

CCNews

Newsletter of the
California Council on Teacher Education

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Photographs in this issue from Fall 2009 Conference are by Elizabeth Keithcart (University of the Pacific)

Photographs from Fall 2009 Awards Luncheon are by Deborah Erickson (California Lutheran University)

Deans' Panel Discusses Future of Teacher Education at Fall 2009 Conference



One of the featured sessions at the Fall 2009 Conference of the California Council on Teacher Education was a panel of education deans addressing the “21st Century Schools of Education” theme. Participating, left to right, were Ellen Curtis-Pierce (Brandman University), Mary Falvey (California State University, Los Angeles), Harold Levine (University of California, Davis), Peggy Kelly (California State Polytechnic University, Pomona), Donald Cardinal (Chapman University), and Shane Martin (Loyola Marymount University).



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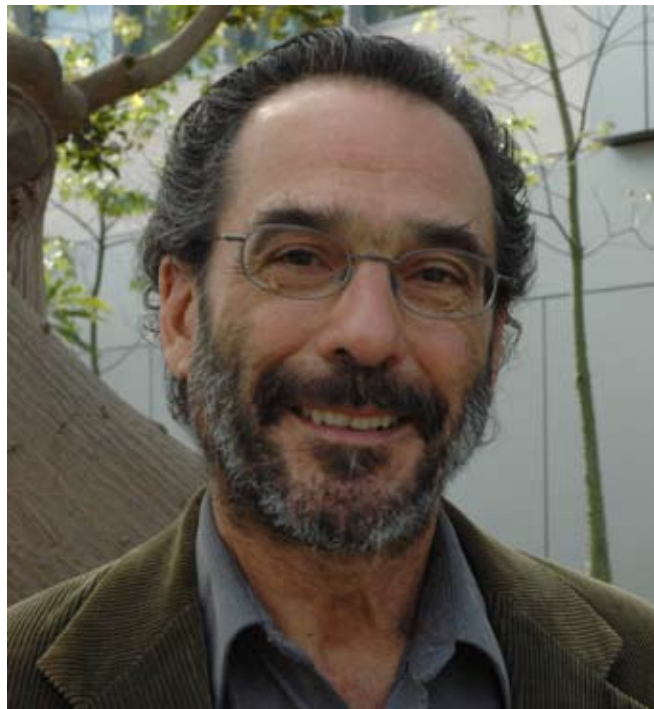
Message from CCTE President Jim Cantor

When one visits the CCTE website, the first text that greets the reader is: *“Founded in 1945, the California Council on the Education of Teachers (now the California Council on Teacher Education as of July 2001) is a non-profit organization devoted to stimulating the improvement of the pre-service and in-service education of teachers and administrators. The Council attends to this general goal with the support of a community of teacher educators, drawn from diverse constituencies, who seek to be informed, reflective, and active regarding significant research, sound practice, and current public educational issues.”* It is no coincidence that as one scrolls down the page, the text following this statement describes our latest conference. Planning and organizing conferences has always been one of our core activities. Twice a year we bring together a community of teacher educators for two and a half days of dissemination and discussion on key topics that impact our work. We take conference planning very seriously, as it is an important contribution to our knowledge base and our functioning as teacher educators, and it is the primary revenue-generating source for our organization.

At our most recent Board of Directors meeting, we discussed the importance of telling the story of our conference themes. These themes do not come randomly. The CCTE Board generates the themes and enlists the leaders of the conference planning committees, typically two years or so in advance. We are mindful and intentional as each conference builds on the themes of the past and brings new issues forward. As part of this President’s Message, I intend to look back on past themes, look forward to future themes, and provide some analysis that will help our readers think about what we have been discussing over the past five years.

Here is a list of the bi-annual CCTE Conference themes beginning with Spring 2004 and ending with the last conference, Fall 2009:

- ◆ Furthering Social Justice through Teacher Education Policy and Practice
- ◆ Intended and Unintended Consequences of Legislative Action for All Learners
- ◆ Artful Teaching in Testy Times
- ◆ Teacher Education Alliances for Children: Getting Beyond Us and Them
- ◆ Promoting Socially-Just Educational Policies and Legislation
- ◆ Educating All Students for the Future: Strengthening the Special Education/General Education Partnership
- ◆ The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development



James S. Cantor

- ◆ Assessment in the Service of Learning
- ◆ Got Accreditation?
- ◆ Internationalization of Teacher Education: Creating Global Competent Teachers and Teacher Educators for the 21st Century
- ◆ Teaching and Learning: Past, Present and Future
- ◆ 21st Century Schools of Education: Responding to a Changing World

Key issues and themes emerge. Social justice is a thread woven throughout all our activities. We understand that justice must be achieved in every aspect of our society, and in our conferences we grapple with how policies and practices impact concepts of human rights and equality. Through this social justice lens, we continually examine current policies, and we design activities where we share information aimed at helping teacher education programs comply with current and future requirements from Sacramento and Washington. Advocacy has become an important part of our activities, as we are now proactive, as well as reactive, to legislation that affects our practice. We realize that in order to be effective advocates, alliance building

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Message from the CCTE President

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needs to always be attended to. We are continually bringing in more educational communities to participate in our conference planning, as well as our conferences. We have always encouraged school-based teacher educators to join us, and in the last five years we have made major inroads in ensuring the on-going and active participation, in particular, from the BTSA and induction community, and community college teacher educators. We are now exploring ways of involving professional developers who work with veteran teachers.

Becoming more influential in Sacramento is important (and exciting), however teaching and learning is what we are all about. Our conference themes always return to our practice—exploring pedagogy aimed at improving teaching and learning for all. Sometimes we narrow the focus, like the time we had an arts-based theme, or when we explored ways of supporting special needs children. We frequently look for ways to support each other in the administration of our teacher education programs by looking at current public education issues, such as accreditation or assessment.

The current “arc” of conference themes began with a discussion where we questioned the viability or effectiveness of professors and teachers still using textbooks as the foundation of their teaching practices. We wanted to understand how young people are really learning. Although we are still committed to the importance of linear, text-based research, we were interested in exploring other ways of inspiring and motivating those who have been using the World-Wide-Web their whole lives. We came up with a trilogy, where the first conference (Spring 2009) examined the past, present, and future of the general concept of teaching and learning. Our keynote speaker, the eminent educational historian Larry Cuban, provided an overview of where we’ve been and why we are where we are at. We experienced tried and true forms of learning, even a “fireside chat.” The conference ended with a glimpse of the future. The George Lucas Educational Foundation and contributors to its *Edutopia* publication guided participants, through film and digital technology, to discover the intersection between cognitive sciences, how younger generations are wired for learning, and project-based learning.

The next conference (Fall 2009, see further description on pages 4-5 of this newsletter) took what we learned about teaching and learning, past, present, and future, and narrowed the focus to examine its impact on teacher education. We learned more about how 21st Century youngsters are learning, particularly how video games can have high levels of instructional value. We heard representatives from cutting-edge schools describe new worlds of education. So much of the changes we see are a result of the Internet, and the devices that are continually being invented, promoted, used enthusiastically, and becoming obsolete within five years. More so than ever before, the work that our youngsters will be doing when they grow up and take jobs hasn’t

even been invented yet. It makes sense that the third conference in the trilogy (Spring 2010) will further explore technology and teacher education. This issue of *CCNews* describes plans for that Conference, including introductions to keynote speakers Judi Harris and Punya Mishra (see pages 11 and 12).

In the near future we are planning a conference that will re-examine our place in the current policy arena. Another conference will come from a global, multinational perspective. If you have ideas for future conference themes or if you would like to join a conference planning committee, we welcome you. Just contact any CCTE Board member and we’ll get you started.

In his Fall 2009 Conference banquet address, “The Marginalization of Teacher Education: Who We Are, How We Got Here, How We Fit in the Big Picture, and What We Might Do about It,” our CCTE Executive Secretary Alan H. Jones describes a conundrum (see the full text of his address on pages 7-10). In the case of education, additional regulations and requirements and examinations get in the way of creative teaching and learning. To Alan, this is not progress, and this should not be the hallmark of progressive thinking, progressive policy, and desired reform. He goes on to say, “tight and rigid regulations may work well and protect the public in arenas of commerce and quantitative activity, but they tend to do just the opposite in human and qualitative arenas like education... My belief is that the biggest problem we face as a marginalized organization of teacher educators is to explain this conundrum, first to our allies in the education field, and then in concert with those allies to the elected and appointed officials who make public education policy in the halls of government.” Twice a year members of CCTE come together as a community to do just that. See you in San Jose this coming March!

