

CCNews

Newsletter of the California Council on Teacher Education

Volume 22, Number 3, Fall Issue, September 2011, Section 1

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

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

In This Issue of CCNews . . .

Section 1 — News & Reports

Message from CCTE President Magaly Lavadenz	2-4
Dates of Future CCTE Conferences	4
New Format and Big Plans for <i>CCNews</i>	5
From the Desk of the Executive Secretary	6
Report of the CCTE Policy Committee	7
Key CCTE Policy Activities during the Past Year	7
CCTE Policy Framework	8
Developments in BTSA/Induction	9
CABTE Works with IHE Faculty on Program Standards	9

Section 2 — CCTE Conferences

Preview of the CCTE Fall 2011 Conference	1
CAPSE Reception on October 12	1
Tentative Fall 2011 CCTE Conference Program	2
CCTE Fall 2011 Conference Registration Form	3
Nine CCTE Special Interest Groups	4
Preview of CCTE Spring 2012 Conference	4

Call for Proposals for Future CCTE Conferences	5
Cover Sheet for CCTE Conference Proposals	6
Call for Nominations for CCTE Awards	7

Section 3 — CCTE Organizational Information

CCTE Journals Launch Redesigned Websites	1
CCTE Membership Form	2
CCTE Volunteer Form	3
Invitation to Become a “Friend of CCTE”	4
Earmark Contributions for Graduate Student Fund	4
Guidelines for CCTE Graduate Student Program	5
Application Form for Graduate Student Program	6
Reports from AACTE and ATE	7
Announcing CCTE New Faculty Support Program	8
Application Form for CCTE New Faculty Program	9
CCTE Annual Co-Sponsorship Program	10
Registration Form for Annual Co-Sponsors	11
CCTE Leadership Directory	12
CCTE Website Information	13



CCTE Fall Conference attendees enjoy the yacht basin view at the Kona Kai Resort in San Diego.



CCNews

Newsletter of the
California Council on Teacher Education

Message from CCTE President Magaly Lavadenz Two Significant Events of the Summer

This has been a busy summer for the California Council on Teacher Education! Two major events occurred over the summer that have had significant impact on the organization: (1) the CCTE Board of Directors held a Strategic Planning Retreat in June, and (2) the American Association of Colleges of Teacher Education held its State Chapter Leadership Meeting and Day on the Hill in Washington that same month. I want to share with the CCTE membership and readership some of the highlights of these two events as we think about the beginning of a new academic year.

Refining CCTE's Strategic Priorities

On Friday and Saturday, June 16 and 17, 2011, the CCTE Board of Directors met again on the campus of the University of California, Davis for dialogue, reflection, and planning. Special thanks go to Mary Sandy who secured the site at no cost to CCTE! We were also able to once again benefit from the skillful facilitation of Dr. Roberto Vargas of New World Associates, who led us through that Friday with great insights into our organizational perspectives. We again received a welcome stipend from Pearson Evaluation Systems to cover the costs of our facilitator.

During that Friday we worked on defining the committees that would support the work of the Strategic Priorities to maintain the outstanding momentum we enjoyed during the 2010-2011 year following our previous leadership retreat in June 2010. We also refined the previous five Strategic Priorities down to four, which are highlighted in the following excerpts from a report that Dr. Vargas prepared summarizing our deliberations.

Strategic Priority 1 - Policy

Advance Policy that Encourages Quality Teacher Education

The state and national spotlight is on education. During these times it is especially strategic for CCTE to develop and advocate for policies that support quality educators and teaching. Given the public concerns

about failing school systems and the antagonistic sentiment being generated against public services, taxes, and unions, there is need for multiple narratives that underscore the necessity for quality education, well prepared teachers, union advocacy, and public financial support for our schools. CCTE will draw upon the expertise of its members for the dialogue, research, and collaboration that can advance the legislative priorities, policy change, and public support ultimately required for quality teacher education. *The CCTE Policy Committee will*

develop the priorities, programs, and activities to advance this goal. The CCTE Coordination Committee will assist in coordinating all committee activities towards generating meaningful research and disseminating effective messages.

Strategic Priority 2 - Proactive Communication

Communicate Our Purpose, Message, and Wisdom Regarding Quality Teaching

The education profession and our public require a fuller understanding of the character of quality teaching and learning, so that they can better support education that truly

meets the needs of our children. The education profession and the public also need to come to appreciate CCTE's purpose and experience so that together we can best utilize CCTE to improve our education policy and teacher preparation. To address these needs CCTE must optimize the use of its expertise, conferences, journals, and publishing resources to educate and inform. *The CCTE Vision & Communication Committee will focus on revising the CCTE electronic presence and creating additional products and opportunities to communicate the CCTE vision for education.*



Photo by Elizabeth Keithcart

Magaly Lavadenz

(continued on next page)

Message from the CCTE President

(continued from previous page)

Strategic Priority 3 - Fund Development

Developed the CCTE Business Plan and Secure Resources to Achieve Our Objectives

The achievement of CCTE's current and future objectives requires necessary staff, budget, and eventually an office. To build on our rich legacy, CCTE will develop a business plan that integrates strategies for the ongoing fund development required to build our capacity to improve education across California. We will also build on our latest successes and continue our proposal writing, reaching out to potential sponsors, building our "Friends of CCTE" program, and more courageously soliciting support. *The CCTE Fund Development Committee is tasked with developing the business plan and leading CCTE's fund development efforts.*

Strategic Priority 4 - Membership

Continue the Expansion and Engagement of Our Membership

The vision to improve our educational system with more quality teachers requires the full engagement of our members to be active models, movers, and leaders for quality teaching. CCTE will continue to develop and strengthen its strategies to increase active membership, including membership retention, expansion, and engagement, and also improve our outreach to targeted



A planning conversation during the CCTE leadership retreat in June.

institutions and groups of individuals, including the California State University, the University of California, private colleges and universities, alternate certification schools, BTSA, retired members, community colleges, unions, etc. *The CCTE Membership Committee will be expanded to more fully address this goal.*

AACTE Chapter Leadership Meeting

Immediately after our CCTE Board Retreat and Meeting, I departed for Washington, D.C., to attend the AACTE state chapter leaders meeting on June 20th. The two full days of meetings at the AACTE headquarters provided me excellent learning opportunities. They also affirmed that CCTE is already doing many of the activities that are recommended by the national organization and that CCTE is viewed as one of the strongest chapters in the nation, as acknowledged by Sharon Robinson, the AACTE President. Some of the key insights from these two days are as follow:

- There will be an advocacy toolkit available on the AACTE website as of this summer. While I had accessed AACTE's website previously, I learned that it is constantly being updated with new policy information, data on teacher education in the nation, and resources for our profession. All CCTE members are encouraged to regularly visit the website at <http://aacte.org>
- Some state chapters invite their State Teacher of the Year to speak at their conferences. To my knowledge, CCTE has not done this in the past and we should consider this as a part of our future conference programming.
- The University of Central Florida has created a model for showing the impact their credential graduates have in the field by developing a formula: Number of participants x number of hours x rate per hour (this was based on a district level volunteer hourly rate) = value. Calculations based on their formula resulted in the value of their clinical experiences at \$13,036,010 and their professional, partnership, and service programs at \$15,654,744.



