

# CCNews

Newsletter of the  
California Council on Teacher Education

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

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## CCTE Leaders Discuss Policy Planning during Fall 2010 Conference



Several members of the California Council on Teacher Education's Fall 2010 Conference Planning Committee discuss development of the organization's policy initiative between sessions at the Conference in San Diego. From left to right: Mona Thompson (California State University, Channel Islands), Helene Mandell (University of San Diego), Mary Sandy (University of California, Davis), Cindy Grutzik (California State University, Dominguez Hills), Susan Westbrook (California Federation of Teachers), Magaly Lavadenz (Loyola Marymount University), and Andrea Whittaker (Stanford University).



### Message from CCTE President Magaly Lavadenz

*Evaluating and rewarding teachers primarily on the basis of state test score gains creates disincentives for teachers to take on struggling students, just as accountability systems that rate doctors on their patients' mortality rates have caused surgeons to turn away patients who are very ill. While scores may play a role in teacher evaluation, they need to be viewed in context, along with other evidence of the teacher's practice.*

—Linda Darling-Hammond,  
CCTE Fall 2010 Conference

As our Fall 2010 California Council on Teacher Education Conference came to a close this year, we are able to take a collective look back and conclude that it marked a “tipping point” in our organizational history. CCTE demonstrated that it is ready to embark on its next phase towards advocacy and action in teacher education in our state. The membership affirmed the Board of Directors’ focus on developing policy (as contrasted to just reacting to policy) throughout the Conference and especially during the three policy sessions that were designed to move our policy initiative forward. We began by responding critically to our pre-conference Policy Analysis entitled “The Complexities of the Relationship of Teacher Evaluation and Student Achievement” (see full text in Fall 2010 issue of *CCNews*) and ended with clear support and direction towards a policy initiative.

The Fall Conference was a tremendous success in so many other ways as well: (1) we had the highest Conference attendance in memory, despite the economic difficulties we are all experiencing; (2) we embarked on an annual sponsorship campaign as part of CCTE’s strategic plan, and received initial sponsorships from Azusa Pacific University, Chapman University, and Loyola Marymount University; and (3) we continue to engage policymakers in our conferences, this time hosting Assemblymember Julia Brownley and State Superintendent of Public Instruction candidate Larry Aceves.

CCTE’s rich 65-year legacy continues to evolve as we face these changing times in teacher education. Indeed, at a recent Teacher Effectiveness Conference in Chicago, Sharon Robinson, President of the American Association of Colleges of Teacher Education commented that CCTE is one of the strongest state organizations.

#### **Policy Initiative Summary: Measuring Teacher Effectiveness**

During our work in preparing for the Fall Conference, it became clear that there would be a need for a synopsis of the six-page pre-conference Policy Analysis and the even more



Photo by Elizabeth Keithcart

**Magaly Lavadenz**

lengthy Policy Initiative document developed following the Conference, so that we would have a briefer document that could be used in a variety of contexts. A Policy Initiative synopsis was therefore developed, which reads as follows:

*There is vast agreement among policymakers that teacher effectiveness should be assessed, yet that, simultaneously, the elements of the assessments typically used in measuring and analyzing teacher effectiveness are either inappropriate or unreliable. As a democratic nation, we must reject the notion that a single-point assessment, such as a standardized test score, should be used to ultimately decide on teachers' effectiveness, performance, or merit pay. This would be tantamount to rating dentists' effectiveness based on whether their patients maintain no cavities or dental problems within a year.*

*Teaching, like other professions, is one in which expertise develops over time and through a process of apprenticeship, mentorship, evaluation, and support.*

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## Message from the CCTE President

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*Thus, the purposes of teacher assessment and evaluation mandate clarity in terms of terminology and intentionality. How will we differentiate teacher assessment results in order to provide support for future learning and professional development needs versus its use for determining pay/merit increases? How will evaluation results be considered and weighed in the labor-related discussions about such factors as tenure, renewal, and compensation?*

*There is general consensus among the educational community that multiple measures should be used in determining teacher effectiveness and that these measures should be fair, valid, and reliable in evaluating teachers' performance. If we continue the political current consensus that student achievement data can be used by itself for evaluating teachers, we have, to a large degree, violated basic psychometric principles of fair testing since most standardized measures of student achievement have been found to have cultural and linguistic biases against certain populations, including students with special learning needs and English learners. Thus, using this single-point to determine teacher effectiveness is disastrous from the outset because the measure that is being used is flawed to begin with.*

*We know that California's public schools are basically unequal and inequitable; legal findings that resulted in the Williams Settlement (2004) were based on evidence that schools continue to be inherently unequal with regard to resources, facilities, adequate preparation, and experience and distribution of staff (teachers and administrators). Therefore factoring in these context variables to any value-added formula will be absolutely necessary if our state is to establish a truly equitable teacher assessment system. However, the mathematical models for creating and carrying out these models are faulty as well.*

*Despite the fact that value-added teacher assessment models are technically flawed, they are receiving a great deal of public attention along with discussions of school accountability and international comparisons of test performance of U.S. students in evolving federal education policy (No Child Left Behind and Race to the Top).*

*There are, however, some promising practices that are beginning to emerge that can define systems of teacher evaluation, in contrast to the single-point (standardized-test alone) approach. Such new systems are currently being piloted by the California Charter School Association and typically utilize a teacher development/growth approach and multiple points of evidence of student performance. Such systems approximate a "professional learning community" model.*

*Overall, a fair system of teacher assessment and evaluation should include:*

- *Multiple measures of student performance in addition to standardized tests, and due consideration of the validity of using any assessment measure with English learners (ELs) and students with special needs.*
- *Accounting for contextual factors which weigh into the formula certain "opportunity factors" or "risk factors." Privilege and school inequalities are institutional realities that impact student achievement.*
- *Administrators and/or others who have decision-making authority and power to evaluate and observe teachers should have the requisite skill set to conduct the observation and provide assistance to teachers based on research-informed protocols and processes.*
- *Appropriate representation, involvement, and preparation of all stakeholders, including teachers, parents, professional associations, and other relevant personnel, as collaborators, all having genuine dialogue about the career path of teachers.*

*National, state and local formulas for teacher effectiveness should be developed; however, just as "one size fits all" has been proven to not work for literacy instruction for all learners, neither should teacher evaluation and assessment system fall into the "one size fits all" trap.*

*Let us consider the values that should be inherent in creating a teacher evaluation and assessment system. These values are ones that we cherish as a democratic nation: fairness, justice, and voice. We should also strive for an educational system that provides for a much more expansive vision of global citizenry, imagination, creativity, and democracy.*

*Finally, an essential question that should frame our on-going discussion of value-added teacher assessment and evaluation must center on our collective vision for educating the next generation of learners in California and across the United States.*

### Envisioning Possibilities and Collective Action

The CCTE Board of Directors, together with the Policy Committee and Executive Secretary Alan Jones, is committed to moving forward in the policy arena. I look ahead to sharing our progress with you over the coming months. In the meantime, please continue to share our work with legislators and policymakers in your local areas.

