is long past due for the education profession in the United States to have a national policy leader whose personal scholarship, research, writing, and teaching inspires others, articulates the field, and encourages effective policy and practice. This we feel would stand in stark contrast to many years of Secretaries of Education whose administrations have represented a tired status quo in both thinking and policy.

We in the California Council on Teacher Education know Linda Darling-Hammond well. Indeed, she is a member of our organization and she has been a treasured speaker at several of our conferences. We can think of no one else who is more qualified to be Secretary of Education. You also know her, and we hope that you will agree that she is the right person to serve as your Secretary of Education.

Sincerely,

James S. Cantor
President, California Council on Teacher Education
and Professor, College of Education,
California State University, Dominguez Hills

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.

Teacher Education Resources

“Teacher Education Resources” is a new feature in CCNews. The following contribution is from Heidi Stevenson (University of the Pacific):

Here is a great resource from Linda Darling-Hammond that is FREE and includes top-notch research based curricula. There is rich video data from quality teaching in both secondary and elementary classrooms that features commentary from leaders in the field of education such as Gloria Ladson-Billings, Lee Schulman, Daniel Goleman, and many more.

At University of the Pacific we have successfully integrated this resource into a preservice course that combines the content of introductory education and educational psychology. Our students report that the videos and readings are both educational and enjoyable.

Download the free videos, pdfs, and activities here: <http://www.learner.org/courses/learningclassroom/index.html>

Following is a description from the website: “The Learning Classroom: Theory Into Practice is a college course developed for students preparing to be teachers, as well as inservice K-12 classroom teachers and other educators.”

Participants in the course explore learning theories, examine their own teaching, and discuss applications for classroom practice through 13 video segments and readings:

- Sessions 1-4 evaluate students as learners: how they develop, process information, and use their multiple intelligences.
- Sessions 5-7 explore how teachers construct a positive, productive environment for learning.
- Sessions 8-11 concentrate on how to help students master content and develop the skills they will need in life.
- The final sessions (12-13) focus on motivating students and creating a school culture that supports learning in everything the school does.

If you'd like to learn more about our experience with The Learning Classroom, please feel free to email me at hstevenson@pacific.edu

Do You Have a Resource to Share?

If so, please e-mail Heidi Stevenson, Editor of *CCNews*, at hstevenson@pacific.edu or Alan Jones, CCTE Executive Secretary at alan.jones@ccte.org to submit your resource for publication in this column in a future issue of *CCNews*.

CCTE Doctoral Student Group Meets Again

We held our second CCTE Doctoral Students Meeting in San Diego at the Fall 2008 Conference. Four new “members” joined in the conversation, which was held as an informal breakfast at 7:30 on Friday morning. We were pleased to welcome: Laura Hansbury, a student at University of San Diego; Laurie Hansen, a student at University of California, Irvine; Cheryl Mathias-Padua, a student at the University of California, Los Angeles; and Debora Nodelman, a student at Chapman University.

We discussed the role CCTE can play in our professional development. In addition to the networking and friendships that naturally evolve from participation in CCTE, we will be asking the organization to consider holding workshops on writing and publishing (how to, where, when, and what) and on grant writing (how to, where to find them, etc.), as well as gathering information on employment opportunities.

We look forward to another productive meeting at the Spring 2009 CCTE Conference in San Jose and to welcoming additional students to our group at that time. In the meantime, please contact us to be added to our e-mail communications between Conferences.

—Deborah Hamm
(California State University, Long Beach)
Doctoral Student at University of Southern California
dhamm@csulb.edu

CCTE Recognitions

After five years away from school community politics, **Jose Lalas** (University of Redlands) was newly elected as a member of the school board of the Corona-Norco Unified School District on November 4, 2008. Jose previously served as a school board member in that district from 1990 to 2003.

Helene Mandell joined the faculty of the School of Leadership and Education Sciences at the University of San Diego in October 2008.

Reyes Quezada (University of San Diego) has recently been appointed by the Commission on Teacher Credentialing to the Committee on Accreditation.

Please let *CCNews* know of recognitions, appointments, and other events in the lives of our CCTE membership, so that we can share such information in “CCTE Recognitions” in future issues. Send such information via e-mail to Heidi Stevenson, the Editor of *CCNews*, at

hstevenson@pacific.edu

Report on Issues in Teacher Education

By Margaret Olebe
 Editor, *Issues in Teacher Education*
 Commission on Teacher Credentialing

Issues in Teacher Education and its editorial board continue to work on the quality and nature of the journal. The October meeting in San Diego yielded some additional changes for the journal.