Participants in the CCTE Board Retreat: (top row, l to r) Chuck Zartman, Helene Mandell, Mary Sandy, Sue Westbrook, Alan Jones, Shannon Stanton; (middle row, l to r) Desiree Zamorano, Paula Motley, Magaly Lavadenz, Kat Fuller, Cindy Grutzik, Deborah Hamm; (bottom row, l to r) Jim Cantor, Keith Walters, Jose Lalas; attending but not in photograph, Heidi Stevenson.

Message from the CCTE President

(continued from previous page)

- Concern over federal legislation, SB 1250, the “Growing Education Achievement Training Academies for Teachers and Principals Act” introduced by Senators Michael Bennet, Lamar Alexander, Barbara Mikulski, Mary Landrieu, and Mark Kirk. This bill would create “academies” at the state level that would certify teachers and principals without benefit of partnerships, standards, or rigor. Sample letters expressing the concern of the teacher education community are available on AACTE’s website.

- Lisa Johnson, the AACTE Communications Manager, made a presentation on “Public and Media Relations Strategies,” from which I learned that while “proactive is the key,” being reactive is also important in creating strong, coordinated, and collaborative responses to legislation or agendized groups. She reminded us that a “fast response team” of one or two people to write responses can be important to maintain a pattern of consistent messaging.

- I met and talked with other chapter leaders who have either heard about or attended our CCTE conferences. We brainstormed about possibly forming a regional western collaborative on teacher evaluation with AACTE’s help,

Day on the Hill, June 21, 2011

As part of AACTE’s Day on the Hill, I was to participate in two meetings, one with Senator Feinstein’s education assistant, Christine Epres, and the other with Senator Boxer’s educational assistant. Both staff members posed important questions about Senate Bill 1250, especially about how master’s degrees could be issued by these new academies, as well as about keeping teachers in low performing schools, alternative certification, defining teacher quality, charter schools, and English Learners. I provided them with CCTE’s summary on measuring teacher effectiveness, our most recent newsletter, and a commitment to continue communicat-



Mary Sandy and Jim Cantor at CCTE retreat.



Capital hosts AACTE Day on the Hill.

ing on these issue. The Day on the Hill was inspirational for me; the activities, though intense and fast-moving, reinforced the democratic practices that form the basis of our nation’s strength. I hope I represented CCTE well!

Conclusion

In closing, I want to wish you all an excellent beginning to the 2011-2012 academic year! I once again look forward to seeing you at the Kona Kai Resort in San Diego for our Fall 2011 Conference. The conference committee (see report on page 1 of Section 2 of this newsletter) has been working hard to bring you a memorable and invigorating two and a half days—see you in October!

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

Dates of Future CCTE Semi-Annual Conferences

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

Spring 2013, March 28-30
Sainte Claire Hotel, San Jose

Fall 2013, October 24-26
Kona Kai Resort, San Diego

Spring 2014, March 27-29
Sainte Claire Hotel, San Jose

Fall 2014, October 23-25
Kona Kai Resort, San Diego

New Format and Big Plans for CCNews

By **Heidi J. Stevenson** (University of the Pacific), Editor, *CCNews*
& **Alan H. Jones**, CCTE Executive Secretary

It is with great pleasure that we have watched *CCNews* grow considerably over recent years as we have sought to report and reflect on as many of the California Council on Teacher Education's expanding activities as possible. Moving to an online format several years ago, in contrast to the previously printed and mailed newsletter, has allowed us flexibility for this growth, and we surely do not want to shortchange the membership now and in the future by reducing the content. At the same time, in response to comments from some CCTE leaders and members, we sense a need to make the information more user-friendly, since recent quarterly issues have ranged around 30 pages each, and the resulting PDF files have strained the e-mail and computer capability of some of our colleagues.

Given these realities, we have effective with this Fall 2011 issue divided the newsletter into three sections, each a separate PDF file, and we will soon add a fourth section. As you will have noted with this issue, the newsletter will still be posted to the CCTE website (www.ccte.org) and all CCTE delegates and members will be alerted to the posting via an e-mail announcement. The key difference in format will be the division of this and future issues into themed sections.

Thus, beginning with this issue, you will find:

Section 1 — Themed around “news and reports,” this section contains the President's Message, news features such as this announcement about the newsletter, reports from CCTE committees and associated organizations, and the report of the Executive Secretary.

Section 2 — Themed around our semi-annual CCTE conferences, in this issue this section features a preview of the Fall 2011 Conference along with the tentative program and registration form, other information about this and future conferences, and the standing call for research and practice proposals for conferences and the appeal for nominations for CCTE awards. In future issues this section will often include reports from recent semi-annual conferences.

Section 3 — Themed around CCTE organizational activities, this section contains announcements and forms related to our journals, membership, contributions, sponsorships, and the CCTE Graduate Student Fund and New Faculty Support programs, along with reports related to AACTE and ATE.

We see the advantage in this sectioning of the newsletter to be twofold. First, it will allow members and delegates to select the section(s) they wish to read in whatever order best serves their interests. And second, using this approach the PDF file for each section will be smaller and easier to download and access than the single and fairly large PDF files of recent full issues. Overall, the scope and content of the newsletter will not be reduced, and indeed will be free to continue to grow, as it is divided into these sections.

In addition, we will soon be adding a fourth section to the quarterly newsletters in the form of a new peer-reviewed online journal that will serve as an extra part of each issue of *CCNews*. The journal section will be entitled *Promising Practices* and will focus on what's working in teacher education in California.

We are excited about the prospect of the *Promising Practices* online journal and the engaging material it is sure to provide. In addition, this will offer a new format for our members to share information and ideas in a peer-reviewed publication focusing on valuable practices. As we move to offer such a service we ask that all CCTE members and delegates consider writing and submitting quality manuscripts for our consideration. Such submissions should be in the form of double-spaced Microsoft Word files, sent by e-mail to Heidi Stevenson, editor of *CCNews*, at hstevenson@pacific.edu. We look forward to your submissions as well as your comments on these new developments in *CCNews*.

CCNews Call for Articles and News Items

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 draft brief article to submit to the upcoming peer-reviewed *Promising Practices* section of *CCNews*. Just e-mail your submissions as double-spaced Microsoft Word text as an e-mail attachment to hstevenson@pacific.edu

CCNews also welcomes any reports, news items, or announcements for the other sections of future issues.

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

From the Desk of the CCTE Executive Secretary

I encourage all CCTE members and delegates to read all three sections of this Fall 2011 issue of CCNews. This first section is highlighted by the message from President Magaly Lavadenz, while the second section features a preview of the Fall 2011 Conference, including a registration form for those of you who have not yet registered to use at your earliest convenience. The third section provides announcements, commentary, and relevant forms and materials for many of our California Council on Teacher Education activities and opportunities. Among the topics in that third section are:

CCTE Journals

All CCTE members and delegates receive issues of each of our CCTE-sponsored scholarly journals. The Summer 2011 issue of *Teacher Education Quarterly* has just been mailed to everyone and the Fall issues of both *Teacher Education Quarterly* and *Issues in Teacher Education* will be published and mailed in October or November.

