

CCNews

Newsletter of the
California Council on Teacher Education

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CCTE 2010 Annual Election Underway



Cindy Grutzik (left above) of California State University, Dominguez Hills and Andrea Whittaker (right above) of San Jose State University are the two nominated candidates for President Elect in the 2010 annual CCTE election. See article on page 21 for additional information on the election. (Photos by Elizabeth Keithcart, taken at CCTE Fall 2009 Conference.)



Message from CCTE President Jim Cantor

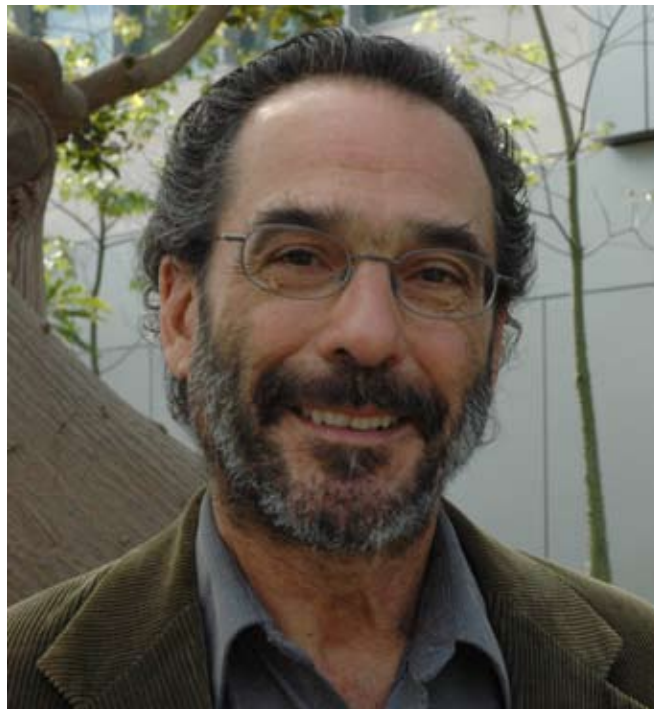
Has it been two years already? I am preparing to hand over the presidency to our incoming President, Magaly Lavadenz, who will begin her own brief sojourn heading Cal Council. I have known Magaly to be a leader in our organization for as long as I have been involved in CCTE and I look forward to supporting her as she guides us through the next two years. When we elect a president, that person commits to six years, two as president-elect, two as president, and two as past-president. This system insures stability and CCTE Presidents who are knowledgeable and confident. As I prepare to begin my responsibilities as Past-President, I would like to share with you my reflections upon what we have accomplished over the past several years.

Anything that I have done has been in close collaboration with Alan Jones, our Executive Secretary. Through countless emails and telephone conversations, Alan has helped me work through all of the issues that have confronted us. Even when we had to re-think old and comfortable practices, Alan was always open-minded and he encourages exploring all possibilities. Thank you, Alan, for your unwavering support.

I believe we have done well in working towards the goals that I articulated when I began my term as President. We continue to build strong alliances; increase our visibility throughout the state, nation, and world; enhance our outreach to increase our institutional delegates and individual members; produce innovative and important conferences and broaden the participation base; and we will continue to develop ways to broaden our financial foundation in order to insure the security of our professional organization. When I began my term, I wrote about my interest in promoting conversation, collegiality, and professional community in which people from all perspectives feel comfortable expressing themselves. We have good times working together. Here are some of our most significant achievements.

Alliance Building

Alice Bullard and I worked with the CCTE Board to explore ways to expand our membership by reaching out to the BTSA community. Alice organized a trip to Sacramento where several of us met with BTSA leaders to explore possibilities. We are already seeing BTSA folks becoming new members of CCTE, and we are engaged in discussions that we hope will lead to collaborative new ventures with those who support beginning teachers. Whenever I attend BTSA events, I speak about Cal Council. More and more BTSA



James S. Cantor

folks raise their hands when I ask how many attend or participate in CCTE activities or publications.

Focusing on another constituency, Cindy Grutzik has made significant progress in bringing teacher educators from Community Colleges into Cal Council conferences and committees. Expanding our membership is one of the best ways we can remain strong during these challenging times.

Increased Visibility

Our Policy Committee produced a one-page brochure that we have given to policy-makers and others who want a quick and accessible way of finding out what we do and stand for. I have worked with the Policy Committee and the Board, and sent letters to President Obama, Governor Schwarzenegger, and other political and educational leaders. Some of these letters expressed the Board's stance on State and National legislation, others expressed our support (for or against) appointments of various people in leadership positions. These letters have been included in *CCNews* for our members to read. We explored mainstream media by posting

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Message from the CCTE President

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our response to an OpEd piece on the *L.A. Times* blog. We wrote a letter to the U.C. Berkeley Dean, urging continued support for DTE, their fine teacher education program.

I have teamed with Board Members and had face-to-face meetings with several of our legislators or their staff. I represented Cal Council at AACTE's Leadership Institute for State Chapter Leaders, and I met with a full day's worth of California's Congressional Delegation during the AACTE Day on the Hill in Washington, DC. When I returned I reported in *CCNews* the most up-to-date information concerning the education agenda from a national perspective. Readers of *CCNews* were among the first in the nation to learn about the Obama Administration's priorities for the Race To The Top initiative funding.

Conferences and Publications

I have participated in Search Committees for new editors for both of our journals—*Teacher Education Quarterly* and *Issues in Teacher Education*. Our journals and newsletter have grown substantially in both content and reputation, and this growth will continue as we assure stable transitions for both of our new editorial teams.

