

CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 23, Number 1, Spring Issue, March 2011

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

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

In This Issue of CCNews . . .

Section 1 — News & Reports

Message from CCTE President Magaly Lavadenz	2-3
Dates of Future CCTE Conferences	3
From the Desk of the Executive Secretary	4
Report from the CCTE Policy Committee	5
CCTE Policy Framework	6
AACTE Update	7

Section 2 — CCTE Conferences

Preview of the CCTE Spring 2012 Conference	8-10
ICCUCET Spring 2012 President's Report	10
Tentative Spring 2012 CCTE Conference Program	11
CCTE Spring 2012 Conference Registration Form	12
CCTE Fall 2012 Conference Plans	13
Procedures for Proposals for CCTE Conferences	13

Section 3 — CCTE Organizational Information

CCTE 2012 Annual Election in Process	14-18
Notes about Issues in Teacher Education	18
CCTE Membership Form	19
Volunteer Opportunities for CCTE Members	20
CCTE Leadership Directory	21
CCTE Website Information	22

Section 4 — Interview & Commentary

An Interview with Alma Flor Ada	23-28
The Immigration Problem (Legal and Illegal)	29-32



CCTE members and delegates during a session at the Fall 2011 Conference in San Diego.



Message from CCTE President Magaly Lavadenz *My 10 Best Experiences in Serving CCTE*

There are no endings, only new beginnings.

—Francisco X. Alarcon,
University of California, Davis

I have had the privilege and honor to serve the California Council on Teacher Education (CCTE) over the last two years as President, an office that I have happily taken on as a professional responsibility to the organization and to all of you, my colleagues, friends, and peers in teacher education. In this, my last newsletter message as the current president, I am taking a moment to reflect on the 10 best experiences that serving CCTE meant to me (these are not in any order!):

1. Collaborating with a wonderful team of elected members of the Board of Directors of CCTE

During my two years as President, there have actually been two sets of board members, as one third of the board is elected and installed during the Spring Conference every year. These colleagues, including the historic tie vote for President Elect in 2010 leading to the simultaneous appointments of Cindy Grutzik and Andrea Whittaker, form a solid core of fine organizational leadership.

2. Alan Jones

CCTE has had the indubitable benefit and privilege to have Alan as the Executive Secretary for the past 14 years. It has indeed been a pleasure to work with Alan during my two years as President, to have his support for the Board of Directors' and organization's work in building on the strengths of the past as we work toward the future! Thank you is not enough!

3. Strategic planning

Beginning in June of 2010 and repeated in 2011, CCTE has engaged in the process of strategic planning, facilitated each June by Dr. Roberto Vargas. This has allowed the CCTE officers and Board to develop a roadmap for the organization through 2020. This roadmap has included creating commit-

tees that attend to the organization's needs between our quarterly Board meetings and semi-annual conferences to ensure that we are always accountable to the membership in order that we honor the organization's 65+ year history and build towards the future.

4. Alliance building with other professional organizations

As you have read in previous messages, we have diligently worked with the American Association of Colleges for Teacher Education (AACTE), the Association of Teacher Educators (ATE), and the American Educational Research Association (AERA) (Division K, Teacher Education) to maximize our organizational relationships and common interests across teacher education. We have continued to seek to align, support, and strengthen our participation in these national organizations through our vice-presidents as well as individual member efforts.

5. Fall and Spring Conferences

CCTE semi-annual conferences are a concrete articulation and operationalization of our values. Co-chaired and carried out by our membership and many of our Board members, our conferences are viewed as cutting-edge, proactive arenas to carry out our work! They receive extremely positive evaluations, and are often attended by teacher education colleagues from similar teacher education organizations in other western states. In fact, we are now in initial conversation with several western regional chapters in other states to discuss holding a collaborative regional conference in the near future. Stay tuned!

6. Ensuring CCTE's financial stability

As a stated goal in our Strategic Plan, CCTE will continue to develop a business plan that integrates strategies for the ongoing fund development required to build our capacity



Photo by Elizabeth Keithcart

Magaly Lavadenz

(continued on next page)

Message from the CCTE President

(continued from previous page)

to improve our work on behalf of teacher education and the education of the people of California. Recent fund development successes have included: (1) an annual sponsorship plan, (2) the AACTE state chapter grant we recently received to fund our support and mentorship program for new teacher education faculty, and (3) the building of our “Friends of CCTE” program which has included member contributions to develop and implement the CCTE Graduate Student Fund and the resulting program of support for graduate student participation in CCTE.

7. CCTE’s individual and institutional members

The vision to improve our educational system with more quality teachers requires the full engagement of our members to be active models, movers and leaders for quality teaching.

—CCTE Strategic Plan (2010-2020)

This statement represents a collective vision for the ways that we engage in the support of CCTE as a collaborative of professionals who work around the year and join together biannually to celebrate and engage in research and practice in our field.

8. Proactive stances on teacher education policy

CCTE has worked towards taking a more proactive response to the public policy debates on teacher effectiveness and related teacher education issues by addressing such topics directly through our conferences, position papers, and contact with legislators and other policymakers. From 2008 through 2011, our CCTE Policy Committee, led by co-chairs Mary Sandy, Cindy Grutzik, and Sue Westbrook has been a dynamic force during and between conferences. Each policy session at our conferences has become increasingly important as an essential time and space where CCTE members participate directly on state, national and organizational policy initiatives. Mary has recently resigned as a CCTE Policy Committee co-chair since she has assumed the role of Executive Director of the Commission on Teacher Credentialing and Cindy has also stepped down as a co-chair because she will take over as CCTE President after the Spring 2012 Conference. Our new CCTE Policy Committee co-chairs now working with Sue are Margaret Olebe and Mona Thompson. The work of the Committee proceeds unabated!

9. Teacher Education in California

Being part of the community that prepares professionals in the most important and honorable field—the preparation of California’s teachers—is the ultimate privilege and responsibility that we all share. To further recognize and

celebrate this, I want to “requote” from my Spring 2011 message:

The success of Future Preparation may very well be in the notion that it succeeds in reminding the public that there is a larger goal to which we must contend if we are to preserve the standard of living and benefits that we currently enjoy as a nation.

—Tiffany Manuel, *FrameWorks Institute*,
January 2010

And, of course

10. The students in our preK-12 grade classrooms and schools for whom we prepare the best teachers that they so richly deserve

Thank you for entrusting me with this position for the last two years! I look forward to seeing you all at the CCTE Spring 2012 Conference in San Jose.

—Magaly Lavadenz
CCTE President (2010-2012)
Loyola Marymount University

Dates of Future CCTE Semi-Annual Conferences

Spring 2012, March 29-31
Sainte Claire Hotel, San Jose

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

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

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

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

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

From the Desk of the CCTE Executive Secretary

This Spring 2012 issue of *CCNews*, available to members and delegates as a single large PDF or broken up into four smaller files, depending on your preference for handing and reading, features in the first section the CCTE President's message from Magaly Lavadenz, other news and issues reports from the Policy Committee and from our affiliated national organizations. The second section provides a preview of the upcoming Spring 2012 Conference, including the tentative program and a registration form which you are encouraged to complete and send in as quickly as possible, plus a report from ICCUCET and a description of plans for the Fall 2012 Conference. The third section leads off with information on the 2012 CCTE annual election, including statements from the candidates, along with information on membership, volunteer opportunities, and the current CCTE leadership directory. The fourth feature section presents two informative articles, one an interview with Alma Flor Ada following her participation as a keynote speaker at our Fall 2011 Conference, and the other an historical commentary on immigration in California by Alvin H. Thompson, a CCTE Past President (he served as CCTE President from 1980 to 1982).

In addition to all of the material available in this issue of the newsletter, let me devote some space here to remind CCTE members and delegates of several other activities of our organization that have been featured in previous issues of the newsletter.

CCTE/AACTE New Faculty Program

As reported in the Fall and Winter 2011 issues of *CCNews*, CCTE has received a special grant from AACTE for the purpose of providing support to new teacher education faculty in our state and to encourage those newcomers to become active in CCTE. Seven new faculty members on seven different campuses have applied for and been accepted into the program this first year, and have either participated actively in the Fall 2011 Conference or will do so at the Spring 2012 Conference. Each participant has received a complimentary annual CCTE membership and conference registration, and each has been assigned a mentor from among our CCTE leadership. A report on the first year of the program will be prepared later this spring. The CCTE New Faculty Program will continue during the 2012-2013 academic year and the application procedure will also be announced later this spring and early summer. Potentially interested new faculty are welcome to contact me for additional information at any time.

Graduate Student Fund

Also underway this year is a CCTE program of support for graduate students made possible by contributions from CCTE members and delegates to the CCTE Graduate Student Fund. During this first year 17 graduate students have applied

for and been accepted into the program, through which they receive an annual CCTE membership and complimentary conference registration, and in turn they submit a proposal for a research or poster session at the conference they are attending. The CCTE Graduate Student Support Program will also continue during the upcoming 2012-2013 year, and applications will be welcomed this spring and early summer. Interested persons are welcome to contact me for additional information.

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 this year. A form for this purpose appears in previous issues of *CCNews* and on the website, or you can simply mail a check payable to CCTE to me at any time. If you wish your gift to be earmarked for the Graduate Student Fund, please include that information.

Annual Co-Sponsors

The CCTE annual co-sponsor program, in which to date six different universities have signed up as co-sponsors of our organization either last year or this year, has provided significant assistance in supporting our semi-annual conferences. This program will also continue during the 2012-2013 year, and we hope that additional colleges, universities, and other organizations will join. We will be sharing further information on this program with all CCTE institutional members this spring and summer, and potentially interested parties are welcome to contact me.

CCTE Dissertation Award

The CCTE Outstanding Dissertation in Teacher Education Award was developed a year ago and nominated dissertations completed during this 2011-2012 academic year will be reviewed by the Awards Committee's Dissertation Subcommittee this summer. The deadline for nomination will be June 1, and information on the nomination and review procedure will be distributed to the membership later this spring. Anyone wishing further details in the meantime is welcome to contact me.

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

Report from the CCTE Policy Committee

By Susan Westbrook
(California Federation of Teachers)
CCTE Policy Committee Co-Chair

Policy Committee Leadership

The California Council on Teacher Education (CCTE) Policy Committee leadership is changing once again. Margaret Olebe has joined Susan Westbrook and Mona Thompson as a third Co-chair of the Committee. She is replacing Cindy Grutzik, now CCTE President Elect, who will become CCTE President at the Spring Conference. We are thrilled that Margaret is willing to share her extensive policy expertise with us. Welcome, Margaret!

Policy Sessions at Spring 2012 Conference

Thursday from 5:00-6:00 p.m.