—Magaly Lavadenz,  
President, California Council on Teacher Education  
Loyola Marymount University

# Preview of Spring 2011 CCTE Conference

## “Closing the Opportunity Gap: How Context Matters for Teaching and Learning”

March 24-26, Sainte Claire Hotel, San Jose

*By James S. Cantor & Mary Vixie Sandy  
Co-Chairs, Spring 2011 CCTE Conference Committee*

When we think about the “Achievement Gap,” or the “Opportunity Gap,” we think of failing schools—schools filled with children who live in poverty, whose home languages are different from Standard English. Many of these children are behind academically and their performances worsen as they advance through the grades.

Performances? For a long time teacher educators have criticized how the students and the schools they attend are

judged primarily by scores on standardized tests. Reforms come and go but the outcomes remain dismal and the current wave of reforms rely on rewards and punishments, narrowly structured around the test score results. As a result, many schools in urban school districts are on what seems like a pre-determined, inevitable road to re-designation status.

Yes, we have to take into account test scores, but it is important that we also look to what is happening inside and outside of schools. We see the opportunity gaps—students below grade level, narrowly focused curriculum, frustrated teachers and principals, and parents who want the best for their children but may not know the best way to help them out. It is essential to tie the academic gap to the opportunity gap and ask, what opportunities are there for children to enrich their learning experiences? More poignantly, what opportunities are the kids missing?

### Focusing Attention on Context

The California Council on Teacher Education at its Spring 2011 Conference will build on the theme of the Fall 2010 Conference by focusing attention on context and how we look at successful teaching and learning—how to expand teacher evaluation, teaching, and learning beyond test scores. We will bring together educators, community organizers, activists, and policymakers who are committed to expanding the way we look at education policy to include the larger context of children’s lives, communities, and interests.

The planners of this upcoming conference believe that measurable learning outcomes will improve when policymakers and educators take a broader view both on what constitutes effective teaching and learning, as well as how forces outside the schoolroom impact teaching and learning. We will explore different ways that content is presented to students as well as different ways students can show what they know.

The achievement gap is described in terms of test scores, but we are looking at expanding that view. It is not just about teachers, curriculum, and students. This conference will consider communities, families, support structures, SES levels, etc. How do we address these issues in teacher education, and foster understanding of their place in the curriculum that needs to be implemented? Educators encounter youngsters eager to learn as well as those who are frustrated, feel a sense of hopelessness, defensiveness, defiance, and plain ambivalence.

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*Sainte Close Hotel lobby, site of Spring 2011 Conference.*

## Preview of Spring 2011 CTE Conference

(continued)

We are called to teach them all, and teach them all well. We will come together at this conference to explore and expand our knowledge of different pedagogies and community engagement curricula that invite students and their teachers in new ways to care, and together to develop a sense of social justice and optimism in their work.

### Pedro Noguera Will Be Keynote Speaker

Our keynote speaker at the opening session on Thursday afternoon, Pedro Noguera from New York University, will help us frame both the problem and the opportunity. What do educators need to know and do in order to attend deeply to both context and content? He will share success stories and strategies where high poverty schools make strong connections with their communities. He will talk about the community side of urban school reform, including parent and family organizing, race and gender in education, and other urban school issues. Immediately following Dr. Noguera's talk we will host a group of young people who will share their perspectives and experiences and bring his words to life for us. A roundtable of Deans and Superintendents will then respond to these events and discuss the implications and possibilities for schools and teacher education programs.

The Thursday program will open with meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of



Spring 2011 CTE Keynote Speaker Pedro Noguera.

Teachers in the morning, with the first set of Special Interest Groups just before noon.

Friday will open with concurrent research sessions that are related to the conference theme. We will convene as a whole group after these sessions to debrief and begin to capture our collective learning and “aha” moments related to our conference theme. Next we will hear from a panel of community innovators—school-based educators who are at the forefront of this approach to teaching and learning. A second round of concurrent research sessions focused on the broader range of topics of interest to our community will follow the mid-day Awards Luncheon.

Friday will also include a Policy Session where we update the community on our CTE initiative and other policy developments and reports from the Commission on Teacher Credentialing, followed by the second set of Special Interest Groups. The day will end with our famous CTE Poster Session with wine and cheese.

On Saturday, we will experience Youth Radio, who describe their project in this way: “*Youth Radio promotes young people’s intellectual, creative, and professional growth through education and access to media. Youth Radio’s media education, broadcast journalism, technical training, and production activities provide unique opportunities in social, professional, and leadership development for youth, ages 14-24. We see Youth Radio’s work as cultivating the natural resilience and strength of young people. By connecting youth with their communities through media literacy and professional development, they become active partners in civic engagement (www.youthradio.org).*” The Saturday session will also involve practical, hands-on activities and engaging interactions among CTE participants with youth, family, and community members.

### Expanding Education Policy

By attending the CTE Spring 2011 Conference, participants can expect to gain a better understanding and insight about the importance of attending to both content and context, and how teacher education can address various contexts (classroom, school, community, policy, research) in their preparation of the teaching workforce. There is a movement among educators to expand the ways we look at education policy in order to include the larger context of children’s lives, community, interests, etc. There are different ways that learners can express what they are learning. We will gain exposure to materials, models, and innovative practices such as experiencing autobiographical and spoken word poetry and ways of incorporating these into real life professional preparation.

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## Preview of Spring 2011 CTE Conference (continued)

Have you ever experienced a Griot? You will! We will move from theoretical, to experiential, on to practical as we deepen our awareness of economic and other public community policies that create conditions that are challenging for educational reforms to surmount. We will build excitement and energy about what is possible! Teacher educators will increase their understandings and skills around how to design credential programs that focus on engaging students by building and fostering deeper connections between school change and reform efforts at the local and policy levels. This is important because we are part of a community that is focused and committed to making sure that all children participate in an equitable and effective education.

### Tentative Program and Registration Form

The Spring 2011 CTE Conference will once again be co-sponsored by the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers. Those groups will meet on Thursday morning, and the California State University Field Coordinators Forum will meet on Wednesday prior to the CTE Conference.

The Editorial Boards for the two CTE-sponsored

journals will meet at breakfast on Friday morning, and the CTE student caucus will meet that evening.

The tentative program for the Spring 2011 Conference appears on the next page of this issue of *CCNews*.

### How To Register

To register for the Spring 2011 CTE Conference print out and complete the registration form that appears on page 8 of this issue of *CCNews* (pre-registration deadline is March 4, 2011) and return it with a check (payable to CTE) to: Alan H. Jones, CTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

Registration will also be available by mail after the pre-registration deadline and on-site at the Conference, both at a slightly higher rate.

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 CTE Spring 2011 Conference. Reservations must be made by March 1 to be assured of rooms within our reserved CTE block, although some rooms may still be available after that date.