Dates of Upcoming CCTE Conferences

Spring 2010

March 25-27

Sainte Claire Hotel, San Jose

Fall 2010

October 14-16

Kona Kai Resort, San Diego

Spring 2011

March 24-26

Sainte Claire Hotel, San Jose

Fall 2011

October 13-15

Kona Kai Resort, San Diego

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

By Cindy Grutzik & Helene Mandell
Fall 2009 CCTE Conference Co-Chairs

The Fall 2009 California Council on Teacher Education (CCTE) Conference in San Diego exemplified once again the lively and essential community of teacher educators across California. Despite hard economic times, the Conference was well-attended, with over 250 participants. This in itself was significant, as was the wide range of institutions represented: public and independent colleges and universities, K-12 schools and school districts, BTSA and induction programs, and community colleges.

The conference theme, *21st Century Schools of Education: Responding to a Changing World*, was addressed across all three days, with three guiding questions focusing the presentations: What is our changing context and who are our students? What does this mean for learning, and where is education going? And what responses are already working?

The first keynote address on Thursday was given by James Gee (Arizona State University) and titled “Gaming and Beyond: The Shape of 21st Century Learning.” Telling stories of his own game-playing and discoveries, he challenged us to consider the two competing kinds of educational systems: schools and popular culture. Gee described how video games put experience at the center, not words, and that games provide a social community that is very different from what students find in schools. When these two systems



James Gee during his Thursday keynote address.

compete, students are forced to choose, and Gee expressed concern that schools are losing for now.

Gee’s keynote was followed by an impressive array of Research and Practice sessions. Presenters in both sets of sessions (Thursday and Friday) shared cutting-edge ideas, useful research, and new perspectives. Attendees had ten sessions to choose from, most with two presentations each. Many of the speakers were new to CCTE, and included doctoral students, university researchers, and members of the Association of California Community College Teacher Education Programs (ACCCTEP).

A conference highlight was the talk given during the Thursday banquet by Alan H. Jones, long-time Executive Secretary of CCTE, and de facto CCTE historian. Speaking on “The Marginalization of Teacher Education,” Alan described the evolution of teacher preparation in California and highlighted the role that CCTE has played, along with possible directions we can take in years to come. The text of Alan’s talk appears on pages 7-10 of this newsletter and is also available on the CCTE website (www.ccte.org) in the conferences page along with other materials from the Fall 2009 Conference, including the final program.

John Bransford (University of Washington), the second keynote presenter on Friday morning, provided an overview of teaching and learning processes from his unique perspective as a cognitive theorist. Describing the changing context of technology and our increasingly global world, Bransford shared a model for a balanced system of learning in which learner-centered, knowledge-centered, and assessment-centered practice take place within a community context.

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Cesar Gonzalez, Don Cardinal, and Carolyn Bishop (left to right) introduce the Fall 2009 Conference theme at the opening session on Thursday afternoon.

More about Fall 2009 CCTE Conference

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Two well-known and much appreciated CCTE members were honored during the Friday luncheon. First, Carol Bartell (California Lutheran University) was awarded the CCTE Distinguished Teacher Educator Award, and was lauded by her colleague Deborah Erickson. And Margaret Olebe (Commission on Teacher Credentialing) was honored for her service as editor of *Issues in Teacher Education*, which was highlighted by Jim Cantor, CCTE President. Additional details on the two awards appear on page 6 of this issue.

A highly-anticipated session was the Deans' Panel, in which six education deans representing public and independent universities shared their visions and concerns for teacher preparation in the 21st century. The panel included Don Cardinal (Chapman University), Ellen Curtis-Pierce (Brandman University), Mary Falvey (California State University, Los Angeles), Peggy Kelly (California State Polytechnic University, Pomona), Harold Levine (University of California, Davis), and Shane Martin (Loyola Marymount University), and was moderated by Andrea Maxie (California State University, Los Angeles). A photograph of the Dean's Panel appears on the first page of this newsletter.

The Friday afternoon program concluded with poster sessions involving 15 different sets of presenters on topics further highlighting the Conference theme.

Finally, the Saturday Practicum capped the conference with presentations from two unique and truly "21st Century" programs. Carolyn Bishop, a regional director of CalState-TEACH, and Rachel Spoelhof, a current intern teacher, described an online preparation program designed to reach any potential candidate in California. In its 11th year, the program offers a four-semester hybrid program with faculty based all over the state.

Six teachers and directors from High Tech High (HTH)



Cindy Grutzik (left) and Helene Mandell (right), Co-Chairs of the Fall 2009 Conference, provide an introduction on Thursday afternoon.

in San Diego shared their exemplary practices in teacher preparation involving 6th through 12th grade classrooms. Amy Reising, director of teacher preparation at HTH, described their efforts to prepare teachers who would fit at a school like HTH, and shared their goals of attending to the long-term lives of teachers at HTH.

As part of the preparation for and promotion of the Fall 2009 Conference, a special website was created and CCTE members, delegates, and other interested persons were encouraged to visit it to get information about and a preview of the Conference. While that special website has now been closed, some of the information and materials from it are being transferred to the regular CCTE website, and can be found in the Conferences section of the website under the Fall 2009 Conference. Audio recordings of James Gee, John Bransford, and Alan Jones will soon be available on the CCTE website as iTunes links on that Conference page.



John Bransford during his Friday keynote address.



Paula Krist, Helene Mandell, and Judy Mantle at one of the Friday afternoon poster session presentations.

Two CCTE Awards Presented at Fall Conference

California Council on Teacher Education awards were presented to recognize the distinguished service of two CCTE members at the Awards Luncheon on Friday of the Fall 2009 Conference.

Carol A. Bartell, dean of the School of Education at California Lutheran University and a past president of CCTE, received the organization's "Distinguished Teacher Educator Award." The award was presented by Jose L alas of the University of Redlands, who serves as chair of the CCTE Awards Committee.

Margaret Olebe of the Commission on Teacher Credentialing was honored for her service as editor of *Issues in Teacher Education* from 2005 to 2009. An award plaque was presented to Margaret by CCTE President James Cantor of California State University, Dominguez Hills.



Margaret Olebe and Carol Bartell display the award plaques they received at the Fall Conference Awards Luncheon.



Carol Bartell receives the CCTE Distinguished Teacher Educator Award from Jose L alas.

New Issues in Teacher Education Editors Recognized at Poster Session at Fall 2009 Conference

The Poster Session program on Friday afternoon at the Fall 2009 Conference offered special recognition to Joel Colbert and Suzanne SooHoo of Chapman University, the new co-editors of *Issues in Teacher Education*. The journal was featured at one of the posters, and at the beginning of the poster sessions CCTE President James Cantor introduced Joel and managing editor Stephanie Brown, who shared the poster session appearance with Joel since Suzanne was in New Zealand during the Fall Conference.



CCTE President James Cantor (right) introduces Joel Colbert at the poster session at the Fall 2009 Conference.



Stephanie Brown and Joel Colbert at poster session.

The Marginalization of Teacher Education: Who We Are, How We Got Here, How We Fit in the Big Picture, and What We Might Do about It

By Alan H. Jones

Executive Secretary, California Council on Teacher Education & Publisher, Caddo Gap Press

Presented October 15 at the California Council on Teacher Education Fall 2009 Conference Banquet, Kona Kai Resort, San Diego, California

My purpose here is to share several thoughts with you. I will explore the concept of marginalization, and explain why I believe it applies very appropriately to the field of teacher education and our own organization. I will emphasize the importance of knowing our history, and ask why it is that history is not a more central part of teacher education. To start things off, I will provide a brief history of the California Council on Teacher Education, which I will argue is a prime example of marginalization. With that notion in place, I will seek to show how our history mirrors many of the broader patterns of the history of American education, an equally appropriate portrayal of marginalization. In these ways, hopefully, what I have to say will illuminate who we are, how we got here, and how we fit, or don't fit, in the big picture. With those problematics in place, I will then share what I believe is a critical recognition of a central problem of our marginalization and what we must try to do about it.