First Policy Session: The Policy Committee Co-chairs are working with Commission on Teacher Credentialing (CTC) leadership on sharing Commission updates in San Jose. We have asked them to comment on a variety of topics: the new CTC Strategic Plan; CTC sponsored bills; the new Teacher Preparation Advisory Panel (TAP), and how it will work in relation to the Teacher Effectiveness Task Force (TETF); and the new fingerprint rules. The CCTE Policy Committee Co-chairs will review other pertinent legislation and policy issues that have emerged in addition to the CTC presentation.

Friday from 2:45-3:45 p.m.

Second Policy Session: Jane West, Senior Vice President for Policy at American Association of Colleges for Teacher Education (AACTE), will be attending the CCTE Spring Conference. She will be available to participate in the Policy Committee meeting at 6 p.m. on Thursday, where she will describe how AACTE prepares members to visit legislative offices and advocate for the organization. She will then be our guest at the Thursday banquet, speaking briefly about AACTE and how CCTE members can get more involved with the national organization. Jane will wind up her time at the Conference as the featured speaker at the Second Policy Session. Members will have the opportunity to engage in a discussion with her on federal and state policy issues related to teacher education.

Policy Committee Meeting

All CCTE committees will be meeting at 6 p.m. on Thursday of the Spring 2012 Conference. The Policy Committee Co-chairs would like to use the majority of their meeting to work on updating the CCTE Policy Committee procedures and processes, as well as the CCTE Policy Framework. This meeting is open to all current members of the Policy Committee as well as any other CCTE members and del-

egates interested in the work of the Committee. We ask that all Policy Committee members review the Framework (see the next page of this issue of *CCNews*) and come with ideas, issues, suggestions, and possible revisions to present at the meeting. Our goal is to make the Framework more accessible and usable for CCTE advocacy activities.

NCTQ Report Card

During the past few years the National Council on Teacher Quality (NCTQ) has tracked policies and procedures in all states across the United States related to “teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions, and dismissal” (*NCTQ State Teacher Policy Yearbook 2011*). The organization has sought to measure progress against 36 policy goals. This year they have included a progress rating on these goals. As recently reported in the NCTQ yearbook, California has earned a D+ for 2011. Our state also earned a D+ in NCTQ’s previous evaluation in 2009.

The NCTQ grades are assigned in five areas, and the grades for California in 2011 and 2009 are:

Area	2011	2009
Area 1 - Delivering Well Prepared Teachers	D	C
Area 2 - Expanding the Teaching Pool	C-	D+
Area 3 - Identifying Effective Teachers	F	D-
Area 4 - Retaining Effective Teachers	C+	C+
Area 5 - Exiting Ineffective Teachers	F	D-

According to NCTQ California’s overall progress compared to other states was “None.” Our overall progress ranking among the states is 51st. Some of our strengths as perceived by NCTQ are the many tests that teacher candidates are required to pass in California (CBEST, CSET Multiple Subject, RICA, and a TPA). Some of the weaknesses identified by NCTQ are their finding that elementary teachers in California do not have a solid foundation in the mathematics that they may need to teach and that California has a K-12 special education credential. The full NCTP report on California and other states is available on their website at:

<http://www.nctq.org/stpy11Home.do>

CCTE members and delegates will recall that our organization issued a firm and critical commentary on NCTQ’s efforts a year ago to survey teacher education programs across the nation. Our CCTE criticism was based on what we viewed to be questionable research and survey procedures, a lack of consultation with and involvement of the teacher education community, and the burden that responding to the survey placed on already time-squeezed and financially-strapped teacher education programs. That CCTE commentary appeared last year in *CCNews* and is also available on our CCTE website.

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.

Report on AACTE Annual Meeting

By Reyes L. Quezada
University of San Diego
CCTE Vice President for AACTE

Innovation and globalization were the foci of the 64th Annual Meeting of the American Association of Colleges for Teacher Education held from February 16-19, 2012, at the Hyatt Hotel in Chicago. The conference theme was “Imagine the Impact: Providing a Learning Journey for All.” As the CCTE Vice President for AACTE I had the opportunity to participate in both a pre-conference workshop sponsored by CAEP/NCATE and TEAC and the ACSR meeting (State Chapter Representative meeting), in addition to hearing two great keynote speakers and attending various symposiums and conference sessions.

The first keynote presentation was given by Clayton M. Christensen, a professor of business administration at Harvard Business School, who is recognized as one of the leaders on innovation. His book, *The Innovator's Dilemma* published in 1997, outlines his thoughts of “disruptive innovation,” in which a product or service takes root at the bottom of a market and then relentlessly moves “up market,” eventually displacing established competitors. He also coauthored *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns* in 2008. His latest book, *The Innovative University: Changing the DNA of Higher Education from the Inside Out*, coauthored with Henry J. Eyring, applies the principle of disruptive innovation to higher education. The authors (Christensen and Eyring) write about how universities can find innovative ways to function cheaper but maintain their unique niche. I bought the book and am currently reading it—so far I am enjoying reading it and would recommend it. The concept of disruptive innovation is very interesting! And it easily applies to higher education—for instance currently in accreditation where NCATE and TEAC in a sense have been disrupted to now merge as CAEP.

On Sunday, February 19, AACTE's second keynote speaker was Dr. Yong Zhao, a leading author and expert on education policy, reforms, and competitiveness in the age of globalization. He is currently presidential chair and associate dean for global education at the University of Oregon. He also serves as director of the Center for Advanced Technology in Education and as a fellow of the International Academy for Education. Dr. Zhao was a keynote speaker last Spring on our campus at the University of San Diego, so it was great to hear him again. Zhao's presentation explored national standards, standardization, and what must be done to cultivate global competencies. In 2009, Zhao published *Catching Up or Leading the Way: American Education in the Age of Globalization*—great book which I highly recommended as a must read! He dispels myths about the place of American education in the world. His research and

publications focus on expanding the definition of success beyond test scores, personalizing the education experience for students, and embracing globalization and digital technology.

A key feature of this year's AACTE conference is that the keynote speakers and major symposiums were recorded so that one can go to the AACTE website and view them. Many of these should be great to utilize in your education courses; for example, Yong Zhao's presentation is available at the following URL—<http://t.co/jfjP7VuX>

At the State Chapter Representatives meeting, Dr. Sharon Robinson and Dr. Jane West addressed the delegates and thanked all of us for promoting AACTE's mission and encouraged each state Chapter to continue to be diligent in these times when the cost of higher education has gone up, when critics continue to devalue teacher education, and uncertainty flows in this election year.

The AACTE leadership continues to listen to State Chapter Representatives and they will sustain the \$50,000 available annually in grants to assist chapters with their state initiatives. As you may recall, CCTE received a \$5,000 grant last year to develop and implement our New Faculty Support Program (the successful grant proposal was written by Juan Flores, Lettie Ramirez, Magaly Lavadenz, and yours truly). It appears that State Chapters will be allowed to resubmit new proposals this coming year.

Another key feature that AACTE unveiled to help State Chapters with policy issues is an Advocacy Tool Kit, which is available for members only on the AACTE website. This advocacy toolkit should be a great resource for the CCTE Policy Committee as well as for members at the campus level. It provides ideas and templates on how to gather, develop, and implement policy position papers, co-sponsor legislative bills, and collaborate with other organizations that can support teacher education. This will also be helpful to those attending AACTE's annual Day-on-the-Hill to be held this June 13-14 in Washington, D.C.

While at the AACTE conference I also had the opportunity to briefly chat with Dr. Sharon Robinson, AACTE's President and CEO, and with Dr. Jane West, AACTE's Vice President for Government Relations and Advocacy. Dr. West will be attending and addressing our CCTE membership at our Spring 2012 Conference in San Jose. She will participate in our Policy Sessions and be a guest and speaker at the Thursday banquet, and will provide an update on legislative issues affecting teacher education from a national perspective.

My term as CCTE Vice President for AACTE ends this Spring, and I want to thank all CCTE members and delegates for your support the past two years. It has been an honor to represent you and I have learned much and met many new friends. I look forward to seeing many of you at the CCTE Spring Conference in San Jose.



CCNews

Newsletter of the
California Council on Teacher Education

Volume 23, Number 1, Spring Issue, March 2012, Section 2

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

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

Preview of the CCTE Spring 2012 Conference “Race, Student Engagement, and Schooling Practices”

By Terry Pollack & José Lalas

Co-Chairs, Spring 2012 CCTE Conference Committee

Within today’s popular rhetoric of objectivity, race neutrality, and meritocracy, discourses about persistent race-based educational and social disparities have been reduced to what David Gillborn calls “gap talk.” Although gap talk, with its narrow focus on measurement and accountability, has brought national attention to racial disparities in education, it has failed to help educators “see” and understand how race still matters in the lived experiences and life chances of children of color and their families. Instead, by placing matters of race front and center at the Spring 2012 Conference of the California Council on Teacher Education, we hope to deepen our understanding of systemic educational inequities and generate fresh ideas and strategies for creating more just and equitable schools.

In the upcoming Spring Conference, which will be held March 29-31 at the Sainte Claire Hotel in San Jose, race forms the core concept around which student engagement and schooling practices will be critically explored, discussed, problematized, and envisioned. The Conference will attempt to connect theory and practice as they relate to the influence of race on student engagement and the challenges of infusing the conversation about race and racism in current schooling practices. Attendees and presenters are challenged to consider the following guiding questions:

- How is the socially constructed category of race most salient in education today?
- How has the current culture of standardization, measurement, and accountability affected efforts toward greater educational equity for students of color, English language learners, and the poor?
- How, and to what extent, do race and ethnicity relate to student engagement in K-12 schools and in schools of education?
- How can a critical race consciousness inform and guide pedagogy, curriculum (both official and “hidden”), and school policies in ways that enhance student

engagement, social-emotional development, academic success, and democratic processes?

- What practices or conditions can either enhance or hinder dialogue about the salience of race in education?
- How do hegemonic narratives (both inside and outside the classroom) privilege the voices and perspectives of some, while silencing or ignoring the voices and perspectives of others? How does this influence student engagement and teaching practices within both K-12 and teacher education settings?
- How do we understand, discuss, and teach about the intersections between race and other markers of identity (e.g., gender, class, culture, language, ability/disability, sexual orientation)?

Keynote Speakers

We are honored to have three eminent guest speakers at what promises to be an exciting and highly engaging Spring 2012 Conference.

