

CCNews

Newsletter of the
California Council on Teacher Education

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Pedro Noguera of New York University delivers the keynote address at the CCTE Spring 2011 Conference in San Jose.



CCNews

Newsletter of the
California Council on Teacher Education

Message from CCTE President Magaly Lavadenz *Reflections on Year 1: Service and Hope towards a Common Goal*

As I complete my first year of service as President of the California Council on Teacher Education, I wanted to share with the general membership some of the highlights of the year as well as some “anticipatory reflections” on what I hope we will accomplish as a community of teacher educators.

Upon entering the office in April of 2010 I hoped to work with the CCTE Board of Directors to build upon the 60+ year strength of the organization and continue to move forward in strategic action in three key areas: (1) policy in teacher education; (2) proactive communication; and (3) fund development to ensure a fiscally sound CCTE for the future.

These three areas more or less “rose to the top” of our organization priorities following our Board of Directors retreat in June of 2010. The Board will again come together this June at the University of California, Davis, to reflect and fine-tune the Strategic Plan developed last year, from which these three goals are derived. In a previous President’s message, I shared the work of the Frameworks Institute’s *Preparing America for the 21st Century: Values that Work in Promoting Education Reform: A FrameWorks Research Report* (2010) and drew implications for the “Future Preparation of Teachers” as a critical value for CCTE to embrace as a part of our message. I selected that phrase because I felt that it addresses our profession’s compelling need to *message* what is most important to us as our generation’s hopes for the next generation(s) in regards to the standard of living and benefits we enjoy.

The areas I highlight here are indeed indications of how we look forward to the future preparation of teachers as part of both our mission and our legacy as the current leadership of CCTE. So, I take a few moments to examine what we have done in the past year to signify how our values are manifest in the work we do organizationally and in our daily professional lives.

The first word that comes to mind in reflection on these areas is gratitude—I am grateful to my colleagues who serve on the Board of Directors and to CCTE’s icon of continuity and strength, our Executive Secretary Alan Jones. They, along with our membership, have united in the common goal of service to the organization, resulting in a continuing set of outstanding semi-annual conferences, co-chaired by past (and future) board members.

The common goal of service to CCTE resulted in significant outcomes in each of the three areas, highlighted below.

Fund Development

As stewards of CCTE, fund development efforts seem



Magaly Lavadenz

Photo by Elizabeth Keithcart

to most directly address financial areas; however, these activities allow for the sustainability of our efforts for future growth and continued excellence in all areas of our organization’s work. Our recent accomplishments have included:

- The most highly attended conference in CCTE history (Fall 2010).
- Grant proposal submissions by the Fund Development Committee (Lettie Ramirez [California State University, East Bay] and Juan Flores [California State University, Stanislaus]) for purposes of organizational growth.
- Co-sponsorship of our annual conferences by member institutions (Azusa Pacific University, Brandman University, Chapman University, and Loyola Marymount University during 2010-2011).
- Establishment of the CCTE Graduate Student

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Message from the CCTE President

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Fund, initiated by Tom Nelson and further supported by the generous contributions of many members

We want to ensure that part of our legacy is supporting future teacher educators who are connected to CCTE, where they can be apprenticed into the community of practice in ways where they experience the profession at its best. Both the Graduate Student Fund and the grant proposal submitted to AACTE aim at this important goal through allocating funds towards such efforts.

Policy in Teacher Education

The CCTE Policy Committee is also to be acknowledged for its augmented and accelerated efforts in the teacher education policy arena. Their energies recently resulted in:

- Proactive efforts to initiate legislation.
- A Policy Initiative on Teacher Evaluation and Effectiveness (as displayed on our website).
- The Board-adopted response to NCTQ/*US News and World Report* (also on the website).

Our membership's voice is critical in working with local legislators to develop strategic alliances on key policy issues. As a volunteer organization, our activity in the legislative scene will require many of us to join in efforts to become and remain proactive in teacher education. This requires vigilance and action as we are witnessing efforts by many to initiate major changes in the preparation of teachers at the national and state levels. The implications of the Common Core Standards, the NCATE Blue Ribbon Panel Report on Clinical Education, and teacher effectiveness measures and revisions to 2042 teacher preparation standards are all realities that will impact our profession significantly in the next several years.

ProActive Communication

At our last two board meetings in January and March, we discussed ways in which we need to outreach more to our affiliated organizations. To this end, two existing committees (Communications Committee and ProActive Task Force) joined forces to become the Vision & Communication Committee, now co-chaired by Keith Walters (California Baptist University) and Desiree Zamorano (Occidental College). Their next task is to recommend updates to the CCTE website and they are soliciting recommendations from members.

Additionally, we discussed the importance of organizational outreach and increasing visibility for CCTE in other organizations such as AERA. For instance, while many of our members participate regularly in AERA, CCTE as an organization can have a more visible and active presence in Division

K- Teacher Education. To that end, Joel Colbert and Suzi SooHoo (Co-Editors of *Issues in Teacher Education*) and I met with Etta Hollins, Division K Chair and a former member of CCTE, to discuss ideas on how we might collaborate and support Division K given our strength as an active voice in the intellectual and political arenas of teacher education. Our time together proved to be very fruitful as the beginning of on-going communications between the two organizations.

Vision and Action

As I was completing the draft of this message, I was listening to Jack Scott, Chancellor of the California Community College system, and Chancellor Charles Reed of the California State University system in a special news program on the future of California's higher education system. They both spoke about the dire economic state of our postsecondary public institutions. To their credit, they addressed the importance of supporting the future generation's needs by funding a college/university education for California's diverse student population and avoiding a "market-driven" approach to funding college education for the next generation. This welcome anti-neoliberal approach by top administrators in the state reminds me of Paulo Freire's optimism as expressed in the *Pedagogy of Hope* (1994). In reflecting on this notion of hope, Freire's friend and colleague Henry Giroux contends that it is an "act of moral imagination." Similarly, in her reflections of the possibilities for the future, Chilean educator Adriana Puiggrós so articulately states:

The pedagogy of hope contains an imaginary horizon of possibilities, an opening for new roads in the middle of the neoliberal fog that obscures subjects and hides the optimism of history. Freire bet on the contingency of history and, therefore, on the possibility of altering its legacy and he founded his pedagogy precisely on that unpredictability. But the unpredictability of political, social and cultural coincidences does not eliminate the permanence and validity of universal hopes for social justice, full democracy, and a human world. (Puiggrós, A., p. 158)

This is precisely what we need as we move towards the closing of this academic year in most of our institutions. It is the hope for imagining the horizon of possibilities that I wish for all of you during the summer months and beyond.

