

CCNews

Newsletter of the
California Council on Teacher Education

Volume 23, Number 3, Fall Issue, September 2012

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

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In This Issue of CCNews . . .

Section 1 — News & Reports

Message from CCTE President Cindy Grutzik.....	2
Live and Online! The New CCTE Website	3
From the Desk of the Executive Secretary.....	4
CCTE Policy Framework	5
Dates of Future CCTE Conferences	5

Section 2 — CCTE Conferences

Preview of the CCTE Fall 2012 Conference.....	6-7
Tentative Program for the CCTE Fall 2012 Conference.....	8
Registration Form for CCTE Fall 2012 Conference	9
Proposals for CCTE Conference Always Welcomed	10
Special Events at CCTE Fall 2012 Conference	10

Section 3 — CCTE Organizational Information

CCTE New Faculty Program	11
CCTE Graduate Student Support Program.....	11
CCTE Membership Form.....	12
Volunteer Opportunities in CCTE.....	13
CCTE Leadership Directory	14

Section 4 — From the Field

New Book on Cultural Proficiency	15
Cultural Humility Film Available.....	15



CCTE leaders enjoy reception at President Cindy Grutzik's home prior to Board of Directors retreat in June. Left to right: Roberto Vargas, Mona Thompson, Julie Cantor, Deborah Hamm, Desiree Zamorano, Shannon Stanton, and Cindy Grutzik.



Message from CCTE President Cindy Grutzik

Starting a New Year

Welcome back to school!

This is a good time to recount summer events and accomplishments, and to turn our minds, eyes, and hearts to the new school year. This message is an update of what CCTE and the Board have been doing in recent months, as well as an alert regarding upcoming issues and events of importance to educators.

In June, our Board of Directors held a two-day strategic planning workshop, generously sponsored by Loyola Marymount University and Pearson. With the skilled facilitation of Roberto Vargas, we took time to reaffirm our mission, vision, and strategic priorities. We explored a set of conceptual lenses for our work. Each committee reviewed its charge and goals, and made plans for taking next steps. And we recommitted our energy and time to this organization, affirming its prominent role in California's educator preparation community and our collective and individual responsibility for making CCTE a vibrant and relevant organization.

This summer, CCTE's new website went live. It is now up and available for your use, thanks to the hard work of the Vision and Communication Committee and our creative web designer. Visit us at www.ccte.org and find up-to-date information about conferences, committees, and policy work. The new Blog is a good way to join a conversation and see what others are talking about. CCTE is also now on Facebook—go to the website and like us.

I want to highlight four current and upcoming issues that CCTE will be watching closely.

◆ First, the November elections will determine what many of our institutions will face in Spring 2013 and beyond. I encourage each of us to vote, and to spread the word to our colleagues and students. This is the right time to make our voices heard and to demand public support for K-12 and higher education in California.

◆ Second, many of us have been following the federal Department of Education's recent negotiated rule-making on teacher preparation issues. When that process ended with a divided committee, the DOE's own rule-making process

stated that it would now be able to unilaterally implement reforms. While CCTE strongly supports efforts to improve educator preparation, we may have cause for concern with some of the DOE proposals. The Higher Education Task Force on Teacher Preparation writes, "The proposals circumvent current statute, apply the tenets of NCLB to higher education, prescribe a one-size-fits-all accountability model for teacher preparation, and infringe on states' rights to oversee their teacher preparation programs" (retrieved 8/21/12 from <http://www.aascu.org/policy/issues/teacher-education/>) Look for updates from the CCTE Policy Committee at the October conference in San Diego.



Cindy Grutzik

◆ Third, I would like CCTE to be a forum for supporting the implementation of the Common Core State Standards over the next two years. Besides engaging in the detailed work of revising curriculum and creating meaningful assessments, this is an opportunity for the education community to align our work around concepts that have been important in our teaching for years: reasoning, problem-solving, modeling, explaining, and literacy across the curriculum. Let's roll out the CCSS in each of our settings with attention to the framing of these concepts.