Adrienne D. Dixon, critical race theorist and Black



feminism scholar, is an associate professor in the Department of Education Policy, Organization, and Leadership at the University of Illinois, Urbana-Champaign. She has authored numerous peer-reviewed articles and co-authored/edited *Critical Race Theory in Education: All God’s Children Got A Song* (Routledge,

2006)—one of the first book-length texts on Critical Race Theory in education. Dr. Dixon’s primary research focus is on educational equity in urban schooling contexts. She will

—Continued on Next Page—

Preview of the CCTE Spring 2012 Conference

—Continued from Previous Page—

kick off the Conference as our Thursday afternoon keynote speaker.

Tyrone C. Howard is on the faculty of the Division of Urban Schooling in the Graduate School of Education and In-



formation Studies at the University of California, Los Angeles. He is also the faculty director of Center X, the founder and director of the Black Male Institute, and an associate professor in the Bunche Center for African American Studies, all at UCLA. Dr. Howard is the author of the recently released book, *Why Race and Culture Matter in Schools: Closing the*

Achievement Gap in America's Classrooms (Teachers College Press, 2010), and more than 50 peer-reviewed journal articles, book chapters, and other academic publications and reports.

Dr. Howard will be our Friday morning keynote speaker.

Daniel G. Solorzano is a professor of social science and comparative education in the Graduate School of Education and Information Studies and the Departments of Women's



Studies and Chicana and Chicano Studies at the University of California, Los Angeles. Dr. Solorzano is also director of UC/ACCORD. His teaching and research focus primarily on Critical Race Theory, gender studies, and the educational ac-

cess, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States. He has authored more than 60 articles, book chapters and reports on issues of educational access and equity for underrepresented minority populations in the United States. Dr. Solorzano will be our Friday afternoon keynote speaker.

Other Spring Conference Highlights

Thursday Afternoon. The first day of the Conference will also feature two special sessions:

“English Learners Can Thrive with the Common Core.”

In this session a team of representatives from the Santa Clara County Office of Education will highlight key features of the California Common Core Standards (CCSS) and address issues regarding district level implementation and instructional implications for supporting English learners in accessing the CCSS. The presenters will be **Ms. Melissa Christie** (Director of Curriculum and Instruction), **Dr. Lisa Gonzales** (Coordinator, Curriculum and Instruction), and **Dr. Yee Wan** (Multilingual Programs Coordinator).

“Developing Exemplary Dual Language Programs.”

This presentation by the Central Valley Dual Language Consortium will feature **Dr. Juan Flores** (California State University, Stanislaus) and teachers and administrators from several of the 14 dual language schools that participate with CSU Stanislaus in the Consortium. The Central Valley Dual Language Consortium was initiated with the mission of supporting local districts in developing exemplary dual language programs in times of intense English-only scrutiny brought about by Proposition 227. The Consortium consists of the bilingual faculty of CSU Stanislaus and the 14 dual language schools in the university's service area, as well as bilingual/ELL coordinators in the school districts and county offices of education. They are committed to conducting research and program development for the improvement of teacher preparation and dual language instructional programs.

Saturday Morning. Our keynote speakers on Thursday and Friday will have “set the stage” by challenging attendees to think more systemically about what it takes to bring about real and meaningful improvement in school outcomes for economically and socially marginalized students. On Saturday morning, in a two-part session entitled “Bridging Theory and Practice,” we will build upon the ideas presented by our Keynote Speakers by engaging with educational leaders who have successfully implemented various equity-focused efforts in their schools and districts. Saturday morning will begin with an interactive presentation by **Dr. Daryl Camp**, assistant superintendent of Riverbank Unified School District (Riverbank, CA) in which participants will explore various theories on race and the challenges of applying those theories to schools and districts in California's K-12 educational system. Dr. Camp has been able to use aspects from various race theories in leading school and district improvement efforts.

Immediately following Dr. Camp's presentation there will be a panel discussion featuring three highly successful local equity-focused educational leaders, along with select teacher leaders from their respective schools: **Ms. Norma Rodriguez** (Principal, San Antonio Elementary School, Alum Rock School District, San José), **Dr. Heidi Green** (Principal, Guy Emanuele Elementary School, New Haven

—Continued on Next Page—

Preview of the CCTE Spring 2012 Conference

—Continued from Previous Page—

School Unified District, Union City), and **Ms. Yetunde Reeves** (Principal, East Palo Alto Academy High School, Stanford New Schools) will share their experiential knowledge, successes, insights, and specific strategies related to implementing wide ranging equity-focused change in their schools. **Dr. Arlando Smith** (San José State University) will serve as discussant.

Additional Conference Sessions

The Spring 2012 Conference will also feature meetings of four affiliated organizations, meetings of the CCTE Special Interest Groups, a special meeting for newcomers, two policy sessions, two sets of research and practice concurrent sessions, the new traditional poster session late Friday afternoon, the Thursday presidents' reception and banquet, the Friday awards luncheon, and a Friday dinner meeting for graduate students followed by a workshop on writing for publication open to all conference attendees.

The affiliated organizations meeting at the Conference will be the **California State University Field Coordinators Forum** on Wednesday (meeting this Spring at California State University, Monterey Bay in Seaside) and 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** on Thursday morning.

Program and Registration

The program for the Spring 2012 Conference appears on the next page of this newsletter and the registration form for the Conference appears on the page after that. The deadline for the discounted pre-registration rates is March 5 while registrations will continue to be welcomed any time prior to the Conference at the on-site rates. Registrations should be mailed with payment to the CCTE address on the registration form.

The Program Committee for the Spring 2012 Conference will welcome volunteers interested in assisting with final Conference planning and implementation. Please contact either of the Conference Co-Chairs:

Jose L alas of the University of Redlands
(e-mail jose_lalas@redlands.edu)

Terry Pollack
(e-mail terrypollack@gmail.com).

ICCUCET Spring 2012 President's Report

By Keith Walters, California Baptist University

The Charles C. Finn (1966) poem "Please Hear What I'm Not Saying" set the stage for the October 13, 2011, meeting of the Independent California Colleges and Universities Council on Teacher Education (ICCUCET) prior to the Fall 2011 Conference of the California Council on Teacher Education (CCTE). ICCUCET participants explored the manner in which a candidate's cultural background often limits their ability to empathize with students. Emphasis was placed on sharing strategies that honored each candidate's strengths while still supportively pushing them beyond their comfort zones. By the end of the session, the CCTE Fall Conference theme of reconnecting with student voice had been expanded to embrace candidates in credential preparation programs.

Some of the candidate-voice strategies shared during the session included:

- Using international student teaching placements as a means of globalizing candidates;
- Designing the student teaching experience with minimal hierarchy so that the candidate and master teacher voices have equal legitimacy;
- Using candidate fieldwork challenges as a means for improvement rather than an exercise in blame and/or justification;
- Placing more than one candidate in a fieldwork classroom to foster deeper analytical conversations related to instructional pedagogy;
- Managing program expectations to ensure that increased content and assessment expectations do not crowd out candidate talking space; and
- Using the small master teacher stipend to pay for professional dialog release time.

The ICCUCET meeting at the Spring 2012 CCTE Conference will continue the practice of providing participants a time to learn and share. Our session will begin with Lisa Douglass reporting on legislative highlights. Following Lisa we will move into our themed conversation "Listening to the Right Voice." Commission on Teacher Credentialing personnel will supply material relevant to independent college and universities, including suggestions for meeting the assessment common standards (i.e., two and nine). Don Cardinal will then make a brief presentation on moving assessment beyond standards-based compliance. Prior to the popular session-ending raffle, participants will share successful unit-based assessment strategies and offer input to the ICCUCET Board regarding the organization's future activities. I hope to see you all in San Jose.

Tentative Spring 2012 CTE Conference Program

Wednesday, March 28:

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

Thursday, March 29:

8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open.
9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
9:30 a.m. to 11:30 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.
(begins with continental breakfast; meeting starts at 10:00 a.m.).
11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, BTSA & Induction, Coordinators of Credential Programs, Lives of Teachers, & Special Education.
12:45 to 1:00 p.m. - Break.
1:00 to 2:45 p.m. - Opening Session:
Introductions with CCTE President Magaly Lavadenz (Loyola Marymount University) presiding.
Conference Orientation by Co-Chairs of Spring 2012 Conference Planning Committee, Jose Lalas (University of Redlands) and Terry Pollack (San Jose State University).
First Keynote Address by Adrienne D. Dixson (University of Illinois, Urbana-Champaign) followed by Questions and Answers.
2:45 to 3:00 p.m. - Break.
3:00 to 4:00 p.m. - English Learners Can Thrive with the Common Core
featuring Melissa Christie, Lisa Gonzales, and Yee Wan (Santa Clara County Office of Education).
4:00 to 5:00 p.m. - Central Valley Dual Language Consortium, featuring Juan Flores (California State University, Stanislaus) and teachers and administrators from several of the 14 dual language schools than participate with CSU Stanislaus in the Consortium.
5:00 to 6:00 p.m. - First Policy Session, featuring reports by the CCTE Policy Committee and the Commission on Teacher Credentialing.
6:00 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, with Jane West (Senior Vice President of AACTE) as special guest, followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome.

Friday, March 30:

7:30 to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
7:30 to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open.
8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.
8:30 to 9:45 a.m. - Second Keynote Address by Tyrone C. Howard (University of California, Los Angeles) followed by Questions and Answers.
9:45 to 10:00 a.m. - Break.
10:00 to 11:15 a.m. - First Set of Concurrent Research and Practice Sessions.
11:15 a.m. to 12:30 p.m. - Second Set of Concurrent Research and Practice Sessions.
12:30 to 1:30 p.m. - Conference Luncheon, featuring CCTE semi-annual awards presentations.
1:30 to 2:45 p.m. - Third Keynote Address by Daniel G. Solorzano (University of California, Los Angeles) followed by Questions and Answers.
2:45 to 3:45 p.m. - Second Policy Session, featuring conversation with Jane West (Senior Vice President of AACTE).
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 8:00 p.m. - Graduate Student Dinner Meeting (open to all students attending Spring Conference)
8:00 to 9:30 p.m. - Workshop on Writing for Publication in Scholarly Journals, conducted by Tom Nelson (University of the Pacific) and Alan Jones (Caddo Gap Press), open to all attending the Spring 2012 Conference.

Saturday, March 31:

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 10:15 a.m. - Bridging Theory and Practice, interactive presentation by Daryl Camp (Assistant Superintendent, Riverbank Unified School District).
10:15 to 10:30 - Break.
10:30 to 11:45 a.m. - Equity-Focused Educational Practice, featuring Norma Rodriguez (Principal, San Antonio Elementary School, Alum Rock School District), Heidi Green (Principal, Guy Emanuele Elementary School, New Haven Unified School District), and Yetunde Reeves (Principal, East Palo Alto Academy High School, Stanford New Schools) along with teachers from their schools.
11:45 a.m. to Noon - Final Comments and Conference Adjournment, with Magaly Lavadenz, Jose Lalas, and Terry Pollack presiding, and including preview of Fall 2012 Conference on "Clinical Practice in Teacher Education in the 21st Century" by Fall Conference Co-Chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University).