Both journals have just completed a redesign of their websites and have created on-line submission procedures. See the reports from the editors on page 1 of the third section of the newsletter.

Membership

Our CCTE memberships efforts for the 2011-2012 year (July 2011 through June 2012) began with e-mailed renewal notices in June to all institutional and individual members from last year. Many individual and institutions have since renewed, and if you have not yet you are urged to send in your membership as quickly as possible. A membership form appears on page 2 of the third section of this newsletter.

All individual members and institutional delegates are encouraged to attend our semi-annual conferences and also to volunteer to work on one or more of our CCTE committees and to join some of our Special Interest Groups. A volunteer form appears on page 3 of the third section of the newsletter.

Friends of CCTE

Many CCTE members and delegates have responded to the "Friends of CCTE" appeal by contributing to the organization above and beyond their membership dues. We hope that many other CCTE members and delegates will still do so now. Please see the form on page 4 of the third section of this *CCNews*.

Graduate Student Fund

In response to the initial suggestion and appeal by Tom Nelson at the Fall 2010 Conference, the new CCTE Graduate Student Fund has grown to over \$2,500 in its first year. It is hoped that many more CCTE members will contribute both initially and annually so that this Fund will grow in order for

CCTE to support and mentor the next generation of teacher educators in our state.

Guidelines have been created for use of the Graduate Student Fund (see page 5 of the third section of this newsletter), and students are urged to use the form that follows on page 6 to apply for participation during the 2011-2012 membership year. Ten graduate students have applied and been accepted to date, and there are available funds to support yet others.

Collaboration with AACTE and ATE

CCTE is the California state chapter of both the American Association of Colleges for Teacher Education and the Association of Teacher Educators, and you will find reports on both national organizations on page 7 of the third section of this newsletter. The report on AACTE describes the special grant that CCTE has received from that national organization to provide support to new teacher education faculty in our state and encourage those newcomers to become active in CCTE.

A more detailed description of the CCTE/AACTE New Faculty Support Grant Fund appears on page 8 of the third section of the newsletter and we encourage any new faculty to use the form that follows on page 10 to apply for participation in the program.

Annual Sponsors

During the 2010-2011 membership year CCTE initiated a program of Annual Co-Sponsorships, and we are continuing the program during this 2011-2012 year. Information on the program appears on page 10 of the third section of this newsletter and a registration form follows on page 12. We encourage all CCTE member institutions to consider offering additional support to our organization by becoming an annual co-sponsor.

Leadership

A listing of CCTE officers, Board of Directors, editors, and committee chairs appears on page 12 of the third section of this newsletter.

Website

Please also take a look at the description of our CCTE website on page 13 of the third section of this newsletter, and be sure to check out the website at www.ccte.org on a regular basis.

—**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

Report of the CCTE Policy Committee

By **Susan Westbrook** (*California Federation of Teachers*),
Cindy Grutzik (*California State University, Dominguez Hills*),
 & **Mary Sandy** (*University of California, Davis*)
 Co-Chairs of CCTE Policy Committee

On July 12, the Commission on Teacher Credentialing appointed Beth Graybill as its Interim Executive Director. She is on loan from the California Senate Education Committee during the search for a permanent CTC Executive Director. Beth has served as a principal consultant for the Senate Education Committee for five years and she previously worked for the Commission as Director of the Professional Services Division from 2003-2006. The Commission is expected to name a new permanent Executive Director in October.

The Commission has postponed the first meeting of the Teacher Preparation Advisory Panel until January 2012 because of budget and other considerations. According to the CTC announcement this “panel is charged with looking across the spectrum of the Learning to Teach Continuum and making recommendations for updating, streamlining, and advancing the Continuum to address significant changes in the field that have occurred since the SB 2042 Teacher Preparation Program standards were developed and adopted in 2002.” Applications for membership on this panel will be accepted until October 3, 2011. Panel application materials may be accessed at

<http://www.surveymonkey.com/s/TAPAAplication>

Governor Brown has appointed six new members to the CTC: Erick Casallas, a middle school teacher from Bakersfield; Eddie Cuevas, a government and economics teacher from Los Angeles; Linda Darling-Hammond, an education professor at Stanford, a presenter at several CCTE conferences, and a delegate to CCTE from Stanford; Kathleen Harris, an elementary and reading teacher from Sebastopol, and a long time California Teachers Association representative to the Commission; Alicia Hinde, an elementary teacher from Los Gatos; and Louise Stymeist, a career technical education coordinator from Sacramento. Several of Governor Schwarzenegger’s unconfirmed appointees were not reappointed. Superintendent of Public Instruction Tom Torlakson appointed Richard Zeiger, his Chief Deputy Superintendent, as his Designee to the Commission, replacing Leslie Littman.

E-mail addresses for CCTE Policy Co-Chairs are:

Susan Westbrook - suew447@aol.com
 Cindy Grutzik - cgrutzik@csudh.edu
 Mary Sandy - mvsandy@ucdavis.edu

Key CCTE Policy Activities during the Past Year

The California Council on Teacher Education has engaged in the following key policy-related activities during the recent 2010-2011 membership year:

- ◆ Planning and implementation of the CCTE Fall 2010 Conference around the theme “Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities.” This policy-focused conference was planned cooperatively by several CCTE officers and the co-chairs and members of the Policy Committee. Specific information on the conference can be found in the Summer and Fall 2010 issues of *CCNews*.
- ◆ A CCTE policy analysis document entitled “The Complexities of the Relationship of Teacher Evaluation and Student Achievement: A Policy Analysis for the Fall 2010 CCTE Conference” was prepared prior to the Fall 2010 Conference and used as a stimulus for discussion and action at that conference. The text of the policy analysis appears in the Fall 2010 issue of *CCNews*, on pages 7-11, followed by an extensive list of resources of that topic.
- ◆ Following the Fall 2010 Conference the CCTE Policy Committee refined the policy analysis and created a policy initiative entitled “Seeking Effective and Equitable Evaluation of California’s Teachers: A 2010 Policy Initiative of the California Council on Teacher Education.” This 23-page document, which includes much briefer sections on purpose and key elements, has been used in contact with members of the California Legislature to encourage policymakers to approach the issues of teacher evaluation in a manner consistent with best practice and relevant research.
- ◆ In response to the development of the National Council on Teacher Quality and that organization’s plans to conduct a national survey of teacher education programs, the CCTE Board of Directors in consultation with the CCTE Policy Committee developed and disseminated a “CCTE Statement on NCTQ.” The text of that statement appears in the Spring 2011 issue of *CCNews*, on page 9.

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.

Developments in BTSA/Induction

By **Paula Motley** (Monterey County Office of Education)
Member of CCTE Board of Directors

The Committee on Accreditation (COA) took action in January 2009 to transition Induction Programs into the Commission on Teacher Credentialing's (CTC) accreditation system beginning July 1, 2009. During the 2010-11 year, CTC staff assisted Cluster Region Directors in preparing and executing 20 accreditation site visits to school districts and county offices of education. All approved induction programs participated fully in program assessment, biennial reports, and site visits in accordance with their particular cohort schedule of accreditation activities. This first year of full integration of induction programs into the Commission's accreditation system represents a significant scope of work accomplished. Coordination of effort with Cluster Regional Directors (CRDs), program directors, and leaders in the induction community proved essential to the success of this endeavor.