A History of CCTE

The California Council on Teacher Education that you know today is an organization of some 600 regularly involved members and delegates, networking closely with perhaps 1,000 other teacher educators across the state who also occasionally attend our conferences, read our newsletters, and respond to our initiatives in the field. Our institutional and individual members include all of the campuses of the California State University and the University of California plus some forty private and independent colleges and universities, as well as several K-12 induction programs, research organizations, state agencies, and other professional organizations and associations. We sponsor two significant research journals, we operate with committees in such areas as policy, research, awards, membership, communications, and outreach, and we cooperate with several other organizations in sponsoring and holding our semi-annual conferences.

So how did all of this come to be? The California Council on Teacher Education began as the California Council on the Education of Teachers in 1945, almost 65 years ago, as an ad hoc advisory group to the State Superintendent of Public Instruction. CCET was initially called together to assist officials in the State Department of Education in understanding and working with teacher education and credentialing. In its early years, the organization was essentially a deans and directors club, providing the opportunity for teacher educa-



tion leaders on various campuses to meet and exchange ideas with each other and with state education officials. Soon the two semi-annual conferences that we still know today became the organization's primary format.

About 15 years after its inception, CCET rather suddenly parted company with the State Superintendent, at that time the strident and vociferous Max Rafferty. Rafferty invited CCET out of the Department, and the group was more than happy to leave. In the years that followed, now as a totally independent organization, the Council expanded its membership to include teacher education faculty from most campuses across the state, and while many deans continued to attend, their role in the organization diminished.

A watershed moment came when the Ryan Act was enacted in 1970, since that legislation strengthened the state's role in certification in ways that directly impacted teacher education practice, such as placing limits on the length of preparation programs and on the number of education units allowed prior to student teaching, and introducing the terminology of multiple and single subject credentials. This new and strong intervention by the state into teacher education caused an interest in policy to begin to grow within our organization. It

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was a gradual growth, however, as the first efforts to establish a CCET policy committee died after bitter debate at a highly contested spring conference in Monterey, despite the best efforts of then CCET president Al Thompson. This was in 1980.

Such organizational uncertainties and stresses continued, and gradually the doubts about whether teacher educators belonged in the state policy arena were overcome by the dynamics of evolving state policies that continually lessened the professional independence of teacher educators. If the state of California was going to continue to erode our professional role, then more and more teacher educators asked why we were not playing a part in that policy process. In the late 1990s a formal CCET Policy Committee was established, and as the Twentieth Century became the Twenty-First, CCET merged with the California Association of Colleges of Teacher Education and the State of California Association of Teacher Educators, the state affiliates of AACTE and ATE. This was an effort to consolidate and increase our professional voice, and it was a rather smooth transition since the membership of the three previous organizations overlapped almost completely, and the merger into a single entity consolidated and streamlined our previously joint efforts. Immediately thereafter the new CCTE reinforced its longstanding cooperative relationship with the Independent California Colleges and Universities Council on the Education of Teachers, and that group has been a co-sponsor of the semi-annual conferences the past several years. Also in this first decade of the Twenty-First Century we have reached out to include the California Association of Professors of Special Education/Teacher Education Division, the California Association of Bilingual Teacher Educators, and the California Association of Professors of Educational Administration as conference co-sponsors, and we are currently establishing firm relationships with the BTSA, induction, and professional development communities.

So where are we now in this new century? We now have a viable policy committee, we regularly discuss state and national policy issues at our conferences, we are actively visiting and meeting legislators, legislative staffers, and other policymakers. We have come to more fully understand what I will shortly describe as marginalization, and that the primary problems of marginalization are a lack of respect and lack of influence. All of education is marginalized, and teacher education particularly so within it. The result is that elected officials, representing the public, are making policy decisions that infringe on our profession without consulting those of us who are impacted and without benefit of the professional knowledge that we possess.

A History of Marginalization

Any of us who have paid attention have heard much over the years about how teacher education is a marginalized field, about how we who are charged with the preparation of teach-

ers for public school classrooms must operate from the margins, from positions of limited power and authority, responsible to many others and not given adequate responsibility and authority to effectively accomplish that with which we are charged. But what does this rhetoric about marginalization mean? Where have these ideas come from? What does it mean for the ongoing practice of teacher education? Who are we, and how did we get here, and how did we become marginalized? And what can and should we do about it?

First, I believe it is vitally important to understand that we are not in this marginalization thing by ourselves. As I will try to explain, it is indeed fair and perhaps even insightful and valuable to conclude that teacher education is a marginalized field. But it is equally fair to conclude that the entire educational enterprise, the K-12 sector, higher education at all levels from the community colleges to graduate and professional schools, and even the most elite and effective educational institutions, operate on the margins in this country.

All of education is a deeply marginalized endeavor. That education is on the margins in the Twenty-First Century is in large part the result of numerous historical events and forces. Let us consider some of them. In contrast to most other nations around the world, we do not have a national system of education in the United States. Indeed, education is not even mentioned in our Constitution, a circumstance that left the development and implementation of schools to the realm of states' rights. While some of our Founding Fathers, Thomas Jefferson in particular, had visions and plans for public education, the actual inception of public schools did not begin until several decades after the American Revolution, and when states did eventually move to enact statutes to enable public schools, they routinely established systems of localized school authorities. No national system, no state system, but instead local school districts, school boards, and school buildings spread across the country, each at least initially in charge of itself. A perfect historical blue print for marginalization in a nation that would eventually award bigness, not smallness.

History reveals that this localism, this lack of consideration for a national educational structure, occurred largely because of the schism over slavery, the contestation over education within, among, and between various religions, and the championing of states rights. But it can also be tied to the early and continuing thrust of individualism within the American psyche, leading to the up-by-the-bootstrap beliefs portrayed in the Horatio Alger myths, the always present notion that all it takes to succeed in America is the will to try. All of these notions continue to create and recreate social forces that further marginalize and diminish respect for education.

Meld this early historical context with some additional realities. By definition, all public endeavors are carried out on the cheap, by the lowest bidder, and this dynamic has al-

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ways plagued our public schools. Add the factor that teaching has been and continues to be primarily a women's profession, within a societal context that even today typically pays women 20% less for equal work, and even more poorly when they, women, are the vast majority of any sector of the work force, such as teaching. Factor in also the odd historical fate of taxation for schooling, tied in the early days to the local property tax back when real property was actually a good indication of wealth. Fast forward to the contemporary distribution of wealth in our nation, no longer keyed primarily to local property but rather to banking, investment, insurance, and other paper commodities, and to the role of the federal income tax which overwhelms all forms of state and local taxation. Thus we educators experience further marginalization, with education struggling for financial support at the local and state levels, while the major tax and allocation pool exists at the national level.

Then think about the upside down and contrary mythologies that permeate our society. We say that any child can grow up to play any role they wish, and we even offer some rhetorical recognition that education may be one of the key roads to such success. But we conversely believe that experience is the best teacher, that those who can do and those who can't teach, and since we have all been to school for at least a few years we all know that teachers work short days, and short years, and do it all simply out of their love for children. All of these ideas mesh with the cult of individualism, the thrust for competition, the certainty that the American way is the best and only way. Throw all of this together, and it is little wonder that teachers in the United States are held in far less respect than is the case in most countries around the world. A major case of marginalization.

And then there is a strong measure of anti-intellectualism inherent in our society. A strong belief that one learns more out in the world than in the classroom. A total lack of comprehension of what John Dewey meant when he said that the most practical thing is the world is a good theory. No, most of our fellow citizens give no value to theory, we are instead a nation much more attuned to practice, practice, practice. Indeed, those of us within teacher education are constantly bombarded with the assertion that the only way to learn to teach is to go out and do it, regardless of whether those prospective teachers have studied the field first, have become acquainted with some relevant philosophy and theory. No, philosophy and theory are the enemies of our anti-intellectual society. So those of us who might believe in such things are again further marginalized.

Let me also suggest that this marginalization, while a national circumstance, is even more exacerbated in California. Because our state is so much larger than most, the margins are even farther afield, and the burdens of being marginalized here are even greater.