California Council on Teacher Education Spring 2012 Conference Registration

Please register me for the Spring 2012 CCTE Conference!

Name _____

Preferred Mailing Address _____

Telephone _____ (include ZIP code)

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

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

Food Service (check those desired):

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

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

Total from boxes checked above (please enclose check for this amount payable to California Council on Teacher Education, spelled out fully, thank you): \$ _____

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

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

SIGs meeting on Thursday:

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

SIGs meeting on Friday:

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

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

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

Pre-registration deadline is March 5, 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 Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2012 Conference. Hotel reservations must be made by February 27 to be assured of rooms within our reserved CCTE block.

Fall 2012 CCTE Conference to Focus on Clinical Practice

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

The Fall 2012 California Council on Teacher Education Conference will address the theme “Field Experience and Clinical Practice in the 21st Century.” The Conference will be held October 11-13 at the Kona Kai Resort in San Diego.

Drawing together all stakeholders in educator preparation (community college, undergraduate programs, pre-service and induction) as well as our K-12 partners, the Fall 2012 Conference will explore the critical bridging of theory and practice in the preparation of teachers. Recently there is increased national focus on the benefit of “clinically-rich” teacher preparation programs. Following is a link to a recent policy brief which explores issues that will be addressed at the Fall 2012 Conference: http://aacte.org/pdf/Government_Relations/Clinical%20Prep%20Paper_03-11-2010.pdf

The Thursday keynote speaker at the Fall 2012 Conference will be **Kenneth Zeichner**. He is the Boeing Professor of Teacher Education and Director of Teacher Education in the College of Education at the University of Washington, Seattle, Washington, and is one of the most widely read and cited scholars in the teacher education field.



Among the “Big Ideas” to be addressed at the Fall 2012 CCTE Conference are: Performance Assessment (linked to state and national efforts); Professional Development Schools; Field Experience “in the cloud” (digital and distributed model); Connections to national efforts (Blue Ribbon Task Force); and Residency Programs.

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), Carolyn Bishop (Biola University), Jim Cantor (California State University, Dominguez Hills), Michael Cosenza (California Lutheran University), Cindy Grutzik (California State University, Dominguez Hills), Deborah Hamm (California State University, Long Beach), Linda Hoff (Fresno Pacific University), Alan H. Jones (CCTE Executive Secretary), Magaly Lavadenz (Loyola Marymount University), Mona Thompson (California State University, Channel Islands), and Andrea Whittaker (Stanford University). Additional volunteers are welcome, and interested folks should e-mail either co-chair:

hmandell@sandiego.edu
kwalters@calbaptist.edu

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, 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.



CCNews

Newsletter of the California Council on Teacher Education

Volume 23, Number 1, Spring Issue, March 2012, Section 3

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

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

CCTE 2012 Annual Election in Process

Election Overview

The 2012 California Council on Teacher Education annual election involves election of the offices of Vice President for AACTE, Vice President for ATE, and three new members of the Board of Directors. The office of President Elect is not up for election this time due to the tie vote two years ago which was resolved by the decision of the Board of Directors to declare two winners and have them serve one after the other. The new officers and Board members elected in 2012 will take office at the end of the Spring 2012 Conference; the two Vice Presidents will serve for two years and the three new Board members will serve for three years.

The current CCTE officers and the membership of the Board of Directors is listed in the leadership directory that follows this article. The three members of the Board of Directors whose terms expire in 2012, and who will therefore be replaced in the 2012 election, are Lettie Ramirez (California State University, East Bay), Desiree Zamorano (Occidental College), and Charles Zartman (California State University, Chico). Also completing their terms of office in 2012 are the current Vice Presidents, Reyes Quezada (University of San Diego) and Jose Lalas (University of Redlands). As stipulated in the CCTE By-Laws, officers and Board members may not run for consecutive terms for the same office. In addition, CCTE President Magaly Lavadenz (Loyola Marymount University) will complete her term at the Spring 2012 Conference, and will then move to the office of Past President; Cindy Grutzik (California State University, Dominguez Hills) will at that time assume the office of CCTE President, and Andrea Whittaker (Stanford University) will begin her term as President Elect; and Jim Cantor (California State University, Dominguez Hills) will complete his service as Past President.

Nominations

The Nominations and Elections Committee, chaired by current Past President Jim Cantor, has, as required by the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election in 2012 are:

For CCTE Vice President for AACTE (one to be elected):

Patricia Mulligan (California State University, Bakersfield)

Lettie Ramirez (California State University, East Bay)

For CCTE Vice President for ATE (one to be elected):

Judy Mantle (National University)

Sharon Russell (CalStateTEACH)

For CCTE Board of Directors (three to be elected):

Carolyn Bishop (Biola University)

Cynthia Coleman (Modesto City Schools & Brandman University)

Laurie Hansen (California State University, Fullerton)

Anne Jones (University of California, Riverside)

Joan Sabrina Mims-Cox (California State University, Los Angeles)

Christine Zeppos (Brandman University)

(Candidate statements and photographs are presented on the pages that follow)

Voting Procedures

Early in February of this year a mailing was sent to all CCTE delegates and members containing a statement of election procedures, the list of nominated candidates, statements by and photographs of those candidates, a ballot to be voted, and a return envelop for mailing in the ballot. Each delegate and member may vote for one candidate for each of the Vice Presidencies and up to three candidates for the Board of Directors. Delegates and members may submit ballots by mail or may wait to turn in ballots at the Spring 2012 Conference in San Jose. Either way, ballots are to be returned in the small envelop that is provided, which bears the name of the voter as a return address. Envelopes returned by mail will be held unopened by the Executive Secretary and turned over to the Nominations and Elections Committee at the Spring Conference. Ballots being mailed in must arrive to the Executive Secretary by March 23, 2012. Envelopes containing ballots may also be turned in to the Executive Secretary at the registration desk at the Spring Conference until noon on Friday, March 30, and those envelopes will also then be turned over unopened to the Nominations and Elections Committee. When the Committee opens the envelopes, the ballot and

—continued on next page—

CCTE 2012 Annual Election in Process

(continued from previous page)

envelopes will be immediately separated to protect the privacy of votes by each delegate and member.

The deadline for receiving ballots at the Spring Conference is noon on Friday, March 30, at which time the Nominations and Elections Committee will tally the ballots. Delegates and members who have not mailed or turned in their ballots as of 11:45 a.m. that morning may vote in person at the Conference registration desk until noon that day; to vote in person members and delegates are asked to bring their ballot and the return envelope with them.

The Nominations and Elections Committee will then complete the tally of the ballots immediately after noon on Friday, March 30, and candidates receiving the most votes for the Vice Presidencies and the three candidates receiving the most votes for the Board of Directors will be declared elected. The announcement of the election results will be made that afternoon, and those elected will take office at the close of the 2012 Spring Conference.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2013 or future years, please share that information with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on one or more of the various CCTE committees.

Candidate Statements: Candidates for Vice President for AACTE

Patricia Mulligan

Over the nearly 25 years I have been in the California State University system and before, I have devoted my professional career to the education of teachers. Currently the associate dean of the School of Social Sciences and Education at California State University, Bakersfield, I have also served in a variety of other roles: Teacher educator in the Multiple Subjects program, director of the School of Education at Cal Poly San Luis Obispo, coordinator for bilingual and multiple subject programs, and bilingual advisor. As an administrator at Cal Poly, I was also fortunate to have the opportunity to write a number of Chancellor's Office and Commission on Teacher Credentialing reports and to lead Cal Poly through its first and successful NCATE review. These experiences provide me with a broad range



of academic and professional knowledge as well as giving me a greater appreciation of the high expectations that California places on the preparation of its teachers.

Given these high expectations, it is disheartening to note that teacher education is being marginalized by external forces as well as within some institutions of higher education. I am a vocal advocate for effective teacher preparation. CCTE is a rallying point and unified voice for challenging those who marginalize teacher education. CCTE also is an avenue for professional growth and collaboration. CCTE and our sister organization AACTE advocate and fight for our profession and the improvement of teaching and learning in California and nationally. Never before has it been more important to our profession to take an active role in CCTE and AACTE. I am a teacher, teacher educator, administrator, and researcher. I am an advocate for our profession and the organizations which give us a strong presence in California and the nation. I stand ready to hit the ground running as the CCTE Vice President for AACTE.

Lettie Ramirez

I am a professor at CSU East Bay, an active board member of CCTE for the past three years, and a co-chair of the Fall 2011 CCTE Conference in San Diego. I participated in writing our successful CCTE grant proposal to AACTE, entitled Project LEAD-CA: Leadership Excellence and Apprenticeship Development for California, that was funded to: (1) help recruit the next generation of faculty in teacher education to CCTE and AACTE, (2) provide new teacher education faculty with mentors, and (3) encourage new teacher education faculty to write, research, and create innovative programs. As part of my participation in these areas, I have mentored and recruited new faculty and I have participated in supporting new graduates to write for the CCTE newsletter and conduct interviews of CCTE speakers. If elected CCTE Vice President for AACTE, it will be my pleasure to continue to support CCTE and its members.



Candidates for Vice President for ATE

Judy Mantle

I am a Professor of Education on Presidential Appointment at National University (NU) based in Torrey Pines where I am presently leading a curriculum and

—continued on next page—

CCTE 2012 Annual Election in Process

(continued from previous page)

accreditation team that is preparing National's Henderson, Nevada, Campus for a 2012 program review. I am also serving as Program Lead for Early Childhood Education in San Diego and Imperial Counties in California and for Clark County, Nevada. Most of my 40-year career has been devoted to the field of Special Education where I have served the education profession as a Special Education teacher, State Director of Missouri Special Olympics, Inc., school administrator, university professor, department chair, nonprofit board member and president, and consultant. I served in an Endowed Chair in Special Education for five years at the University of San Diego. I have taught persons with disabilities through the lifespan in both public and private agencies. I earned a Ph. D. in Special Education at the University of Kansas where my major area of emphasis was Early Childhood Special Education and my minor was Education Administration. I have helped to create many new teacher preparation programs at three universities, including unique partnerships with schools and agencies that have helped to meet the critical need for Special Education teachers. I promote effective inclusive education practices and meaningful parent and family involvement initiatives across the fields of General and Special Education. I have a genuine passion for interdisciplinary collaboration and teamwork necessary for effective teaching and problem-solving that leads to noteworthy student and program outcomes.