If you need further information contact Alan H. Jones, CTE 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](mailto:alan.jones@ccte.org)

## Special Calls

Please see the call for Spring 2011 Conference research and practice proposals on page 9 of this newsletter and the call for CTE awards nominations on page 11.

Proposals for research and practice presentations and poster sessions related to the Spring Conference theme will be especially welcomed, although proposals related to any and all other topics within teacher education will also be considered. Two sets of concurrent research and practice presentations will be held on Friday at the Spring Conference, and the poster session will occur late that afternoon.

The CTE Awards Committee will especially welcome nominations of community-oriented programs reflective of the Spring Conference theme for consideration for the CTE *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers*. The Committee also invites nominations for any of the other CTE awards.

## Tentative Spring 2011 CCTE Conference Program

### Wednesday, March 23:

9:00 a.m. to 3:00 p.m. - Meeting of the **California State University Field Coordinators Forum**.

10:00 a.m. to 5 p.m. - Meeting of **Board of Directors** of the California Council on Teacher Education.

### Thursday, March 24:

8:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room Is Open**.

9:00 a.m. to 11:30 a.m. - Meeting of the **California Association of Bilingual Teacher Educators**.

9:00 a.m. to 11:30 a.m. - Meeting of the **California Association of Professors of Special Education/Teacher Education Division**.

9:30 a.m. to 11:30 a.m. - **Independent California Colleges and Universities Council on the Education of Teachers**.

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

11:00 to 11:30 a.m. - **Newcomers' Meeting** (for first-time or recent new attendees).

11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).

11:30 a.m. to 12:45 p.m. - **First Set of Special Interest Groups:**

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

12:45 to 1:00 p.m. - Break.

1:00 to 3:30 p.m. - **Opening Session:**

Introductions with CCTE President Magaly Lavadenz (Loyola Marymount University) presiding.

Conference Orientation by Co-Chairs of Spring 2011 Conference Planning Committee, James Cantor (California State University, Dominguez Hills) and Mary Sandy (University of California, Davis).

**Keynote Address** by **Pedro Noguera** (New York University) followed by Questions and Answers.

**Spoken Word** featuring student voices sharing their perspectives and experiences.

3:30 to 3:45 p.m. - Break.

3:45 to 5:00 p.m. - **Roundtable of Deans and Superintendents** discussing implications and possibilities for schools and teacher education.

5:00 to 6:00 p.m. - **First Policy Session**, featuring an update of the CCTE Policy Initiative developed at the Fall 2010 Conference.

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

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

### Friday, March 25:

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**.

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**.

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

8:30 to 9:45 a.m. - **First Set of Concurrent Research and Practice Sessions**, with focus on conference theme.

9:45 to 10:00 a.m. - Break.

10:00 to 10:30 a.m. - **Debrief for Collective Learning**, pulling together what we have heard so far.

10:30 to 11:45 a.m. - **Panel of Community Innovators**, featuring school-based educators at the forefront of teaching and learning.

11:45 a.m. to Noon - Break.

Noon to 1:15 p.m. - **Conference Luncheon**, featuring CCTE semi-annual awards presentations.

1:15 to 1:30 p.m. - Break.

1:30 to 2:45 p.m. - **Second Set of Concurrent Research and Practice Sessions**.

2:45 to 3:45 p.m. - **Second Policy Session**, featuring reports from CCTE Policy Committee and the Commission on Teacher Credentialing.

3:45 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 Information.

7:00 to 8:00 p.m. - **Graduate Student Caucus**, open to all students attending Spring 2011 Conference.

### Saturday, March 26

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

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

9:00 to 11:45 a.m. - **Involving the Community**, featuring discussion and demonstration of **Youth Radio**, parent participation, and other practical, hands-on activities and engaging interactions of CCTE participants with youth, family, and community members.

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

CCTE President Magaly Lavadenz presiding, with preview of Fall 2011 Conference on "Reconnecting Student Voice with Teacher Education in a Globalized Society" by Conference Co-Chairs Anaida Colon-Muniz (Chapman University), Lettie Ramirez (California State University, East Bay), and Ron Solorzano (Occidental College). The Fall 2011 Conference will be October 13-15 at the Kona Kai Resort in San Diego.

## California Council on Teacher Education Spring 2011 Conference Registration

Please register me for the Spring 2011 CCTE Conference!

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_ (include ZIP code)

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 - \$50 (will be \$75 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 in this issue of *CCNews*, 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 11:30 a.m. on Thursday:                            | SIGs meeting at 3:45 p.m. on Friday:                       |
| <input type="checkbox"/> Arts in Education                         | <input type="checkbox"/> BTSA and Induction                |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Equity and Social Justice         |
| <input type="checkbox"/> Internationalizing Teacher Education      | <input type="checkbox"/> Technology and Teacher Education  |
| <input type="checkbox"/> Lives of Teachers                         | <input type="checkbox"/> Undergraduate Teacher Preparation |
| <input type="checkbox"/> Special Education                         |  |

Please mail completed form with check payable to "CCTE" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Pre-registration deadline is March 4, 2011. No refunds after that date. Registration after that date and on-site at the Conference will be available at the on-site rate. All Conference attendees must make their own hotel reservations. Call the Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2011 Conference. Hotel reservations must be made by March 1 to be assured of rooms within our reserved CCTE block, although some rooms may still be available after that date.

## Call for Proposals for Research and Practice Sessions at CCTE Spring 2011 Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Spring 2011 Conferences. Proposals that relate to the theme of the conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for both concurrent presentation sessions and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). 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 or concurrent 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:**

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

## CCTE Calls for Nominations for Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee now invites nominations (and self-nominations) from programs in Northern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at the Spring 2011 Conference in San Jose. Nominations of programs in Southern California for the award to be presented at the Fall 2011 Conference in San Diego will be invited this coming spring and summer. 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 Spring Conferences is February 1 each year, while the deadline for awards at Fall Conferences is August 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 other educational agency. 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

## Nine CCTE Special Interest Groups (SIGs) Will Meet at the Spring 2011 Conference

Nine CCTE Special Interest Groups will meet at the Spring 2011 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 Fall Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

**Arts and Education:** This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinators: Marianne D'Emidio-Caston, Antioch University, 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 coordinator: Paula Motley (Monterey County Office of Education).

**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 SIG explores 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.

### A Note about the Arts SIG

Do you know where public and private institutions, social justice, and joy all connect? At CCTE's Arts Special Interest Group (SIG). At our Fall 2010 meeting we heard about Center X's embedding of the arts in teacher education in the field of public schools; got a preview of an upcoming research and practice session featuring Aesthetic Scanning; and reminisced about guitars in the classroom, musical heritage assignments, and visual representations of content. For those of us thirsty for strategies and discussion about arts in our teacher education classes and daily lives, this is a place to share, connect, and reinvigorate our thinking. Come join us when we meet at the Spring 2011 Conference!