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

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“Closing the Opportunity Gap: How Context Matters for Teaching and Learning” The Spring 2011 CCTE Conference in Review

by Jim Cantor & Mary Sandy
Co-Chairs of the Spring 2011 CCTE Conference

Our California Council on Teacher Education conference themes are built in arcs or blocks so that we can explore issues in depth. Over the past several years we have been looking at concepts related to teaching and learning—in general—in relation to teacher education—in relation to technology—and in relation to policy. The Spring 2011 Conference focused on our belief that it is essential to tie the academic gap to the opportunity gap and ask, what opportunities are there for children to enrich their learning experiences? More poignantly, what opportunities are the kids missing? We looked beyond test scores, teachers, curriculum, and students and considered a much broader range of issues such as communities, families, support structures, SES levels, culture and/or race, and how these issues in teacher education can foster an expansion of curriculum implementation.

The Spring 2011 Conference was organized around the following Guiding Questions:

1. How can teachers and teacher educators reach beyond the static curriculum and teach today’s students by acknowledging and building on their lived experiences, developing their readiness and engaging them deeply with the content?
2. How do we meet the need for effective teaching and learning given the current beliefs and practices about testing, pacing plans, scripted curriculum, and teacher evaluation?
3. What does it mean to use context knowledge in one’s practice? How can it be effectively and powerfully used in Teacher Education Programs?

Thursday morning began with the usual meetings of associated organizations and special interest groups. That afternoon, in his keynote address, Pedro Noguera helped us understand how we can organize critical conversations with folks outside of schooling in ways that bring us together while raising truths about what is encouraged in our schools. He reminded us that schooling becomes irrelevant when students are not engaged in issues that are current and meaningful to their lives. Dr. Noguera connected stories from the field to his conceptual framework of advocacy. He reminded us that, in spite of continual school reform efforts, schools are not getting better for the students because we are not paying attention to the children that we serve. Knowing who they are and helping students to develop competence and confidence



Jim Cantor and Mary Sandy at opening session of Spring 2011 CCTE Conference.

is critical to effective teaching and learning.

To punctuate these truths, during the question and answer period, young people from Sacramento Area Youth Speaks (SAYS) suddenly began a “griot”—standing up and performing their own spoken word poetry. Many of us were deeply moved as we experienced what happens when educators teach young people how to read and express their world. We learned from “the mouths of babes” how, when given these opportunities and instruction on critique and self-expression, students can become truly engaged in the skills and concepts of the core curriculum—“School is now my hustle... I’m bustin’ A’s!”

Dr. Noguera then moderated a roundtable of school superintendents who talked about how they encourage approaches like these in their districts. They talked about broadening the conversation of effective teaching beyond accountability, asking the question, “what would it take to show you are an effective teacher, taking responsibility for learning?”

The first day ended with a policy session that provided an update on the CCTE Policy Initiative and a report from the Commission on Teacher Credentialing. We had our usual social events—the President’s Reception, the Conference Banquet, and our Songfest. The next morning after the first set of concurrent research and practice sessions, we gathered in the ballroom to debrief and reflect on our experiences. Rather than simply talk about it, Barbara Ford and Andrea Whittaker helped us write our reflections in poetry, much of which you can enjoy on pages 7 to 10 in this newsletter. Then a panel of community innovators shared with us the initia-

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The Spring 2011 CTE Conference in Review

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tives that their organizations are undertaking that build on the lived experiences of youth and engages them in productive activities. They talked about neighborhoods that organize with their elementary school at its center. Then at the Awards Luncheon we honored Larry Birch for his work with the Commission on Teacher Credentialing and recognized Tom Nelson for his 12 years as editor of our journal *Teacher Education Quarterly*.

After the second set of concurrent research and practice sessions we had an exciting second policy session. A panel that represented leaders from CSU, UC, and a private university spoke about NCTQ/*US News and World Report's* review and rating of teacher education programs. We learned how deeply politics and money are influencing efforts to change teacher education program, and the lives of teachers. This is an issue that calls for action and advocacy and our organization will keep focused and help promote thoughtful and productive initiatives.

We ended the day with special interest groups, research and practice poster sessions, and folks going out to dinner and socializing. The winds and rain swirled outside throughout the conference, and Saturday morning was especially challenging for participants to travel, but Vivian Chavez braved the elements and arrived bright and early to lead us in a demonstration and discussion of Youth Radio. Through her stories and recordings of radio programs we experienced another example of how teachers can use context knowledge to effectively engage young people to turn around their lives and become skilled in written and spoken self-expression and critical thought. Rick Ayers (see separate article below with Rick's reflections on the Conference) and Magaly Lavadenz closed the conference with their reflections as we

thought about the intended conference outcomes. In what ways did we:

1. Build better understandings of context and how various contexts (classroom, school, community, policy, research) inform teacher preparation;
2. Experience different ways that learners can express what they are learning; and
3. Become aware of economic and other public/community policies that create conditions that are challenging for educational reforms to surmount?

We hope that through this Spring 2011 Conference we have built excitement and energy about what's possible. We acknowledge and thank the other members of the conference planning committee: Joanne Bookmyer (University of California, Davis), Barbara Ford (San Francisco State University), Sandra Green (La Sierra University), Alan Jones (CTE Executive Secretary), Jose Lalas (University of Redlands), Magaly Lavadenz (Loyola Marymount University), Helene Mandell (University of San Diego), Paula Motley (Monterey County Office of Education BTSA & Induction), Renee Newton (University of California, Davis), Terry Pollack (San Jose State University), Shannon Stanton (Whittier College), Mona Thompson (California State University, Channel Islands), Kelly Vaughn (Notre Dame de Namur University), Vajra Watson (University of California, Davis), Susan Westbrook (California Federation of Teachers), and Andrea Whitaker (Stanford University).

Now we turn our thoughts towards the Fall 2011 Conference, "Reconnecting Student Voice with Teacher Education in a Globalized Society."

Reflections on the Spring 2011 CTE Conference "Closing the Opportunity Gap: How Context Matters for Teaching and Learning"

by Rick Ayers

University of San Francisco & Mills College

This was my first conference of the California Council on Teacher Education (CCTE) and I was delighted to find such a feisty, humorous, engaged, and caring group of educators gathered together. Seldom do we in teacher education have a chance to come together, to reflect on what teachers do and what we do to support and develop them. A meeting like this helps remind us of our larger purposes as well as focus in on the current details of the struggle.