Our recent conferences were expressly linked, with themes that explored contemporary ways of reaching and educating the youth, the ones we call "digital natives." CCTE Board discussions resulted in a well-connected arc, with conferences thematically built upon each other. I described these connections in the Winter 2009 issue of *CCNews*. There has been a significant increase in the number of proposals for Research and Practice sessions at our conferences. We accommodated this by taking two actions. We sometimes doubled-up the number of presentations, so presenters shared a room and a time slot. We also transformed what used to be the most challenging time slot (late Friday afternoon), and incorporated a more active format that can accommodate many more presentations. The Friday afternoon poster session with wine & cheese is now a time that participants look forward to—a place for conversation and connection, as well as getting up-dated on current research and best practices.

Economic Stability

The world is experiencing an economic crisis right now, but CCTE is in the black because we confronted our economic issues several years ago. In 2006 the Board formed the Budget Committee, consisting of President Reyes Quezada, President-Elect Jim Cantor, Past-President Andrea Maxie, and Executive Secretary Alan Jones. We were faced with several years in which our expenditures were greater than our income. At the time we had a five-figure deficit. We carefully analyzed organizational expenses and income from our

journals, newsletter, conferences, and other activities. Some of our adjustments actually added value, like when we transformed *CCNews* from a paper-mailed newsletter to an online, electronic newsletter. This action saved thousands of dollars from our operational budget, yet it expanded the possibilities, so that the newsletter now has more photos and much more content.

In spite of all the budgetary adjustments we made, more had to be done because we were not making progress in paring down the deficit. In 2007 we examined three alternative approaches for a 07-08 budget. One approach would have maintained the general nature of the 06-07 budget; a second approach would have involved some significant cutbacks; and a third would involve raising CCTE dues and conference registrations with the goals of assuring continued operations without cutbacks, retiring the deficit, and establishing a reserve fund. Rather than stay the course, or cut back, we chose to move ahead and embrace the third approach. We recommended, and the board approved, four provisions: (1 & 2) raising the dues and conference fees; (3) prohibiting exceeding any budget lines without prior approval of the Budget Committee; and (4) stipulating ceilings for various areas of conference expenses. Over the years membership levels, both institutional and individual, have grown, and CCTE activities have remained strong. It took us four years. Not only have we restored balance between income and expenditures, but we are also accumulating a healthy reserve that builds each year.

Building Community

Virginia Kennedy is leading the CCTE Board into online communicating using Google Groups. One advantage it has over traditional email conversations is that documents can be stored at the site and collaboratively worked on. I explored ways to modify the format of board meetings with the intention of incorporating some community building, and creating space for open-ended inquiry—in-depth discussion. I followed up the first inquiry session with a report in the next issue of *CCNews*, where I summarized to the Board and the membership at large our findings.

Issues That Still Need Work

Nurturing Leadership

We still have not been able to identify a full slate of at least two candidates for each of our leadership positions. I understand that budgets are tight and when that happens workloads increase and resources for travel disappear. We need to work together to help cultivate people to become future leaders in Cal Council. Please try to bring new attendees to our conferences, and approach strong teacher educators to join us as committee members. As people become active in our com-

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Message from the CCTE President

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mittees they become known and later nominated to run for leadership positions. We also need to continue to focus on achieving greater participation from those in Northern California in order to regain the balance that we should have with leadership and membership coming from both the north and south.

Advocacy

One way that we can increase the possibility of policy-makers seeking our expertise is to commission peer-reviewed educational research policy briefs. This intersects with our belief that we develop our roles as leaders in teacher education research and practice. Imagine if CCTE became a clearinghouse for the field and established a formal research agenda. We could develop common frameworks for vital issues, such as TPAs. We could develop seamless connections with community colleges.

Remembering Our Past

We have just begun conversations about archiving sixty-five years of CCTE historical documents. We have a treasure trove of CCTE historical records. How will we care for these materials and make them available for future educational historians?

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

Thriving During The Economic Crisis

The economy is the overriding issue. For those of us at public universities, support for travel is a thing of the past. CCTE's major activity and primary source of income is our bi-annual conferences. We need to insure that our conferences remain essential and stimulating so that our members continue to attend—even though more and more are using their personal funds. We also need to show appreciation and maintain the support we do get from the private institutions that are shouldering more of the burden in so many ways.

The economic crisis makes these times deeply challenging for teacher educators. We in CCTE are showing tremendous resiliency and creativity, as well as determination and commitment to our organization and to teacher education. Soon we will be re-visiting our strategic plan. Perhaps this President's Message can be a springboard for that discussion.

Associated Meetings and Special Sessions at Spring 2010 Conference

California State University Field Coordinators Forum
Wednesday, March 24, 8:30 a.m.

*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
CCTE 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)

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 and co-developer of TPACK will give an overview of the model in K-12 and teacher education. His talk will be complimented by a live feed from Sean Nash to discuss how his school district implements TPACK in the K-12 setting with limited 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, Drs. Harris and Mishra will be joined by Dr. Mario Kelly from Hunter College of the City University of New York to 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. Preregistration 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 preregistration form appears on page 8 of this newsletter. The tentative program for the Conference is on page 7.

Co-chairs of the Conference Planning Committee are Pamela Redmond (Touro University California) and Heidi Stevenson (University of the Pacific). Other members of the planning committee are Kellie Albrecht (Chapman University), Joel Colbert (Chapman University), Janine Fisk (University of the Pacific), Tomas Galguera (Mills College), Cesar Gonzalez (Chapman University), Virginia Kennedy (California State University, Northridge), Magaly Lavadenz (Loyola Marymount University), Nada Mach (California State University, Dominguez Hills), Tom Nelson (University of the Pacific), Julie Nicholson (Mills College), Lettie Ramirez (California State University, East Bay), Penny Swenson (California State University, Bakersfield), and Susan Westbrook (California Federation of Teachers).

Tentative Spring 2010 CTE Conference Program

Wednesday, March 24:

8:30 a.m. to 2:30 p.m. - Meeting of the **California State University Field Coordinators Forum**.

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) including video link with **Sean Nash**.

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. - Continental breakfast.

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**, **Punya Mishra**, and **Mario Kelly** (Hunter College, CUNY).