*Arts SIG Discussion at Fall 2010 Conference*



## Fall 2010 CCTE Conference Discusses, Refines, and Endorses Policy Initiative

The Fall 2010 Conference of the California Council on Teacher Education, held October 24-26 at the Kona Kai Resort in San Diego, explored the theme “Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities.” From start to finish, the Conference was built around discussion, examination, refinement, and ultimately endorsement of a policy initiative informed by the pre-conference policy analysis entitled “The Complexities of the Relationship of Teacher Evaluation and Student Achievement: A Policy Analysis for the Fall 2010 CCTE Conference” (that document appears in the Fall 2010 issue of *CCNews* and is also available on the CCTE website).

All sessions of the Fall Conference, starting with the keynote address by Linda Darling-Hammond and continuing through a policy session each day, a panel of deans on Friday, two sets of concurrent research sessions, and the popular poster sessions, contributed to the ongoing analysis of the issues related to teacher evaluation and student performance. The third and final policy session on Saturday morning featured a panel including school-based practitioners and policy researchers, which further informed the discussion later that morning which led to unanimous endorsement of five key components for the ongoing Policy Initiative.

In the weeks since the Fall Conference, CCTE officers, the Policy Committee, the Board of Directors, and Executive Secretary Alan Jones have collaborated in drafting a multi-purpose Policy Initiative document which can be viewed on the CCTE website. Three sections of that longer document have been specifically designed for use in seeking legislative sponsors for the Policy Initiative, and a brief summary or synopsis of the initiative is presented by CCTE President Magaly Lavadenz in her President’s Message on pages 2 and 3 of this issue of the newsletter.



*Mary Sandy and keynote speaker Linda Darling-Hammond.*



*Mona Thompson, Deborah Hamm, and Alan Jones assist Fall Conference registrants, including Mary Christianakis at right.*



*Margaret Olebe (left) moderates panel of deans including (from left) Cindy Grutzik, Janis Perry, Shane Martin, Kip Tellez, and Paula Cordeiro.*



*Larry Birch and Teri Clark from the Commission on Teacher Credentialing report to the Fall Conference Friday policy session.*

—Photos in this issue of newsletter by Jim Cantor

## University of Redlands-San Bernardino County Program Receives CCTE Partnership Award

At the Friday Awards Luncheon during the Fall 2011 Conference of the California Council on Teacher Education the CCTE Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers was presented to the Partnership Project for the Educational Success of Youth in Foster Care, a partnership between the University of Redlands School of Education and the San Bernardino County Superintendent of Schools Foster Youth Services.

The award was presented by Carrie Birmingham of Pepperdine University, a member of the CCTE Awards Committee. Following is the text of her presentation:

*In a conference in which we focus on the very important work of education policy, it is good also to speak of another kind of work we do, the work our members are doing, as Mother Theresa put it, right on the ground. This work touches my heart because it directly benefits a group of students who are especially vulnerable, youth in foster care. When an association such as ours gives an award, the giving of the award says in part that the work of this group represents the best of what we have to offer. We admire this work, and we aspire to this work. And may I offer that this work indicates that very good things are happening in schools of education and in the public K-12 schools.*

*The work of this partnership focuses on at least four activities: providing professional development for adults working with youth in foster care, providing Saturday Success Academies for youth in foster care led by faculty and other experts from the University of Redlands, providing future counselors as mentors to youth in foster care, and providing future teachers who work as tutors to youth in foster care. As if this weren't enough, the partnership is growing a body of knowledge that can assist educators in understanding and supporting the academic and personal success of youth in foster care. And as if this weren't enough, some of the teachers and counselors from this partnership have since chosen to work in settings where they work directly with youth in foster care. Even retiring district administrators are moving into volunteer work with youth in foster care through the partnership.*

*We on the awards committee received many letters of support for the partnership. I would like to read a portion of a letter from Dr. James Pace, who directs the Starshine Treatment Center, a residential setting for severely psychologically disturbed youth. Dr. Pace writes, "We would also like to pay tribute to the University of Redlands' student teachers. They have performed well beyond our expectations and have served both as extremely capable and dedicated tutors as well as exemplary role models who have inspired many of our residents to strive for academic goals that they once thought were impossible. Most of our residents have very low self esteem and have never considered college as a vi-*

*able, achievable option for them. With the help of the student teachers, however, they have gained confidence in themselves and now understand that everything, including a college education, is possible. Additionally, several tutors have gone well beyond the call of duty by unselfishly volunteering their own time on weekends and after hours assisting our high school seniors preparing for college. These noble few helped our seniors prepare for the SAT, assisted in completing college applications, took them to visit various colleges, and talked to the university counselors on their behalf. They even located financial resources so they could afford to go to college! These student teachers are both an inspiration for all who work with youth and an antidote for the wide-scale cynicism that permeates the times in which we live."*

*With great admiration, the California Council on Teacher Education presents the Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers to the Partnership Project for the Educational Success of Youth in Foster Care, a partnership of the University of Redlands School of Education and the San Bernardino County Superintendent of Schools Foster Youth Services.*



Top Photo: Representatives of the University of Redlands School of Education and the San Bernardino County Office of Education accept the CCTE Partnership Award at the Fall 2010 Conference. Bottom Photo: Guests from the partnership institutions enjoy the CCTE Awards Luncheon.

## Al Thompson Receives CCTE Distinguished Service Award

At the Awards Luncheon during the Fall 2010 California Council on Teacher Education Conference a special Distinguished Service Award was presented to Alvin H. Thompson to recognize his 46 years of involvement in and leadership of CCTE. The award was presented



*Alvin H. Thompson holds the CCTE Distinguished Service Award presented by CCTE Executive Secretary Alan Jones at the Fall 2010 Conference Awards Luncheon while Mona Thompson enjoys the moment.*

to Al by Alan H. Jones, CCTE Executive Secretary, who read the following inscription on the award to the luncheon assembly:

*California Council on Teacher Education  
Distinguished Service Award*

*Presented to  
Alvin H. Thompson*

*Recognizing 46 Years of Membership,  
Service as President 1980-1982,  
and Continuing Participation and Good Counsel*

*Presented on October 15, 2010  
at the CCTE Fall Conference in San Diego*

Alan noted during the presentation of the Distinguished Service Award that the Fall 2010 Conference, focusing on the theme of policy initiation, was a particularly appropriate time to honor Al Thompson, since during his term as CCTE President from 1980 to 1982 Al appointed the first CCTE Policy Committee. That original Committee's life was fairly brief, since it was voted out of existence at a subsequent semi-annual conference, but the idea remained alive and resurfaced with creation of a new CCTE Policy Committee in the mid-1990s—a Committee that continues to function and which played a major role in the planning of the Fall 2010 Conference. Thus, as Alan suggested, all of us in CCTE owe Al Thompson a major thank you for initiation of the idea that CCTE can and should play a role in the educational policy arena.