In addition, in the 2010-11 school year, Initial Program Approval actions taken by the COA for the Clear Education Specialist Induction credential included the following BTSA Induction programs: Antioch Unified School District, Aspire Public Schools, Butte County Office of Education BTSA County Induction Program, California School for the Deaf, Capistrano Unified School District, Conejo Valley Unified School District Clear Education Specialist Induction Program, Contra Costa County Office of Education, El Dorado County Office of Education, Elk Grove Unified School District, Marin County Office of Education, Napa County Office of Education, North State BTSA with Tehama County Department of Education serving as LEA, Orange Unified School District, Riverside County Office of Education, San Diego County Office of Education, San Joaquin County office of Education, San Jose Unified School District, San Juan Unified School District, San Mateo County Office of Education, San Mateo-Foster City School District, San Ramon Valley Unified School District, Santa Barbara County Education Office Clear Education Specialist Induction Program, Stanislaus County Office of Education, Tri County BTSA Induction Program, Tustin Unified School District, Vista Unified School District, and the Yolo-Solano BTSA Induction Program.

Many programs submitted their documentation previous to this past year and have had their programs up and running. For a complete list of approved programs, follow this link:

http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html

CABTE Works with IHE Faculty at CCTE Conferences to Address Program Standards

By **Charles Zartman** (California State University, Chico)
*President, California Association of Bilingual Teacher Educators
& Member of CCTE Board of Directors*

The Board Members of the California Association of Bilingual Teacher Educators (CABTE), an affiliate of both the California Council on Teacher Education (CCTE) and the California Association for Bilingual Education (CABE), have utilized the Thursday morning Affiliate Meetings at recent CCTE semi-annual conferences to provide a forum for faculty members across the state who work with Bilingual Professional Preparation Programs to meet with Commission on Teacher Credentialing (CTC) consultants relative to the new Bilingual Authorization Standards. These sessions have served as a needed vehicle for bilingual teacher educators to receive expectations from a CTC Consultant, share ideas between trusted colleagues, and develop a format for document completion to take back to their respective campuses.

As a result of these efforts, there are now 22 institutions that have approved programs under these new standards with nine other universities now preparing documents to submit to the Commission. Paula Jacobs, Consultant in the Professional Services Division of the Commission, has used these CABTE meetings to provide valuable technical assistance to faculty from each of these institutions.

CCTE conferences served as the natural venue for this professional networking to occur. The faculty members attending these sessions recognize the tangible support received at these meetings. Clara Park of California State University, Northridge attended each of these meetings held over the past three years. She views these sessions as valuable for her colleagues across the state: "The information provided by Paula Jacobs was very helpful and timely."

The Thursday morning California Association of Professors of Special Education (CAPSE) meetings at CCTE conferences have also provided this catalytic function for faculty members in Special Education as institutions respond to the new standards in that field. If you are interested in networking with others relative to the professional preparation of teachers, the CCTE Conference is, indeed, the place to be. We look forward to seeing you at the next conference—October 13th through the 15th—in San Diego. See you then!



CCNews

Newsletter of the California Council on Teacher Education

Volume 22, Number 3, Fall Issue, September 2011, Section 2

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

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

Preview of the CCTE Fall 2011 Conference

Reconnecting Student Voice with Teacher Education in a Globalized Society

The Fall 2011 California Council on Teacher Education Conference theme will be “Reconnecting Student Voice with Teacher Education in a Globalized Society.” This exciting conference will be held October 13-15 at the Kona Kai Resort in San Diego

Major Speakers

Dr. Donaldo Macedo, critical theorist, linguist, and expert on literacy and education studies at the University of Massachusetts, Boston, will be the Thursday keynote speaker. He has published extensively in the areas of critical literacy, linguistics, and multicultural education; some of his publications are *Literacy: Reading the Word and the World* (with Paulo Freire, 1987), *Chomsky on Miseducation* (with Noam Chomsky, 2000) and *Critical Education in the New Information Age* (with Paulo Freire, Henry Giroux, and Paul Willis, 1999).

In addition to the keynote address by Donaldo Macedo other features of the Fall Conference will be a Friday presentation by Alma Flor Ada, research presentations, poster sessions, policy sessions, meetings of the Special Interest Groups, and an extended Saturday morning session with Jeff Duncan-Andrade as the guest speaker.

Planning Committee

The co-chairs of the planning committee for the Fall Conference are Karen Cadiero-Kaplan (San Diego State University), Anaida Colon-Muniz (Chapman University), Lettie Ramirez (California State University, East Bay), and Ron Solorzano (Occidental College). If you are interested in helping with further planning and implementation of the Conference, please contact any of the planning committee co-chairs.

The initial formal announcement of the Fall 2011 Conference, along with the tentative program, registration form, and calls for proposals and awards nominations was e-mailed to all CCTE delegates and members in early July and again in August. The tentative program appears here on the next page of this section of *CCNews*, and the registration form appears on the third page.

Other Program Features

The two-and-a-half-day program will also include meetings of the associated organizations—the California Association of Professors of Bilingual Education, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers—on Thursday morning, meetings of the Special Interest Groups on Thursday and Friday, Policy Sessions on both Thursday and Friday, research and practice presentations at two times on Friday, the research and practice poster session late Friday afternoon, and the Thursday evening banquet and Friday awards luncheon.

Pre-Registration Encouraged

All CCTE members, delegates, and friends are encouraged to pre-register for the Fall 2011 Conference at your earliest convenience. Use the registration form on the third page of this section of *CCNews* and mail it in with payment for the appropriate level of registration plus meals of your choice.

Hotel guest room reservations should be made directly with the Kona Kai Resort at 800/566-2524. Indicate that you are attending the CCTE Fall Conference to obtain the special rate for our block of guest rooms.

CAPSE Reception on October 12

The California Association of Professors of Special Education invites all CCTE members and delegates to attend a special reception being hosted at the School of Leadership and Educational Sciences (SOLES) of the University of San Diego on Wednesday, October 12, from 5 to 7 p.m. The reception is in honor of Jan Jones Wadsworth upon her retirement from the Commission on Teacher Credentialing. The event will be held in the LaSalle lobby of Mother Rosalie Hill Hall, the home of SOLES.

Tentative Fall 2011 CTE Conference Program

Wednesday, October 12:

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, October 13:

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, BTSA and Induction Programs, Coordinators of Credential Programs, Lives of Teachers, & Special Education.

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

1:00 to 2:45 p.m. - **Opening Session:**

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

Conference Orientation by Co-Chairs of Fall 2011 Conference Planning Committee: Karen Cadiero-Kaplan (San Diego State University), Anaida Colon-Muniz (Chapman University), Lettie Ramirez (California State University, East Bay), & Ron Solorzano (Occidental College).