Of course, it was a delight to encounter the great energy of Jim Cantor, Mary Sandy, and Alan Jones. It was also so wonderful to get to interact with teacher educators from all over the state. Clearly the CCTE organizers were working

to make sure it was not one of those dull conferences, with droned on reports, rubber chicken, and people checking their email during sessions. No, we did poetry, we did comedy, we did inquiry in a most honest and engaging way.

I have worked with Pedro Noguera in Berkeley and I know these kids from day one who did the griot call, the group poetry. And I was delighted to see that we were challenged to write our own poems—focused on teacher education—on Friday. We had a chance to then examine some of the many challenges and possibilities in our profession.

I also appreciated that the framing of challenges did not overwhelm us—we were not a body easily demoralized or disoriented. You can't be if you are going to be in the

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Reflections on the Spring 2011 CTE Conference

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

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teaching profession. So we took an inspirational look at the fabulous community work going on in San Jose to transform education, and really to alleviate poverty, in some targeted neighborhoods, Franklin McKinley and Five Wounds. I had to do a double-take there. Is there really a neighborhood called “Five Wounds?” But, yes, I guess it goes back to the Catholic Mission history of California.

These community activists and organizers, Elisabeth Alvarez, Greg Lippman, Susan Meyers, and Paul Pereira, really showed how empowered communities can make all the difference in educational transformation and life options.

Besides the excellent smaller breakout groups (I went to Sarai Koo’s on creating college opportunities for young women and to the Social Justice & Equity SIG led by Anaida Colon-Muñiz), I was really impressed by the powerful research presented by Judith Haymore Sandholtz of University of California, Irvine on the case studies of prediction of student teacher scores on PACT teaching events. The finding, that student teacher supervisors almost never (well, I think it was 16.5% of the time) predicted accurately which student teachers would do well on the PACT, meant different things to different people in the audience. For me, however, it shouted out loud and clear that one assessment, even a complex performance assessment, does not reflect reality (just as we’ve all learned that one interview with a new candidate for the department tells us little about how the person will be once hired). Some candidates who were fantastic teachers just did not pay much attention to PACT; others who were shaky in the classroom did thorough and strong work on the assessment. It is humbling. We learn, again and again, that assessments (of student teachers, of students, of faculty) are at best moments in time, best suited to telling us what we are doing well or not—but not so helpful in ranking or judging the person being tested.

Through some kind of synergy, this discussion of how to assess student teaching candidates was followed by a rather uncomfortable and angry discussion of the efforts of a self-appointed group called the National Council on Teacher Quality which, in alliance with *US News and World Report*, is seeking to “rank” teacher education programs across the country. Through an excellent panel discussion with Don Cardinal of Chapman University, Beverly Young of the California State University Office of the Chancellor, and Judith Warren Little of University of California, Berkeley, we explored the wacky world of imposed ranks. We know it sells magazines. And it throws those being ranked into a panic. The neo-liberals who have seized the mantle of reform and repurposed it to creating a privatizing agenda, a curriculum of narrow test prep and compliance, started with a regime of testing of our students;

then they wanted to test and rank schools; next came teachers who were to be rewarded or punished based on “value added” (i.e., test score improvement). Was there any doubt they would get to teacher education next?

But perhaps it is a worthwhile humbling experience. After all, we teacher educators have stood aside and expressed mild disapproval while our K-12 students have become more and more subject to ranking through standardized tests, we have gone along with the PACT program which has created plenty of anxiety but we’re not sure what more. It’s all about context: who’s getting assessed and who does the assessing. Now the worm has turned and we are facing the same kind of arbitrary assessment. One thing you learn, especially when you are on the receiving end of such a sorting process, is that the metrics for measuring success or failure are often arbitrary, random, ridiculous. But the rankers don’t really care. They just want something to rank us with—despite the complex, powerful, and important work that we are doing. I suppose we must just do what our students do: learn to have a sense of humor, survive the silly rankings, and continue to do the important work we know needs to be done.

As Vicki LaBoskey pointed out, this debate is just the tip of the iceberg. It is not just about teachers or teacher education. It is an ideological struggle, a conflict over world views. We are struggling to preserve the public space, the democratic promise of rights and options for all people. Our challenge, then, is to go beyond narrow defense of our turf in order to engage in the broad democratic debates, seeking to reframe the narrative in favor of powerful and meaningful education in our schools. The right has the loudest megaphones now but we know that in every locality, in every community, people are still struggling for generous, generative, and effective public schooling.

In this process, we in teacher education find ourselves challenged to reclaim our voice, our vision, and our leadership in reframing the narrative.

The Conference ended Saturday morning with a powerful presentation by Vivian Chavez, who was one of the early students and then teachers at Oakland’s Youth Radio. She emphasized the ways that youth are defining the world in their own terms, demanding a voice at the table. This also seemed to tie to the ongoing debate about assessment. After all, while those in power seem to like to assess the marginalized—to declare who is worthy and who is not—it is clear that young people, insulted as unteachable and dangerous, buffeted by global economic forces, and marginalized in the economic crisis, are claiming their own ground, uncovering their own truths. This certainly brought us back full circle to the theme of the conference, “Closing the Opportunity Gap: How Context Matters for Teaching and Learning.”

“Found Poetry” from the CCTE Spring 2011 Conference

On Friday morning of the Spring 2011 Conference of the California Council on Teacher Education a “Debrief for Collective Learning” session was facilitated by Barbara Ford of San Francisco State University and Andrea Whittaker of Stanford University. The primary goal of this session was to allow Conference attendees to review what they had experienced the previous day and to consider upcoming Conference activities. As a vehicle for such exploration, those present were asked to write what was to be considered “found poetry” related to the Conference theme. Some samples appear on this and following pages.

Not new
 Rename, reclaim
 Already doing it
 Always been
 Reflect
 Connect
 Respect
 Don't extort us
 Just support us
 Hear us, clear us
 Just get near us
 Cheer us!

Already doing it
 Always been
 Assess
 Confess
 Progress
 Adaptive, reflective
 Horan's formative
 Who really needs it?