◆ Finally, Superintendent Tom Torlakson's Educator Effectiveness Task Force has completed its work, and the report will be released this Fall. As a Task Force member, I believe that this report can provide a clear context for our work, as it addresses educator preparation across all segments of the learning-to-teach continuum.

I look forward to seeing you all in San Diego in October for the Fall 2012 Conference. Come hear Ken Zeichner, Etta Hollins, and our own deans discuss the significance of clinical fieldwork in educator preparation. Several programs will present their models and fieldwork practices, and, as always, a range of excellent best practice and research presentations and poster sessions will give you food for thought.

Have a great start to your school year.

—Cindy Grutzik
CCTE President,

California State University, Long Beach



**CALIFORNIA COUNCIL ON
TEACHER EDUCATION**
Improving education at every level

Live and Online! CCTE Launches New Version of Its Website

CCTE has incorporated your feedback and vision in creating a new online presence.

Our website has been buffed and professionally designed to give us greater visibility, and a more dynamic look. An example is the bright new logo for the website homepage, as displayed above on this page of the newsletter.

Come visit the new site to find out about our SIGs, resource links, and current practices.

Want to know our policy positions? Visit the policy section. Looking for timely updates? Check out the blog.

If you want something posted on the blog, all CCTE board members, along with me, Alan Jones, and Heidi Stevenson can post something there, so e-mail us with your updates. That could include calls for papers, promoting your conferences, teacher education issues, and professional successes.

We look forward to your active participation, so come check us out!

www.ccte.org

—*Desiree Zamorano*
Occidental College
Chair, CCTE Vision and Communications Committee

P.S. If you are interested in joining our CCTE Vision and Communications Committee please let me know. Our activities involve not just the website, but also working with other CCTE committees to articulate and disseminate the work of CCTE across the educational and public policy communities. We welcome all volunteers.

If interested, please e-mail me at dzamorano@oxy.edu

From the Desk of the CCTE Executive Secretary

CCTE Membership Renewals

Renewal notices for both institutional and individual CCTE memberships for this 2012-2013 were sent to all previous members back in June and many renewals have already been received. The new membership year began July 1, and all members are encouraged to renew soon to assure that you do not miss any of our publications and other membership benefits. The CCTE Membership Committee will be contacting those who have not renewed by early fall. An individual membership form appears in this issue of *CCNews*, and I will be happy to provide institutional membership information to any interested parties.

Fall 2012 Conference

The Fall 2012 CCTE Conference in San Diego on October 11-13 should be one of the best ever. Look over the information in the second section of this issue, and if you haven't registered yet now is the time to do so.

CCTE Website

Our CCTE website has recently enjoyed a wholesale revision and upgrade, as described by CCTE Vision and Communications Committee Chair Desiree Zamorano on the previous page of this issue. Please follow Desiree's suggestions and check out the site and get involved.

CCTE Journals

Due to circumstances beyond our control at the printer, the Spring 2012 issues of both *Issues in Teacher Education* and *Teacher Education Quarterly* have been significantly delayed. Both issues will be mailed to the membership as soon as possible, and the Summer issue of *Teacher Education Quarterly* will also follow in the near future. We expect to have both journals back on schedule with the Fall issues.

Newsletter

As previously, this Fall 2012 issue of *CCNews* contains four sections and is available to members and delegates as a PDF on the CCTE website. The first section features the CCTE President's message from Cindy Grutzik and Desiree's announcement about the new website. The second section provides a preview of the upcoming Fall 2012 Conference. The third section offers an update on the CCTE New Faculty Support and Graduate Student Support Programs. The fourth "From the Field" section shares the announcement of a new book and a new film by CCTE colleagues.

CCTE New Faculty Program

The CCTE New Faculty Support Program was initiated during the 2011-2012 academic year with seven participants.

An announcement of the second year of the Program was e-mailed to all CCTE members and delegates in June, and to date we have accepted 11 participants for this 2012-2013 year. Each participant receives a complimentary annual CCTE membership and conference registration, each has been assigned a mentor from among our CCTE leadership, and each will be asked to submit a proposal for one of the semi-annual Conferences during the coming year. Additional information on the Program appears in the third section of this newsletter.