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

3:00 to 4:00 p.m. - **Second Policy Session and Delegate Assembly**, for discussion and action on key issues.

4:00 to 5:00 p.m. - **Second Set of Special Interest Groups:**

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

5:00 to 7:00 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** on technology implementation.

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 Jim Cantor, Magaly Lavadenz, & Reyes Quezada.

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.

California State University Field Coordinators Forum (Wednesday)

- Special Fee for Those Attending - \$25

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
- Internationalizing 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 Conference.

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

Nine CCTE Special Interest Groups will meet at the Spring 2010 Conference in San Jose. The SIGs will meet concurrently at two different times during the Conference. All CCTE SIGs are open to any interested persons. Each person attending the Spring Conference is encouraged to attend SIGs of his or her choice. The 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 CCTE 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.

Internationalizing 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.

Report from CAPSE/TED: Patricia Cegelka Honored

*By Virginia Kennedy
California State University, Northridge*

The California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) met on October 15, 2009, in the morning prior to the opening of Fall Conference of the California Council on Teacher Education (CCTE). The CAPSE/TED meeting opened with the presentation of a Certificate of Achievement and a basket of gifts to Dr. Patricia Cegelka, a pioneer in the preparation of special education teachers in California and the nation. Sadly, Pat passed away in late January 2010. Her passion for developing teachers of students with disabilities, her prodigious writing and directing of grants, and her abilities to expand the recruitment and retention of teachers from minority backgrounds were legendary. As a professor at San Diego State University, she initiated many forward-thinking programs that have benefited California's students and their teachers. We are all grateful to her.

CAPSE/TED's next meeting will be on Thursday, March 25, 9:00 am, at the beginning of the CCTE Spring 2010 Conference at the Sainte Claire Hotel in San Jose, with the Special Education SIG (Special Interest Group) immediately following. Updates on developing Education Specialist preparation programs according to the new standards will be discussed, including regional efforts related to the Clear credential. For further information, contact CAPSE's president, Rande Webster, by e-mail at rwebster@dominican.edu

An Interview with James Gee

By Mary Christianakis
Occidental College

During his keynote speech at the Fall 2009 Conference of the California Council on Teacher Education in San Diego, Dr. James Gee provoked teacher educators with his assertion that video games often provide better learning environments than do schools. I was aware of his assertions, as I have read almost everything Gee has written, including *What Video Games Have to Teach Us About Learning and Literacy* (2007) and *Good Video Games and Good Learning: Collected Essays of Video Games Learning and Literacy* (2007). I read these books and interrogated them in relation to my own recent work, but hearing his talk last October 15th in the company of hundreds of other teacher educators, I found myself asking new questions: What does this mean for teacher educators and teacher education? Teach future teachers with videogames? While Gee spoke of gamers, I imagined my own teacher education candidates. A controller in every candidate's hand seemed much more appealing than the TPAs.

I wanted to probe. Was Gee arguing that teacher education courses without fieldwork were unsituated? Should we place candidates in the classroom before teaching them theories and concepts? Do fieldwork experiences provide the same sort of feedback opportunities that videogames do? I had to find out more. With the help of Professor Heidi Stevenson, I was able to arrange an interview with Gee. If you think his presentation on video game learning was provocative, read what else he had to say about teacher education.

The Interview

Christianakis: At the CCTE Conference, you talked about situated meanings. What does this mean for a theory of development?

Gee: Meanings are situated when people can associate experiences, images, actions, and dialogue with words, not



James Gee during his keynote address at the CCTE Fall 2009 Conference in San Diego.

just other words as in definitions. When little children are learning language, they don't learn definitions. Take the word "shoe" for example. What happens is that the child has lots of experiences with shoes in terms of experiences, images, actions, and dialogue. Children will over-generalize what the word means (applying it to socks, for example) and try to figure out from experiences and contexts what the word means and eventually they figure out what it means, and that meaning can change in new contexts. Well, that's the same thing with learning any new words. In schooling, the words are connected to academic disciplines, content, and readings, but learners still need situated meanings.

For example, *democracy*—there is no straight definition, it is used quite differently in different contexts and arguments. So you figure it out through experience. Learning is about experience. And you get experience with practice; for mastery, you need hundreds and thousands of hours of practice. Schools are often about giving books and words, but no experiences, no shared experiences. Giving words and books alone isn't going to do any good.

Christianakis: Well, if that is the case, how is it that children have learned in school?

Gee: If you have privileged kids, they often have lots and lots of experiences: museums, books, trips, experiences in debates and dialogues. Give those kids a science book, and because they are experienced, they will do a lot better than poorer kids. The brain stores all of our experiences (it has endless memory) and will edit them [experiences] to get ready for action in the future. Once you take this tact, wealthy families are giving their kids huge amounts of experiences and we need to do the same for poor kids. Giving the books with no experiences to go with the words will not solve the problem

Christianakis: What about kids who have experiences outside of those validated by classroom texts?

Gee: Giving kids a book is not going to equalize anything. Further, the idea that schools can make up the whole gap in experience is fallacious. That is why today there is a good deal of emphasis on programs after school and in libraries and community centers as well. There are many experiences kids are having out of class—around games and technology for example—that are important for success in our high-tech global world. Often these experiences are not highly valued in school and not available in school. To the extent that these experiences—when organized and mentored well for learning—lead to 21st century skills, then it may be that we are creating a new digital skills gap between rich and poor kids, not just in terms of who has access to equipment, but who has access to well mentored technological learning.

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An Interview with James Gee

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Christianakis: What does that mean?

Gee: We need to create more experiences in and out of school, experiences that stress production and participation, not just consumption in regard to print literacy and digital media. That's why we need to expand libraries, after-school community centers. Then [working class and poor kids] would be more likely to catch up. There is not enough time in school. However, after school and on the internet, kids can engage in literacy learning. We can imagine the child learning 24-7. Only then could we close the gap.