Dissecting Marginalization

Okay, are we then ready to acknowledge that education is marginalized in America? Let's consider levels within that marginalization. First, the public marginalizes teachers, believing that anyone can be a teacher, since all they need to do is love children. A lovely falsehood in two ways, first the reality that it takes far more than love of children to be an excellent teacher, and second that even if it were true, relatively few Americans could then be teachers since it appears clear that relatively few Americans love children if we are to measure love by the priority and support our government, representing the general public, grants to schools and other agencies that support, assist, and nurture children,

Second, public school teachers and administrators marginalize each other, and both groups marginalize teacher educators, here again stressing that the real learning about teaching comes on the job, not in the classroom, from experience rather than from professors.

Then move the scenario to the college and university campus, and we find the campus community as a whole marginalizing schools, colleges, and departments of education, always questioning the academic worth of such studies. And within those schools and colleges of education we find many other education faculty marginalizing their teacher education colleagues, and suggesting that there is less academic merit in teacher education than in other areas of educational scholarship. And even among us teacher educators we sometimes find those who teach theory marginalizing those who work more directly in the schools, and vice versa. Yes, this marginalization business is clearly contagious. It separates, breaks down, and weakens everyone in its path. Indeed, if any of these marginalizing scenarios are present on your campuses, I can only urge you to help end them, to reach out with respect for your colleagues who may be across the hall, in the next building, across campus, or out in the public schools. We must all stand together to meet the challenges of our marginalized profession.

Who Sets Professional Policy?

This state of marginalization, quite obviously, plays out in the public policy arena. Would it not be appropriate for professional education decisions to be made by professional educators, based upon our professional expertise? Would policymakers similarly intervene in a field like medicine, and seek to tell doctors how to diagnose, prescribe, and operate? Would similar inventions occur in the preparation and induction of other professionals?

Ah, but here are two rubs. First, education is a profession that operates not only on behalf of the public, as do others, but also as employees of the public. The primary arenas of educational operation are K-12 public schools and public

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higher education campuses, all entities immediately available to state policymakers for regulation and even public micro-management. And even the private and independent educational institutions that are part of our overall constituency, because they are involved in preparing teachers and administrators for service in public schools, also fall under the influence and control of public policy.

The other rub is much less obvious, but may in fact be the heart of the problem. We professional educators, because we work with and on behalf of children, tend to take a generally progressive view of the world, a view that believes government should operate on behalf of the citizenry, undertaking policies that protect the citizenry, that foster equality of opportunity, that look out for the little guy. It follows then that in most areas of public policy, the typical progressive approach is to craft and implement laws and regulations that protect the citizenry and that hold back the otherwise untrammelled powers of the big, the wealthy, the owners rather than the owned. The battle between progressives and conservatives, to use some very contested terms, typically revolves around whether we regulate such entities as airlines, banks, drug companies, food producers, and other such. Typically the education community and its progressive allies in government support such regulations on behalf of the general public.

But then those same progressive allies in government, those who believe in enacting policies that seek to create, assure, and protect opportunity and equality for all, turn to the field of education, and once again they move to regulate, to establish standards, to require examinations, to dictate curriculum, all with the purported intention of making the system more effective and of greater service, particularly on behalf of those students in greatest need. But in contrast to the role that regulations play in other fields of endeavor, in schools they tend to have just the opposite effect. It is a prime example of the concept of unintended consequences. Regulations when applied to education tend to limit creativity, they force common and uniform approaches when we know that effective education actually requires that teachers have the opportunity to do different things for and with different chil-

dren. Ultimately such regulations, despite the best intentions of those in government, tie the hands of educational professionals to exercise their professional knowledge on behalf of the children they teach.

Our Biggest Challenge

So here again we educators are marginalized. Our field of public endeavor operates differently than other arenas of public policy. In the case of education additional regulations work against rather than serve the best interests of all involved. Yet that difference is seldom if ever recognized. It is my belief that the biggest problem we face as a marginalized organization of teacher educators is to explain this conundrum, first to our allies in the education field, and then in concert with those allies to the elected and appointed officials who make public education policy in the halls of government.

And how do we do this? Actually, we are already doing it. We continue to stress in our professional programs and our teaching the proven values of reaching each child, each different child. We continue to undertake research, and sift and sort previous research, to best inform our students, who will be the next cadre of teachers. We hold our CCTE conferences and we attend other conferences, to share what we know and to discuss professional and political strategies. We broaden our alliances. We strengthen our policy efforts. We introduce ourselves to policymakers and offer our best thinking.

We have come a long way since the beginnings of CCET, and we have a long way to go. The most important thing is to keep involved, keep reaching out, keep making friends and allies. And the biggest challenge will always be to explain that in the case of education, additional regulations and requirements and examinations that get in the way of creative teaching and learning is not progress, and should not be the hallmark of progressive thinking, progressive policy, and desired reform. Tight and rigid regulations may work well and protect the public in arenas of commerce and quantitative activity, but they tend to do just the opposite in human and qualitative arenas like education.

Is this a message that we can effectively deliver? I suspect we can, since, after all, we are teachers. In addition to our students, we must also teach our fellow educators, the public, and the public's representatives in the halls of government about the complexities of the educational endeavor, making full use of the professional expertise that is uniquely ours. I look forward to working with all of you in that ongoing effort as we work from the margins to gradually reduce our historic marginalization. Thank you for sharing this time with me.

CCTE Spring 2010 Conference Preview—

“Technological Knowledge, Equity, and Access: Teacher as Learner, Learner as Teacher”

By Pamela Redmond & Heidi Stevenson
Co-Chairs of Spring 2010 CCTE Conference

The Spring 2010 Conference of the California Council on Teacher Education, to be held March 25-27 in San Jose, will explore the complex task of effectively teaching subject matter through appropriate uses of technology. The lenses of pedagogical practices for teaching curriculum, classroom experiences, digital equity, and teacher development will focus our exploration of Mishra and Kohler's (2006) framework entitled *Technological Pedagogical Content Knowledge* (TPACK) based on Shulman's (1968) premise that “pedagogical practice is uniquely connected to specific content areas.”

In 2008 the AACTE's Innovation and Technology Committee produced *The Handbook of Technological Pedagogical Content Knowledge*. We will be joined at the Spring Conference by four contributing authors of the book. Each keynote address and its following session will connect to provide a continuum of theoretical, conceptual, and most importantly, practical applications of TPACK.

On Thursday, Punya Mishra of Michigan State University (see next page for more information) and founder of TPACK will give an overview of the model in K-12 and teacher education. His talk will be complimented by a discussion of how one school district implements TPACK in the K-12 setting with limited technological resources. Dr. Mishra plans for this to be a hands-on session, so bring your cell phones and laptops.

That evening at the conference banquet Glen Bull of the University of Virginia will lead a lively talk about how CCTE can align itself and collaborate with other teacher education organizations. He has been successfully bringing groups together for decades.

To continue the discussion of TPACK, and focus more on learning activity types that help teachers to build and use TPACK in curriculum-based ways with multiple pedagogies, Judi Harris of the College of William and Mary (see next page for more information) will discuss her *Activity Structures* which methodologically align with content curricula and her research into their effectiveness. This Friday morning keynote session will provide members with a number of web-based resources, so again bring your laptops.

Then on Friday afternoon, Dr. Harris and Dr. Mishra will facilitate an interactive session with small and whole group activities, in which participants will address contexts which encourage or inhibit technology integration. The objective of this session will be to clarify how to best support meaningful integration of technology by overcoming issues of limited resources and providing members with ideas about

how to best support their preservice teachers and the K-12 students whom those new teachers will serve.

“Technological Knowledge, Equity, and Access: Teacher as Learner, Learner as Teacher” will be the theme of the Conference, building on the “Twenty-First Century Schools of Education: Responding to a Changing World” theme of the Fall 2009 Conference.

The Spring 2010 Conference will also include meetings of associated organizations, Special Interest Group meetings, policy sessions featuring reports from the CCTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday Banquet, the Friday awards luncheon, and a Saturday morning practicum which will share additional practical applications of technology in teacher education.

The Conference will again be co-sponsored by the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Educational Administration (CAPEA), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET). The CABTE, CAPSE/TED, and ICCUCET groups will hold meetings on Thursday morning.

A special introductory session for first-time and recent attendees will be held at the beginning of the Conference on Thursday, and the CCTE Graduate Student Group will meet at breakfast on Friday. Meetings of the editorial boards of *Issues in Teacher Education* and *Teacher Education Quarterly* will also meet on Friday morning.