### Dates of Future CCTE Semi-Annual Conferences

**Spring 2011**

**March 24-26**

Sainte Claire Hotel, San Jose

**Fall 2011**

**October 13-15**

Kona Kai Resort, San Diego

**Spring 2012**

**March 29-31**

Sainte Claire Hotel, San Jose

**Fall 2012**

**October 11-13**

Kona Kai Resort, San Diego

## You are Invited (and Challenged) to Become a “Friend of CCTE” Now

Please join your CCTE leaders by becoming a “Friend of CCTE” by completing the form below and mailing it in with a contribution of any size. Contributions to CCTE are tax-deductible, and you will be sent a receipt. “Friends of CCTE” will also be appreciated and recognized by listings at semi-annual conferences and in future issues of *CCNews*.

Yes, sign me up as a “Friend of CCTE”

Name \_\_\_\_\_

Address \_\_\_\_\_

E-mail address \_\_\_\_\_

Please make your contribution by check payable to CCTE and mail it with this form to CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

Thank you!



*At the Fall 2010 Conference Tom Nelson presents a challenge to the CCTE membership to join him in creating a new CCTE Graduate Student Fund while keynote speaker Linda Darling-Hammond prepares to make her address to the Conference.*

### Graduate Student Fund

Those who attended the Fall 2010 California Council on Teacher Education Conference are aware that Tom Nelson of the University of the Pacific, who is stepping down after 12 years as editor of *Teacher Education Quarterly*, offered a challenge to all other CCTE members and friends. At the Fall Conference opening session Tom pledged a contribution of \$1,000 to CCTE to establish a special fund to support graduate students' engagement with CCTE, on the condition that others in the organization would make additional matching contributions totalling \$1,000. Before the Conference was over, Tom's initial \$1,000 had been matched, and the special

fund has been established. Guidelines for use of that fund will be developed by the CCTE Board of Directors.

Tom and all of the others who made initial contributions for this purpose urge the rest of the CCTE membership to also contribute to this fund. To do so, simply use the Friends of CCTE form above on this page, and specify that your “Friends” donation is earmarked for the Graduate Student Fund. As Tom has suggested, doing so is a gesture of your generosity and commitment to mentoring our future colleagues. Donations should be payable to CCTE, marked for the graduate student fund, and sent to CCTE Executive Secretary Alan H. Jones.

## Volunteer Opportunities for CCTE Delegates and Members

All institutional delegates and individual members of the California Council on Teacher Education are encouraged to become involved with the work of one or more of the CCTE committees and to also attend and participate in meetings of the CCTE Special Interest Groups (SIGs) at our semi-annual conferences.

Please use the form below to indicate any committees or SIGs with which you would like to become involved:

Your Name \_\_\_\_\_

Your Institution \_\_\_\_\_

Your E-Mail Address \_\_\_\_\_

### CCTE Committees:

- Awards Committee (receives and reviews nominations and selects CCTE award recipients)
- Communications and Image Committee (coordinates CCTE communications and image building activities)
- Fall 2011 Conference Planning Committee (planning of Fall 2011 Conference around “Reconnecting Student Voice with Teacher Education in a Globalized Society” theme)
- Policy Committee (coordinates CCTE policy response and advocacy activities)
- Research Committee (receives, reviews, and selects program proposals for CCTE conferences)
- Resources and Fund Development Committee (develops and implements CCTE fund-raising efforts)
- Spring 2011 Conference Planning Committee (planning of Spring 2011 Conference around “Closing the Opportunity Gap” theme)

### CCTE Special Interest Groups:

- Arts and Education SIG (expanding the arts in teacher education and K-12 education)
- BTSA and Induction SIG (coordinating teacher education with the BTSA and induction years)
- Coordinators and Directors of Credential Programs SIG (exploring teacher education and credentialing issues)
- Equity and Social Justice SIG (advocating equity and social justice in teacher education)
- Internationalizing Teacher Education SIG (exploring teacher education across all nations)
- Lives of Teachers SIG (exploring, understanding, and supporting teachers)
- Special Education SIG (addressing special education issues and bridging with general education)
- Technology and Teacher Education SIG (integrating technology into teacher education)
- Undergraduate Teacher Education SIG (considering issues related to teacher education during undergraduate study)

Please complete and send this form to CCTE Executive Secretary Alan H. Jones (by mail to 3145 Geary Blvd., PMB 275, San Francisco, CA 94118; or faxed to 415/666-3552; or scan the form and e-mail it as an attachment to [alan.jones@ccte.org](mailto:alan.jones@ccte.org)).

Your expressions of interest will be shared with the relevant committee or SIG chairs, and you will also be sent additional information to assist you in contacting those chairs and getting involved. Thank you.

## CCTE Establishes Outstanding Dissertation Award

The California Council on Teacher Education graduate student caucus requested that the CCTE Awards Committee and the CCTE Board of Directors establish a new award within the CCTE awards program to honor authors of outstanding doctoral dissertations. To implement such an award, the following steps were adopted by the CCTE Board of Directors on March 24, 2010:

(1) That CCTE hereby establishes an annual "CCTE Outstanding Dissertation Award" to be presented to the author of a dissertation closely related to teacher education which has been accepted for the doctoral degree at a member institution of CCTE. This decision has been made based on the recommendation of the Awards Committee.

(2) That this new award be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference, beginning in the Fall of 2011.

(3) A four-member sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. The four members of the sub-committee, appointed by the Chair of the Awards Committee, are Paul Ammon of the University of California, Berkeley, Joel Colbert of Chapman University, Jose Lalas of the University of Redlands, and Thomas Nelson of the University of the Pacific, all faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year (i.e., for an award at the Fall 2011 Conference, the degree would have been awarded during the 2010-2011 academic year); (c) the author of the dissertation must be or must become a paid student member of CCTE; (d) the topic of the dissertation must be directly related to teacher education; and (e) the dissertation must be of such quality that it is considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The availability of the award is to be announced in issues of *CCNews* and at CCTE semi-annual Conferences, with an annual application/nomination deadline of June 1 of each year (beginning in 2011), so that applications/nominations can be reviewed in time for selection of awardees prior to the annual Fall Conference.

(6) Applications/nominations for the award are to include three copies of a cover letter with background

information on the author and dissertation topic, including a rationale of why the dissertation meets the award criteria, plus three printed copies of the full dissertation document. Applications are to be submitted to Alan H. Jones, CCTE Executive Secretary, by mail to 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

(7) Each recipient of the award will be honored at a CCTE Conference awards luncheon, will be reported on in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Conference when the award is presented, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized by CCTE at the awards luncheon.