—Vicki LaBoskey, Mills College

What's possible?
 Vulnerability
 Faith
 Collective impact that
 Challenges codes of power

Adaptation
 Schools where race & class
 Do not predict success

To be the only gift
 Our children
 Have or need

—Mary Sandy, University of California, Davis

We are educators of geniuses
 Our students are vulnerable,
 We should show our vulnerability,
 too
 We must be empathetic
 What are our students' challenges?
 What are ours?
 We will support inquisitiveness
 We can create resilience in
 Self and our students
 What social capital can we help
 Develop for children?
 We will create engagement by
 building relationships
 We must do the adaptive work
 We will work together and use
 Our united strength to support
 Students!

—Anonymous

Every child is a national treasure
 Let's connect
 Let's care
 Let's trust
 Let's empathize
 Let's reflect
 Let's engage
 Let's have faith
 Let's advocate
 Let's shine
 Let's make an impact
 Every child is a national treasure

—Michelle Hughes, Westmont College

Needed: cultivator of Talent

Responsibilities include:

- exposing privileges
- delivering the word
- keeping a vision of peace
- having high expectations
- making it possible

Knowledge of:

- literacy
- pedagogy
- codes of power
- cultural capital

Skills:

Adaptive, imaginative, hopeful, creative

Immediate openings. Apply within.

—Fatima Castaneda-Gutierrez, Occidental College

“Found Poetry” from the CCTE Spring 2011 Conference

Pacing our lives
Without falling behind
Work with love for
Each task required

Learn our students
Hopeful new teachers
Who pace the curriculum
And adapt to survive

Core standards, new tech
Connect cultures, relevant?
Meaningful or purposeful pacing
To cover it all
We do it with love, we still do it all

Where is more time?
Proper pacing to find the child
To see the heart that must guide
The mind

Work harder, work faster, survive
Resilient with partners and
Mentors to measure our students
The teachers, of our national treasure

—Marianne D’Emidio-Caston, Antioch University

There’s never been a better time
To change the conversation

We are on a boat in a stormy sea
And need to steer *together*

Choose \Rightarrow Adaptive work

Give and get \Rightarrow Feedback

Use \Rightarrow Social and cultural capital

Own \Rightarrow Responsibility

Don’t Lower the Standards,

Make them accessible!

~ Words manifest reality ~

so Listen & Find Common

Ground

—Barbara Glaeser, California State University, Fullerton

It’s all about conversations
And personal reflections
That’s how we unearth the genius
So we can use our brains
And reason together
To create a visions of what’s possible
—I’m talking about teaching

—Paul Ammon, University of California, Berkeley

NCATE
GONED
CAPSE
PPS
PSA
PSD
TPA
CDE
KTI
CCS
BIR
CTC
PDS

We don’t know everything!
We may be vulnerable
But we need a revolution in schools
We must create the space for
Education to take place

We know that
Every child is a national treasure
And are filled
With cultural capital
There has never been a better
time to change the conversation
because

poverty is not a learning disability
our children have social capital
and there for
we must do the adaptive work

We must
Create schools where race
And class do not predict success
We must

Unearth genius

We must

Cultivate talent

We must

Keep a vision of what’s Possible

Teacher educators need to get

Into schools

Develop faith in teachers and children

They don’t care what you don’t know

Until they know that you care

Shift the paradigm and shine

Si se puede!

Peace

—Barbara Ford, San Francisco State University

“Found Poetry” from the CCTE Spring 2011 Conference

“Schools are failing our students”
 “teachers are bullying our students”
 Change the conversation
 Change the conversation

“teacher ed is inadequate to prepare our teacher”
 “schools of ed are dysfunctional & under funded”
 Change the conversation
 Change the conversation

“at what point does *kids not learning* become a crisis?”
 “at *what point does kids not learning* become a *crisis*?”

We can change the conversation
 We can change the conversation

“poverty maybe an obstacle but it is not a disability”

The goal of discipline is to teach kids to
 Do what’s right not how to avoid punishment”
 We can change the conversation
 We can change the conversation

“we can value the adaptive work”
 We can prize the relational work
 “the travesty is that we have no idea”
 How to learn from success but we can?
 We can
 We can
 Change the conversation
 Change the conversation

We can value the adaptive work
 We can celebrate the connections
 Our teachers & students make
 We can collaborate and name our
 Learning
 And learn from our success.
 We can change the conversation
 We can change the conversation

—Kathy Morris, Sonoma State University

We need great models of teaching
 Cultivate the talent, the talent
 Let me use my brain
 Cultivate the talent, the talent
 Keep a vision of what is possible
 Make the connection, connection

Imagine the collaborative works
 Make the connection, connection

Children are our natural treasure
 Form on the morale, morale
 Unearth the genius
 Form on the morale, morale
 Let’s empower us all

—Anonymous

Challenged
 New thoughts
 Refreshes my brain
 Keeps me sane
 Tickled

—Katie Croy, Commission on Teacher Credentialing

*Los niños son los tesoros de
 ésta próxima generación*

To shift our focus
 Is to disorganize or locus
 Of control

Reject reductionism

Embrace celebrationism

Of the gifts, talents and voices inherent within

—Anonymous

Who are you, NCTQ?
 Assumptions and presumptions.

Who are we, CCTE?

Talent, empathy and agency
 Adaptive capital
 Education
 Relationship success
 Genius delivery
 Questions, connections, questions, connections, questions
 Connections, connections, connections.
 Revolutionary relationships
 Advocacy

—Désirée Zamorano, Occidental College

Teacher Bullies

I became a teacher
 to give the keys

The keys that were
 given to me

That liberated me from
 the war field the
 sewing factory

To have a life of the mind.

When did the intention
 become the prevention of children’s liberation?

—Sharon Russell, CalStateTEACH
 Office of the Chancellor, California State University

“Found Poetry” from the CCTE Spring 2011 Conference

Rankings of Teacher Education on Metrics

Do we get extra points for rites of passage?

How do we assess when students die?!?

What is the algorithm for resilience?

Is there a standard deviation for gender non-conforming?

Do test scores account for homelessness?

How do we rank love?

—Rick Ayers, Mills College
& University of San Francisco

We don't care what you *know*
Til we know that you *care*

9 Ways to get you
Come on—let's play fair

Empathy not pity
Can you take this dare?

To serve is not to empower
Social capital is for all to *share*.

—Zaida McCall-Perez, Holy Names University

CCTE Fall 2011 Conference

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

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.

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 planning and implementation of the Conference, please contact any of the planning committee co-chairs.

The formal announcement of the Fall 2011 Conference, along with the tentative program, registration form, and calls for proposals and awards nominations will be e-mailed to all CCTE delegates and members in early July. The calls for proposals and awards nominations also appear in this issue of *CCNews*, and all delegates and members are encouraged to consider submitting proposals and nominations now.