The Spring 2010 Conference will be held again at the Sainte Claire Hotel in San Jose. Pre-registration for the Conference is now available, and will continue until March 5, 2010, and on-site registration at the Conference will also be available. A pre-registration form appears on page 14 of this newsletter. The tentative program for the Conference is on page 13, the call for proposals for research and practice presentations and poster sessions is on page 16, and an invitation to nominate individuals for CCTE awards is on page 18.

Co-chairs of the Conference Planning Committee are Pamela Redmond (pamela.redmond@tu.edu) from Touros University California and Heidi Stevenson (hstevenson@pacific.edu) from University of the Pacific. If you have suggestions for the conference venue or wish to assist as part of the Conference Committee please contact either Pam or Heidi by e-mail.

A further announcement, tentative program, and registration information for the Spring 2010 Conference will be e-mailed to CCTE delegates, members, and friends around January 1, 2010.

Introducing the Keynote Speakers for the Spring 2010 CTE Conference

Judi Harris

Judi Harris is a professor and the Pavey Family Chair in Educational Technology in the School of Education at the College of William & Mary in Virginia, where she coordinates the Curriculum and Educational Technology doctoral program.

Dr. Harris' research and service focus upon K-12 curriculum-based technology integration and teacher professional development. During the past 29 years of her work in educational computing, she has authored: *Way of the Ferret: Finding and Using Educational Resources on the Internet* (1994 & 1995, ISTE), one of the first books about K-12 educational use of the Internet; *Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing* (1998, ISTE); *Design Tools for the Internet-Supported Classroom* (1998, ASCD); and more than 200 other research and pedagogical publications on curriculum-based applications of educational technologies. She also co-edited and co-authored the *Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators* (Routledge, 2008), the first scholarly book to address TPACK.

Judi's work is used by teachers, technology specialists, and teacher educators internationally; especially her "activity structures" method for designing curriculum-based learning activities that incorporate use of online tools and resources. She and colleague Mark Hofer have adapted this notion to introduce content-based "activity types" as instructional planning aids that help teachers integrate the full spectrum of digital and nondigital tools and resources into social studies learning experiences. Judi and Mark have worked with colleagues at other universities to develop activity type taxonomies for K-6 literacy, mathematics, science, secondary English, and world languages curricula. All of these materials are available for use under a Creative Commons license at <http://activitytypes.wmwikis.net/>.

Prior to moving to William & Mary in 2002, Dr. Harris served on the faculty of the University of Texas at Austin for ten years, where she founded and directed WINGS Online ("Welcoming Interns and Novices with Guidance and Support Online"), a suite of online services that support new teachers in multiple ways. That work became the foundation of William & Mary's ENDAPT ("Electronic Networking to Develop Accomplished Professional Teachers;" <http://endapt.wm.edu/>), a second-generation suite of online services for new teachers. Her nonprofit Electronic Emissary (<http://emissary.wm.edu/>) telementoring service and research effort, begun in 1992, is the longest-running K-12 effort of its kind, and has served students and teachers worldwide.

Punya Mishra

Dr. Punya Mishra is associate professor of educational technology and educational psychology at Michigan State University (MSU). He directs the Master's program in educational technology and chairs the Innovation and Technology Committee of the American Association of Colleges of Teacher Education. His research has focused on the theoretical, cognitive, and social aspects related to the design and use of computer based learning environments.

Punya has worked extensively in the area of technology integration in teacher education and teacher professional development both in face-to-face and online settings. The *Technological Pedagogical Content Knowledge Framework (TPACK)* for teacher knowledge for technology integration, which he co-developed with Dr. Matthew J. Koehler, has been described as being "the most significant advancement in the area of technology integration in the past 25 years." He has received over \$4 million in grants from national and international agencies. He has published over 45 peer-reviewed research journals and book chapters, and has edited two books.



Dr. Mishra teaches courses at both the masters and doctoral levels at the MSU College of Education in the area of educational technology, design, media. He has also taught courses and conducted workshops on creativity, innovation and design for the MBA program at the Indian School of Business (Hyderabad) as well as the Executive MBA program at the Broad School of Business at MSU. Dr. Mishra has received many accolades for his teaching, including a Lilly Faculty Fellowship (2001), the MSU Teacher Scholar Award (2004), the College of Education's Teaching Excellence Award (2006), and the AT&T-MSU award for Instructional Technology (2008).

He has an undergraduate degree in electrical engineering (from Birla Institute of Technology & Science [BITS], Pilani), Masters degrees in visual communication (from Industrial Design Center, IIT, Mumbai), and mass communications (from Miami University, Oxford, Ohio), and a Ph.D. in educational psychology (from the University of Illinois at Urbana-Champaign).

Dr. Mishra is also an accomplished visual artist and poet. His work has been featured in international design and puzzle magazines and websites. You can find out more about him by going to <http://punyamishra.com>

Tentative Spring 2010 CTE Conference Program

Wednesday, March 24:

10:30 a.m. to 5 p.m. - Meeting of **Board of Directors** of the California Council on Teacher Education.

Thursday, March 25:

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

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

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

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

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

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

11:30 a.m. to 12:30 p.m. - Pick up box lunches (for those who ordered them).

Noon to 1:00 p.m. - **First Set of Special Interest Groups:**

Arts & Education, Coordinators of Credential Programs, Internationalizing Teacher Education, Lives of Teachers, & Special Education.

1:15 to 3:15 p.m. - **Opening Session:**

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

Conference Orientation by Pamela Redmond (Touro University) and Heidi Stevenson (University of the Pacific).

Keynote Address by **Punya Mishra** (Michigan State University) with Questions and Answers.

Panel Discussion.

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

3:30 to 4:45 p.m. - **First Set of Concurrent Research and Practice Sessions**

4:45 to 6:00 p.m. - **First Policy Session and Delegate Assembly**, including policy updates from the CTE Policy Committee.

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

7:00 to 9:00 p.m. - **Conference Banquet** featuring presentation by **Glen Bull** (University of Virginia) followed by songfest led by CTE song-writers and minstrels.

Friday, March 26:

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

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

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

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**, Silent Auction continues until 3:00 p.m.

8:00 to 8:30 a.m. - Coffee, tea, juices, breads, and pastries.

9:00 to 10:15 a.m. - **General Session:**

Welcome and Conference Updates

Keynote Address by **Judi Harris** (College of William & Mary) with Questions and Answers.

10:15 to 10:30 a.m. - Break.

10:30 to 11:45 a.m. - **Second Set of Concurrent Research and Practice Sessions.**

11:45 to Noon - Break and final opportunity for members and delegates to vote in annual CTE election.

Noon to 1:00 p.m. - **Conference Luncheon**, featuring CTE semi-annual awards presentations.

1:15 to 2:45 p.m. - **Discussion** facilitated by **Judi Harris** and **Punya Mishra**.

2:45 to 3:00 p.m. - Break and final opportunity to bid in **Silent Auction**.

3:00 to 3:30 p.m. - **Second Policy Session and Delegate Assembly**, for discussion and action on key issues.

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

BTSA and Induction Programs, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Preparation.

4:30 to 6:00 p.m. - **Poster Session** for Research and Practice Topics, with wine and cheese, and Conference Updates..

Saturday, March 27:

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

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

9:00 11:45 a.m. - **Saturday Practicum** featuring presenters from schools, school districts, county offices, community colleges, four-year and graduate colleges and universities.

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

Led by Pam Redmond (Touro University) and Heidi Stevenson (University of the Pacific),

and preview of Fall 2010 Conference on "Leadership and Policy" by Reyes Quezada (University of San Diego).

CCTE Spring 2010 Conference Registration Form

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

Please register me for the Spring 2010 CCTE Conference!

Name _____

Preferred Mailing Address _____

_____ (include ZIPcode)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

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

Food Service (check those desired):

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

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

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

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

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

SIGs meeting at Noon. on Thursday:

- Arts in Education
- Credential Program Coordinators/Directors
- Internatioknalizing Teacher Education
- Lives of Teachers
- Special Education

SIGs meeting at 3:30 p.m. on Friday:

- BTSA and Induction
- Equity and Social Justice
- Technology and Teacher Education
- Undergraduate Teacher Preparation

Send completed form with check payable to "CCTE" to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118. Conference attendees must make their own hotel reservations. Call the Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2010 Conference. Reservations must be made by February 26 to be assured of rooms within our reserved CCTE block.