Sharon Russell

I am currently the Systemwide Director of CalStateTEACH, an online site-based teacher preparation program. At CalStateTEACH, we have launched a mobile learning initiative to prepare our candidates in 21st century teaching and learning skills and to do our part in ameliorating the digital divide in our rural, remote, and underserved urban schools. In California, I have been an active participant in the Learning to Teach Continuum, directing a multi-district university intern program, starting a university-school district Pre-Intern Collaborative, participating in BTSA/Induction programs as a consultant, and establishing a Teacher Residency Program. My latest research studies the tension between school reform movements and teacher preparation and the role of technology in engaging learning and empowering teachers.



I would like to serve and represent CCTE because it is our professional organization that gives voice to our complex and multi-dimensional Learning to Teach Continuum community. Economic and political pressures cloud our future; therefore, all of us who have helped to build this community need to work to advocate for its continued existence.

Candidates for the Board of Directors

Carolyn Bishop

During the past several years I have become an active member in CCTE. I have served on the Conference Planning Committee and presented at several conferences on the use of technology in the classroom, alternative certification, and teacher dispositions. Cal Council offers those of us involved in the preparation of teachers in California an opportunity to share ideas, learn from each other, and advance our mission of preparing the most competent teachers possible in a collaborative manner.

My interest in teacher preparation started very early in my career. As a second year teacher I was teaching sixth grade to 35 students in a classroom representing four different spoken languages. At that time I could not imagine leaving the classroom for a higher education position. Today—fully 25 years later—I now serve as the Director of Elementary Education at Biola University in La Mirada. Prior to my work at Biola University I worked as both a faculty member and an administrator at CalStateTEACH.

I was serving as President of the State of California Association of Teacher Educators (SCATE) at the time when four separate California teacher education organizations agreed to merge into the current California Council on Teacher Education (CCTE) organization. I have been active in the Association of Teacher Educators (ATE) and have provided leadership for initiatives with the Inclusive Education SIG of that organization. Additionally, I have chaired and served on several program committees for CCTE and have served on the ICCUCET Board. I am presently a member of the CAPSE Board and a member of several other professional organizations. As a member of CTC's Board of Institutional Reviewers (BIR), I served on several program review and accreditation teams in California. If elected as the Vice-President for ATE, I intend to profile and advocate for exemplary evidence-based practices that improve teacher effectiveness, and I will continue to promote meaningful collaboration between General Education and Special Education professionals at all levels.

—continued on next page—

CCTE 2012 Annual Election in Process

(continued from previous page)

My experiences at the university level support the early learning I acquired as a classroom teacher—that quality education must be available to all from the pre school student to the college student and beyond. And preparing great teachers is the basis of this effort.

My professional goal is to help prepare high quality teachers to meet the academic needs of all learners. The CCTE has demonstrated a shared interest in the preparation of high quality teachers and it is my hope to continue to interact with my colleagues on a statewide basis through a board position with this organization. My current research involves how best to use technology at the university level to maximize the learning of all future teachers and a long-term study of teacher dispositions and assessments of discrete categories. I look forward to continued work with Cal Council and ensuring that high-quality education is available to all as we prepare teachers together.



Cynthia Coleman

As a credentialed public school teacher, I recognize the impact a quality teacher can have on student learning. My perception of education is detached from the content standards movement and high stakes testing. Education is personal and happens through doing and exploring. A passion for teaching involves guiding students in realizing their potential. The desire to become an agent of change was the impetus for earning my doctorate.

I hold an Ed.D in curriculum and instruction from the University of the Pacific and currently serve as an adjunct professor at Brandman University in addition to a full-time teaching position at the sixth grade level for Modesto City Schools. My area of research centers on the ways in which lifetime experiences in the natural world influence teachers' pedagogical decision-making processes. Recent publications include a book chapter co-authored with Thomas Nelson entitled "Human-Environmental Relationships as Curriculum Context: An Interdisciplinary Inquiry"



forthcoming in *Transforming Eco-education for Human Survival in the 21st Century* (Information Age Publishing). I hold a leadership position in a California math and science project grant focused on place-based education and have presented at both CCTE and AERA conferences.

CCTE is the voice of California educators and through CCTE I envision building upon the core foundation of quality instruction within culturally diverse settings. If elected, I will work to sustain teaching as a profession that holds itself to high standards, endorses multiple approaches to assessment, and nurtures a curriculum that corroborates with a teacher's knowledge and skills.

Laurie Hansen

I have been a member of CCTE for a number of years, first as an institutional member when I was a lecturer at CSU Fullerton, then as a graduate student while at UC Irvine, and now as a new part-time faculty member at CSUF and UCI. In August 2011 I earned a Ph.D. in Education with a specialization in language, literacy, and technology.

One of the things I really appreciate about CCTE is the support that is offered to graduate students and new faculty. As a current participant in the CCTE New Faculty Support Program, I am grateful for the encouragement I have received from my mentor, Lettie Ramirez. One of my goals if I were to be elected to the Board is to strengthen CCTE's programs for new faculty and graduate students. Another of my goals is to reach out to K-12 classroom teachers and provide them with opportunities to join CCTE and present at the conferences. In addition to engaging in excellent teaching and scholarship, one of my personal goals is to become more involved in leadership within professional organizations.

Becoming a member of the CCTE Executive Board represents a chance for me to give back to the scholarly community that is so important to children, families, teachers, and all who work to improve education. Thank you for the opportunity to run for this position.

Anne Jones

Hello CCTE members and delegates! I am honored to be considered as a candidate for the Board of Directors. My current position is Assistant Dean and Director of Teacher Education in the Graduate School of Education at UC

—continued on next page—



CCTE 2012 Annual Election in Process

(continued from previous page)

Riverside. I hold a California Professional Clear Multiple Subject Teaching Credential and M.Ed. in teacher education, and a doctorate in educational administration. I have taught elementary school in both private and public school settings and have had experience with full inclusion programs for students with severe disabilities. I have been working as a teacher educator for the past ten years.

I think the work that the CCTE has undertaken to shape policy and practice in teacher education is both exciting and fundamentally important to the teaching profession. Many of my current “extra-curricular” projects are aligned with this work: I am research director for a regional ITQ (Improving Teacher Quality) grant funded through the California Postsecondary Education Commission, and I am program Chair for the AERA SIG: Academic Audit Research in Teacher Education. I work with the California Commission on Teacher Credentialing (CTC) in several capacities and I am currently serving as co-chair of CTC Committee on Accreditation.



new models of teacher education in a global community, and school transformation. I have presented nationally and internationally on the topics of language development, school transformation, and reform and I serve as an educational consultant for a variety of organizations and school districts.

Christine Zeppos

I am currently the Dean of the School of Education for Brandman University (formerly Chapman University College). Previously, as Assistant Dean at DePaul University in Chicago, I served as an Illinois Board of Education Certification Officer and worked closely with the Chicago Public Schools system. I earned a bachelor's degree in Psychology and Political

Science from the University of Southern California, a

master's degree in Social Foundations of Education from Loyola University of Chicago, and a doctoral degree in Education with an emphasis in Higher and Adult Education from Arizona State University.

I have conducted research on how curricular and co-curricular programs promote diversity and on

how outreach programs affect the access, persistence, and retention of students in higher education. I currently sit on the CCTE Policy Committee and am a CTC Board of Institutional Reviewers member. I believe that current attacks on teacher education programs need to be countered with a united, coordinated, and well articulated offensive from important groups such as Cal Council.



Joan Sabrina Mims-Cox

I am currently professor of education at California State University, Los Angeles, Director of the Los Angeles Accelerated Schools Center, Coordinator of the Bilingual Program, and Coordinator of the Masters in Education, Options in Bilingual/Multicultural Education and Curriculum and Instruction in the Urban Classroom. I earned a Ph. D.

in the Joint Doctoral Program between Claremont Graduate University and San Diego State University where I collaborated with large urban school districts including Montebello; I also earned a Master's Degree from San Diego State University in Bilingual/Multicultural Education and a Bachelor's Degree from the University of California,

San Diego, in Linguistics. I am fluent in both English and Spanish, and have authored several interdisciplinary textbooks in both Spanish and English for Houghton Mifflin Company and Sage Publications, along with numerous articles in professional journals and books. I have served on the editorial boards of *Teacher Education Quarterly* and the *Urban Learning, Teaching, and Research Yearbook*. My primary areas of research interest include multilingual/multicultural education, language development, biliteracy,



Notes about *Issues in Teacher Education*

Our California Council on Teacher Education *Issues in Teacher Education* journal shares the following two announcements with all CCTE members and delegates:

We welcome Thomas Nelson of the University of the Pacific to the journal's Editorial Board as of 2012.

The Fall 2012 issue of the journal will have “Ethics” as the theme, with guest editors Kathleen Mikitka-Gomez, Kathleen Holowach, and Mildred Murray-Ward.

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

Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for this 2011-2012 membership year (July 2011 through June 2012). Regular individual membership is \$100 per year, while special membership categories are available for retired educators at \$80 and students at \$50. Institutional memberships are also available (see note below). All members receive CCTE Conference announcements and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are a \$125 annual value by themselves). While it is not necessary to be a member in order to attend the CCTE Conferences, membership will provide ongoing contact with CCTE as well as assuring that you receive all of its publications. Membership also entitles you to vote at delegate assemblies at the semi-annual conferences and in the annual CCTE election of officers.

Individual Membership for 2011-2012 Academic Year (July 2011 to June 2012)

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

Member Name _____

Institutional Affiliation _____

Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

E-mail address _____

Type of membership:

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

Please send this completed individual membership form along with your CCTE dues (by check payable to 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 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 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)
- 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
 Cindy Grutzik, President-Elect (2010-2012), California State University, Dominguez Hills; cgrutzik@csudh.edu
 Andrea Whittaker, President-Elect in Waiting (2012-2014), 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 Co-Chairs:

Deborah Hamm (see above under Board of Directors)

Shannon Stanton (see above under Board of Directors)

Policy Committee Co-Chairs:

Margaret Olebe; mgolebe@yahoo.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 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:

Spring 2012 Conference Co-Chairs:

Jose Lalas (see above under Officers)

Terry Pollack, San Jose State University; terrypollack@gmail.com

Fall 2012 Conference Co-Chairs:

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

Keith Walters (see above under Board of Directors)

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



CCNews

Newsletter of the
California Council on Teacher Education

Volume 23, Number 1, Spring Issue, March 2012, Section 4

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

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

An Interview with Alma Flor Ada: Sharing Her Journey with CCTE

By Pablo C. Ramirez
Arizona State University

This interview with Dr. Alma Flor Ada, which was conducted by e-mail and telephone after the California Council on Teacher Education Fall 2011 Conference where she participated as a keynote speaker, addresses multiple educational issues which teachers face in the public school system. Critical literacy, teacher education, parent involvement, and critical pedagogy are the major themes Dr. Ada discusses in this interview. To this end, the reader is invited to reflect on the above-mentioned themes and, consequently, examine conditions that are shaping the academic trajectory of culturally and linguistically diverse students in the United States.