CTC Receives Criticism

The Commission on Teacher Credentialing has recently come under heavy and sustained criticism for their management of educator discipline. The problems began with a displeased employee, one of the staff attorneys in the Professional Standards Division, who filed a whistleblower complaint alleging serious delays and mishandling of cases related to credential revocations. In response to these accusations, State Senator Darrell Steinberg asked for a review of the agency by the Bureau of State Audits, and this resulted in an extremely negative audit report calling for changes in CTC procedures and leadership. The audit report was then aired in a legislative hearing in early May, during which several legislators leveled additional heavy criticism at CTC and Assemblyman Ricardo Lara specifically called for the firing of CTC administrative staff and for Governor Brown to replace the appointed members of the Commission.

Senator Steinberg reported to the Joint Legislative Audit Committee that he will be introducing legislation to address what he believes are serious problems with the way the Commission handles this area of its responsibility. Some members of the Committee inquired during the hearing about the possibility of moving the Commission back under the California Department of Education. The CCTE officers and Policy Committee co-chairs are watching this situation carefully. If there is a call for the elimination of CTC as a separate and independent state agency, CCTE will be ready to go public with strong support for retaining the CTC as an independent standards board.

The CTC website (<http://www.ctc.ca.gov>) contains links with more information on the audit and subsequent actions taken by the Commission leadership to address the State Auditor's recommendations. In addition, the *Sacramento Bee* has published numerous articles about the situation, including the one at the following link:

<http://www.sacbee.com/2011/05/11/3627420/lawmaker-calls-for-toppling-californias.html>

CCTE Honors Larry Birch and Tom Nelson



CCTE President Magaly Lavadenz presented Distinguished Service Awards to Larry Birch (left above) and Tom Nelson at the Friday luncheon during the Spring 2011 Conference in San Jose.

Larry Birch Recognized for Three Decades of Policy Liaison between CTC and CCTE

By unanimous action of the California Council on Teacher Education Board of Directors, Larry Birch was presented with a Distinguished Service Award at the Friday luncheon during the Spring 2011 Conference. The Award recognized Larry's three decades as a staff member and administrator at the Commission on Teacher Credentialing, a time during which he participated regularly in CCTE Conferences, reported on CTC activities and policies, and advised CCTE on credentialing and accreditation issues.

The text of the award plaque presented to Larry reads:

The California Council on Teacher Education
Distinguished Service Award
Presented to
Larry Birch
for Distinguished Service and Wise Counsel
to the California Council on Teacher Education

Presented on March 25, 2011
at the CCTE Spring Conference in San Jose

In presenting the award to Larry, CCTE President Magaly Lavadenz and CCTE Executive Secretary Alan Jones made particular note that prior to his service with CTC Larry had been a faculty member at CCTE member institutions and that throughout his Commission work he maintained that understanding of the teacher education community and assisted CCTE in effective representation of its interests in Sacramento. Larry retired from full-time work with CTC this year, but we hope he will continue to participate with CCTE and attend our semi-annual conferences.

Tom Nelson Honored by CCTE for Service as Editor of *Teacher Education Quarterly*

The California Council on Teacher Education honored Thomas Nelson of the University of the Pacific with a Distinguished Service Award recognizing his 12 years as editor of *Teacher Education Quarterly* from 1999 through 2010. The award was presented at the Friday luncheon during the Spring 2011 Conference.

The text of the award plaque presented to Tom reads:

The California Council on Teacher Education
Recognizes
Thomas Nelson
for Distinguished Service as Editor
of *Teacher Education Quarterly*
during the Years 1999 to 2010

Presented on March 25, 2011
at the CCTE Spring Conference in San Jose

In presenting the award to Tom, CCTE President Magaly Lavadenz and CCTE Executive Secretary Alan Jones noted the significant growth of *Teacher Education Quarterly* as a nationally and internationally recognized journal under Tom's editorship, and also lauded Tom's tireless personal attention to authors, members of the panel of readers, and members of the journal's Editorial Board and Editorial Advisory Board. In addition CCTE's appreciation was expressed for Tom's active participation with the CCTE Board of Directors, his service as chair of several semi-annual conference committees, and his leadership in involving graduate students in CCTE and establishing the new CCTE Graduate Student Fund.

Transforming Obstacles into Opportunities

Some Commentary from ICCUCET

By Desiree Zamorano (Occidental College)

At the March 2011 meeting of the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET), meeting on Thursday morning of the California Council on Teacher Education Spring Conference, ICCUCET President Keith Walters (California Baptist University) prompted the attendees to consider turning the current obstacles teachers and teacher educators face into opportunities. In breakout groups the ICCUCET members present considered how to do that, and how to shape our narrative. Here is a partial list:

- ◆ Teacher educators need to address the culture, politics, budgets, and other current issues in our courses so that our teacher candidates know what to expect when they are employed as well as creative ways of responding.
- ◆ We need to teach and model ways to collaborate so that our graduates carry those skills into the schools.
- ◆ Work with public relations and media offices on our campuses:
 - ◆ Help such media offices understand and know how to tell “our” story.
- ◆ Stay connected with Alumni:
 - ◆ Create an experience during our teacher education programs so candidates will participate as alumni.
 - ◆ Publicize what our alumni are doing.
- ◆ Start talking about all of this from the first day, from the moment they walk in the door, that our teacher candidates have a professional knowledge base and so that their stories matter.
- ◆ So that when they have a success—they TELL their stories.
- ◆ At our program website we have a place for teachers telling their stories.
- ◆ We have a strand in our graduate program for “a public intellectual” knowledgeable about the topic, an activist in their sphere of influence (whether it’s their father-in-law, mother-in-law, etc). They are encouraged to write Op Ed pieces, encouraged to write their legislators, to learn to defend their arguments. We have a large research community forum.

ICCUCET meets at each CTE semi-annual conference on Thursday morning. Teacher educators from all private and independent colleges and universities in California are encouraged to attend.

Affiliated Organization Meetings at the Fall 2011 CTE Conference

Thursday, October 13

California Association of Bilingual Teacher Educators
Meeting at 9 a.m.

California Association of Professors of Special Education/Teacher Education Division
Meeting at 9 a.m.

Independent California Colleges and Universities Council on the Education of Teachers
Continental breakfast at 9:30 a.m.; meeting at 10 a.m.

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

Nine CCTE 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 CCTE SIGs are open to any interested persons. Each person attending the Fall Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

Arts and Education: This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinators: Marianne D'Emidio-Caston, Antioch University, and Desiree Zamorano, Occidental College.