Nine CTE Special Interest Groups (SIGs) Will Meet at the Spring 2010 Conference

Nine CTE Special Interest Groups will meet at the Fall 2009 Conference in San Diego. The SIGs will meet concurrently at two different times during the Conference. All CTE SIGs are open to any interested persons. Each person attending the Fall Conference is encouraged to attend SIGs of his or her choice. The nine 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 coordinators: Della Peretti, University of California, Berkeley, and Desiree Zamorano, Occidental College.

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 coordinators: Alice Bullard, BTSA State Leadership Team, and LaRie Colosimo, Claremont Unified School District.

Coordinators and Directors of Credential Programs: This SIG offers an opportunity for coordinators of credential programs to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands.

Equity and Social Justice: This SIG is closely aligned with the mission of CTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG coordinator: Anaida Colon-Muniz, Chapman University.

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 J. Stevenson, University of the Pacific.

Undergraduate Teacher Preparation: This new SIG will explore issues related to the undergraduate preparation of teachers, both subjects to be taught and teaching methodology. SIG coordinators: Cindy Grutzik, California State University, Dominguez Hills, and Daniel O'Connor, California State University, Long Beach.

Associated Meetings and Special Sessions at Spring 2010 Conference

California Association of Bilingual Teacher Educators
(CABTE)
Thursday, March 25, 9 a.m.

California Association of Professors of Special Education/
Teacher Education Division
(CAPSE/TED)
Thursday, March 25, 9 a.m.

Independent California Colleges and Universities
Council on the Education of Teachers
(ICCUCET)
Thursday, March 25, 10 a.m.
(continental breakfast at 9:30 a.m.)

Newcomers Meeting
(for first-time and other new
CTE Conference attendees)
Thursday, March 25, 11:15 a.m.

Graduate Student Meeting
(open to all students attending Conference)
Friday, March 26, 7:30 a.m.
(continental breakfast served)

Call for Proposals for Research and Practice Sessions at CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for semi-annual conferences. Proposals that relate to the theme of a conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for several types of sessions, and accepted proposals will be assigned to one of the following: symposium, poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups. CCTE conference schedules provide for one or more time slots for concurrent presentations and another time for poster sessions.

How to Submit Proposals

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

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

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

hmandell@sandiego.edu

Deadline

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

Content of the Proposal

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

Criteria for Selection

The extent to which the proposal:

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

Scheduling

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

Miscellaneous

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

Cover Sheet for CCTE Conference Proposals

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

Title of Presentation: _____

Name of Primary Contact Person _____

Affiliation _____

Address _____

Day Phone _____

Evening Phone _____

Email _____

Other Presenter(s) to be named in Program:

Name(s) _____

Affiliation(s) _____

Please complete all information below

_____ I am proposing a 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 three 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 Southern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at future Fall Conferences in San Diego and nominations of programs in Northern California for the award to be presented at future Spring Conferences in San Jose.

Nominations must be submitted via e-mail.

Nominees for this semi-annual CCTE award must reflect collaboration between college/university administration and faculty and K-12 school administration and faculty (individual schools, school districts, or county offices of education) in the planning as well as the implementation of the program to be honored. Eligible programs must have been in place for a minimum of three academic years. Such programs may involve public or private/independent colleges/universities and public or private K-12 schools. Nominations must show clear evidence that, as a result of the program, all partners have 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 awards to be made at the Fall Conferences is August 1 each year, while the deadline for awards at Spring Conferences is February 1 each year.

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 any CCTE 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 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

Nominations Report for CCTE 2010 Annual Election

The 2010 California Council on Teacher Education annual election will involve election of a new President Elect, a new Vice President for AACTE, a new Vice President for ATE, and three new members of the Board of Directors. The President Elect will serve a two-year term in that office, followed by two years as President and then two years as Past President. The two Vice Presidents will serve two-year terms, while the three new Board members will serve three-year terms. Terms for all of these offices will begin at the conclusion of the Spring 2010 Conference, through the Spring 2012 Conference.

The current CCTE officers and the membership of the Board of Directors appears in the directory on page 27 of this issue of *CCNews*. The three members of the Board of Directors whose terms expire this spring, and who will therefore be replaced through this year's election, are Virginia Kennedy (California State University, Northridge), Jose Lalas (University of Redlands), and Heidi Stevenson (University of the Pacific). The current President Elect, Magaly Lavadenz (Loyola Marymount University), will assume the role of President at the end of the Spring 2010 Conference, to be replaced by the newly elected President Elect. Joel Colbert (Chapman University) will complete his term as Vice President for AACTE at the Spring 2010 Conference, and the position of Vice President for ATE is currently vacant.

The Nominations and Elections Committee, chaired by CCTE Past President Reyes Quezada (University of San Diego), with additional members Jose Lalas and Mary Sandy (University of California, Davis), has as required by the CCTE by-laws, offered a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election for positions to be elected in the 2010 annual election are:

For President Elect:

Cindy Grutzik (California State University,
Dominguez Hills)
Andrea Whittaker (San Jose State University)

For Vice President for AACTE:

Reyes Quezada (University of San Diego)

For Vice President for ATE:

Jose Lalas (University of Redlands)
Judy Mantle (University of San Diego)

For CCTE Board of Directors:

Carolyn Bishop (Cal StateTEACH)
Juan Flores (California State University, Stanislaus)
Mona Thompson (California State University,
Channel Islands)
Keith Walters (California Baptist University)

As delineated in the CCTE By-Laws, members and delegates are hereby offered an opportunity for nomination of

additional candidates not on the above slate prepared by the Nominations and Elections Committee. Any member or delegate wishing to nominate a candidate not on the above slate may do so by forwarding to the Executive Secretary a written nomination containing the supporting signatures of 15 CCTE members or delegates, a brief statement by the nominee, and the signed consent of the nominee. Nominees must be either a CCTE member or delegate. Such nominations must be received by the Executive Secretary no later than January 29, 2010. Any additional nominations received from the membership will be added to the above list provided by the Nominations and Elections Committee.

In February of 2010 a mailing will be made to all CCTE members and delegates containing the final list of nominees, statements of candidacy for each nominee, and a ballot and return envelope. Each delegate and member may then vote for one person each for President Elect, Vice President for AACTE, and Vice President for ATE, and up to three candidates for the Board of Directors. Delegates and members may submit ballots by mail or may wait to turn in ballots at the Spring Conference in San Jose. Either way, ballots are to be returned in the small envelope that will be provided, which will bear the name of the voter as a return address. Envelopes returned by mail will be held unopened by the Executive Secretary and turned over to the Nominations and Elections Committee at the Spring Conference. Ballots being mailed in must arrive to the Executive Secretary by March 22, 2010. Envelopes containing ballots may also be turned in to the Executive Secretary at the registration desk at the Spring Conference until noon on Friday, March 26, and those envelopes will also then be turned over to the Nominations and Elections Committee. When the Committee opens the envelopes, the ballot and envelopes will be immediately separated to protect the privacy of votes by each delegate and member.

The deadline for receiving ballots at the Spring Conference is noon on Friday, March 26, at which time the Nominations and Elections Committee will tally the ballots. Delegates and members who have not mailed or turned in their ballots as of 11:45 a.m. that morning may vote in person at the Conference registration desk until noon that day; to vote in person members and delegates must bring their ballot and envelope with them.

The Nominations and Elections Committee will then complete the tally of the ballots at noon on Friday, March 26, and the candidates receiving the most votes for the three offices and the three candidates receiving the most votes for the Board will be declared elected, the announcement of the election results will be made that afternoon, and those elected will take office at the close of the Spring Conference.

If you have any questions about these election procedures, please contact CCET Executive Secretary Alan H. Jones.

CCTE Board Appoints Next Editor for *Teacher Education Quarterly*

At the October 14, 2009, meeting of the California Council on Teacher Education Board of Directors, unanimous action was taken to appoint Christian Faltis, the Dolly and David Fiddymont Professor of Education at the University of California, Davis, to succeed Thomas Nelson of the University of the Pacific as the next editor of *Teacher Education Quarterly* (TEQ) for a six-year term beginning January 1, 2011. The appointment came upon the recommendation of a search committee consisting—as specified by the CCTE Bylaws—of two members of the Board of Directors appointed by the president of CCTE and two members of the TEQ Editorial Board appointed by the editor. Those serving on the Search Committee this time were James Cantor of California State University, Dominguez Hills, and Magaly Lavadenz of Loyola Marymount University, representing the Board of Directors, and Jerry Brunetti of St. Mary's College and Andrea Whittaker of San Jose State University representing the TEQ Editorial Board.