### 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.

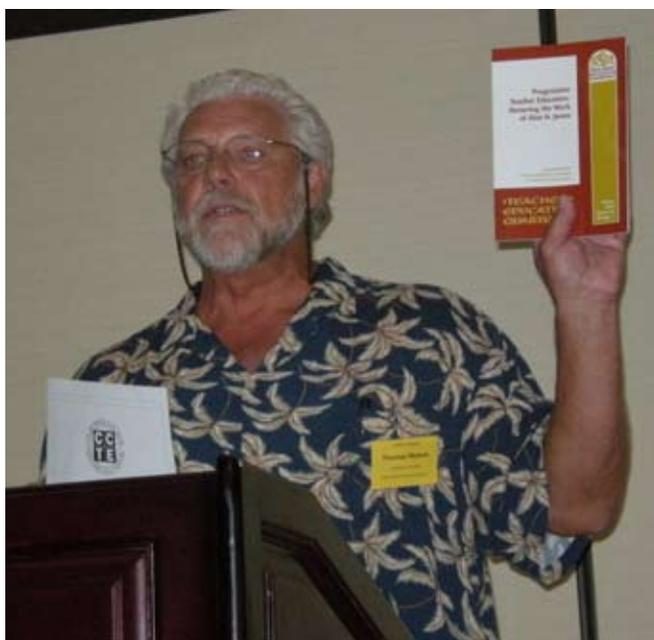
Just e-mail your submissions as an attachment to [hstevenson@pacific.edu](mailto:hstevenson@pacific.edu)

Thank you.

—Heidi J. Stevenson  
Editor, *CCNews*  
University of the Pacific

## Editorial Transition

Tom Nelson's 12 years as editor of *Teacher Education Quarterly* concluded with the Fall 2010 special theme issue on "Education and the Environment" that was recently mailed to all CTE members and other subscribers. The Winter 2011 issue, the first for new editor Christian J. Faltis of the University of California, Davis, is now at the printer and is scheduled to be mailed out in January. The theme for that issue is "Teaching in Politically, Socially-Situated Contexts." Chris and his associate editors Sharon Chappell, Reynaldo Reyes, and Kip Tellez have been working with Tom for the past several months, resulting both in a smooth editorial transition and a new on-line process for manuscript submission and review.



Tom Nelson shows copy of the Summer 2010 issue of *Teacher Education Quarterly* to attendees at the Fall Conference.

### Note about Issues in Teacher Education

The Fall 2010 edition of *Issues in Teacher Education* should be in your hands by now. This issue focuses on the theme of *LGBTQ Issues in Teacher Education*. The theme editor is noted researcher and educator Dr. Anna Wilson. We encourage you to comment on the articles by going to the *ITE* web page at [www.ite.chapman.edu](http://www.ite.chapman.edu) and click on the "Leave a Comment" button where you will find blog prompts that relate specifically to the articles in this issue. We look forward to reading your comments and generating a discussion about this timely and provocative topic.

—Suzanne SooHoo & Joel A. Colbert,  
Co-Editors, *Issues in Teacher Education*

## An Editor's Farewell

I am blessed and honored to have served as editor of *Teacher Education Quarterly* these past 12 years and look forward to seeing the journal continue to grow and flourish under the leadership of Christian Faltis.

I want to publicly acknowledge the contributions of folks without whom this journal would not have risen to the heights it has over this past decade. My deep appreciation for the professionalism and expertise shared wide and far by the three Associate Editors, Jerry Brunetti, Dana Grisham, and Barbara Levin. I would like to offer my gratitude for the support and encouragement from the long list of CTE presidents under which *Teacher Education Quarterly* has grown: Carol Bartell, David Georgi, Andrea Maxie, Vicki LaBoskey, Reyes Quezada, Jim Cantor, and Magaly Lavadenz. A loud shout-out to all the members of the Panel of Readers who have generously given their time and professional expertise through their careful assessments and reviews of manuscript submissions. They have been the heart and soul of the journal and I cannot thank all the readers enough for their hard work and dedication.

I also want to acknowledge the members of the Advisory Board who have as *TEQ* ambassadors championed the journal across the globe as well as having contributed articles of their own. Many thanks to Bob Bullough, Linda Darling-Hammond, Ivor Goodson, Geert Kelchtermans, John Loughran, Carmen Montecinos, Jeannie Oakes, Virginia Richardson, Tom Russell, Frances Rust, Christine Sleeter, Jon David Snyder, Ana Maria Villegas, and Ken Zeichner. I also want to acknowledge the contributions from all of the Editorial Board members who have served in this important role over the past 12 years. They have kept me on my toes and the journal on focus. For that I thank each and every board member who I have had the pleasure work with over the years. And, to all of my graduate students who have had to endure my persistence that they read and learn to emulate the quality of scholarship embedded within each and every issue of the journal.

None of this would have occurred without the ultimate leadership and support of Alan Jones, Publisher, Caddo Gap Press and Executive Secretary of the California Council on Teacher Education. I want to express my deepest gratitude to all of the authors with whom I have worked over the last 48 issues of the journal. I have learned so much from each contributor. They have enriched my own professional and scholarly activities in ways they will never know. Finally, thank you to all of the subscribers and readers of *Teacher Education Quarterly*. You are the reason we do what we do!

And, of course, none of this would have been possible without the enduring love and support of my wife Teri, son John, and my best pal Leon, our golden retriever.

Farewell,

—Tom Nelson

Editor, *Teacher Education Quarterly*, 1999-2010

## American Association of Colleges for Teacher Education Annual Meeting Preview

The 63rd Annual Meeting and Exhibits of the American Association of Colleges for Teacher Education will be held at the Manchester Grand Hyatt Hotel in San Diego from February 24 to 26, 2011. The title and theme of the conference is “Telling the Story: Writing the Next Chapter.” The following are key points extracted directly from the AACTE website regarding the upcoming conference:

The quest to educate the next generation is a narrative that spans the centuries—from a prologue crafted in Aristotle’s Lyceum to the most recent plot twists of “No Child Left Behind.” With characters both acclaimed and obscure, the story of teacher education is still being written today—in the nation’s classrooms, the halls of academe and the halls of Congress. Each student, educator, administrator, and advocate has a story to tell. AACTE is eager to bring those stories together at this year’s 63rd Annual Meeting & Exhibits as we explore today’s scene and begin to write the next chapter in teacher education. The stories we will tell at this year’s meeting will expand our thinking, critique our practices, refine our research, and provide the advocacy tools necessary to enhance our profession. The next chapter will include assurances that our teacher candidates will be socially, technologically, professionally, ethically, culturally, linguistically, and globally astute to effectively change the world in which we live.

Sessions will explore the following strands:

- Reform: Moving from Highly Qualified to Highly Effective.

- Advocacy: Creating and Enhancing Awareness
- Research, Evidence, and Efficacy: Indicators of Excellence
- Practices that Work: Building Upon Excellence

Spotlight Session: Dr. Pedro Noguera, Saturday, February 26, 9:15 to 10:20 a.m. Noguera, one of the country’s most important voices on education reform, diversity, and the achievement gap will present the keynote address. He is the author and editor of over a hundred books, articles, monographs and research reports, including his groundbreaking book, *City Schools and the American Dream: Reclaiming The Promise of Public Education* (winner, *Forward Magazine* Gold Award, 2003; AESA, Critics Choice Book Award, 2003). His most recent books include *City Kids*, *City Teachers* with Bill Ayers and Greg Michie and *The Trouble with Black Boys . . . and Other Reflections on Race, Equity and the Future of Public Education*, winner of the AESA Critics Choice Book Award in 2008.