Dialogue must be understood as something taking part in the historical nature of human beings. Dialogue is a moment where human beings meet to reflect on their reality as they make and remake it. Through dialogue, reflecting together on what we know and don't know, we can act critically to transform reality. (Paulo Freire, 1987, p.98)

Introduction

Over the past 35 years, Dr. Alma Flor Ada has been an influential scholar at a national level in the field of teacher education, children's literature, and family involvement in education. Her love and passion for literature has led to a career as a writer of fiction and non-fiction for children and adults. Dr. Ada has received, over the past 35 years, national acclaim for several powerful books that have influenced teachers, administrators, students, and parents. Some of her scholarly acclaimed books include: *A Magical Encounter* (2003), *Authors in the Classroom* (Ada & Campoy, 2004), and *My Name is Maria Isabel* (1992). Her love for literature, multicultural education, and teachers is evident in her writing.

Dr. Ada has received several recognitions including the American Educational Research Association Hispanic Research Issues Award for Research in Elementary, Secondary or Postsecondary Education (2008), the California Association for Bilingual Education Life-Time Achievement Award (2008), and a Literary Guild Metal (2006). Dr. Ada continues to shape the terrain in education for teachers, parents, students, and administrators. To this end, Dr. Ada has been



Alma Flor Ada speaking at CCTE Fall 2012 Conference.

a powerful advocate for language equality and critical pedagogy in the educational system.

Question. *How did your journey into education begin?*

Answer. My journey into education began in a most surprising way. I had received a working scholarship at Loretto Heights College in Denver, Colorado. In 1955, before language labs were available, my role was to model pronunciation and carry on the dialogues offered in the book—a mechanical task. Un-

—continued on next page—

An Interview with Alma Flor Ada: Sharing Her Journey with CTE

(continued from previous page)

fortunately, two days before the beginning of the school year, the sister who was to teach the course had a stroke. They asked me to cover the class for a week or so, but they later decided I was doing such a good job they did not need to hire a teacher. So at 17 years old I was teaching Spanish 101 and Spanish 201, two classes of 40 students who were my age or older. I know it's unique and almost unbelievable, but since I lived through it I can guarantee it was true. Two years later I was able to secure a similar position at Barry College in Miami. My first classroom teaching began in Lima, Perú, in 1961, at the bilingual Peruvian-American Abraham Lincoln School where I taught high school students World Literature, Spanish Literature, Latin American Literature, Peruvian Literature as well as Grammar. I later taught similar courses at the Alexander von Humbolt German-Peruvian trilingual school.

Q. *What is critical literacy? Can you describe critical literacy in relation to your work?*

A. My understanding of critical literacy is to approach the information presented in a dialogical attitude in which the reader (listener or viewer) is not merely receiving the information but interacting with it. The fundamental principle is that the readers (listeners or viewers) are capable of reflection and that their reflection is informed by their previous experiences. The purpose of critical literacy is to not become oppressed by someone else's agenda, but rather to become better-equipped to take responsibility for one's own life through making free decisions. I would like to add here that freedom, so highly regarded and so easily mentioned, is not an easy process. No one can claim to be free, although someone can claim to strive to act in freedom at every given moment.

We need to regain freedom through each action. Most human actions are acts of routine, tradition or imitation that can happen under the pressure of fashion, peers and neighbors, propaganda and advertisement, stereotypes and biases. A free act requires reflection and courage.

First it is important to know something about the history or conditions that brought about the present circumstance. Then, it is necessary to determine the various alternatives. Even if it doesn't seem so, there are always alternatives. Once the alternative actions are recognized, it is imperative to reflect on what would be the consequences of each action. Who would benefit or suffer from each one? Which is the moral route, the generous, kind, compassionate, fruitful path? This leads to the act of courage: to choose that which responds to the values we want to defend. Not simple at all, but only when these steps are present is freedom attained. Otherwise, we may mistake irresponsibility as freedom.

Q. *How important are students' experiences in literacy instruction? Can you share with teachers some examples they can use to incorporate students' lives into their reading instruction?*

A. True reading is a dialogue between reader and text. When all importance is placed on the comprehension of the words of the author, the reading act becomes shallow and, in many instances, irrelevant. When, instead, the reader relates what is being read to his/her previous experiences, comprehension and relevance are both enhanced.

It is important that readers encounter texts that are *windows* into cultures and experiences different from their own as well as those that are *mirrors*, because they present people of their own culture and lifestyle. Nevertheless it is important to know that any text, no matter how distant the content to students' lives, can be related to their experience through a process of comparing and contrasting. The questions, "Have you ever been in a similar situation?" and "How have your experiences been different from those of the text?" can bring out personal experiences. Of course, in a classroom dialogue situation, the questions would be anchored in concrete terms: "Does your family ever have celebrations like this?" "What things do you do that are similar?" "In what ways does your family celebrate differently from this?" "What do your celebrations look like?" This can be applied to almost any context, letting students see the uniqueness of the situation in the text as compared to what is familiar to them, always giving their experiences as much validity as those in the text.

Q. *What advice would you offer new classroom teachers who will be working with culturally and linguistically diverse youth in public schools?*

A. Have a clear understanding of social privileges. My first advice would be to recognize that almost every one of us, no matter our background, has been taught some form of racism or prejudice by our environment, society, school or home. It's difficult but essential to acknowledge it, because it will be harder to erase it unless we begin by acknowledging it. We are not responsible for the privileges or limitations present at our birth. Neither is anyone else.

Acknowledging our own privileges is essential, not to feel guilty or embarrassed, but to know their strength, understand how we can best put them to use, and to also accept that those who do not have our privileges may resent that we do. Privileges need to be clearly understood. There is no question that in the United States all white people have certain privileges just by being white, just as upper-middle class and highly-educated people have other privileges, regardless of color. Coming from a strong, loving family that feels pride in its origin and history is also a form of privilege that may

—continued on next page—

An Interview with Alma Flor Ada: Sharing Her Journey with CTE

(continued from previous page)

not have societal recognition but will support an individual's development.

Be very clear of your goals and intentions and the sacrifices you are willing to make in order to bring them about. Education is not an easy profession. Working in the public schools with socially disadvantaged youth can be very demanding. Analyze both the contributions you can make and the efforts required to determine whether you are willing to make the commitment. Give it your best try. Be willing to learn from your mistakes and take them as a point of reflection. If at any time you decide this is not for you, do not feel guilty. Move on, proud of your sincerity and enriched by your efforts. If you continue, may your life be as rich in satisfactions as mine has been.

Understand your students' culture and language diversity as strengths and do not hesitate to learn with them and from them. A language takes a very long time to learn, but nothing prevents us from learning one sentence a week, perhaps even a day. Any sentences you learn of your students' language will carry a potent message. By valuing and respecting their language you are showing your respect for their parents, their families, their origin. If there are several languages present in the classroom everyone will be enriched by learning greetings and frequently-used sentences in all of them.

Make your students, and/or their parents, cultural informants for the whole class. Do not assume that you know their culture; let them explain it to you. Most cultures have great diversity within them: not all Mexicans know how to dance the hat dance, not all Cubans drink coffee and smoke. Adequate open questions, free of judgmental approaches, can bring up interesting information.

Utilize quality authentic literature and films. Reading quality authentic literature from authors belonging to your students' cultures, as well as seeing quality films produced by recognized directors, will be ways of familiarizing yourself with at least some aspects of your students' cultures. It will take a minimum of research to make sure that what you are reading and viewing is authentic.

Q. *How do classroom teachers create a community of learners within the constraints of high-stakes testing and an era of standardization?*

A. I have four different comments I'd like to make in answer to this question.

First, there would not be an era of high-stake testing and standardization if the education profession, as a whole, stood up to denounce and not accept it. I find it disgraceful that the strongest unions in the country continue to limit their efforts to salary and job security issues and not to the educators' right to make education decisions.

Second, there is a false assumption that to do well in standardized testing, students should be subjected to a reductive type of education. Students educated critically and creatively in a community of learners, provided it is quality education, will do better on the standardized testing than those subjected to reductive teaching.

Third, let's not fear the standards, just simply see them for what they are: a useful shopping list. Let's just remember, though, that once we buy the ingredients they need to be cleaned, peeled, chopped, cooked, flavored and served on a nice table with pleasant conversation. Then, they will be digestible and nourishing.

Fourth, we live this brief life but once. When we chose the teaching profession we made a commitment to our students to serve them in the best possible way. Each of us has a conscience to live up to. Risk-taking and going against authority is scary. But, after all, in our own classes the people we present as remarkable to our students are precisely those who were not willing to accept injustices but stood up to them. We are reaping the benefits from the risks they took. What will we do in return? This being said, I will add that unnecessary or unwise risk is not fruitful. Also, much can be done even within apparent constraints without having to make declarations until it is essential. Again, I know many teachers who teach in very creative ways, and precisely because their students do well in the tests, are never challenged about their creativity and critical approaches.

Q. *How significant is teacher collaboration?*

A. I am a very strong believer in the value of team work and collaboration in all aspects of life. Although I have written books independently, I have chosen to write many of them in collaboration and find a special joy and strength in doing so.

All of education suffers from isolationism. Classrooms retain a great deal of the characteristics of jails. This isolation is in no way beneficial. It is very difficult for a teacher to deal with the academic, social, and emotional requirements of numerous children all by himself or herself, with very little adult communication for many hours.

The support and learning that can come from collaboration between teachers is probably unsurpassed by any other possible assistance they could receive. Of course, to be fair to teachers, time for collaboration, debriefing, consultation, support, joint planning and the creation of projects should be paid time.

Until teachers make the demand of such paid time as part of their contracts, there are ways in which they can create time for collaboration. One of them is creating common projects with other teachers, either within the same school, or with far away classrooms using technologies. An excellent medium for this is the *Project iEarn*. Since teachers need a

—continued on next page—

An Interview with Alma Flor Ada: Sharing Her Journey with CTE

(continued from previous page)

sponsor to participate, a wonderful project to be affiliated with is *Projecto Orillas*.