Christianakis: How does this paradigm inform a theory of teacher development?

Gee: Good games provide us with a new paradigm for learning—situated learning, which can be done with or without a game. Teaching in this paradigm changes the role of the teacher. The teacher is the designer, just like game designers design games. Teachers would mentor students into experiences, lead them to make good choices, resource them, and help through frustration. The new paradigm is built upon problem solving—not only facts and information. In schools, students can often write down facts and information, but they cannot use them to solve problems. On the other hand, if you teach them to solve problems, they have to use [facts and information] to solve problems. When you focus on problem solving, you get facts and information for free.

Christianakis: I understand what this means for teachers of children, but what does it mean for teacher educators who are teaching adults?

Gee: Teacher educators are designers, just like teachers in classrooms

Christianakis: Yes, but what does this mean for courses, fieldwork, and student teaching? How much prerequisite coursework before fieldwork? How much before student teaching?

Gee: There is a dilemma. You should give people some information ahead of time, but only enough information to get them started. Remember, the tutorial [in a videogame] never tells you everything, so that you can learn by exploring and doing. Same thing with teachers, you want them designing learning and mentoring kids. You want to give them just enough to get them started successfully. After that, they should get information “just in time” (when they can apply it and use it and see how the words fit with the world) and “on demand” (when they know they need it and ask for it).

Christianakis: What about “Foundations Courses?”

Gee: Foundations courses try to cover too much. And the young teacher candidate can't give situated meanings to words and theories and by the time they are actually doing

their clinical work, they haven't had enough experience to remember all they have been told out of context. In a clinical setting, [as the teacher] I'm going to give you enough to learn from doing, but not too much. Then, I'm going to mentor you and guide you, giving you information “just in time” and “on demand.” There is the problem that the classroom is too rich and there's too much to think about. So in your experience you need to be guided, mentored as to what to pay attention to. I'm going to mentor you to persist past failure and to make sure that you persist past challenges and I will have to resource you and orchestrate your experience all along.

See, most of the courses in teacher education are a tremendous waste of time. They give words and theories out of any real context of application. By the time the candidate can see in practice what they really mean they have forgotten them. Take diversity, for example. Orchestrating a great deal of diversity in the classroom is difficult. Listening to ideas about diversity out of the context of the realities of classrooms can become an exercise in political correctness. In classrooms, for example, there are different reading levels, but that's not usually talked about as diversity—we talk about different cultures, not different learners. So when teachers enter the classroom they don't have the necessary experiences and practice to address diverse learners. The same sort of problem happens with sterile debates between whole language and phonics. Different kids have different difficulties. Therefore, teachers need situated and guided experiences with technical work that would help them understand why and when and how to do phonics here and others things there.

Christianakis: Would fieldwork count as the equivalent of a videogame environment?

Gee: It would count only if it was well-designed guided experience with clear goals (a “win state”). In fieldwork, young teachers need mentoring, guidance, resources, and problem solving experiences and help with tying experiences to new words.

Christianakis: Where would they get that kind of mentoring and guidance in the field? Currently, there is such an emphasis on testing that our candidates can't even teach a lesson outside of the scripted curriculum. It's tough to find placements that give both design opportunities strong mentoring. What would you say about a demonstration school or a clinical school?

Gee: Having a clinical or developmental school is the best model to design learning experiences for young teachers. They will have mentoring in how to design good learning experiences. They have to be in a classroom guided by a professional teacher, otherwise what good does it do? It is like an advanced gamer mentoring a newcomer. Lots of stuff

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An Interview with James Gee

(continued from previous page)

has to be shown not just said, and then discussed in an “after-action review” afterwards (something, by the way, the army requires when they use games for learning).

Christianakis: How does experience in a clinical or developmental school prepare them for public school teaching? What does this mean for educating teachers who work in urban public schools under pressure to perform? Teachers don't have the freedom to be designers.

Gee: The urban school is the biggest challenge. Pre-service teachers should not start their learning in urban schools. Would you start with the hardest game? Start with the easier game. Gain experience with the easier games and then when they have skills, send the teachers to the poor kids. Letting new and inexperienced teachers practice on poor kids is like letting new surgeons train at poor hospitals.

Right now, we do the opposite. The least experienced teachers go to poor kids. In doing so, we are replicating the problem...think about the idiocy of this choice. This is endemic to politically correct thinking. You should start with the easier game first and then go out to urban school. For example, *Ninja Gaiden* (2004) is one of the best but hardest games ever made. It is a challenging game. It demands mastery, but you would never give it as the first game. Just like you would want an experienced teacher, a skilled designer in urban schools. That said, of course, all good gamers want to master the hardest games—good teachers should all want to master the hardest cases as well, not run to the suburbs to stay with the easy games.

Christianakis: Lastly, tell us about your upcoming work on videogames.

Gee: My wife (Betty Hayes) and I have just finished a new book (out soon) on girls and women in gaming (*Women as Gamers: The Sims and 21st Century Learning* from Palgrave/Macmillan Press). We look at girls and women between the ages of nine and 70 in terms of how multi-age learning communities organize and design for the Sims, the best selling video game in history using digital tools like Adobe Photoshop. These communities are different from schools, both in their social organization and collaboration opportunities.

Summary

So there you have it—James Gee on teacher education. Here are his main arguments:

(1) Teacher educators should be learning designers who should guide and resource teacher candidates to solve complex problems and move beyond failure and frustration.

(2) Foundations courses have little impact because verbal meanings out of teaching/learning contexts (e.g. ‘diversity’) lose their gravity and become “common sense” knowledge.

(3) Teacher education courses should provide very minimal information before fieldwork and student teaching, but should emphasize heavy resource development within context.

(4) Teacher candidates should learn in schools where they receive strong guidance, mentoring, and resource development—urban schools are ill equipped to provide such experiences.