Keynote Address by **Donaldo Macedo** (University of Massachusetts, Boston) followed by Questions and Answers.

2:45 to 3:00 p.m. - Break.

3:00 to 4:00 p.m. - **The Range of Student Voice** featuring voices from a variety of campuses, schools, communities, and languages.

4:00 to 5:15 p.m. - **First Policy Session**, featuring reports by the CCTE Policy Committee and the Commission on Teacher Credentialing.

5:15 to 6:15 p.m. - **Meetings of CCTE Committees**. All Conference attendees are encouraged to join in the meeting of one of these CCTE Committees: Awards Committee, Fund Development Committee, Membership and Alliance Building Committee, Policy Committee, Research Committee, & Vision and Communications Committee.

6:15 to 7:15 p.m. - **Joint Presidents' Reception & Social Hour**.

7:15 to 9:00 p.m. - **Conference Banquet** followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome.

Friday, October 14:

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 8:45 a.m. - Coffee, tea, juices, and pastries.

8:45 to 10:15 a.m. - **Presentation** by **Alma Flor Ada** (University of San Francisco) followed by Questions and Answers.

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

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

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**.

3:45 to 5:00 p.m. - **Second Set of Special Interest Groups:**

Equity and Social Justice, Internationalizing Teacher Education, 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 Fall 2011 Conference.

Saturday, October 15

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 10:45 a.m. - **Presentation** by **Jeff Duncan-Andrade** (San Francisco State University) followed by Questions and Answers and voices of students from across the San Diego area.

10:45 to 11:00 - Break.

11:00 to 11:45 a.m. - **Closing Conference Discussion**, highlights from the three days.

11:45 a.m. to Noon - **Final Comments and Conference Adjournment**, including preview of Spring 2012 Conference on "Race, Student Engagement, and Schooling Practices" by Conference Co-Chairs Jose L alas (University of Redlands) and Terry Pollack (San Jose State University). The Spring 2012 Conference will be March 29-31 at the Sainte Claire Hotel in San Jose.

California Council on Teacher Education Fall 2011 Conference Registration

Please register me for the Fall 2011 CCTE Conference!

Name _____

Preferred Mailing Address _____

Telephone _____ (include ZIP code)

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 and P-12 Teachers - \$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 (a membership form is available in any issue of *CCNews* on the CCTE website—www.ccte.org—and include membership dues in your registration 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 on Thursday:

- Arts in Education
- BTSA and Induction
- Credential Program Coordinators/Directors
- Lives of Teachers
- Special Education

SIGs meeting on Friday:

- Equity and Social Justice
- Internationalizing Teacher Education
- Technology and Teacher Education
- Undergraduate Teacher Preparation

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 September 16, 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 Kona Kai Resort at 800/566-2524 and tell them you are attending the CCTE Fall 2011 Conference. Hotel reservations must be made by September 16 to be assured of rooms within our reserved CCTE block.

Nine CTE Special Interest Groups (SIGs) Will Meet at the Fall 2011 Conference

Nine CTE Special Interest Groups will meet at the Fall 2011 Conference in San Diego. The SIGs will meet concurrently at two different times during the Conference. All CTE SIGs are open to any interested persons. Each person attending the Fall Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

Arts and Education: This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinators: 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 CTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG coordinators: Kellie Albrecht, Chapman University, Teresa Hess, Chapman University, Gary Ravani, California Federation of Teachers, Elisa Salasin, University of California, Berkeley, and Kelly Skon, 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.

Preview of CTE Spring 2012 Conference

By **Jose Lalas** (*University of Redlands*)
& **Terry Pollack** (*San Jose State University*)
Co-Chairs of Spring 2012 CTE Conference Committee

The Spring 2012 California Council on Teacher Education Conference will be held March 29-31 at the Sainte Claire Hotel in San Jose. The Conference theme will be "Race, Student Engagement, and Schooling Practices."

Two keynote speakers have been confirmed for the Conference: Adrienne Dixson of the University of Illinois-Champaign, co-author/editor of *Critical Race Theory in Education: All God's Children Got A Song* (Routledge, 2006); and Tyrone Howard of the University of California, Los Angeles, author of *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms* (Teachers College Press, 2010).

Guiding questions for the Conference are:

- (1) To what extent does race influence student engagement?
- (2) To what extent is race used as a variable in planning, implementing, and administering schooling practices in K-12 learning environments?
- (3) Why is racial awareness important in addressing student engagement and achievement gap?
- (4) How do we connect race into conversations about gender, socioeconomic status, language ability, special education, personnel hiring practices, and other educational issues?

Anyone interested in working as part of the planning committee for the Spring 2012 Conference should e-mail Jose Lalas at jose_lalas@redlands.edu

The formal announcement along with the preliminary program and the registration form for the Spring 2012 Conference will be e-mailed to all CTE members and delegates in early January.

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

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for future CCTE semi-annual conferences. Proposals that relate to the theme of each 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 next invites nominations (and self-nominations) from programs in Southern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at the Fall 2011 Conference in San Diego. Nominations of programs in Northern California for the award to be presented at the Spring 2012 Conference in San Jose will be invited this coming fall and winter. 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 Fall Conferences is August 15 each year, while the deadline for awards at Spring Conferences is February 15 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



CCNews

Newsletter of the California Council on Teacher Education

Volume 22, Number 3, Fall Issue, September 2011, Section 3

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

Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

Both CCTE Journals Launch Redesigned Websites

Teacher Education Quarterly Has a New Website and Electronic Submission System

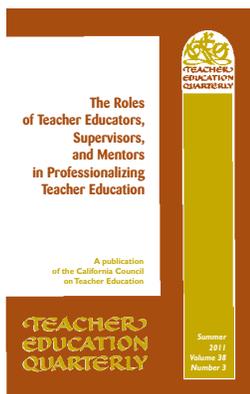
The new website for *Teacher Education Quarterly* is up and running. We invite you to visit the website and check out all of the tabs and pages (www.teqjournal.org). The new design uses Web 2.0 technology, with a contemporary look and easy-to-follow information about the journal and CCTE.

One of the exciting new features in the website is the electronic submission process that allows interested authors to submit manuscripts for review online. Coordinating the webpage with the electronic submission system was a lengthy, complex process, but well worth the time and effort. The new process enables me, as Editor, to have a more efficient and effective way to keep track of all of the submissions, and to assign and monitor the blind peer reviews. All the correspondence between authors and me as well as reviewers of particular manuscripts will be securely stored and time stamped.

I am also able to use the system to interact with the Associate Editors about manuscripts that have been positively peer-reviewed and revised according to reviewers' comments. Associate Editors will have access on the system to blind copies of these manuscripts, and they can send me their comments and recommendations via the system. My Editorial Assistant, Laura Myers, a Ph.D. student in Language Literacy and Culture at University of California, Davis with extensive publications experience, will work with me on the submission process, the monitoring of reviews, and also work with the Associate Editors.

We receive approximately 260 manuscripts each year, and we endeavor to maintain an acceptance for publication rate of about 15 percent of all manuscripts submitted. This low acceptance rate enables us to keep the quality of the journal high, and positions *Teacher Education Quarterly* as one of the three top-tier peer-reviewed research journals on teacher education in the United States.