BTSA and Induction: This SIG provides an avenue for continuing exploration of the work of BTSA programs and the role of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education. SIG coordinator: Paula Motley (Monterey County Office of Education).

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

Equity and Social Justice: This SIG is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG 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.

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

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.)

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

At a 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:

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 are being extended to all institutional members of CCTE as well as to other organizations interested in teacher education. A registration form for participation in the Annual Sponsorship Program for 2011-2012 appears on the next page of this issue 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.

Deborah Hamm, Paula Motley, and Shannon Stanton Elected to CCTE Board of Directors

As a result of the 2011 California Council on Teacher Education annual election Deborah Hamm of California State University, Long Beach, Paula Motley of the Monterey County Office of Education BTSA and Induction Program, and Shannon Stanton of Whittier College were elected as three new members of the CCTE Board of Directors. They took office at the end of the Spring 2011 Conference and will serve for three years.

The three members of the Board of Directors whose terms expired in the spring of 2011, and who were therefore replaced by the newly-elected members, are Alice Bullard of the BTSA State Leadership Team, Barbara Ford of San Francisco State University, and Mary Sandy of the University of California, Davis. Alice, Barbara, and Mary received certificates expressing the appreciation of the CCTE membership at the Friday luncheon at the Spring Conference.



Deborah Hamm

In the 2012 annual CCTE election three additional

seats on the Board of Directors will be up for election, as well as the offices of Vice President for AACTE and Vice President for ATE. The CCTE Nominations and Elections Committee will this fall be seeking individuals with a record of membership, involvement, and participation in CCTE who are interested in being candidates for those posts. Please contact Past President Jim Cantor, who chairs the Nominations and Elections Committee, or CCTE Executive Secretary Alan H. Jones with nominations.



Paula Motley



Shannon Stanton

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.

Information from CTC on Common Core Standards

A wealth of information on the Common Core Standards is available on the California Department of Education's website (see <http://www.cde.ca.gov/ci/cc/>).

The county offices of education have developed an analysis of the Common Core Standards compared to California's 1997 ELA and mathematics standards, and interested individuals should contact the curriculum specialists at their local county office of education to explore the similarities and differences in the Common Core Standards.

The Commission on Teacher Credentialing will at some point be discussing the Common Core Standards with the teacher education community. This may occur as early as this fall. It is anticipated that the Common Core Standards will impact teacher preparation programs in many ways, possibly more than just in subject matter preparation.

The subject matter programs that are likely to be most impacted may come as a surprise, since it appears that social science, science, mathematics, art, music, physical education, LOTE, business, agriculture, ITE, home economics, and health may all need some modifications of the SMRs due to the writing across the curriculum that is in the ELA Standards.

Additional information will follow from CTC, and if you have questions at this time please contact Teri Clark, Director of the CTC Professional Standards Division, at 916/323-5917.

A Letter to the Editor of the *Los Angeles Times*

The following letter to the editor appeared in the *Los Angeles Times* in April 2011 in response to an article in that newspaper, and we share it here as an example of how CCTE members can contribute to the public dialogue about education:

I am a fan of Straight's writing and appreciate her excitement over her daughter's next step. I would like to point out, however, that Teach For America suffers from the same sort of condescension toward the teaching profession that she notes with her various examples.

The premise that high-achieving students can become effective teachers with a summer bootcamp is ludicrous. Highly effective teachers, as Stanford education professor Linda Darling-Hammond points out, need a vision, a theoretical foundation, deep content knowledge, a variety of teaching strategies and effective classroom management.

And that's even before addressing the interpersonal skills that so define the memorable teachers that touched our lives and made us the people we are today.

—Desiree Zamorano
Altadena



Teri Clark, Larry Birch, and Jan Jones Wadsworth of the Commission on Teacher Credentialing at the Spring 2011 CCTE Conference in San Jose.

CCNews Call for Articles and News Items

You may have noticed an evolving difference in recent issues of *CCNews*. We are seeking to include sections that feature best practices, resources, accomplishments, and even an editorial/letter to the membership. The goal of these additions is to create a forum for CCTE members to share information and celebrate our successes.

Do you have a successful partnership with another university, parents, teachers, or a K-12 school you would like to share about?

Have you discovered an effective assignment that your students enjoy, and that you think other teacher educators might like to know about and try?

Are there books, curricula, or other resources you or your program uses with great success?

Maybe you have opinions or information you would like to voice.

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

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

Thank you.

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

An Example of a CCTE Poster Presentation

Exploring and Utilizing “Wrongness Theory”

There have been between a dozen and 30 separate poster participants in the Friday afternoon poster sessions at recent California Council on Teacher Education semi-annual conferences, and this opportunity for CCTE members to share and discuss topics of interest has become one of the features of our Spring and Fall Conferences.

As an example of such activities, following is the description of one of the poster sessions from the Spring 2011 Conference, along with the responses that were generated at and following the Conference.

Poster Session 5

“Exploring and Utilizing Wrongness Theory”

Alan H. Jones, Caddo Gap Press
Thomas Nelson, University of the Pacific

This poster session is a follow-up to the presentation and discussion of Wrongness Theory at one of the concurrent research sessions at the Fall 2010 Conference. Our purpose now is to continue the exploration, discussion, and potential utilization of such theory.

Describing Wrongness Theory

The premise of Wrongness Theory is that given the near complete absence of truth or logic in most contemporary political dialogue and policymaking, it is first necessary to approach understanding by assuming the opposite of what is being stated, second by seeking to interject truth into the dialogue, and third by anticipating that the truth will initially be rejected but that its new presence in the dialogue will create a foothold for engagement in ongoing policymaking.

Although scholars in education and other socially significant fields of study are by profession the experts in their fields, and although they have regularly conducted research and contributed through publication to the scholarly dialogue, such knowledge and dissemination have little if any impact on the political and policy dialogue in our state and nation. This is only to be expected for at least three reasons: first, the assumption of politicians and policymakers that since they have been to school, they know about education; second, the significant complexity of the teaching/learning dynamic and the structure and operation of educational institutions; and third, the tendency of educational scholars to talk and write in language only they understand.

Some Examples of Wrongness

Example One: Consider the three-part program for California repeatedly advocated last year by gubernatorial candidate Meg Whitman: “1. Cut government spending; 2. Create jobs; 3. Fix education.” The inherent contradictions between

these three goals, each of which independently appeals to the general public, seemed to go unnoticed by the media who reported on the campaign.