(5) Instead, teacher education programs should work to create clinical labs or demonstration schools in which candidates have the opportunities to develop a range of problem-solving skills and resources needed to be successful learning designers in all settings.

I found Gee's responses to be contentious, bold, and thought provoking. If you too are intrigued or just plain flabbergasted, email me at mary@oxy.edu and we can set up a time to discuss these arguments and their implications at the Spring 2010 CCTC meeting in San Jose. In the meanwhile, I'm off to play *Ninja Gaiden*...hoping my real-life brown belt in karate gives me the requisite problem-solving skills to persist beyond sudden DEATH.



James Gee following his address at the Fall 2009 CCTE Conference. (Photos by Elizabeth Keithcart)

National Technology Leadership Summit Provides Lead-in to Spring 2010 CTE Conference

By Heidi Stevenson

According to <http://www.ntls.info/>, “The National Technology Leadership Summit (NTLS) brings together national leaders from educational associations, as well as editors of educational technology journals, directors of non-profit foundations, federal policy makers, and corporate representatives. Recommendations and guidelines emerging from the summit are published in a range of educational technology journals and are featured on the programs of educational conferences. The goal is to accelerate the meaningful impact of digital technologies in education for the 21st century.”

Joel Colbert and I attended NTLS in January 2010, and the program consisted of three strands: (1) digital fabrication, (2) global perspectives, and (3) performance assessment. The summit took place at Obama’s K-12 alma mater, Punahou School, in Honolulu, Hawaii. At first I was disappointed that we would not be seeing a typical public school in the area, but it readily became apparent besides the stunning weather and locale, why this was an ideal venue for this event.

Accompanying is a picture in which I am viewing the work of fourth grade students in Mr. Kris Schwengel’s classroom who are engaged in studying surface area and volume as a means for designing cereal boxes.¹ Students are using digital fabrication software to design an innovatively shaped cereal box, print information to construct a 3D version of this box, and use a specialized precision cutting machine to provide a cut-out for constructing their individual design. This is just one example of how Punahou is an exemplar of integrating technology across the curriculum.

After being at Punahou, it is my hope to observe other schools which exemplify technological integration but do so with much more limited resources. Fortunately, Sean Nash will be discussing these low-income, innovative schools in his video presentation on Thursday afternoon of the Spring 2010 CTE conference.



Heidi Stevenson talking about projects with fourth grade students.



Joel Colbert and Heidi Stevenson at NTLS.

In addition Glen Bull, the founder of NTLS, will join us for the Thursday night banquet at the Spring Conference to discuss ways in which he has successfully brought organizations together, and his passion for digital fabrication.² He has also coordinated a showcase of digital fabrication at the Friday evening Poster Session. Please join us not only for the banquet presentation on Thursday, but also stop by on Friday evening to see the digital fabrication and other poster presentations while enjoying some tasty wine and cheese, all in the company of many innovative teacher educators.

Notes

¹ Please visit <http://www.digitalfabrication.org/blog/> to read more and see videos of the process.

² Please also note you will be able to listen to Glen Bull’s talk even if you do not attend the dinner portion of the banquet.



Heidi Stevenson, Glen Bull, and Joel Colbert at NTLS.

CCTE Policy Committee Update

Seeking a Visible Policy Presence

The California Council on Teacher Education (CCTE) Policy Committee, operating on behalf of all CCTE delegates and members, is committed to establishing a more visible policy presence in Sacramento and throughout the education community. The goal is to make sure that the voice of teacher education is heard.

As one part of this process, the Policy Committee has recommended and the CCTE Board of Directors has authorized the search for and hiring of a CCTE Legislative and Educational Policy Analyst as a part-time professional to assist with our policy activities. The announcement of the position appears on page 17, and we encourage all CCTE delegates and members to help share that announcement across the education community, and to recommend individuals who should be considered. We would also welcome applications from members of the teacher education community who have experience in the policy arena. The Policy Committee will be serving as the search committee for the position, and following the search and review of candidates, the Committee will recommend an appointment to the CCTE Board of Directors.

Policy Sessions at CCTE Conferences

The Policy Committee is determined that the Policy Sessions at upcoming CCTE Conference will be more than just presentations, and will encourage delegates and members to dig into policy discussions that could lead to action by the organization as well as by individual members. While we will continue to hear reports at the Policy Sessions, we will also create discussion formats and invite key legislative staff and other policymakers to join us for policy conversations.

CCTE's Concerns Were Heard

Back in August of 2009 CCTE took a stand along with several other educational organizations in opposition to Rae Belisle's confirmation as a member of the State Board of Education. CCTE sent a strongly-worded letter to State Senator Darrell Steinberg, Chair of the Rules Committee. Our concerns included Belisle's advocacy of charter schools, her undermining of the rights and needs of English learners and their parents, her support of the misguided attempt to require an Algebra I test for all eighth graders, and her "one size fits all" approach to education. We joined many education groups in our opposition to her confirmation, including CFT, ACSA, CSBA, UTLA, Californians Together, and other organizations supporting English learners.

We received great news recently. Just before the scheduled confirmation hearing to be held in late February, Senator Steinberg cancelled the hearing, having concluded that he could not support nor move forward her appointment because

there was not a likely majority of the Rules Committee to confirm her. Instead he communicated to the Governor that the appointment would not be heard or confirmed.

This is an instance where the advocacy of our organization in concert with similar efforts from many others in the education community had the intended impact and helped block Belisle's confirmation. Jorge Lopez, another recent appointee to the State Board of Education and a controversial charter school principal, resigned from the Board mid-February, again because many education groups were also opposed to his confirmation.

Policy Statements Adopted

Following the Fall 2009 Conference, the CCTE Policy Committee drafted two policy statements, one on the national Race to the Top initiative and the other on the cost of TPAs, and those statements were adopted by the CCTE Board in December. The text of the statements follows on pages 14 and 15 of this issue of *CCNews*.