Graduate Student Fund and Support Program

The CCTE Graduate Student Support Program, utilizing funds from the CCTE Graduate Student Fund, also enjoyed its first year of operation during 2011-2012. That Program is continuing during the 2012-2013 year, and to date we have accepted 18 students who this year will receive complimentary CCTE student memberships and conference registrations and who will in return submit a conference session proposal for presentation in either the Fall or Spring. See additional information in the third section of this issue.

Annual CCTE Budget

Each year the CCTE Board of Directors adopts a budget in June to guide our activities during the coming fiscal year, running from July 1 through the following June 30. The budget for 2012-2013 projects new income of \$169,000 and annual expenditures of \$157,064, with any income not spent being used to grow the organization's reserve fund. Primary CCTE income sources are memberships and conference registrations, while major areas of expenditure are the semi-annual conferences and sponsorship of the two journals.

Congratulations

Let me close this quarterly message by offering congratulations to CCTE President Cindy Grutzik on her recent appointment as the new associate dean of the College of Education at California State University, Long Beach.

Further information on these and many other ongoing CCTE programs and activities will be found on our website at www.ccte.org as well as in past issues of *CCNews*, also available on the website.

—**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

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.

Dates of Future CCTE Semi-Annual Conferences

Fall 2012, October 11-13 - Kona Kai Resort, San Diego

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

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

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

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



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Preview of the CCTE Fall 2012 Conference:

Peering into the Looking Glass— Clinical Practice and the 21st Century Educator

By **Helene Mandell** (University of San Diego)
& **Keith Walters** (California Baptist University)
Co-Chairs of Fall 2012 CCTE Conference

Introduction

From the founding of our country to the rhetoric of today, claims articulating the belief that a quality, public school education is foundational to preserving democracy and maintaining economic stability can be found. Highly qualified teachers are regularly identified as an essential element in the process of preparing students for their societal role. Unfortunately, agreement on the means to develop expert teachers has not been smooth. One of the earliest attempts to systematically train teachers within the United States occurred in 1839 with the formation of the first normal school. Eleven years later, the California legislature assumed oversight by mandating that all teachers hold a certificate of qualifications. The pendulum swings between academia and government challenges have now been expanded to include corporate American (i.e., the rhetoric and actions of the National Council on Teacher Quality).

In an attempt to synthesize research and practices related to effective teacher preparation programs, the National Council for Accreditation of Teacher Education commissioned a blue ribbon panel which published the 2010 document entitled “Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers.” The report argues a need to engage in sweeping changes. Central to the proposal is a focus on clinical practice. The goal of the October 11-13, 2012 CCTE Conference at the Kona Kai Resort in San Diego is to explore the promises, limitations, and challenges connected to re-conceptualizing teacher preparation programs.

Keynote Speakers

The conference will feature a Thursday keynote address by Kenneth Zeichner, Boeing Professor of Teacher Education and Director of Teacher Education in the College



Kenneth Zeichner

of Education at the University of Washington. Zeichner will share his expertise on the historical trajectories of different approaches to improve teacher education and establish a foundation through which participants will be able to evaluate various models shared during an afternoon panel presentation.

Etta Hollins, Kauffman Endowed Chair for Urban Teacher Education at the University of Missouri-Kansas City, will serve as Friday’s keynote speaker. Hollins will challenge participants to reflect on the importance of using solid research practices as a means of examining the true impact of clinical practices. Attendees will be gently pushed to contemplate the relationship between theoretical patterns and the context of practice in which they are embedded.



Etta Hollins

Guiding Questions

Woven throughout the conference will be opportunities for all stakeholders in teacher preparation to engage in discussions and reviews of current activities that attempt to address questions such as:

- What are the various types of definitions used to describe clinical practice?
- What types of programs are currently being implemented across the United States?
- How are the changing realities of contemporary society impacting the type of skills teachers need to effectively educate children?
- How can programs overcome development and implementation barriers created by today’s limited financial budgets?