Q. *Are all students authors?*

A. As all of us, they are authors of their lives, but they may not be aware of that fact. Sometimes we live life, or periods of our lives, as the secondary character in someone else's story, without assuming the role of the protagonist, who is responsible for deciding how to meet the challenges along the way. Similarly, we can be unaware of the story we are creating. One of the fundamental reasons to verbalize our story is to analyze it and take responsibility for how it develops. This can be done orally or in writing. Both these media have their specific values and they should not be seen as excluding each other but as complementary. Most counseling practices are done through oral communication—there is immediacy, spontaneity, and the support of a listener. When we do it in writing there can be a higher level of awareness, time to reflect and, in the effort to find the adequate word, a deepening of the experience. From a practical perspective, writing can be done on one's own time and there is no need of anyone else. Further, it has the value of permanence, and the possibility to be revisited many times.

Q. *Is it possible for a teacher and his/her students to co-create knowledge? What is this process?*

A. It is truly the only way for learning to occur. When there is no co-creation of knowledge, either by teachers and students interacting with previous information, or by an individual in critical reflection with the information, there is no learning. There is information transmission, but that is something else.

Learning occurs when the previous existing information is processed in such a way that it takes into account the previous experience of the learner. Learning is then subjected to critical reflection, and becomes part of the individual's capabilities to confront new situations or reinterpret previous ones. It transforms the way of life, or an aspect of life, and provides tools to continue learning and to act in future situations.

Many of my students have found, as I have, that following the four steps of my methodology, "Creative Reading or Creative Dialogue," can facilitate the process in any subject matter.

1. Descriptive Phase: Recognize or investigate the existing knowledge. The teacher is mainly responsible for presenting this information, but students can also participate in researching information, according to their age and preparation.

2. Personal/Interpretive Phase: Students are encouraged to express: A. Their personal feelings and emo-

tions as related to the information presented. Of course it is important that the teacher also shares, although always mindful of not supplanting the students' voices. B. Their previous knowledge about the topic. Does the new information support (enriches, contradicts) what they knew or had experienced? How can their experiences and the new knowledge be reconciled? This personal interaction with the information is essential for true learning to take place.

3. Critical/Reflective/Multicultural/Anti-Bias Phase: Students and teachers should address the important questions: How has this knowledge been generated? Who supports it? Whose interests does it serve? Who benefits from it? Is this information inclusive? Who has not been included, considered or respected? Were all possible alternatives considered? Which other alternatives are possible? What would be the consequences of each of the alternatives?

4. Transformative Action Phase: Learning should provide the possibility to act better in the future, not only to be well-informed, but to consider the consequences of our choices.

As with any process it sounds far more complicated when broken down into steps. Imagine explaining what it is to swim, for example, as contrasted to actually swim. At the beginning of this process, it takes modeling on the part of the teacher, explanations and a conscious effort to follow all the steps. Eventually, it becomes internalized and students begin to follow this reflective process on their own.

Q. *What are parents' role in education?*

A. In principle, parents are the first and most constant educators of their children. In practice, the role they play is usually determined by the parents' social conditions. One of the characteristics that defines education in the United States is that parents have, in principle, the authority, through school boards, to make important decisions regarding schooling, from the hiring of the superintendent to the way in which funds will be applied. Of course, not all parents participate in the decision-making to the same extent. Equally, parents are constant role models and can have a great impact on the education of their children. But when the culture of the home and that of the school are very different, many parents see their possible contributions eroded by a society and a school which promote very different values.

Home language maintenance and enrichment is a perfect example. Parents can best be teachers using their primary language, the one they know best. When society and schools

—continued on next page—

An Interview with Alma Flor Ada: Sharing Her Journey with CTE

(continued from previous page)

negate the importance of that language, for example, by presenting it as a “transitional language” one that can be used only to facilitate the exclusive use of English as a medium of instruction, one of the core values in the culture and life of the parents is being negated.

There are exemplary parents who understand that learning a new language does not require losing the first one, that two will be better than one, and make the determination of maintaining the home language. But this takes a firm conviction of knowing two languages will be better for their children, and then a great deal of effort and will power to achieve it.

Most parents, for whom English is not the first language, do not have enough information to understand the value of the maintenance and development of the mother tongue. The ambiguous and sometimes absolutely negative attitude towards bilingual enrichment programs and the scarcity of available dual programs, leads these parents to believe that their children would do better with English-only education. It will take years to discover their mistake. Not only would they have deprived their children of the power of two languages, they will have also eroded their own possibility of having profound conversations with their children and in the process limit their own roles as educators.

The concept that parents should be partners with schools in their children’s education is seldom disputed and receives a great deal of lip-service; yet it is very seldom put into practice. One of the main goals of the process of *Authors in the Classroom* that Isabel Campoy and I have been promoting for many years is to bring the voices, reflections and wisdom of the parents to the classroom.

Q. *How influential are family histories and culture in the schooling of youth?*

A. Our family history and culture are essential parts of our socialization as human beings and contribute to determine how we see life providing support for our own identity. Culture is a human construct, and therefore imperfect and subject to revision and change. History offers both positive and negative sides. In the process of embracing our history and culture it is important to reflect critically upon it. In this way we can choose to disregard some of its aspects, or decide to improve others before selecting those that will become part of our make-up. In all instances, our history and culture allow us to insert ourselves in a social project knowing we are part of a community that we can choose to enrich.

Unfortunately, when society and schools do not show appreciation and respect for students’ history and culture the students may internalize shame for their history and culture as a whole. This will result in leaving them without a real place

in which to insert their own personal adventure or the support that comes from recognizing those that came before us. Incorporating youth’s history and culture can give relevance and meaning to the curriculum and strength to youth as learners.

Q. *How can we engage more culturally and linguistically diverse parents in our schools?*

A. There are many ways to be assured that the parents are present in schools. *A parents’ room*, where parents always feel welcome, where they can engage in activities that support the teaching, especially if these go beyond manual activities or food preparation, where they can also engage in learning, should be a part of every school.

Parents portraits, both photos and student-drawn portraits, should be displayed along the school hallways, so that children passing by see recognition of their parents and parents entering the school feel they have been already welcomed.

Posters displaying parental advice are a simple but powerful way of recognizing parents as creators of knowledge, as true educators.

Books created with the parents’ contributions in both classroom and school libraries can consist of the parents’ personal stories as well as their retelling of stories and their collections of folklore (nursery rhymes, lullabies, proverbs).

Parents as speakers in the classroom on a regular basis, talking to the children about something they know how to do and sharing how they came about learning to do it can be very powerful.

Every day prompts for home conversation between students and their relatives have proven that when students frequently engage in meaningful conversations at home, their academic achievement improves. Every day each classroom should send home a question or a topic that can generate meaningful conversation. The next day some of those conversations can be shared by the students. In many instances a synthesis of the answers can be written in a poster and displayed in the classroom as a constant reminder of the value placed on the parents’ words.

There is no limit on how the home-school interaction can be fostered. All it really takes is a profound conviction on the part of the school that parents, regardless of their origin, social status, or level of formal schooling, are indeed educators and should be regarded as such; a profound respect for parents as human beings, endowed with the power to reason. Working on developing these convictions is basic to the implementation of successful home-school interaction.

Q. *How has Critical Pedagogy shaped your ideology as an educator and writer?*

—continued on next page—

An Interview with Alma Flor Ada: Sharing Her Journey with CCTE

(continued from previous page)

A. As a young teacher in Perú I was fortunate to find in a used-book store copies of the books of Celestine Freinet. Those books, together with the writings by Maestro Romualdo from Argentina, gave me the encouragement to engage every one of my students in writing and to look for ways to share their writings. I first heard of Paulo Freire from some mimeographed notes of his classes in Chile that were passed on among my classmates at the University in Lima. Being already engaged in having my students write and reflect on each other's writing allowed me to understand very clearly what Paulo was proposing. Every one of his words—about oppression and its internalization—rang true to me, since I could see manifestations of oppression all around me. Being in a country foreign to me, with no relatives or long-term friends, I felt very isolated and felt a tremendous lack of support. Paulo's words became my support. I read and re-read them each time finding a greater understanding. I tried to model my teaching on his reflections and have continued trying to do so ever since.

Feeling a profound respect for each human being and recognizing my students' abilities to learn came very natural to me. Understanding the effects of an unjust society on all, oppressed and oppressor was made clearer by Paulo's words. Recognizing that learning needed to be more than transmission of information was to recognize the many poor teachers I had been subjected to in my life, but also the greatness of some. One of the most powerful gifts was to accept that if I wanted to educate for liberation I needed to free myself. I could free myself from the fear of accepting that there was much I did not know, in order to begin learning it. By taking each moment as a point of reflection for the next I was not diminishing my responsibility towards each action, but finding a way so that even my failures became steps towards new learning and better future actions. I have lived in gratitude towards Paulo Freire all my life.

Q. *Explain Praxis in education.*

A. The idea of praxis is that each action should be the basis for critical reflection in order to decide a new action, which in turn will be the basis for critical reflection. One of the ways to strengthen our praxis is to create a practical form to record our own self-evaluations as well as the students' reflections on the process.

For our self-evaluation:

What did I plan to teach?

What new knowledge did we construct?

What students' experiences and reflections were most significant?

What did we learn of the process itself?

What did we enjoy?

What would I continue to do?

What would I do differently?

For students' self-reflections:

What did you learn today?

How did you learn it?

What did you contribute to the learning of others?

What did you enjoy/not enjoy in the process?

What additional questions/issues do you have?

How could the process be improved?

What are your feelings right now?

What else should I know about your needs/desires/expectations?

Q. *What action is needed to improve the conditions for Latinos in education?*

A. Education success is very much tied to the social conditions of the students, so all improvements on the social conditions of Latinos will contribute to their education success.

There is a great need to reevaluate a language accessible to all, and to disseminate the significant contributions that Latinos have made to the development of U.S. society as well as the historical truths relating to the relationship of the United States and Spanish-speaking countries. The lack of information and the prevailing stereotypes are not conducive to Latino youth being proud of their origins and willing to contribute to their culture.

A major effort is needed to make United States society as a whole aware that the advancement of Latinos will be beneficial to the society as a whole, to understand that bilingualism is a national strength, and that in a global society nations with individuals capable of functioning in multiple languages will have a definite advantage. The Chinese, aware of the market potentials of Latin America, are teaching and learning Spanish at a time in the United States that children are being discouraged from maintaining the Spanish of their families. Maintaining and developing Spanish as a home language is the best pathway to successful learning of academic English. Failing to recognize this truth will continue to harm Latinos.

The education of Latino youth should make ample use of the history of Latinos as well as Latino cultural creations: literature, both narrative and poetry; music, instrumental and songs; visual arts in all its forms, to enrich the curriculum and support Latino identity and pride. Latino role models in all aspects of life should be identified and shared with youth. Mentorship programs at all levels could be very beneficial and the home-school connection should be constantly supported and strengthened.

Q. *Is there more you would like to share?*

A. I appreciate your well-thoughtout questions and the opportunity to reflect about them. I also would like to thank CCTE for the honor they gave me and the opportunity to share with the conference participants.