—Christian J. Faltis
Editor, *Teacher Education Quarterly*
University of California, Davis



Issues in Teacher Education Redesigns Website and Announces Fall 2011 Issue

The *Issues in Teacher Education* webpage has been totally redesigned. Please take a look at our new webpage (<http://www.chapman.edu/ite>).

The next issue of *ITE*, the Fall 2011 issue, is in production and will be mailed to all CCTE members and delegates in October or November. The theme for the issue is “Voices of Border Crossings: Globalized Experiences of Teacher Education.” Our guest editors are Barbara Garii and Candace Schlein. They have compiled six articles focusing on the theme for your reading pleasure. We hope you enjoy the issue.

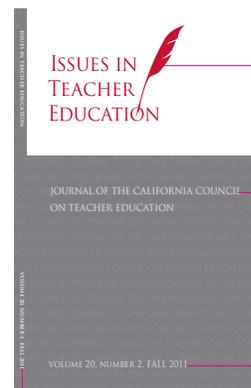
There will be a big change in the *ITE* staff by the time you read this. Dr. Stephanie Brown, who graduated from Chapman University's doctoral program in May, will be leaving us in her role as managing editor. Stephanie served as managing editor for two years. Her work has been outstanding and now it time for her to join the academy and become a public intellectual herself. Congratulations and thanks, Stephanie, for your years of service to *ITE*.

Finally, *ITE* has gone to an electronic submission system. It is described in the Call for Manuscripts on our web page and in the journal itself. The URL is <http://tinyurl.com/ite-user>. If you are an author and/or a manuscript reviewer, please set up an account. If you are a new user, click on “Not a User? Register with this site,” in the lower left part of the screen. We look forward to working with you.

Many thanks to our webmaster, Nicol Howard, also a new Ph.D. student, for her hard work on the webpage re-design. We hope you will consider submitting a manuscript for publication and/or serving as a manuscript reviewer.

We'll see you in October in San Diego.

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



Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for this 2011-2012 membership year (July 2011 through June 2012). 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 2011-2012 Academic Year (July 2011 to June 2012)

Individual membership dues are \$100 per year (with a special \$80 rate available for retired individuals and \$50 rate for students). To join, please complete this form and mail it with your dues to the address noted below.

Member Name _____

Institutional Affiliation _____

Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

E-mail address _____

Type of membership:

- Individual (\$100)
- Retired (\$80)
- Student (\$50)

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

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

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

Institutional Membership

Institutional memberships in the California Council on Teacher Education are available to colleges and universities, school districts, county offices of education, research institutes, state education agencies, professional educational organizations, and other institutions interested in teacher education. Institutional memberships are \$600 per year, and entitle the institution to designate six delegates, each of whom will receive all CCTE mailings (including semi-annual conference announcements and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you are interested in an institutional membership for 2011-2012, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

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)
- Fall 2011 Conference Planning Committee (planning of Fall 2011 Conference around “Reconnecting Student Voice with Teacher Education in a Globalized Society” theme)
- Fall 2012 Conference Planning Committee (planning of Fall 2012 Conference around “Clinical Practice in Teacher Education” 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 2012 Conference Planning Committee (planning of Spring 2012 Conference around “Race Still Matters” theme)
- Spring 2013 Conference Planning Committee (planning of Spring 2013 Conference around “Sustainability and Teacher Education” theme)
- Vision and Communications Committee (coordinates CCTE communications and image building activities)

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).

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.

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!

Contributions to “Friends of CCTE” May Be Earmarked for New Graduate Student Fund

At the Fall 2010 California Council on Teacher Education Conference Tom Nelson of the University of the Pacific, who has just completed 12 years as editor of *Teacher Education Quarterly* from 1999 through 2010, 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 at least \$1,000. Before the Fall Conference was over, Tom’s initial \$1,000 had been easily matched, and the special fund has since been established and contributions will continue to be received at any time. In addition to receipt of such ongoing contributions, there will be an annual solicitation each future year to replenish the fund on a continuing basis.

Thus, as any CCTE member or delegate makes a contribution as a “Friend of CCTE,” such gifts may be earmarked for the Graduate Student Fund simply by indicating that choice on the contribution form or on the check.

The purpose of the Graduate Student Fund, as originally envisioned by Tom, will be to encourage graduate students, at both the doctoral and masters levels, to join CCTE and to participate in our semi-annual conferences. As Tom articulated at the Fall Conference, the importance of graduate student involvement in CCTE will allow the CCTE membership to join in the mentoring of the next generation of teacher educators in our state. Our graduate students, after all, are the future of our profession and our organization.

Based on recommendations from an ad hoc committee appointed at the January 2011 meeting of the CCTE Board of Directors, a set of operational guidelines have been developed for the special fund and approved at the March 23, 2011, meeting of the Board. Those guidelines were shared with all CCTE members and delegates via e-mail this spring, and they also appear on the next page of this issue of *CCNews*. On the page following the guidelines you will also find an application form for students who wish to seek support from the Graduate Student Fund.

Those who served on the ad hoc committee that developed the guidelines were CCTE Executive Secretary Alan Jones, CCTE President Magaly Lavadenz of Loyola Marymount University, Tom Nelson, CCTE Board members Mona Thompson of California State University, Channel Islands, and Charles Zartman of California State University, Chico, and CCTE President Elect Andrea Whittaker of Stanford University.

Tom and all of the others who made initial contributions 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.

All CCTE members and delegates are also urged to encourage graduate students on your campuses to apply for support as a means of becoming involved in CCTE semi-annual conferences and our other activities.

Guidelines for Operation of the CCTE Graduate Student Fund as Adopted by Board of Directors

The following guidelines were adopted by the CCTE Board of Directors on March 23, 2011, and are to be following by students seeking support from the CCTE Graduate Student Fund. Please review the guidelines below and use the form on the next page to apply for support.

The CCTE Graduate Student Fund has been established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. Contributions will continue to be solicited from CCTE members and delegates and the funds will be held in the CCTE Graduate Student Fund for distribution along the following guidelines:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund will be disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted starting June 1 each year for support during the upcoming membership year running from July 1 to the next June 30, and applications will continue to be accepted throughout the membership year until all available and appropriate awards have been made.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In applying the student will commit to attending one of the CCTE semi-annual conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. A form will be created and disseminated to facilitate applications. Students will be asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. To the extent that money is available each year from the CCTE Graduate Student Fund, applicants will be awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with the \$50 membership dues waived; and (b) The \$50 student registration fee for the conference the applicant chooses to attend will be waived. Other expenses related to attending the conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.
5. No more than five students will be awarded per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all applicants receiving an award will still be committed to attend the conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the conference poster session, and the Research Committee will be asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Application Form for Support from the CCTE Graduate Student Fund for the 2011-2012 Membership Year

Please print out this page and complete all information as requested below

Name of Graduate Student Applicant: _____

College or University at Which You Are Studying: _____

Preferred Mailing Address: _____

Telephone Number: _____

E-mail Address: _____

Graduate Field of Study: _____

Degree You Are Pursuing: _____

Expected Date When You Will Receive Degree: _____

Please sign below indicating that you are applying to have your CCTE student membership fee for 2011-2012 waived, that you will attend at least one CCTE Conference during that year for which your registration will be waived, that you will be responsible for your other costs in attending that Conference, and that you will submit a proposal for a poster session at the Conference you decide to attend. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE Graduate Student Fund.