—continued on next page—

Preview of the CCTE Fall 2012 Conference

(continued from previous page)

- How might quality teacher education programs positively impact the current inequities in American public schools?
- How can properly developed research questions and methodological strategies substantiate best practices for teacher preparation programs?

Overview of Program

Wednesday, October 10. The CCTE Board of Directors and the California State University Field Coordinators Forum will both meet on Wednesday prior to the Conference.

Thursday, October 11, Morning and Noon. The Conference will begin on Thursday morning with meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers. The CCTE Graduate Student Caucus will also meet on Thursday morning.

The CCTE Special Interest Groups will meet as usual at the Fall Conference in concurrent sessions Thursday noon and Friday afternoon. A newcomers meeting will also be scheduled late Thursday morning as a conference orientation for first-time and other recently new attendees.

Thursday, October 11, Afternoon and Evening. The opening Conference session Thursday afternoon will include introductions, the keynote address by Kenneth Zeichner, presentations of five clinical practice models, table discussion, concurrent research sessions featuring the five models, and meetings of CCTE committees. The evening will begin with the joint presidents' reception and the Conference banquet followed by the always enjoyable CCTE songfest.

The five clinical practice models which will be introduced at the opening session and then expanded upon in the concurrent research sessions are: a PDS model which will be presented by a team coordinated by Michael Cosenza of California Lutheran University; a residency model which will be presented by Jim Cantor of California State University, Dominguez Hills and Linda Hoff of Fresno Pacific University; a research model which will be presented by Kip Tellez of the University of California, Santa Cruz; an online model which will be presented by Sharon Russell of CalStateTEACH and Patricia Wick of the University of Phoenix; and an alternative certification model which will be presented by Page Tompkins of the REACH Institute.

Friday, October 12, Morning and Noon. Friday morning will begin with editorial board meetings for *Issues in Teacher Education* and *Teacher Education Quarterly*, followed by a general session featuring the keynote by Etta Hollins. Later

that morning the first policy session showcase a panel discussion of deans and directors focusing on implementation of clinical practice. The panel participants will be Mark Goor of the University of La Verne, Maggie Payne of California State University, Chico, Sharon Russell of CalStateTEACH, Tine Sloan of the University of California, Santa Barbara, and Kip Tellez of the University of California, Santa Cruz. Shari Frances, Vice President of State Relations at the National Council for Accreditation of Teacher Education, will be the respondent. CCTE President Cindy Grutzik will moderate the session.

The Conference awards luncheon will be at noon on Friday.

Friday, October 12, Afternoon and Evening. Friday afternoon will feature a second set of concurrent research presentations, the second policy session focusing on reports from the CCTE Policy Committee and the Commission on Teacher Credentialing, the second set of Special Interest Groups, and the poster session with wine and cheese. The CCTE Graduate Student Caucus will hold a dinner meeting and evening discussion.

Saturday, October 13, Morning. The final Conference sessions on Saturday morning will seek to both expand and integrate the ongoing discussion of clinical practice through a panel featuring BTSA, K-12 teachers and administrators, and higher education. The concluding session will also set the stage for the Spring 2013 CCTE Conference around the theme "Teacher Leaders."

Planning Committee

The members of the Conference Planning Committee for the Fall 2012 Conference are: Co-chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University), Jim Cantor (California State University, Dominguez Hills), Michael Cosenza (California Lutheran University), Cindy Grutzik (California State University, Long Beach), Deborah Hamm (California State University, Long Beach), Linda Hoff (Fresno Pacific University), Alan H. Jones (CCTE Executive Secretary), Magaly Lavadenz (Loyola Marymount University), Margaret Olebe (retired), Sharon Russell (CalState TEACH), Mona Thompson (California State University, Channel Islands), and Andrea Whitaker (Stanford University).

Other Conference Activities

Conference meals for those who sign up for them will include box lunches on Thursday, the Conference banquet Thursday evening, and the awards luncheon on Friday.

The tentative program and a registration form for the Conference appear on the following two pages. Everyone is encouraged to register at your earliest convenience.