Fall Conference on Policy

The theme of the Fall 2010 CCTE Conference will be around "Leadership and Policy in Teacher Education" and the Policy Committee will be working with Fall Conference Co-Chairs Jim Cantor, Magaly Lavadenz, and Reyes Quesada to help develop a highly successful policy themed conference.

CCTE Policy Committee

We are pleased to announce that Mary Sandy (University of California, Davis) has joined Cindy Grutzik (California State University, Dominguez Hills) and Susan Westbrook (California Federation of Teachers) as a co-chair of the CCTE Policy Committee. In addition to the three co-chairs, the rest of the membership of the Policy Committee is: James Cantor (California State University, Dominguez Hills); Caryl Hodges (University of San Francisco); Alan H. Jones, CCTE Executive Secretary; Jose Lalas (University of Redlands); Magaly Lavadenz (Loyola Marymount University); Ira Lit (Stanford University); Andrea Maxie (California State University, Los Angeles); Reyes Quesada (University of San Diego); Mona Thompson (California State University, Channel Islands); Rande Webster (Dominican University of California); Ann Wood (California State University, Los Angeles); and Charles Zartman (California State University, Chico).

All CCTE delegates and members are encouraged to communicate their ideas and concerns to any of the members of the Policy Committee.

—Cindy Grutzik
Mary Sandy
Susan Westbrook

CCTE Issues Two Policy Statements

Following initial discussion at the Policy Sessions at the Fall 2009 Conference of the California Council on Teacher Education, two draft policy statements were referred to the CCTE Policy Committee for further refinement and action. Final versions of those statements, one related to the national Race to the Top initiative and the other concerning the cost of TPAs during the current state budget crisis, were prepared by the Policy Committee and then recommended to the CCTE Board of Directors, which adopted both statements through an e-mail vote in early December.

The statements were then disseminated to policymakers: the RTTT statement to key legislators, the Governor, the Superintendent of Public Instruction, Secretary of Education Arne Duncan, and President Barack Obama, and the TPA statement to the Commission on Teacher Credentialing, the executives of the University of California and the California State University, and the Association of Independent California Colleges and Universities.

The text of the two statements follows:

CCTE Statement on RTTT

The California Council on Teacher Education (CCTE), in its Policy Framework, calls for, among other points, (1) educational policy at all levels to be informed by research, best practice, and experts in the field, (2) multiple and alternative approaches to educational assessment and evaluation which are valid, unbiased, and relevant to teaching and learning, (3) recognition that education, including teacher education, is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources, (4) fostering public and political support for education at all levels, pre-K to university, to assure an equitable commitment of financial resources to maximize teaching and learning, and (5) recognition of the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout education and society.

For the past several years CCTE has been deeply disappointed that the federal No Child Left Behind (NCLB) legislation has consistently and significantly failed to meet the above policy criteria, but instead has been based primarily on input from the business community and other non-professional education sources, has relied heavily on the use of dogmatic standards and high stakes testing to the detriment of creative and individualized teaching and learning and counter to any equalization of services to all students, has distributed available funding as a reward for meeting such standards and for success on such tests rather than in response to the greatest local needs, and has pushed incentives for privatizing educational activities rather than bolstering public support for schools, teachers, and students. As a result, the gap between the most and least successful schools

and students has widened, specifically to the detriment of those in the less affluent and the most ethnically segregated schools and communities.

CCTE's disappointment has now been further heightened as the initial educational policies of the Obama Presidency, in the form of the Race to the Top (RTTT) initiative, are leaning ever more in directions counter to effective and constructive educational policy. RTTT increases reliance on high stakes testing, moves to unfairly and invalidly tie such test results to evaluation of teachers and schools, builds even further a policy structure that rewards those who are already doing well with no attention to those schools and students in the greatest need, and offers yet further incentives to privatize educational activities. The primary rhetoric of Secretary of Education Arne Duncan, referring to RTTT as a "competition," clearly reinforces the focus on rewarding those states that can show already strong programs while ignoring those in the greatest need.

More specifically, the concerns of CCTE about RTTT stem from the fact that student achievement, currently measured in California through the California Standards Test and the California Achievement Test, is on its own an insufficient measure of any teacher's abilities, skills, or knowledge because of multiple variables among students in California classrooms. The RTTT requirement that at least 95% of students be tested would result in a range of scores including English learners and children with disabilities, further confounded by the widely varying school demographics across the state. Graduates from any single university find employment in many different schools and school districts representing communities with widely differing resources. A teacher employed in South Los Angeles, whose students are primarily Latino, low-SES, and English learners, will experience very different student test outcomes than a teacher employed in nearby Pacific Palisades, where students are mostly White, middle to upper class, and native English speakers. To quantify the success of these teachers using their students' test scores is statistically unfounded, personally unfair, and educationally unwise. To then seek to link that data back to the institution where the teachers were prepared is a further illogical step.

CCTE members and our educational colleagues at all levels across California are committed to preparing high-quality teachers and to tracking their classroom outcomes to further improve teacher preparation programs. Such programs across the state are already required to collect and analyze data from candidates, graduates, and their employers, and to demonstrate how this information is used to improve program practice. The California Teacher Performance Assessment and the Performance Assessment of California Teachers are two assessment systems currently in place,

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CCTE Issues Two Policy Statements

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embedded in preparation programs that measure candidates' knowledge about teaching and skills in the classroom. Rigorous state standards are used to develop and evaluate preparation programs, and a recently reformed state accreditation system ensures that all preparation programs are meeting or exceeding these standards. The California approach to evaluation of teachers in preparation and new teachers on the job is already robust and effective. The directions sought in RTTT would only confuse and compromise that effectiveness.