The conference room rates are \$236/night for single/double occupancy reservations made by Monday, January 31, 2011. Early bird registration is now in effect and will end on January 30th. After that date the onsite registration will be in effect. Please visit the AACTE website for more detail on the conference and AACTE updates, policy reports and organization benefits: <http://aacte.org/index.php>.

—Reyes Quezada  
CCTE Vice President for AACTE



After the Friday policy session at the Fall 2010 CCTE Conference, from left to right, Jim Cantor, Mary Sandy, Cindy Grutzik, Magaly Lavadenz, Assemblymember Julia Brownley, Reyes Quezada, and Susan Westbrook.

# Myths and Realities

## From the CCTE Proactive Task Force

Following are common myths relating to teacher education and teaching. Each is countered by the “reality” of concepts borrowed from the CCTE Policy Framework.

**Myth:** Subject matter knowledge is all that one needs in order to teach. Therefore, teacher education is centered on the development of subject matter knowledge.

**Reality:** We teacher educators 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.

**Myth:** Programs of teacher preparation emphasize research and theory and are not situated in the realities of practice.

**Reality:** We in teacher education ensure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.

**Myth:** Programs of preservice teacher preparation do not seek to support beginning teachers in the initial years of teaching

**Reality:** We in teacher education 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.

**Myth:** The teacher education community does not participate in teacher education policy.

**Reality:** We teacher educators form an educational continuum, from preservice programs, to BTSA, to collaboration with schools and school districts level, all collaboratively engaged in seeking to inform teacher education policy.

**Myth:** Teaching is droning on in front of a classroom.

**Reality:** Teacher education is an intensely interactive and highly individualized activity

The CCTE Proactive Task Force was created as part of the planning activities at the CCTE Leadership Retreat and Board of Directors meeting on June 18 and 19, 2010. The members of the Task Force are Barbara Ford (San Francisco State University), Vicki LaBoskey (Mills College), Andrea Maxie (California State University, Los Angeles), Andrea Whittaker (Stanford University), and Desiree Zamorano (Occidental College).

## CCTE Policy Framework

The California Council on Teacher Education (CCTE) supports and encourages approaches to the preparation and continuing development of teachers which:

- ◆ Work toward the integration of the professional preparation of educators into career-long professional development involving sound theory and effective practices at all stages.
- ◆ Establish and foster strong support programs for teachers at all stages of their careers, particularly at the beginning stage, to help attract and retain high-quality teachers; such programs should include a role for university-based personnel as well as practitioners from the schools.
- ◆ Recognize and support alliances that work to improve preservice preparation, induction, and professional development of educators.
- ◆ Assure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.
- ◆ Recognize the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.
- ◆ Foster the strong and balanced preparation of teachers in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum.
- ◆ Assure that the guidelines, regulations, and laws governing the preparation of teachers and other educational personnel in California are based on, and are continually informed by, research and best practice; and that these guidelines, regulations, and laws reflect the considered opinions and voices of experts in the field.
- ◆ Include multiple and alternative approaches to the admission, retention, and credential recommendations for prospective teachers and in evaluation of inservice teachers; and assure that all assessment measures used to evaluate teacher candidates and teachers at any point in their preservice preparation and inservice practice are valid, unbiased, and relevant to teaching and learning practice.
- ◆ Support accreditation and evaluation processes which improve professional practice and which are conducted in an unbiased, collegial atmosphere by university and school professionals.
- ◆ Seek and ensure the active participation of the teacher education community in policy discussions and decisions regarding preservice education and the professional development of educators.
- ◆ Foster public and political support for education at all levels, pre-K to university, with an equitable commitment of resources to maximize teaching and learning.
- ◆ Recognize that quality teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources for ongoing development of effective teacher preparation programs.

Originally adopted by the Delegate Assembly of the California Council on the Education of Teachers, April 17, 1997 and updated and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006.

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

## From the Desk of the CCTE Executive Secretary

We are experiencing a very productive and healthy year for the California Council on Teacher Education. Let me offer thanks to the many who are making this happen:

### Membership

CCTE memberships for the 2010-2011 year have come in a good bit quicker than usual, so we already have 65 institutional members, with another 10 or so expected soon. Individual members have also renewed at an excellent pace. Thanks to all for the continuing membership support.

### Fall 2010 Conference Planning

The Fall 2010 CCTE Conference (see report and photographs on page 13) was perhaps the most exciting and interesting ever, bolstering our organization's commitment to participate effectively in the state policy arena. Special thanks to conference co-chairs Magaly Lavadenz, Reyes Quezada, and Jim Cantor, and CCTE Policy Committee co-chairs Cindy Grutzik, Mary Sandy, and Susan Westbrook.

### Policy Initiative

Through discussion and action at the Fall Conference, our CCTE Policy Analysis has evolved into a CCTE Policy Initiative (see the synopsis presented by CCTE President Magaly Lavadenz in her message on pages 2 and 3; the full Policy Initiative document is on our website). Thanks to all who participated in the Conference endorsed these efforts.

### Conference Attendance

We had some 275 paid registrants at the Fall 2010 Conference as well as many other program participants, making this the largest CCTE Conference in memory. Again, thanks to all who attended and participated.

### Annual Sponsors

A very special thank you and deep appreciation to Azusa Pacific University, Chapman University, and Loyola Marymount University for signing up as the first participants in our new CCTE Annual Sponsor program. As part of that program, those three institutions were sponsors of the Fall 2010 Conference and will again be sponsors of the Spring 2011 Conference. We hope that other institutions and commercial enterprises will join the program in the future.

### Award Recipients

Thanks to the CCTE Awards Committee for recognizing the outstanding work of the Partnership Project for the Educational Success of Youth in Foster Care (see page 14) and a special thanks to CCTE Distinguished Service Award recipient Al Thompson for his 46 years of involvement with CCTE (see page 15).

### Friends of CCTE

Thanks to the first 22 CCTE members who have joined the new "Friends of CCTE" initiative. We hope that everyone else will contribute soon; see the form on page 16.

### Graduate Student Fund

Thank you to Tom Nelson for his generous contribution of \$1,000 to start the new CCTE Graduate Student Fund, in concert with the many other CCTE members who responded to his challenge and together more than matched his gift. It is hoped that many more CCTE members will join in making this Fund grow so that CCTE can support and mentor the next generation of teacher educators in our state (see page 16 for further information).

### Our Editors

All of us in CCTE owe Tom Nelson a huge thanks for his service as editor of *Teacher Education Quarterly* the past 12 years (see page 19). Thank you also to Chris Faltis for assuming that editorship in 2011 and beyond, and a similar ongoing thanks to Joel Colbert and Suzanne SooHoo for their service as co-editors of *Issues in Teacher Education*, and to Heidi Stevenson for her work as editor of *CCNews*.