Tentative Fall 2012 CCTE Conference Program

Wednesday, October 10:

- 9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
 10:00 a.m. to 5 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

Thursday, October 11:

- 8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open.
 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
 9:30 a.m. to 11:30 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.
 (begins with continental breakfast; meeting starts at 10:00 a.m.).
 10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.
 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, BTSA & Induction, Coordinators of Credential Programs, Lives of Teachers, & Special Education.
 12:45 to 1:00 p.m. - Break.
 1:00 to 4:15 p.m. - Opening Session:
 1:00 to 1:05 p.m. - Introductions with CCTE President Cindy Grutzik (California State University, Dominguez Hills) presiding.
 1:05 to 1:15 p.m. - Conference Orientation by Co-Chairs of Fall 2012 Conference Planning Committee, Helene Mandell (University of San Diego) and Keith Walters (California Baptist University).
 1:15 to 1:30 p.m. - Video introduction to theme by Christopher J. Steinhouser, Superintendent, Long Beach Unified School District.
 1:30 to 2:30 p.m. - First Keynote Address by Kenneth Zeichner (University of Washington) followed by Questions and Answers.
 2:30 to 2:45 p.m. - Break
 2:45 to 3:30 p.m. - Presentations of Five Clinical Practice Models.
 3:30 to 4:15 p.m. - Table Discussions about Clinical Practice Models.
 4:15 to 4:30 p.m. - Break.
 4:30 to 5:45 p.m. - Concurrent Research Sessions featuring the Five Clinical Practice Models.
 5:45 to 6:30 p.m. - Meetings of CCTE Committees.
 6:30 to 7:30 p.m. - Joint Presidents' Reception & Social Hour.
 7:30 to 9:00 p.m. - Conference Banquet, followed by songfest led by CCTE minstrels, all voices and instruments welcome.

Friday, October 12:

- 7:30 to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
 7:30 to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
 8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open.
 8:00 to 9:00 a.m. - Coffee, tea, juices, and pastries.
 9:00 to 10:15 a.m. - Second Keynote Address by Etta Hollins (University of Missouri, Kansas City) followed by Questions and Answers.
 10:15 to 10:30 a.m. - Break.
 10:30 to 11:45 a.m. - First Policy Session Featuring Deans' Roundtable Discussion on Support for Clinical Practice.
 11:45 a.m. to Noon - Break.
 Noon to 1:15 p.m. - Conference Luncheon; CCTE semi-annual awards presentations.
 1:15 to 1:30 p.m. - Break
 1:30 to 2:45 p.m. - Second set of Concurrent Research Presentations.
 2:45 to 3:45 p.m. - Second Policy Session, featuring reports from CCTE Policy Committee and Commission on Teacher Credentialing.
 3:45 to 5:00 p.m. - Second Set of Special Interest Groups: Equity and Social Justice, Internationalizing Teacher Education, Technology and Teacher Education, & Undergraduate Teacher Preparation.
 5:00 to 7:00 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.
 7:00 to 9:00 p.m. - Graduate Student Caucus Dinner Meeting (open to all students attending Spring Conference).

Saturday, October 13:

- 8:00 a.m. to noon - Conference Registration and Exhibits Room Is Open.
 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
 9:00 to 10:30 a.m. - Integration of Clinical Practice, featuring panel and discussion of BTSA, IHE, and school site professionals.
 10:30 to 10:45 - Break.
 10:45 to 11:45 a.m. - Summary Conference Discussion with Take Home Ideas and a Look ahead to the Spring 2013 CCTE Conference.
 11:45 a.m. to Noon - Final Comments and Conference Adjournment, with Cindy Grutzik, Helene Mandell, and Keith Walters presiding.

California Council on Teacher Education Fall 2012 Conference Registration

Please register me for the Fall 2012 CCTE Conference!

Name _____

Preferred Mailing Address _____

(include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$250 (will be \$275 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Students and P-12 Educators - \$50 (will be \$75 on site)

Food Service (check those desired):

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

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- Special Fee for Those Attending - \$25

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$_____

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference. However, if you are not already a delegate or member, please consider joining (a membership form is available in any issue of *CCNews* on the CCTE website—www.ccte.org—and include membership dues in your registration check).