While CCTE applauds the four educational goals stated in the RTTT Executive Summary, the proposals, procedures, and activities which otherwise comprise RTTT are not consistent with nor appropriate to accomplish those goals. CCTE finds the federal policy directions of NCLB and RTTT to be detrimental to students, teachers, schools, and the future of public education in the United States. We call upon the Obama Administration to rethink national education policy to bring it into line with the President's promises of an America that is open and available to all, and that allows and encourages creativity, individualism, and success for all students, all teachers, and all schools. This will not occur through high stakes testing, dogmatic standards, invalid attempts to tie student performance data to teacher effectiveness, privatized education, or rewards only for those who have already succeeded; rather, it will occur through increased funding to those schools and students most in need, smaller class sizes, special attention to the needs of educationally at risk populations, teachers free to teach as the professionals they are rather than in response to scripted curricula, and students finding joy in creative learning.

CCTE also calls upon the California Legislature and Governor to resist the ill-advised appeals and policies of RTTT and to cease current efforts to bring our state into line with RTTT criteria, since such actions would serve to re-orient our state's schools, classrooms, teachers, and students in unwise directions. Instead, we call upon California's political leaders to seek as quickly as possible to reinvest in public education at all levels, with special attention to at risk student populations, for our state will rebuild its economy and grow strong again in the future only if our public schools, from pre-K through graduate school, are once again the best in the nation and in the world in service to all children.

Adopted December 7, 2009
by the CCTE Board of Directors

CCTE Statement on TPA Costs

The California Council on Teacher Education (CCTE), in its Policy Framework, advocates the use of multiple and alternative approaches to assessment of teacher candidates and recognizes that teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources.

In recent years the California teacher education community has developed promising new systems for evaluation of teacher candidates, including a teacher performance assessment (TPA), but the current fiscal crisis and reduced state budget now threaten the viability of such assessments.

Many faculty members in teacher education at colleges and universities across the state spend countless hours collecting data, scoring and reporting data for each candidate, and coordinating the assessment process. Too often this assessment work is undertaken without additional compensation, even though it is above and beyond their contractual assignments.

In addition to such faculty time, there are also administrative costs involved in conducting, scoring, and reporting such assessments, and given the dramatic reductions in educational budgets across the state, questions must be raised about maintaining such assessment expenses while other crucial aspects of educational programs and institutions are being curtailed.

CCTE and its membership are committed to multiple and alternative approaches to assessment in teacher education, including a TPA, with the stipulation that teacher education faculty be fairly compensated for such assessment activities and the state provide adequate funding for assessments.

Adopted December 7, 2009
by the CCTE Board of Directors

An Endorsement of the Policy Statement on TPAs

We the faculty of San Diego State University's School of Teacher Preparation, the Department of Policy Studies in Language and Cross-Cultural Education, and the Imperial Valley Division of Education support the California Council on Teacher Education's statement on California's Teacher Performance Assessment (TPA) costs and request for hiatus of the assessment, particularly in these tight budget times in the state.

Given the dramatic reductions in our budgets, we believe that the California Commission on Teacher Credentialing, the Legislature, and others in policy positions should consider placing the TPA and associated assessment on a temporary hiatus until the budget situation improves.

Thank you in advance for your consideration of this recommendation.

—San Diego State University's
School of Teacher Education,
Department of Policy Studies in Language
and Cross-Cultural Education,
and Imperial Valley Division of Education
February 5, 2010

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.

CCTE Undertakes Search for Legislative and Educational Policy Analyst

By joint action of the California Council on Teacher Education Board of Directors and Policy Committee, the organization has announced a search to fill the position of CCTE Legislative and Educational Policy Analyst.

The Legislative and Educational Policy Analyst will work with the CCTE officers, Board of Directors, Policy Committee, and Executive Secretary in promoting communication, knowledge, advocacy, and cooperation regarding issues concerning teacher education in California, with specific attention to the following entities related to the preparation and continuing education of teachers: the California Commission on Teacher Credentialing, the California State Board of Education, the State Superintendent of Public Instruction, the State Department of Education, the Governor and other elected and appointed executive officers of the state, the California Legislature, the United States congressional delegation from California, colleges and universities, school districts, county offices of education, and local, state, and national organizations involved in and interested in education.

The scope of work for the position will include, but not be limited to: reviewing, analyzing, and presenting information on current legislation, emerging issues, and concerns related to teacher education; assisting in the identification of core issues for organizational focus and action; meeting with legislators and other officials to present the viewpoint and knowledge of CCTE on current and evolving legislation and policy issues; assisting with drafting of legislation desired by CCTE and identifying legislative sponsors for such proposals; assisting in the development, implementation, and refinement of an organizational plan for policy work; attending and reporting at CCTE Board of Directors meetings; attending, participating in, and reporting at CCTE semi-annual conferences; assisting in development of policy sessions at such conferences; attending and participating in Policy Committee meetings; assisting with ongoing review and updating of the CCTE Policy Framework; and working with the Policy Committee, the CCTE Board, and the CCTE membership to build capacity for and understanding of state policymaking, including the planning and implementation of policy workshops for the CCTE leadership and membership, protocols for visiting legislative district officers, and legislative days for visiting policymakers in Sacramento.

The desired qualifications and experience for the position include, but are not limited to: knowledge of the field of teacher education, preferably with experience in the field; experience as a legislative analyst or lobbyist; experience with non-profit organizations involved in educational policy work; knowledge of state and federal laws and regulations in the field of teacher education; and excellent writing and verbal skills.

The position is part-time, with a quarterly stipend not to exceed \$2,500. Appointment by the CCTE Board of Directors will be for a one-year term, with an annual evaluation, to be renewed at the pleasure of both parties. Nominations and applications are welcomed immediately, with an initial deadline of June 1, 2010, or until the position is filled.

Nominations and applications, including a cover letter, resume, examples of relevant previous activities, samples of written work relevant to the position, and three letters of reference should be sent to: Alan H. Jones, Executive Secretary, California Council on Teacher Education, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. For additional information call 415/666-3012, fax 415/666-3552, or e-mail alan.jones@ccte.org

Please Help Disseminate This Announcement

All CCTE members, delegates, and friends are encouraged to help circulate the announcement (see this page) of the search for a CCTE Legislative and Educational Policy Analyst.