Example Two: Consider one of the central principles of the Race to the Top federal initiative, that teachers should be evaluated and compensated based on the evaluation of the performance of their students—the requirement of one unreliable mode of evaluation based on an equally if not more unreliable mode of evaluation, both assumed to be workable by policymakers and a general public who are not familiar with either educational research or school and classroom complexities.

Exploring and Utilizing Wrongness Theory

We suggest the following as initial steps for application of Wrongness Theory:

- a. To seek out untruth and illogic in ongoing political and policy discussions at both the state and national level, to document such instances, and to chronicle such information in an educational policy information bank.
- b. In response to each instance of untruth or illogic, to counter with the best educational research and practice available, offering such information to those who have propagated the untruth or illogic as well as to the educational community and the media.
- c. Continue to monitor the dialogue, with the expectation that untruth and illogic will not go quietly into the night, and that great vigilance and repeated advocacy of the truth and logic will be needed.

Please add Your Contributions

We invite any and all to offer their examples of wrongness, their suggestions for corrective action, and their ideas for further exploration. Please use the space here to add your contributions to the discussion:

Contributions Added at Poster Session

Contribution 1: Countering illogic with logic won't work (i.e., arguing with an insane person). These are affective, belief-laden arguments (see Colorado's response and defeat of a Prop. 227-like campaign). Do we appeal to emotions or facts? However, that insane person is still operating on their perceived reality. Part of countering illogic is hoping to have agreed-upon instances of what we call logic (research); e.g., charter schools are better at educating even though research shows otherwise.

—continued on next page—

An Example of a CCTE Poster Presentation

Exploring and Utilizing “Wrongness Theory”

(continued from previous page)

Contribution 2: At the second policy session today it was pointed out that teachers have access to more people than any other group. So we need to “fix” this from within by engaging families and parents and adolescent students in pointing out the fallacies – to TEACH TRUTH. Let it bubble up through society.

Contribution 3: Teachers should be assessed largely on the basis of student test scores.

Contribution 4: Add a third point to the second paragraph describing wrongness theory:

“Third, we write to each other using language only we understand.”

(this addition has been made)

Contribution Following the Conference

by Alvin H. Thompson, CCTE President 1980-1982

As you state in your recent assignment related to “Exploring and Utilizing Wrongness Theory,” everyone has been to school so they know what’s “right” in teaching. Also it has long been popular for political aspirants and those who have achieved public office to use their version of “right teaching” to become and stay elected. Consequently, it is not surprising that we are gifted with a new credentialing law every 10 years – laws, in the forgettable words of forgettable gubernatorial candidate Meg Whitman, that will “fix” education (such slogan throwers seem to forget that we also “fix” our pets in order to prevent their complete functioning). These legions of countervailing ideas place the act and art of teaching in a most unique professional position. First, we are accused of doing what we’re NOT doing, or not doing what we ARE doing. Second, if we are perceived by others as being no more than half wrong on ANY given issue ranging from how to hold the chalk to applying the latest theory in practice to test its validity, we have won a major victory!

Already intimated by Jones and Nelson is the propensity of our critics NOT to utilize readily available research on such matters. Notable among these areas is the impact of personality on the teaching/learning process. For instance, a highly creative teacher will tend to drop out rather than being forced to use St. Cloud’s “Teacher Proof” filmstrips approach to the teaching of foreign languages. On the other hand teachers with authoritarian personalities – the kind who like everything “spelled out” for themselves – will happily teach for years using “canned” materials. Is this the kind of teacher we want to have dominating classrooms in our public – or any other – school systems? Ones who rejoice in computerized, lockstep, “teach to the test” content? Such a probability

demands that we look further into the implications of this situation.

Herbert Thelin conducted some thought-provoking studies in the personality impact area in the early 1960s (see Thelin, H.S., Grouping for teachability. *Theory into Practice*, II(2), April 1963). By every means known to humankind, in one school district pupils were placed with the kind of teacher they said they liked. Conversely, teachers were matched with their favored kind of pupils. The general expectation was that everyone would be “happier” and that pupil achievement scores would improve significantly. The results were not as profound as anticipated. Grades only went up by a half a point, e.g., from C to C+, from B to B+. Thelin reported further details in a fascinating lecture at the University of California, Berkeley, in the early 1960s that bordered on earthshaking. The “chemistry” in each class revealed four kinds of teachers:

First was the exploitative teacher who required the psychological nourishment given by pupils. “Learn this for me...” “oh, I’m not happy with . . .,” and so on. Teachers with this type of personality have severe problems when the kids make perfectly obvious that individually and collectively they, the kids, don’t give a hoot whether their teacher is happy or not.

A second type of teacher personality revealed was the “golden glow or hail-fellow-well-met” person. “Hey kids, whaddaya want to do today?” The unwritten agreement here is “if you promise NOT to try learning anything, I’ll promise not to try teaching you anything, and we’ll all be groovy.” These teachers were not good candidates for tenure, unless the district can find no one else.

“The man from the mount” was the third type of teacher revealed. He has gone to the mountain to receive the “holy scripture.” Which is of course the textbook. Anything outside of the textbook is not worth learning. Pupils are to memorize the text and regurgitate its contents on all tests given. Of course, these classes are run mechanically. Pupils enter the room, pick up dittoed worksheets from the “out box,” take their assigned seats, fill in the blanks, and when the bell rings they place their worksheets in the “in box.” Note that neither students nor teacher have left their desks during the entire period. These classes are havens for the lazy and the authoritarian personality types. All too often these teachers are retained because of their “good class control.” Those readers who have not already done so should follow up by viewing the film *Teachers* starring Nick Nolte, which depicts a year in an urban high school where The Peter Principle is hard at work. It is galls humor, but indispensable to one who wants to see different kinds of students, administrators, and teachers in action. As a teaser, be advised that the most effective and creative teacher in the film is an escapee from a mental hospital!

—continued on next page—

An Example of a CCTE Poster Presentation

Exploring and Utilizing “Wrongness Theory”

(continued from previous page)

The fourth type of teacher discovered is the kind that we are, of course! This is the “inquiry oriented” teacher. These teachers are quite competent in their subject areas. They are eager however to learn with their students when something new comes up. When forced to use inadequate textbooks, they delight in exploring the shortcomings with their pupils. They are unthreatened and like their jobs. They recognize ambiguities and use them to make their classes more interesting. They are often criticized by colleagues for “lack of control” because of the many “hands-on” and “multi-level” activities going on at any one time.