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

SIGs meeting on Thursday:

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

SIGs meeting on Friday:

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

Please mail completed form with check payable to “California Council on Teacher Education” to:

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

Pre-registration deadline is September 10, 2012. No refunds after that date. Registration after that date and on-site at the Conference will be available at the on-site rate. All Conference attendees must make their own hotel reservations. Call the Kona Kai Resort at 800/566-2524 and tell them you are attending the CCTE Fall 2012 Conference. Hotel reservations must be made by September 10 to be assured of rooms within our reserved CCTE block.

Proposals for CCTE Conferences Always Welcomed

All CCTE members and delegates are reminded that the call for research and practice proposals for sessions at our CCTE semi-annual conferences is ongoing, and that proposals for consideration for future conferences can be submitted at any time. Specific proposal deadlines of August 15 for our Fall Conferences and January 15 for our Spring Conferences remain in place, and some years those deadlines are extended a few weeks, but proposals may be submitted any time of the year for consideration for the next scheduled conference.

All proposals are submitted to a blind review by volunteer members of the CCTE Research Committee, under the coordination of Committee Chair Helene Mandell of the University of San Diego. The review process takes place twice a year, about two months prior to each conference, and proposals are reviewed and accepted for either concurrent presentation sessions or for the highly popular poster session. While the specific schedules will vary from conference to conference, typically there will be 10 to a dozen concurrent presentation sessions, usually in two batches either Thursday afternoon or Friday morning or afternoon, along with the late Friday afternoon poster session. Depending on the level of interest and number of proposals, we have had as many as 30 poster presentations at the poster session, which also always features wine and cheese and an opportunity for conference attendees to socialize as well as view the many posters.

The call for proposals appears on the CCTE website, at www.ccte.org, where it can be found in most of the past issues of *CCNews*, and it is also published in most issues of *Issues in Teacher Education* and *Teacher Education Quarterly*. As indicated in the call, all persons submitting proposals are asked to use a standard cover sheet, which also appears in past newsletters. Persons submitting proposals are also welcome to simply list the information requested for the cover sheet if you don't have access to the printed form.

All proposals are to be submitted via e-mail, including both the cover sheet and the body of the proposal, to Helene Mandell at:

hmandell@sandiego.edu

All CCTE members and delegates are encouraged to submit proposals and to extend the invitation to their colleagues and students.

If you are interested in serving on the CCTE Research Committee and participating in the review of proposals, please also volunteer by e-mailing Helene. CCTE is a volunteer organization which depends on the energy and efforts of its members to assure that all of our activities, including the semi-annual conferences, remain vibrant and interesting.

Special Events at the CCTE Fall 2012 Conference

Meetings of CABTE, CAPSE/TED, & ICCUCET - Thursday Morning

CCTE Graduate Student Caucus - Thursday Morning

Newcomers Meeting - Late Thursday Morning

Special Interest Groups - Thursday Noon & Friday Afternoon

Keynote Addresses - Thursday Afternoon & Friday Morning

Concurrent Research Sessions - Thursday Afternoon & Friday Afternoon

Reception & Conference Banquet - Thursday Evening

Sing-a-Long - Thursday Evening after Banquet

Editorial Board Meetings - Friday Breakfast

Policy Sessions - Friday Morning & Friday Afternoon

Awards Luncheon - Friday Noon

Poster Session - Late Friday Afternoon

Graduate Student Caucus Dinner and Discussion - Friday Evening

Capstone Session & Adjournment - Saturday Morning



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CCTE New Faculty Program Embarks on Second Year

The California Council on Teacher Education's New Faculty Support Program, initiated during the 2011-2012 academic year, is now embarking on a second year of operation. An announcement and invitation for applications for the 2012-2013 year were distributed to all CCTE members and delegates in June, and to date we have accepted 10 participants for this second year of the Program.