Student's Signature: _____

Date: _____

Endorsement by Faculty Advisor

Name of Faculty Advisor (please print): _____

Telephone Number: _____

E-mail Address: _____

Signature of Faculty Advisor Endorsing Above Student as an Applicant for Support from the CCTE Graduate Student Fund:

Faculty Signature: _____

Date: _____

Please mail completed, signed, and endorsed form to: Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275, San Francisco, CA 94118
(Applications may be submitted any time after June 1, 2011
and will continue to be considered until all available funds have been granted for the 2011-2012 membership year.)

Report from AACTE

CCTE Is Awarded \$5,000.00 Grant from AACTE

By **Reyes Quezada** (*University of San Diego*)
CCTE Vice President for AACTE

In June of 2010 I attended the American Association of Colleges for Teacher Education ACSR (Chapter President's) meeting at which AACTE introduced a new initiative in order to support the work of its state chapters. AACTE created a State Support Fund to foster the development of new and existing state chapters and initiatives. These funds could be used to strengthen the relationships between the state chapters and AACTE and support state initiatives or activities. The State Support Fund provides grants of up to \$5,000 to an existing state chapter as well as to those states that plan to create a new chapter. Initial proposals were requested in the spring of 2011.

I am delighted to inform our members and delegates that CCTE was awarded a \$5,000.00 grant in the first round of AACTE funding announced this June, in response to our proposal entitled "Project LEAD-CA: Leadership Excellence and Apprenticeship Development for California." Juan Flores, Letti Ramirez, Magaly Lavadenz, and I in my role as the CCTE Vice President for AACTE worked diligently at the Spring 2011 CCTE Conference to write the proposal which was submitted the next month. I particularly want to thank Juan and Lettie for their leadership as Co-Chairs of the CCTE Fund Development Committee for this successful effort.

The grant's goal is to strengthen CCTE's affiliate relationship with AACTE by mentoring the next generation of our state's community of teacher educators. We intend to develop and nurture enduring bonds between our organizations through the explicit outcomes of this proposal—the apprenticeship of new teacher education faculty in our state. This proposal will engage the next generation of faculty and students through membership in CCTE and participation in CCTE semi-annual conferences and committee work, involvement with AACTE, and one-on-one mentoring with current CCTE leaders. CCTE officers, Board members, and committee leaders will mentor graduate students and/or junior faculty members by supporting their attendance at CCTE semi-annual Conferences, engaging them in CCTE committee work, and mentoring them about the history, role, and future of teacher education in our state and nation.

Please review the formal announcement of the CCTE/AACTE New Faculty Grant Fund on the next page of this newsletter and invite or nominate new faculty to be considered as recipients of this grant. Any faculty member in the first five years or service as a full-time or part-time teacher educator at a CCTE member institution is eligible to apply. Please use the form on page 9 of this section of the newsletter to submit an application.

As of this writing six applications have been approved and the first class of CCTE New Faculty Support recipients includes Elizabeth Brewer (Loyola Marymount University), Laurie Hansen (California State University, Fullerton), Elizabeth J. Meyer (California Polytechnic State University, San Luis Obispo), Sarina Chugani Molina (University of San Diego), Kevin Oh (University of San Francisco), and Kelly Vaughn (Notre Dame de Namur University). Grant recipients will be introduced at both the Fall 2011 and Spring 2012 CCTE Conferences.

I also want to inform our CCTE delegates that the 2012 Annual Conference of AACTE will be held in Chicago from February 17th to 19th. The Conference will be at the Hyatt Regency Hotel. We look forward to seeing CCTE members in Chicago those days. For further information visit the AACTE website at <http://aacte.org> for 2012 Conference updates and for the many initiatives AACTE is involved in.

ATE Annual Conference

The 2012 Annual Conference of the Association of Teacher Educators (ATE) is scheduled for February 11 to 15 in San Antonio, Texas. The Conference will be held at the Grand Hyatt San Antonio on the Riverwalk.

The theme for the 2012 Conference is "Creating a Global Community of Learners: Guiding the Future of Education." Further details can be obtained from the ATE website at www.ate1.org

—Jose Lalas (University of Redlands)
CCTE Vice President for ATE



Andrea Maxie (left), a past President of CCTE, with Magaly Lavadenz, current CCTE President, at a recent CCTE semi-annual conference.

Announcing Availability of Support from the CCTE/AACTE New Faculty Grant Fund

The California Council on Teacher Education (CCTE) has received a state chapter grant from the American Association of Colleges for Teacher Education (AACTE) in response to a CCTE proposal aimed at providing support for new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of CCTE.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for 2011-2012 with the \$100 dues waived.

Participants in this program will attend at least one CCTE Conference during the 2011-2012 year for which the \$150 new attendee registration fee will be waived. Participants will be responsible for other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants at the Conference.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator, who is not now nor has in the past been an individual member of CCTE, and who is not now nor has in the past been an institutional delegate to CCTE. The purpose of the AACTE grant to CCTE is to provide support for new faculty to become members and participants in CCTE during the 2011-2012 membership year, which runs from July 1, 2011 through June 30, 2012.

To be considered for this program, please use the application/nomination form on the next page of this newsletter. Completed forms should be mailed to:

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

For additional information contact Alan H. Jones at:

Telephone 415-666-3012
Fax 415-666-3552
E-mail alan.jones@ccte.org

**Application or Nomination Form for Support
from the CCTE/AACTE New* Faculty Grant Fund
for the 2011-2012 CCTE Membership Year**

The purpose of the AACTE grant to CCTE is to provide support for new faculty to become members and participants in CCTE during the 2011-2012 membership year, which runs from July 1, 2011 through June 30, 2012.

* For this special support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator, who is not now nor has in the past been an individual member of CCTE, and who is not now nor has in the past been an institutional delegate to CCTE.

Please complete all information as requested below

Name of New Faculty Member: _____

College, University, or Other Place of Employment: _____

School or Department Affiliation: _____

Preferred Mailing Address: _____

Telephone Number: _____

E-mail Address: _____

Please sign below indicating that you are applying to: ♦ have your CCTE individual membership fee for 2011-2012 waived; ♦ that you will attend at least one CCTE Conference during that year for which your registration will be waived; ♦ that you will be responsible for your other costs in attending that Conference; ♦ that you will submit a proposal for a research or poster session at the Conference you decide to attend; ♦ and that you will be assigned to a CCTE veteran who will meet with and mentor you at that Conference. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE/AACTE New Faculty Grant Fund.

New Faculty Member's Signature: _____

Date: _____

Please mail completed and signed form to:
Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Applications may be submitted any time after July 1, 2011
and will continue to be considered until all available funds
have been granted for the 2011-2012 membership year.