In making its recommendation, the Search Committee noted Christian's extensive experience as a teacher educator, a researcher, and an editor. Before coming to UC Davis in January 2009, Christian was a professor of language and literacy education at Arizona State University for 18 years, teaching courses, developing and directing teacher education programs, and for the past eleven years serving as director of research and graduate programs in curriculum and instruction. A specialist in bilingual and second-language instruction, Christian has an impressive record of scholarly production. He has authored/co-authored or edited/co-edited more than a dozen books since 1991 on topics such as mainstreaming English learners, teaching immigrant students, and bilingual and multicultural education. Just since 2005, he has published 13 articles or book chapters and made numerous professional presentations.

His previous editorial work includes four years of service as editor of the *TESOL Journal* and three years as editor of "Research News & Comments," a section of the American Educational Research Association's *Educational Researcher*. He has, in addition, been a review editor for six professional journals and served on the editorial boards of five others. Christian's creativity extends beyond his educational research and program development, as he is also a painter, with pictures—often focusing on immigrants—featured in several art shows and publications.

A native Californian, Christian is currently a CCTE delegate from UC Davis and has attended and participated in CCTE Conferences since his return to California.

As TEQ editor, Christian plans to "promote new scholarship and reflective practice within the community of teacher educators and teacher education researchers." He intends to continue his previous practice of "mentoring writers from

diverse perspectives to prepare high quality manuscripts that share intriguing research and practices with a wide audience of people involved in the preparation and professional development of teachers."

Christian and an editorial team of his selection will take over editorship of TEQ on January 1, 2011, at which point Tom Nelson will have completed two six-year terms as editor, running from 1999 through 2010. Jerry Brunetti, Barbara Levin of the University of North Carolina at Greensboro, and Dana Grisham of California State University, East Bay, the associate editors who have worked with Tom the past several years, will also complete their terms of office at the end of 2010. The appointment of a new editor has been made a year ahead of time in order to allow Christian an opportunity to work with Tom to assure a smooth editorial transition.

Under Tom's leadership the journal has enjoyed significant increases in the number and quality of manuscript submissions it receives, the number and importance of articles published each year, and in the reputation the journal has earned across the country and internationally as a premier publication in the teacher education field.

All CCTE individual members and institutional delegates receive each issue of TEQ by mail, along with other individual and library subscribers across the country and around the world. Information about the journal is available on the TEQ website (www.teqjournal.org), where back issues over more than a decade are available without charge, and recent and current issues are posted in a secured section that can be accessed by CCTE members and delegates and other paid subscribers.

Website Addresses for CCTE Journals

Issues in Teacher Education
www.ite.chapman.edu

Teacher Education Quarterly
www.teqjournal.org

CCTE Policy Activities

By Susan Westbrook,
CCTE Policy Committee Co-Chair

Two Policy Sessions were held at the Fall 2009 Conference of the California Council on Teacher Education. The Thursday afternoon session offered an opportunity for informational reports from Teri Clark and Larry Birch, who reported on recent activities and actions of the Commission on Teacher Credentialing, and from CCTE Policy Committee Co-Chairs Cindy Grutzik and Susan Westbrook, who described ongoing activities of the Committee on behalf of the CCTE membership.

The reports included information on the federal Race to the Top (RTTT) initiative and updates on legislative proposals in Sacramento intended to qualify California for RTTT funds. Two bills discussed were SB 19 (Simitian) related to educational data and SBX5 1 (Romero) concerning several aspects of RTTT. SB 19 would allow the state to use student achievement data in teacher and principal evaluations, which is a requirement for RTTT funding. SBX5 1 would require CALTIDES to be used to evaluate teacher performance and would also require that there be no limitation on the number of charter schools authorized to operate in the state. SBX5 1 would further enact an Open Enrollment Act to enable pupils residing in the state and attending a low performing school to attend public schools in school districts other than their school district of residence.

Lastly, SBC5 1 would identify the lowest 5% of the historically low-performing public schools, would require the Superintendent and the state board to direct each identified school to take at least one of three specified alternative governance or restructuring actions required by federal law. The three actions are: (1) Putting in place new leadership and a majority of new staff, new governance, and improved instructional programs, and providing the school with flexibilities including the ability to select staff, control its budget, and expand learning time; (2) Converting a school to a charter school or contracting with an education management organization; and (3) Closing a school and placing its pupils in high performing schools. The State Senate has passed this legislation and it has been sent on to the Assembly. The Assembly is preparing its own legislation intended to enable California to qualify for federal RTTT funds.

The U.S. Department of Education has recently released the final guidelines and application for the RTTT competitive grant program. The executive summary is available at <http://www.ed.gov/programs/racetothetop/executive-summary.pdf> and other information is available at <http://www.ed.gov/programs/racetothetop/index.html>. Based on discussion at the Fall Policy Sessions, the key aspects of RTTT that concern teacher educators are: (B)(1) Developing and adopting common standards; (B)(2) Developing and implementing common, high-quality assessments; (D)(1) Providing high-quality



Susan Westbrook leads discussion at the first Policy Session at the Fall 2009 Conference.

pathways for aspiring teachers and principals; (D)(2) Improving teacher and principal effectiveness based on performance; (D)(3) Ensuring equitable distribution of effective teachers and principals; (D)(4) Improving the effectiveness of teacher and principal preparation; (E)(1) Intervening in the lowest-achieving schools and districts; (E)(2) Turning around the lowest-achieving schools; and (F)(2) Ensuring successful conditions for high-performing charters and other innovative schools.

The Thursday Policy Session concluded with small groups discussing specific ways that teacher preparation programs have been affected by budget cuts and teacher layoffs. The groups were asked to recommend directions and solutions, and many good ideas were generated that will help the Policy Committee with its work.

At the Second Policy Session on Friday afternoon, those present met as the CCTE Delegate Assembly and discussed potential CCTE actions regarding RTTT, adequate funding for education, TPAs, and U.S. Secretary of Education Arne Duncan's recent speech regarding teacher education. Initial drafts of two statements were discussed and were referred to the Policy Committee for further drafting and action.

Since the Fall Conference the Policy Committee Co-Chairs and CCTE Executive Secretary Alan H. Jones have expanded and refined the draft documents into a position statement of concerns related to No Child Left Behind and RTTT and a position statement on staffing and funding of teacher performance assessments in California. The statements are now being reviewed by the membership of the Policy Committee, and once finalized the statements will be submitted to the CCTE Board of Directors for approval and then disseminated to state and federal policymakers on behalf of CCTE.

Ideas related to CCTE policy activities may be directed to Committee Co-Chairs Cindy Grutzik (cgrutzik@csudh.edu) and Susan Westbrook (suew447@aol.com) or to CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).

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.

Celebrate Valentines Day in Chicago! Attend ATE's 2010 Annual Meeting

The next Annual Conference of the Association of Teacher Educators (ATE) will be held February 13-17, 2010, in Chicago, Illinois, at the Hilton Chicago Hotel. The theme selected by ATE President Annette Digby is "Owning the Future through ACTION: An Inclusive Vision for Teacher Education." ATE will be celebrating its 90th anniversary and many special sessions include outstanding speakers:

- Sunday General Session keynote address by Manuel V. Scott, an original Freedom Writer
- A keynote panel to honor the memory and contributions of Dr. Rita Dunn with the following panel members: Dr. Karen Burke, Professor, Instructional Leadership Doctoral Program, Western Connecticut State University; Dr. Lois Favre, Associate Superintendent, Lakeland School District and Director, Lakeland Learning Style Center; Dr. Andrea Honigsfeld, Associate Professor and Associate Dean, Molloy College, New York; Susan Rundle, Director, International Learning Styles Network; and Dr. Karen Russo, Associate Professor, St. Joseph's College, Brooklyn, New York
- Panels on mentoring, Milwaukee public schools, and Universal Design for Learning (UDL)
- Workshops on NCATE, TEAC, Response to Intervention (RTI), and more

Other special events at the ATE 2010 Annual Meeting will include:

Preservice Strand including the National Teacher of the Year; Teacher Strand; Research Sessions; Classroom of the Future (A look at the Classroom of the Future, on-site); Interactive Professional Clinics; & Concurrent Sessions.