As you already know, we have a new web page, and it now features back issues online. With the publication of the Fall 2008 issue you will now see on the website abstracts of each article published and an interactive blog feature with the guest editor, Babette Benken of California State University, Long Beach. She starts us off by commenting on the background to this special issue, which looks at mathematics teacher education. Check us out at www.ite.chapman.edu

For 2009 we will feature two themed issues, one on

A Review of Michael Gose's What It Means To Be a Teacher

From the Book Focus Section
 of *NEA Today*, May, 2008, p. 15

Finally, a book about teaching that tells it how it is. Michael Gose is a teacher who has made mistakes—and magic—like all of you. There's the time he attempts to teach *The Owl and the Pussy Cat* to a classroom of teenage boys. (A mistake.) And the time he saves a would-be-dropout by showing up at his house every morning at 5:30. (The magic.) He knows what it's like to wait desperately for a bathroom break. He knows what it's like to wait desperately for a paycheck.

In his foreword, former NEA Executive Director Don Cameron writes, "In this excellent book, *What It Means to Be a Teacher*...Gose clearly and cleverly conveys to the reader what every good teacher knows: that a meaningful learning experience for the student(s) is also a meaningful learning experience for the teacher."

But the book itself is a great learning experience for those who should walk a mile in your shoes. We particularly love Gose's chapter on teaching conditions, and would like to send it to the school board members who mutter about summer vacations: "How would you like to work in a 900-square foot office with at least 30 other people? Do you know any other job that typically requires one to make 1,200 decisions a day? Would you want to go to school that long to work for that pay?" The answers could inform the popular debate on teacher compensation.

Michael Gose is a professor of education at Pepperdine University. He will speak at the CCTE Spring 2009 Conference in San Jose about his book.

teaching performance assessment issues in teacher education (Spring 2009), and one on technology integrated teacher education (Fall 2009). These topics have generated a great deal of interest from prospective authors, as both have been promoted nationally through AACTE, CUE, and other groups. Thanks are owed to guest editors Vikki Costa and Debra Ambrosetti of California State University, Fullerton, and Caryl Hodges of the University of San Francisco for working on the Spring 2009 issue, and to Penny Swenson of California State University, Bakersfield, and Pam Redmond of the University of San Francisco for the Fall 2009 issue.

The terms of editorial board members Sue Westbrook and Judi Greig expire at the end of this year. Judi, now Interim President of Notre Dame de Namur University, will not be returning. Thanks, Judi, for many wise contributions at editorial board meetings. An election for both positions will be held at our next meeting in March 2009. Those interested in being considered should submit a statement of qualifications and resume to Margaret Olebe, Editor, molebe@ctc.ca.gov, by March 1, 2009. The editorial board meets twice a year at each conference.

Finally, a new editor for *Issues in Teacher Education* will also be appointed in 2009. I am stepping down this spring, though I will work with the new editor(s) through the transition as they take over on July 1. Please see the announcement of this vacancy on page 11 of this issue of *CCNews*. It has been rewarding working on the journal and seeing it grow in size and stature over the years. Now it is time for a fresh perspective and new directions as we continue on the journey from a mimeographed edition in the 1990s focused on the state to a nationally recognized publication. All CCTE members should take pride in *Issues in Teacher Education*, and in return, take the time to thank our editors, editorial board members, and peer reviewers when you see them. Our success belongs to all of them. Remember the old ad, "You've come a long way, baby." One might cringe at the term 'baby' but we have come a long way due to the dedication of these professionals. Thanks everyone.

Editor Search

Please note the announcement of the position of editor of *Issues in Teacher Education* on page 11 of this issue of *CCNews*. The deadline for nominations or applications is January 1, 2009, and the position will be filled by the CCTE Board of Directors at its March 25 meeting.

From the Desk of the CCTE Executive Secretary

Membership

The CCTE membership drive for the 2008-2009 year (July 2008 through June 2009) is well underway. Membership renewal letters and forms were sent to all current institutional and individual members in June, and as of mid-Fall over 60 institutions and nearly 100 individuals have renewed their memberships. The CCTE Membership Committee will be contacting those who have not renewed, as well as seeking out new potential members, both institutions and individuals.

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 online, 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 included 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 during this 2008-2009 year.

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 editor of *CCNews* is Heidi Stevenson of the University of Pacific, and you will notice several new features in this issue of the newsletter that are the result of her efforts to share new information and commentary with you, the membership of CCTE. I encourage you to respond to her appeals for articles, news items, resources, and other information.

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 or February and in June. The most recent Board meeting was on Wednesday, October 15, the day prior to the Fall Conference in San Diego. The next meeting will be on Friday, February 13, at Chapman University.

2009 CCTE Election

The annual CCTE election in 2009 will be held to fill three seats on the Board of Directors. Information about the nominations and election procedure appears on page 11 of this issue of *CCNews*.

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. As Executive Secretary, I prepare quarterly budget updates for the Board of Directors, including information on income and expenditures. A CCTE Budget Committee, consisting of the President, President Elect, and Past President also monitor the budget on a regular basis.