CCTE Thanks the Four Annual Co-Sponsors during the 2010-2011 Year for Their Support and Seeks Additional Co-Sponsors for the 2011-2012 Year

At the two-day leadership retreat in June of 2010 the California Council on Teacher Education Board of Directors developed and approved plans for seeking annual institutional co-sponsors of the organization. This Annual Sponsorship Program is designed to encourage institutions and organizations, both those already involved with CCTE as well as others interested in teacher education, to provide financial support that would allow CCTE to augment its semi-annual conferences and expand other key activities.

In response to invitations extended for participation in the initial Annual Sponsorship Program during the 2010-2011 year four institutional members of CCTE signed on as co-sponsors. We offer our deep appreciation to those four institutions for their support during the past year:

College of Educational Studies at Chapman University

Departments of Teacher Education and Special Education at Azusa Pacific University

School of Education at Loyola Marymount University

Brandman University, a Member of the Chapman University System

Three of these institutions—Chapman University, Azusa Pacific University, and Loyola Marymount University—served as co-sponsors of both the Fall 2010 and Spring 2011 CCTE Conferences, while Brandman University joined the Sponsorship Program mid-year and served as a co-sponsor of the Spring 2011 Conference. Their participation as co-sponsors provided additional financial support for those two semi-annual conferences as well as for other CCTE activities during the past year.

Based upon this initial success, it is hoped that the CCTE Annual Sponsorship Program will be expanded during the upcoming 2011-2012 year. Invitations have been extended to all institutional members of CCTE as well as to other organizations interested in teacher education. At this time two of the co-sponsors from last year have renewed their support for 2011-2012 and two additional institutions have joined as co-sponsors for this new year:

College of Educational Studies at Chapman University

Departments of Teacher Education and Special Education at Azusa Pacific University

College of Education at California State University, East Bay

College of Education at San Diego State University

We hope that other institutions will join this effort. A registration form for participation in the Annual Sponsorship Program for 2011-2012 appears on the next page of this section of *CCNews*, and all CCTE members and delegates are urged to encourage their institutions to participate and to spread the word about the program to other institutions and organizations in which they are involved.

Sponsorship of CCTE for 2011-2012 Year Registration Form

Yes, we wish to be a sponsor of the California Council on Teacher Education during the 2011-2012 academic year:

Name of Sponsor _____

Mailing Address _____

City, State & ZIPcode _____

Name of Contact Person _____

Telephone _____ Fax _____ E-mail _____

Level of Annual Sponsorship (indicate preferred level below)

Bronze Sponsorship - \$2,000 Contribution

Bronze Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Fall 2011 and Spring 2012 CCTE Conferences.

Silver Sponsorship - \$3,000 Contribution

Silver Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Fall 2011 and Spring 2012 CCTE Conferences and will also be entitled to participate in the poster session at the Fall 2011 and Spring 2012 CCTE Conferences.

Gold Sponsorship - \$5,000 Contribution

Gold Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Fall 2011 and Spring 2012 CCTE Conferences, will be entitled to participate in the poster session at the Fall 2011 and Spring 2012 CCTE Conferences, and will be entitled to have one printed item included in the Conference packets at the Fall 2011 and Spring 2012 CCTE Conferences.

Platinum Sponsorship - \$10,000 contribution

Platinum Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Fall 2011 and Spring 2012 CCTE Conferences, will be entitled to participate in the poster session at the Fall 2011 and Spring 2012 CCTE Conferences, will be entitled to have one printed item included in the Conference packets at the Fall 2011 and Spring 2012 CCTE Conferences, will receive one complimentary table (eight dinners) at the banquets at the Fall 2011 and Spring 2012 Conferences, and will be honored at the Spring 2012 CCTE Conference as a Platinum Sponsor of CCTE.

All sponsors at all four levels will be listed in the programs for the Fall 2011 and Spring 2012 CCTE Conferences and in each quarterly issue of *CCNews* during the 2011-2012 year.

Please enclose a check payable to the California Council on Teacher Education corresponding to the sponsorship level you have indicated above along with this completed form and mail to:

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

Completed form and payment should be received by September 1, 2011. As soon as your form is received we will send you further information and instructions related to your participation as a CCTE sponsor during the 2011-2012 year.

CCTE Leadership Directory

CCTE Officers:

Magaly Lavadenz, President (2010-2012), Loyola Marymount University; mlavaden@lmu.edu
 Andrea Whittaker, President-Elect (2010-2012), Stanford University; andreaw@stanford.edu
 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:

Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu
 Deborah Hamm (2011-2014), California State University, Long Beach; dhamm@csulb.edu
 Paula Motley (2011-2014), Monterey County Office of Education BTSA & Induction; pmotley@monterey.k12.ca.us
 Lettie Ramirez (2009-2012), California State University, East Bay; lettie.ramirez@csueastbay.edu
 Shannon Stanton (2011-2014), Whittier College; sstanton@whittier.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)

Executive Committee Chair:

Magaly Lavadenz (see above under Officers)

Membership & Alliance Building Committee Chair:

Alice Bullard, BTSA State Leadership Team; alicebullard@gmail.com

Policy Committee Co-Chairs:

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

Mary Sandy, University of California, Davis; mvsandy@ucdavis.edu

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)

Vision & Communications Committee Co-Chairs:

Keith Walters (see above under Board of Directors)

Desiree Zamorano (see above under Board of Directors)

CCTE Conference Committee Chairs:

Fall 2011 Conference Co-Chairs:

Karen Cadiero-Kaplan, San Diego State University, kcadiero@mail.sdsu.edu

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

Lettie Ramirez (see above under Board of Directors)

Ronald Solorzano, Occidental College; solor@oxy.edu

CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— www.ccte.org —

serves as a resource

to all CCTE delegates, members, friends,
and other interested persons.

The website offers the following resources:

- ◆ Information on the upcoming Semi-Annual CCTE Conferences, including registration forms that can be downloaded and mailed; and a link to the special website for the Fall 2009 Conference.
- ◆ Complete copies of the last four issues of *CCNews*, which include information on all aspects of the organization.
- ◆ A link to the *Teacher Education Quarterly* website, which contains a wide range of information about the journal, as well as several years of available back issues.
- ◆ A link to the *Issues in Teacher Education* website, which includes information on the journal, a new interactive feature related to the Fall 2009 issue, and several years of back issues.
- ◆ Links to the websites of the American Association of Colleges for Teacher Education and the Association of Teacher Educators, the two national organizations with which CCTE is affiliated.
- ◆ A section devoted to CCTE policy activities and issues, including a protocol for teacher educators to use in contacting local legislators.
- ◆ Contact information for persons wishing further information about CCTE.
- ◆ A directory of CCTE Officers, Board of Directors members, and Committee Chairs.
- ◆ Information on CCTE committees.
- ◆ Information on the CCTE Special Interest Groups.
- ◆ CCTE membership information and a membership form.
- ◆ An appeal for interested persons to make tax-exempt gifts to CCTE.

All CCTE delegates and members are encouraged to check out the website, and to use it regularly as a source of information on our organizational activities.

You are also invited to share your reactions to the website and your suggestions for new postings. Please contact Alan H. Jones, CCTE Executive Secretary, via e-mail at: alan.jones@ccte.org