If you know of potentially interested candidates for the position, or wish to recommend someone for consideration, or wish to be considered yourself, please communicate that information to CCTE Executive Secretary Alan H. Jones or to members of the CCTE Policy Committee.

The CCTE Policy Committee will serve as the search committee for the position. After reviewing, interviewing, and discussing all candidates, the Policy Committee will make its recommendation to the CCTE Board of Directors. The Board of Directors will then make the appointment.

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

CCTE Annual Election for 2010 Underway

The 2010 California Council on Teacher Education annual election involves 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 21 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. New Vice Presidents will be selected in the 2010 election.

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 the 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 del-

egates have been 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 was asked to forward 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. No additional nominations by petition were received by the January 29, 2010, deadline.

In early February a mailing was 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 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 envelop that has been provided, which bears 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 on Saturday noon, March 27.

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

Update on *Issues in Teacher Education*

This periodic update is from the desks of the editors of *Issues in Teacher Education*

ITE Spots the Nation

As a result of the collective efforts of the past and present editorial boards and our family of reviewers, *Issues in Teacher Education* spots the nation. Our geographic distribution data shows we have received manuscripts from authors coming from the following areas:

Florida International University	Florida
Seton Hall University	New Jersey
University of California, Berkeley	California
Arizona State University	Arizona
Georgia Southern University	Georgia
East Carolina University	North Carolina
Ball State University	Indiana
Chapman University	California
Pennsylvania State University	Pennsylvania
Oakland University	Michigan
Sweet Briar College	Virginia
University of North Texas	Texas
University of Wisconsin-Oshkosh	Wisconsin
Cleveland State University	Ohio
Millersville University	Pennsylvania
California State University, Fullerton	California

Future Calls for Manuscripts

The theme for the Fall 2010 issue will be “*LGBT Issues in Teacher Education*.” The guest editor for that issue will be Anna V. Wilson, Chapman University, Orange, California. The deadline for submissions for the issue is June 1, 2010. For further information please contact Anna via e-mail at anwilson@chapman.edu

The Spring 2011 issue is an open call for manuscripts. Please see the guidelines for authors that appear in each issue of the journal.

The theme for the Fall 2011 issue will be “*Voices of Border Crossings: Globalized Experiences of Teacher Education*.” The guest co-editors for that issue are Barbara Garii, State University of New York, Oswego, and Candace Schlein, University of Missouri, Kansas City. The deadline for submissions will be announced later. The guest editors can be contacted by e-mail as follows: garii@oswego.edu or schleine@umkc.edu

Call for Reviewers

If you have colleagues and/or advanced doctoral students who might be interested in serving as manuscript reviewers for *Issues in Teacher Education*, please direct them to the journal’s web page at www.ite.chapman.edu for relevant information and have them contact managing editor Stephanie Brown by e-mail at ite@chapman.edu

—Joel Colbert & Suzanne SooHoo
Co-Editors, *Issues in Teacher Education*
Chapman University

From the Desk of the CCTE Executive Secretary

We are now over half-way through our 2009-2010 CCTE 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 generally on pace with previous years. We currently have over 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). As a follow-up to the Fall Conference, see the interview with James Gee that Mary Christianakis of Occidental College conducted (pages 8-10 of this issue of *CCNews*).

Spring 2010 Conference

Plans for the Spring 2010 Conference, which will be held March 25-27 in San Jose, are all set. A preview of that Conference appears on page 5 of this issue of the newsletter, with the tentative program on page 6, and a registration form on page 7. If you have not yet pre-registered, you are encouraged to do so immediately. 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.

CCTE Policy Activities

Two recent policy statements issued by CCTE appear in this issue of *CCNews*, on pages 14 and 15, speaking to the topics of the federal Race to the Top initiative and the staffing and funding of TPAs here in California.

CCTE has also just announced a search to fill the position of CCTE Legislative and Educational Policy Analyst. Please read the description of the position on page

17 of this issue, help disseminate that information, and let us know if you have suggestions or nominations to offer.

Issues in Teacher Education

We hope you enjoyed the Fall 2009 issue of *Issues in Teacher Education* which focused on issues of technology and teacher education. Please consider that issue as an additional preview for the Spring 2010 CCTE Conference. Preparation of the Spring 2010 issue of the journal 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 Winter 2010 issue of *Teacher Education Quarterly* was mailed out in January, and preparation is underway on the other issues for this year. We are pleased to report that the publication schedule for the journal is once again current.

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 21 of this issue of the newsletter). A mailing of the official election announcement, candidate statements, ballot, and return envelop has been sent to all CCTE members and delegates in early February. If you have any questions about the annual election, please let me know.

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,
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 current 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 2010 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
 Virginia Kennedy (2007-2010), California State University, Northridge; virginia.kennedy@csun.edu
 Jose Lalas (2007-2010), University of Redlands; jose_lalas@redlands.edu
 Lettie Ramirez (2009-2012), California State University, East Bay; lettie.ramirez@csueastbay.edu
 Mary Sandy (2008-2011), University of California, Davis; mvsandy@ucdavis.edu
 Heidi J. Stevenson (2007-2010), University of the Pacific; hstevenson@pacific.edu
 Desiree Zamorano (2009-2012), Occidental College; dzamorano@oxy.edu
 Charles Zartman (2009-2012), California State University, Chico; czartman@csuchico.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2007-2010), Caddo Gap Press; alan.jones@ccte.org
 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 Co-Chairs:

James Cantor (see above under Officers)

Magaly Lavadenz (see above under Officers)

Reyes Quezada (see above under Officers)

Spring 2011 Conference Co-Chairs:

Anaida Colon-Muniz, Chapman University; acolon@chapman.edu

Ronald Solorzano, Occidental College; solor@oxy.edu

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