### CCTE Planning Efforts

Continuing thanks to all of the CCTE officers, Board members, and committee chairs and members for the long-range planning work that began at the Leadership Retreat in June 2010. As an example, see the "Myths and Realities" drafted by the CCTE Proactive Task Force (page 21).

### New Nominees

Thanks to the Nominations and Elections Committee and the CCTE members who have accepted nomination to stand for election to the Board this coming Spring (see page 26). CCTE survives and strives based on the willing volunteers who serve in so many ways.

### Spring 2011 Conference

Thanks to Jim Cantor and Mary Sandy, co-chairs of the upcoming Spring 2011 Conference (see preview on pages 4-6), for the exciting plans that will assure us another exceptional Conference in March. And thanks in advance to all who will attend and make it hugely successful.

—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

You are encouraged to join the California Council on Teacher Education for the upcoming 2010-2011 membership year (July 2010 through June 2011). Regular individual membership is \$100 per year, while special membership categories are available for retired educators at \$80 and students at \$50. Institutional memberships are also available (see note below). All members 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 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.

### ***Individual Membership for 2010-2011 Academic Year (July 2010 to June 2011)***

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](mailto: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 2010-2011, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

## CCTE Leadership Directory

### ***CCTE Officers:***

Magaly Lavadenz, President (2010-2012), Loyola Marymount University; mlavaden@lmu.edu  
 Andrea Whittaker, President-Elect (2010-2012), Stanford University; awhittaker2010@gmail.com  
 Reyes Quezada, Vice President for AACTE (2010-2012), University of San Diego; rquezada@sandiego.edu  
 Jose Lalas, Vice President for ATE (2010-2012), University of Redlands; jose\_lalas@redlands.edu  
 James Cantor, Past President (2010-2012), California State University, Dominguez Hills; jcantor@csudh.edu

### ***CCTE Board of Directors:***

Alice Bullard (2008-2011), BTSA State Leadership Team; alicebullard@gmail.com  
 Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu  
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.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  
 Mona Thompson (2010-2013), California State University, Channel Islands; al.mo@roadrunner.com  
 Keith Walters (2010-2013), California Baptist University; kwalters@calbaptist.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 (2010-2013), Caddo Gap Press; alan.jones@ccte.org  
 Christian J. Faltis, Editor, *Teacher Education Quarterly*, University of California, Davis; cjfaltis@ucdavis.edu  
 Suzanne SooHoo & Joel Colbert, Co-Editors of *Issues in Teacher Education*, Chapman University;  
 soohoo@chapman.edu & colbert@chapman.edu  
 Heidi Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

### ***CCTE Committee Chairs:***

Awards Committee Chair:

Jose Lalas (see above under officers)

Communications and Image Committee Co-Chairs:

Virginia Kennedy, California State University, Northridge; virginia.kennedy@csun.edu

Keith Walters (see above under Board of Directors)

Executive Committee Chair:

Magaly Lavadenz (see above under Officers)

Membership & Alliance Building Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

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

Mary Sandy (see above under Board of Directors)

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

Research Committee Chair:

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

Resources and Fund Development Committee Co-Chairs:

Juan Flores (see above under Board of Directors)

Lettie Ramirez (see above under Board of Directors)

### ***CCTE Conference Committee Chairs:***

Spring 2011 Conference Co-Chairs:

James Cantor (see above under Officers)

Mary Sandy (see above under Board of Directors)

Fall 2011 Conference Co-Chairs:

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

Lettie Ramirez (see above under Board of Directors)

Ronald Solorzano, Occidental College; solor@oxy.edu

## CCTE 2011 Annual Election

### Report of the Nominations and Election Committee

The 2011 California Council on Teacher Education annual election will involve election of three new members of the Board of Directors. The offices of President Elect, Vice President for AACTE, and Vice President for ATE are not up for election in 2011, since the officers serving in those roles were elected to two-year terms in 2010. The new Board members elected in 2011 will take office at the end of the Spring 2011 Conference and will serve for three years.

The current CCTE officers and the membership of the Board of Directors appears in the directory on page 25 of this issue of *CCNews*. The three members of the Board of Directors whose terms expire in 2011, and who will therefore be replaced in the 2011 election, are Alice Bullard (BTSA State Leadership Team), Barbara Ford (San Francisco State University), and Mary Sandy (University of California, Davis).

The Nominations and Elections Committee, chaired by CCTE Past President Jim Cantor (California State University, Dominguez Hills), has, as required by the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election for the three Board of Directors slots to be elected in the 2011 annual election are:

Cynthia Coleman (Graduate Student at University of the Pacific and teacher with Modesto City Schools)  
 Marianne D'Emidio-Caston (Antioch University, Santa Barbara)  
 Deborah Hamm (California State University, Long Beach)  
 Maureen Lorimer (California Lutheran University)  
 Paula Motley (BTSA Induction, Monterey County Office of Education)  
 Shannon Stanton (Whittier College)

As delineated in the CCTE By-Laws, members and delegates are hereby offered an opportunity to nominate additional candidates not on the above slate prepared by the Nominations and Elections Committee. Any member or delegate wishing to nominate a candidate not on the above slate may do so by forwarding to the Executive Secretary a written nomination containing the supporting signatures of 15 CCTE members or delegates, a brief statement by the nominee, and the signed consent of the nominee. Nominees must be either a CCTE individual member or an institutional delegate. Such nominations must be received by the Executive Secretary no later than January 26, 2011. Any additional nominations received by petition from the membership will be added to the above list of nominees offered by the Nominations and Elections Committee.

In early February of 2011 a mailing will then be made to all CCTE members and delegates containing the final list of nominees, statements of candidacy for each nominee, and a ballot and return envelope. Each delegate and member may

then vote for up to three candidates for the Board of Directors. Delegates and members may submit ballots by mail or may wait to turn in ballots at the Spring Conference in San Jose. Either way, ballots are to be returned in the small envelope that will be provided, which will bear the name of the voter as a return address. Envelopes returned by mail will be held unopened by the Executive Secretary and turned over to the Nominations and Elections Committee at the Spring Conference. Ballots being mailed in must arrive to the Executive Secretary by March 21, 2011. 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 25, 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 25, 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 the return envelope with them.

The Nominations and Elections Committee will then complete the tally of the ballots immediately after noon on Friday, March 25, and the three candidates receiving the most votes for the Board of Directors 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 2011 Spring Conference.

Next fall, in preparation for the CCTE 2012 annual election, the Nominations and Election Committee will be seeking candidates for Vice President for AACTE and Vice President for ATE, and again for three positions on the Board of Directors. Also, in concert with the 2012 annual election, current President Elect Andrea Whittaker (Stanford University) will become President and current President Magaly Lavadenz (Loyola Marymount University) will become Past President. Also at that time Cindy Grutzik (California State University, Dominguez Hills) will become President Elect as a result of the tie vote for that position in the 2010 annual election.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2012 or future years, please share that information with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees (see volunteer form on page 17 of this newsletter).

# CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— [www.ccte.org](http://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](mailto:alan.jones@ccte.org)