Of special interest will be the First Biannual Conference of the World Federation of Associations of Teacher Education, which will be held in conjunction with ATE's 2010 Annual Meeting in Chicago.

As CCTE's interim representative to ATE, I will be attending the delegate assembly in order to share what we are doing in California and to keep us updated on ATE's events. I will also be co-presenting two research papers at both the ATE and WFATE conference on the University of San Diego's internationalization of the curriculum. I look forward to sharing information in the next issue of *CCNews*.

—Reyes Quezada
University of San Diego
CCTE Interim Representative to ATE

62nd AACTE Annual Meeting Will Be February 19-22, 2010

The American Association of Colleges for Teacher Education will hold its 62nd Annual Meeting on February 19-22, 2010, in Atlanta. The theme for the meeting will be "Preparing Educators for the New World." The keynote speaker will be U.S. Secretary of Education Arne Duncan. For further information go to <http://bit.ly/19zQVf>

Paula A. Cordeiro Is Candidate for AACTE Board

Paula A. Cordeiro, Dean of the School of Leadership and Education Sciences at the University of San Diego and a consistently strong supporter of the California Council on Teacher Education and our ongoing activities, is a candidate for the Board of Directors of the American Association of Colleges for Teacher Education. If elected she will serve as the representative on the AACTE Board for the Council of Academic Deans from Research Education Institutions (CADREI).

The AACTE 2009 Board of Directors election e-ballot is currently ongoing and the voting site will remain active until midnight (Eastern Standard Time) on Monday, December 7, 2009. There are seven seats in this year's AACTE Board election: two at-large seats and one seat each for AILACTE, CADREI, HACU, NAFEO, and TECSCU. All AACTE institutional representatives are eligible to vote for new members of the AACTE Board of Directors, such voting rights being one of the most important benefits of AACTE membership.

AACTE institutional representatives from California institutions that are members of AACTE are encouraged to vote for Paula to help assure strong California representation on the AACTE Board. CCTE serves as the California state affiliate of AACTE.

2010 National Meetings

Association of Teacher Educators
(ATE)
February 13-17
Chicago

American Association of Colleges for Teacher Education
(AACTE)
February 19-22
Atlanta

From the Desk of the CCTE Executive Secretary

We are now approximately one-third of the way through our 2009-2010 membership and budget year, with the following developments to report:

Membership

CCTE memberships renewals for the 2009-2010 year (July 1, 2009 to June 30, 2010) have come in on pace with or even a bit ahead of previous years. We already have some 60 institutional memberships in hand, with another 15 or so expected, and we have also received over 100 individual memberships separate from the institutional memberships. We have already banked membership income equal to our budgeted expectations for the year, so we will most certainly exceed those expectations as the year continues. In addition to renewals of institutional and individual memberships from previous years, we have signed up several new members for 2009-2010, and our Membership Committee is working in particular with the BTSAs and induction communities to increase our membership and dialogue with that segment of the teacher education continuum.

Fall 2009 Conference

The Fall 2009 CCTE Conference was one of our most successful ever, with a stimulating program, excellent attendance in the range of 250 individuals, and several innovations including a special website for the Conference. Special thanks are due to the planning committee, co-chaired by Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (University of San Diego). Reports and further details appear on pages 4 through 10 of this newsletter and on the CCTE website (www.ccte.org).

Spring 2010 Conference

Planning for the Spring 2010 Conference, which will be held March 25-27 in San Jose, is moving along very well. A preview of that Conference appears on page 11 of this issue of the newsletter, with information on the keynote speakers on page 12, the tentative program on page 13, a registration form on page 14, the call for proposals on page 16, and an invitation for award nominations on page 18. Co-chairs of the planning committee are Pamela Redmond of Touro University and Heidi Stevenson of University of the Pacific. We encourage all CCTE members and delegates to join us in San Jose for another excellent conference.

Issues in Teacher Education

The Fall 2009 issue of *Issues in Teacher Education* was mailed to all CCTE delegates and members earlier this Fall, and preparation of the Spring 2010 issue is well underway. Be sure to stay in touch with the journal's website (www.ite.chapman.edu) for news and updates. You are especially encouraged to participate in the interactive dialogue on the website concerning recent topics and issues.

Teacher Education Quarterly

The Summer 2009 issue of *Teacher Education Quarterly* was mailed out several weeks ago, and the Fall 2009 issue will be in the mail to all delegates and members very soon. Preparations are now underway for the Winter 2010 issue. We are continuing the new procedure of posting current and recent issues on the journal's website (www.teqjournal.org) in a secured section open only to CCTE members and other subscribers, so you are now able to access the Winter, Spring, and Summer 2009 issues as well as those from 2008. This will continue to be true for future issues. Back issues from a year or more in the past will continue to be open to all on the website.

Please note the report on page 20 of this issue of the newsletter concerning the appointment of a new editor of *Teacher Education Quarterly* effective January 2011. Please join the CCTE Board in welcoming Christian Faltis of the University of California, Davis, to this role. He will be working with Tom Nelson during 2010 as Tom completes his 12th and final year as editor.

Newsletter

Issues of *CCNews*, the quarterly newsletter of CCTE, continue to be posted on the CCTE website and an e-mail link for each issue is sent to all CCTE members and delegates. All members and delegates are also invited to submit items for inclusion in future issues of the newsletter.

Annual Election

The annual 2010 CCTE election will involve filling the offices of President Elect, Vice President for AACTE, Vice President for ATE, and three seats on the Board of Directors. The Nominations and Election Committee has recruited a list of nominees for these positions (see the report on page 19 of this issue of the newsletter). Further information on the election will be e-mailed to all CCTE members and delegates later this month.

Website

The purpose of the CCTE website (www.ccte.org) continues to be 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 as well. If you have additional ideas or suggestions for the CCTE website, please don't hesitate to contact me.

—Alan H. Jones, CCTE Executive Secretary,
and Publisher, Caddo Gap Press
3145 Geary Boulevard, PMB 275,
San Francisco, CA 94118
Telephone: 415/666-3012; Fax: 415/666-3552
E-mail: alan.jones@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 2009-2010 membership year (July 2009 through June 2010). All members and delegates receive CCTE 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 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 2009-2010 Academic Year (July 2009 to June 2010)

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 alan.jones@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 2009-2010, 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 2009 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 Call for Articles and News Items

You may have noticed an evolving difference in recent issues of *CCNews*. We are seeking to include 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 J. Stevenson, Editor, *CCNews* (University of the Pacific)

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
 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; alicebullard@gmail.com
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.edu
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 Jose Lalas (2007-2010), University of Redlands; jose_lalas@redlands.edu
 Lettie Ramirez (2009-2012), California State University, East Bay; lettie.ramirez@csueastbay.edu
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 Desiree Zamorano (2009-2012), Occidental College; dzamorano@oxy.edu
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 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@pacific.edu
 Suzanne SooHoo & Joel Colbert, Co-Editors of *Issues in Teacher Education*, Chapman University;
soohoo@chapman.edu & colbert@chapman.edu
 Heidi Stevenson, Editor, *CCNews* (see above under Board of Directors)

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 Coordination Committee Chair:

Della Peretti, University of California, Berkeley; dperetti@berkeley.edu

Membership & Resources Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik, California State University, Dominguez Hills; cgrutzik@csudh.edu

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

Policy Framework Committee Chair:

Thomas Nelson (see above under Editors)

Research Committee Chair:

Helene Mandell, University of San Diego; hmandell@sandiego.edu

Strategic Planning and Budget Committee Chair:

James Cantor (see above under Officers)

CCTE Conference Committee Chairs:

Spring 2010 Conference Co-Chairs:

Pamela Redmond, Touro University; pamela.redmond@tu.edu

Heidi Stevenson (see above under Board of Directors)

Fall 2010 Conference Chair:

Reyes Quezada, University of San Diego (see above under Officers)

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; and a link to the special website for the Fall 2009 Conference.
- ◆ 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.
- ◆ A link to the *Issues in Teacher Education* website, which includes information on the journal, a new interactive feature related to the Fall 2009 issue, and several years of back 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 CCTE policy activities and issues, including a protocol for teacher educators to use in contacting local legislators.
- ◆ 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: alan.jones@ccte.org