The CCTE New Faculty Support Program is open to applicants who are in their first five years as a teacher education faculty member at a CCTE member institution. New faculty accepted to the program receive a complimentary individual membership in CCTE for the 2012-2013 year and CCTE will pay for their registration at either the Fall 2012 or Spring 2013 Conference, or both if they are able to attend both. The participating faculty members pay other costs related to attending the Conference(s) of their choice, and are obliged to submit a proposal for one of the Conference programs. Each new faculty participant has also been assigned a mentor from among CCTE leadership.

The overarching intention of the Program is for the leadership and membership of CCTE to actively support, mentor, and guide the next generation of teacher education faculty in our state by assisting new faculty in their early years of service by introducing them to and involving them in the activities of CCTE.

The currently accepted participants in the New Faculty Program for 2012-2013 are: Ernest Black of CalState-TEACH, Rebecca Chirchick of CalStateTEACH, Margaret Curwen of Chapman University, Patricia Dickenson of National University, Barbara Flory of Azusa Pacific University, Keith Howard of Chapman University, Betina Hsieh of California State University, Long Beach, Savita Malik of the Metro Academy at San Francisco State University, Sandra Richards Mayo of Azusa Pacific University, Elaine Mo of the University of the Pacific, and Shadi Roshandel of Dominican University.

All CCTE members and delegates are encouraged to welcome these new faculty members at our two Conferences this year, to attend and participate in their presentations at either the concurrent research sessions or poster session, and to help involve them in any and all of our activities.

CCTE Graduate Student Program Expands

The California Council on Teacher Education's Graduate Student Support Program, begun during the 2011-2012 academic year, has expanded during this 2012-2013 year to include and assist 18 students from 10 different campuses across California.

Participants in the program receive a complimentary student membership in CCTE for the 2012-2013 year and a complimentary registration to either the Fall 2012 or Spring 2013 Conference, with the understanding that they must pay other costs of attending and must submit a proposal for the Conference program. Based on those proposals the graduate students will participate in either a concurrent research session or the poster session at the Conference they attend.

The purpose of the Graduate Student Support Program is to allow the leadership and membership of CCTE to actively support, mentor, and guide the next generation of our profession during their graduate study years.

The participants in the Graduate Student Support Program this year are: Jesus Angulo of California State University, East Bay, Rhianna Casesa of San Diego State University, Huy Chung of the University of California, Irvine, Lorelei Coddington of Claremont Graduate University, Nasa Cole of the University of San Francisco, Steven Drouin of Mills College, Claudia Fimpel of San Diego State University, Cynthia Geary of Claremont Graduate University, Mariama Smith Gray of the University of California, Davis, Erica Hodgkin of Mills College, Sarai Koo of Chapman University, Karen Elizabeth Lafferty of San Diego State University, Rebecca Lundeen of the University of Southern California, Victoria Walker Morris of Chapman University, Esther Lorraine Perez of Loyola Marymount University, Angela Sikkenga of Chapman University, Gregory Warren of Chapman University, and Jude Wolf of the University of San Francisco.

All CCTE members and delegates are encouraged to welcome these students at our two Conferences this year and to attend their sessions and support their involvement in CCTE.

Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for the 2012-2013 membership year (July 2012 through June 2013). 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 2012-2013 Academic Year (July 2012 to June 2013)

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 California Council on Teacher Education, fully spelled out, thank you) 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 2012-2013, 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 2012 Conference Planning Committee (planning of Fall 2012 Conference around “Clinical Practice in Teacher Education” theme)
- Policy Committee (coordinates CCTE policy response and advocacy activities)
- Research Committee (receives, reviews, and selects program proposals for CCTE conferences)
- Resources and Fund Development Committee (develops and implements CCTE fund-raising efforts)
- Spring 2013 Conference Planning Committee (planning of Spring 2013 Conference around “Teacher Leadership” 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:

Cindy Grutzik, President (2012-2014), California State University, Long Beach; cynthia.grutzik@csulb.edu
 Andrea Whittaker, President-Elect (2012-2014), Stanford University; andrew@stanford.edu
 Lettie Ramirez, Vice President for AACTE (2012-2014), California State University, East Bay; lettie.ramirez@csueastbay.edu
 Sharon Russell, Vice President for ATE (2012-2014), CalStateTEACH; srussell@calstate.edu
 Magaly Lavadenz, Past President (2012-2014), Loyola Marymount University; mlavaden@lmu.edu