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

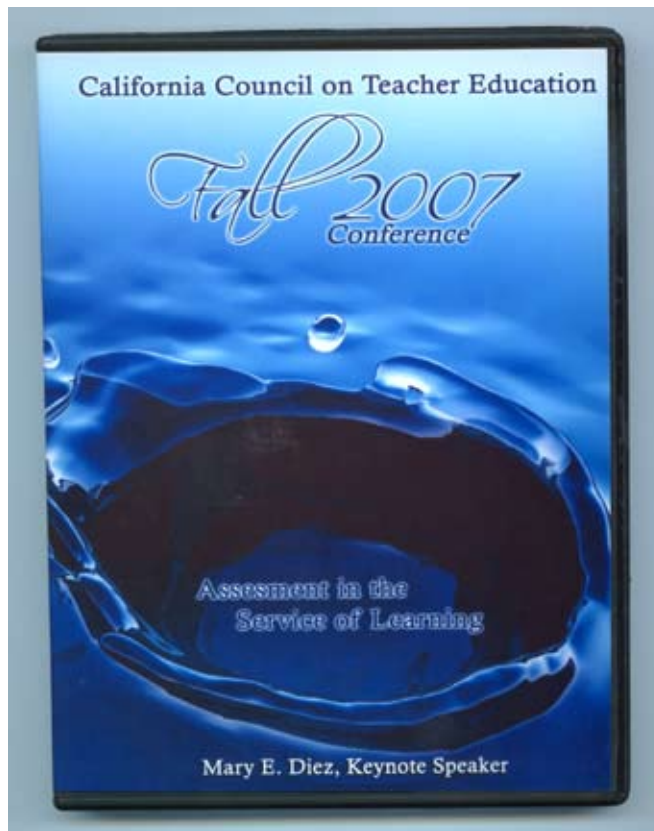
The California Council on Teacher Education is making available at very modest prices DVDs containing audio and video reproduction of the major speakers from the Spring and Fall 2007 Conferences. In all, three DVDs are available, two from the Spring 2007 Conference on “The Growing Nexus between Education 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
 Vice President for ATE (2008-2010), position currently vacant
 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), University of San Diego; hmandell@sandiego.edu
 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; jjromo@gmail.com

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:

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)



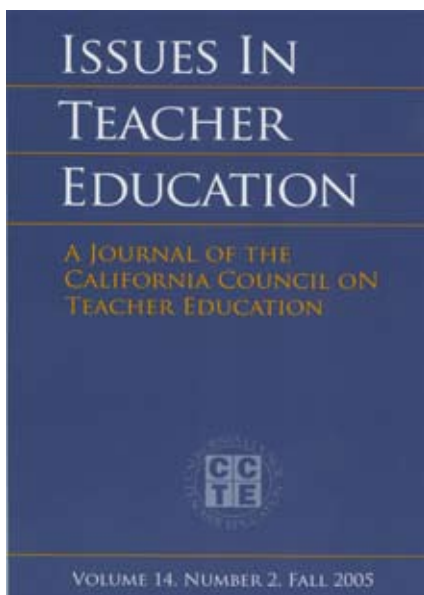
Pictured, left to right: Alice Bullard, Virginia Kennedy, Margaret Olebe, Irene Oliver, Susan Westbrook, Tom Nelson, Ann Wood, Alan Jones, Heidi Stevenson holding daughter Sadie Bea Pedersen, Barbara Ford, Jim Cantor, and Cindy Grutzik. Photo taken at CCTE Board of Directors meeting October 15, 2008, prior to Fall 2008 Conference in San Diego.

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.

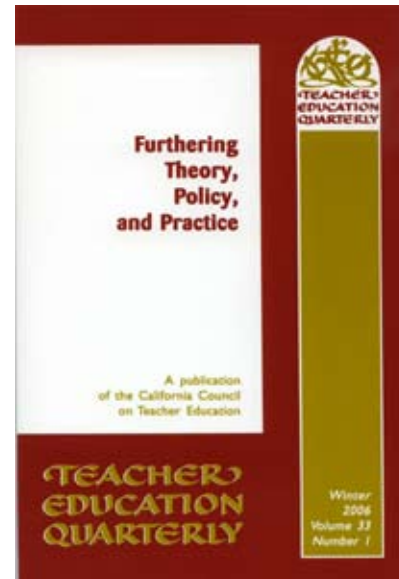
Issues in Teacher Education is seeking individuals to serve as peer reviewers and as book reviewers. Please look at the journal and at our CCTE website information, and if you are interested, let Margaret Olebe know via email (molebe@ctc.ca.gov) if you wish to be a peer reviewer of submissions to the journal. If you wish to write a book review for the journal, let Suzanne SooHoo know via e-mail (soohoo@chapman.edu). 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 *CCNews*. If you have information you want to share with your CCTE colleagues through the newsletter, please submit such items via e-mail to hstevenson@pacific.edu (see additional information about the newsletter on pages 13 and 23 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
— 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