My own studies, dissertation and beyond, exposed a slightly different kind of teacher personality. In my group of social studies, English, and foreign language majors and minors serving as student teachers those who improved the most in intellectual disposition and satisfaction with their assignments also scored above average in “tolerance of ambiguity.” This isn’t surprising in that being a student teacher places one in an ambiguous position – you are supposed to be “the teacher” but everyone knows you are not, no matter how much independence the master teachers allows (or forces upon) you. Your progress up Maslow’s scale of “self actualization” is challenged by tension caused by lack of sleep from having to learn so many new things and so on down the line. The low scorer on tolerance of ambiguity becomes more and more frustrated as problems are discovered, since each problem only exposes new problems. Those scoring above average in tolerance for ambiguity are healthily challenged by newly discovered problems, especially when the solution of one problem leads to others that need work.

These same issues can also be considered at the higher education level. Suffice it to remember at this point the unique little book *Some of My Best Friends Are Professors* (New York: Abelard-Schuman, 1958) in which George Williams mused at the outset that “after publication of this book, we should probably change the title to some of my best friends were professors.” This crusty Texas historian traces the educational record of many Ph.D.s. He shows they have suffered to learn all of their lives because they were “a little bit odd” from kindergarten to their dissertation finals. Finally they find themselves with their own kind who have also suffered in order to really learn. How do you suppose these kinds of professors will teach their classes?

One major conclusion is that the current lockstep approach proposed for teacher evaluation involving ONLY the use of standardized achievement test results of students is going to drive away our most creative teachers and discourage others from wanting to become teachers in the first place. Consequently, we are left with a bunch of authoritarian-type automatons who spend their time teaching to the test. No

thank you! My 55-plus years in our profession tell me not to re-enter this arena even if I could, unless of course I would be free to apply Neil Postman’s approach expounded in his *Teaching as a Subversive Activity*, and that I also had a respected professional group like the California Council on Teacher Education backing me to the hilt, serving, as Postman indelicately terms, it, as a “crap detector.”

My other conclusion is in line with David Ryan’s classic study. Many kinds of people become effective teachers, but finding out who they are and how they got there is a most complex matter going far beyond the unitary testing-based approach espoused by those who are poorly qualified to make such judgments.

One must also avoid being trapped in a “Sabertooth Curriculum” as Herbert Benjamin described it way back in the 1930s. But that’s another story.

Two Invitations

Readers of *CCNews* are encouraged to extend this dialogue about Wrongness Theory by sending comments to Alan Jones (alan.jones@ccte.org) or Tom Nelson (tnelson@pacific.edu) or by looking for a Wrongness Theory poster at future poster sessions at CCTE conference.

In addition, presenters from past and future poster sessions at CCTE conferences are encouraged to provide descriptions of their posters and a summary of responses received for inclusion in future issues of *CCNews* as further examples of what occurs at the poster sessions. Such submissions should be e-mailed to *CCNews* editor Heidi Stevenson (hstevenson@pacific.edu).



Rick Ayers and Vivian Chavez at Saturday morning session on Youth Radio at CCTE Spring 2011 Conference.

CCTE Policy Framework

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

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

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

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

From the Desk of the CCTE Executive Secretary

Following are updates on many of our California Council on Teacher Education activities as we draw this 2010-2011 membership year to a close:

Membership

Our CCTE memberships efforts for the 2010-2011 year have been quite successful, with some 70 institutional members and an additional 100 individual members. We have exceeded our budgeted goals for membership income.

Membership renewal information for the 2011-2012 year (July 2011 through June 2012) has been e-mailed to all institutional and individual members, and you are urged to send in your renewal as quickly as possible.

Annual Sponsors

During this 2010-2011 membership year CCTE initiated a program of Annual Sponsorships, and we owe a very special thank you and deep appreciation to Azusa Pacific University, Brandman University, Chapman University, and Loyola Marymount University for signing up as the first participants in this program. As part of that program, Azusa Pacific, Chapman, and Loyola Marymount were co-sponsors of the Fall 2010 and Spring 2011 Conferences, and Brandman joined in mid-year as a co-sponsor of the Spring 2011 Conference.

The Annual Sponsorship Program will be continued in the upcoming 2011-2012 year, and we hope that other institutions as well as appropriate commercial enterprises will sign up. Additional information on the program as well as a registration form appear on pages 17 and 18 of this issue of *CCNews*.

Conferences

CCTE held two exceptional conferences this year and the plans are in place for future semi-annual conferences that promise to continue this strong tradition of offering cutting-edge programs as well as the opportunity to meet and talk with your teacher education colleagues from across the state.

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 14 of this issue of *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 15), and students are urged to use the form on page 16 of this issue of *CCNews* to apply for participation during the 2011-2012 membership year.

CCTE 2011 Annual Election

In the annual CCTE 2011 election Deborah Hamm of California State University, Long Beach, Paula Motley of the Monterey County Office of Education BTSA and Induction Program, and Shannon Stanton of Whittier College were elected to three-year terms on the Board of Directors. Congratulations to those three, and thanks for the service of departing Board members Alice Bullard of the BTSA State Leadership Team, Barbara Ford of San Francisco State University, and Mary Sandy of the University of California, Davis.

New CCTE Dissertation Award

Beginning this year CCTE invited applications and nominations for a new CCTE Dissertation Award. A description of the award and application procedures appeared in the Spring 2011 issue of *CCNews* and was also e-mailed to the CCTE membership. Nominations and applications received prior to the June 1 deadline will be reviewed by a special sub-committee of the Awards Committee.

Be a CCTE Volunteer

CCTE operates and succeeds in its efforts by virtue of many, many volunteers from our membership. We encourage all members and delegates to join one of our committees, participate in the Special Interest Groups, serve as a reader for one of our journals, submit reports or brief articles to *CCNews*, and in other ways help make the organization stronger. We welcome and need your involvement. Please see the volunteer form on page 26 of this issue of *CCNews*.

CCTE Leadership Retreat

CCTE officers, Board members, editors, and committee chairs will gather June 17-18 at the University of California, Davis, for a two-day leadership retreat and meeting of the Board of Directors. The agenda will include a review and updating of goals established at a similar retreat last June.

—Alan H. Jones, CCTE Executive Secretary,
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118
Telephone: 415/666-3012; Fax: 415/666-3552
E-mail: alan.jones@ccte.org

Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for the upcoming 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)
- 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)
- 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.

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

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