CCTE Board of Directors:

Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu
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 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 J. Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

CCTE Committee Chairs:

Awards Committee Chair:

Jose Lalas, University of Redlands; jose_lalas@redlands.edu

Executive Committee Chair:

Cindy Grutzik (see above under Officers)

Membership & Alliance Building Committee Co-Chairs:

Deborah Hamm (see above under Board of Directors)

Shannon Stanton (see above under Board of Directors)

Policy Committee Co-Chairs:

Margaret Olebe; molebe@me.com

Mona Thompson (see above under Board of Directors)

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

Research Committee Chair:

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

Resources and Fund Development Committee Co-Chairs:

Juan Flores (see above under Board of Directors)

Lettie Ramirez (see above under officers)

Vision & Communications Committee Co-Chair:

Desiree Zamorano, Occidental College; dzamorano@oxy.edu

CCTE Conference Committee Chairs:

Fall 2012 Conference Co-Chairs:

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

Keith Walters (see above under Board of Directors)



CCNews

Newsletter of the California Council on Teacher Education

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

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

New Book on Cultural Proficiency

Reyes Quezada of the University of San Diego, a past president of the California Council on Teacher Education, is the author of a new book entitled *Cultural Proficient Practice: Supporting Educators of English Learning Students*.

The book is intended to help English-learning students achieve academic success. U.S. demographics are quickly shifting, and it is more important than ever to reach and teach English learning students. Designed to empower educators to become agents of change in their classrooms, schools, and communities, this book introduces the principles of Cultural Proficiency and how they can help improve educators' ability to effectively teach English language learners.

This book features:

- Activities that build core Cultural Proficiency skills and promote personal transformation.
- A chapter-by-chapter rubric for working effectively with English learning students.
- A conversation-starting case story featuring the River View School District.
- Strategies for using action research to improve the success of English-learning students.

By focusing on Cultural Proficiency—and the underlying causes of EL achievement gaps—educators can uncover ways to break down academic barriers and use students' cultural background as educational assets.

For additional information and reviews of the book, check the Sage Publications website at:

<http://www.sagepub.com/books/Book237398#tabview=reviews>

Cultural Humility Film Available

“Cultural Humility: People, Principles and Practices” is a new 30-minute documentary by Vivian Chávez that mixes poetry with music, interviews, archival footage, images of community, nature, and dance to explain what “Cultural Humility” is and why we need it. Available on You Tube, at http://www.youtube.com/watch?v=_Mbu8bvKb_U&list=PL879555ABCCED8B50&feature=view_all, the film describes a set of principles that guide the thinking, behavior, and actions of individuals and institutions influencing interpersonal relationships as well as systems change.

These principles featured are:

- Lifelong learning and critical self-reflection
- Recognize and change power imbalances
- Institutional accountability

More than a concept, Cultural Humility is a communal reflection to analyze the root causes of suffering and create a broader, more inclusive view of the world. Originally developed by Melanie Tervalon and Jann Murray-Garcia (1998) to address health disparities and institutional inequities in medicine, Cultural Humility is now used in public health, social work, education, and non-profit management. It is a daily practice for people to deal with hierarchical relationships, change organizational policy, and build relationships based on trust.

The film tells stories of successes and challenges, and the road in between, when it comes to developing partnerships between community members, practitioners, and academics. It encourages us to realize their own power, privilege, and prejudices, and be willing to accept that acquired education and credentials alone are insufficient to address social inequality. Potential audiences for the film are health and social service professionals, students, providers, organizers and policy makers in public health, social work, medicine, psychology, nursing, and education.

Vivian Chávez is a faculty member at San Francisco State University and served as a presenter at the CCTE Spring 2011 Conference.

Reference

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education, *Journal of Health Care for the Poor and Underserved*, Vol. 9, No. 2. (May 1998), pp. 117-125.