The Immigration Problem (Legal and Illegal): A History Lesson Needed

By Alvin H. Thompson

Many columnists and existing and want-to-be legislators constantly remind us of the problems we have in hiring both legal and illegal immigrants to work in the menial, back straining, health-threatening jobs required to serve our agribusinesses. Few have a real grasp of the sources of our current situation, while most do not, or choose not to recognize its sources ("Immigration Talks Affect U.S. Farmers," *Ventura County Star*, 6/5/11. Hereinafter cited as VCS.)

Consequently, what is needed now is an accurate account of how this historically persistent problem became so emotionally complex. Hopefully, such an effort will defuse certain politicians' propensity to use misinformation and demagogic scare tactics either to attain or to stay in office. This process involves blaming those who will take any opportunity and/or risk to better their subsistence level lives in agricultural jobs that our "real American" workers presently and historically have shunned because of the employment conditions imposed, unless these conditions are mitigated by the protection of agricultural labor unions like the one Cesar Chavez founded under the banner of the United Farm Workers (U.F.W.).

My home area's 13-term congressman, who recently announced his retirement, provides a textbook example of this traditional approach to our agricultural labor supply problems ("E. H. Gallegly Will Retire: Time is Clearly Right," *VCS*, 1/8/12). His otherwise excellent service-to-district record is tarnished by this demagogic flaw. Numerous conservative friends praise him as "a really nice guy" who helps people get deserved appointments to needed jobs and positions. Nevertheless, he has been shrewd in selecting issues most emotionally appealing and/or threatening to district voters in order to maintain his political control.

Thus, the congressman stands foursquare for the protection of defenseless animals from torture by heartless, profit-oriented humans, yet he hounds those desperate people who risk their lives to come here to work in the fields of our various agribusinesses. The congressman's entrepreneurial supporters and opponents doggedly hire the would-be upwardly mobile to perform the tasks that otherwise stalwart American citizens generally will not do under the conditions required. California's agribusinesses desire reliable sources of inexpensive, seasonal, compliant laborers in order to maximize profits, or indeed just to stay in business.

Diligent research reveals that this situation has prevailed throughout California's history. From the period starting in the 1860s, completion of the Transcontinental Railroad in 1869 released a legion of Chinese workers (in the West) who soon became absorbed in our mines and in our agricultural structure. This period saw a significant shift from extensive

farming (wheat and cattle) to intensive modes of rotating crops requiring a seasonal, migratory, compliant labor force that would drift from crop to crop or from mines (usually hydraulic) in the valleys and foothills. Generally, American individuals and families shunned our "new" approach to intensive agriculture because of the most undesirable working conditions. These jobs were mostly on original Spanish and Mexican land grants of thousands of acres (see accompanying map on next page).

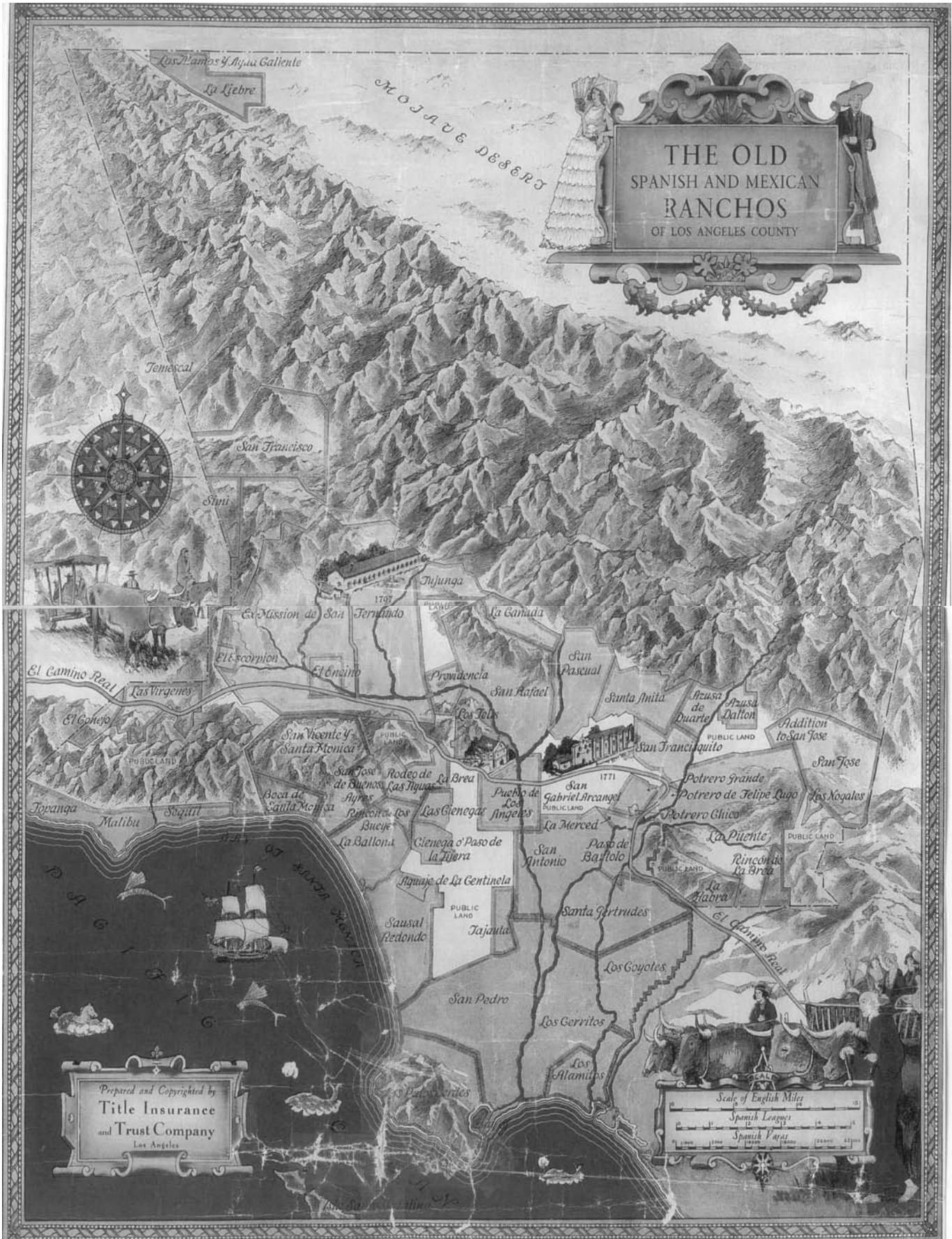
These tracts had gradually passed into the hands of the railroads and other groups of absentee owner capitalist investors (e.g., Miller and Lux and Haggin and Carr—later the Kern County Land Company), who battled it out for control of water supplies—the sine qua non of California's industrialized agricultural structure as well as for small family farms. Some of the latter were as small as three acres. Many of these land/water operations were made possible by investor exploitation of loopholes in the Homestead Act designed by the Abraham Lincoln administration to encourage the growth of small family farms (160 to 320 acres) owned and operated by independent farm families. Hereon "hired hands" had opportunities to work up "the agricultural ladder" to full ownership status as they gained the experience and means to farm their own acreage.

The above situation was ideal sounding and occasionally had the intended results. More often these new "Factories in the Field" (in the context of California see the *Great Exception* by Carey McWilliams) combined to subvert the original intentions of the act. James Michener's *Centennial* explains this process in alarming detail wherein large absentee investors hired families falsely to obtain tracts of land for the investors.

This structure of intensive farming and mining conducted on extensive holdings required reliable sources of cheap, seasonal, compliant labor in order to maintain their control and power. "Labor" was not seen as "hired hands" working their way up to ownership; rather, field workers were viewed as another inert factor of production—a raw material that would appear to work the crops through harvests and then disappear without any bother or feeling of responsibility by the absentee investors. As stated previously, Chinese workers who provided their own food, clothing, and shelter as well as the willingness to work under the conditions extant, proved to be "ideal," at least for a while.

In time, the Chinese established their own communities audaciously in urban areas with alternative sources of employment and upward mobility in response to the general demand. The abalone industry, for example, was developed as a result of Chinese food preferences ("How Chinese Spawned Abalone Industry," *VCS*, 11/8/11.) It was not long before "the yellow peril" (read "threat to our way of life") resulted

—continued on next page—



The Immigration Problem (Legal and Illegal): A History Lesson Needed

(continued from previous page)

in passage of the Chinese Exclusion Act of 1883. An unforeseen result here was the establishment of quite a boon for the illegal alien smuggling industry. Sound familiar?

In those days, also, was heard the labor exploiters' lament that the Chinese were taking jobs from real Americans, especially in agriculture and specifically in times of economic crises, recession, and depression. Employers were disgruntled to learn that employment of individual Americans and family groups required the employer to provide at least a modicum of food, shelter, and other health and safety items. This situation became quite apparent in the late 1880s.

After the Chinese Exclusion Act and the failure of individuals and family groups of American citizens to be easily attracted, our agricultural entrepreneurs felt obliged to obtain a new group to supply a compliant labor force. Japanese worker imports seemed to meet these unique requirements and were vigorously sought.

This arrangement worked well to supply farm workers for a while. With the passage of time through the 1890s corporate "farmers" noted that "the little yellow men" (as Japanese workers were termed in those days) were organizing their own labor force and using their own capital to purchase their own small farms and form their own co-operatives to become independent farmers, packers, and shippers. They even took over the abalone industry started earlier by the Chinese (*Bungy Hedley, White Point: An Adventure That Never Ends!*, San Pedro, CA, Tradewind Publishing, January, 2012.) Consequently, they became economic threats to the establishment's Associated Farmers types of organizations. Not surprisingly, a Japanese Exclusion Act was lobbied for and successfully adopted in 1892. Again, the illegal alien smuggling business prospered. To repeat, does this sound familiar?

In the ways described above, a lasting pattern of employment was established in California's agribusiness and later in our service industries. Filipinos, depression, and dustbowl refugees from the East were the next people lured to California to supply a seasonal, migratory, compliant labor force to service our agribusinesses. Although an historical novel, John Steinbeck's *The Grapes of Wrath*, provides quite an accurate account of this most significant population shift. I know because I lived a block away from Huntington Drive (Route 66) on Magnolia Avenue in Monrovia. I watched these poor Americans struggling westward, lured by falsely advertised jobs in our agribusinesses. Quite often, I was privileged to talk with kids seeking a glass of water at our corner malt shop. These were not fictional people, and they took every opportunity to leave the sordid working conditions to which they were subjected. Since World War II we have relied on

Mexican and other Hispanic workers to satisfy the agribusiness and service industries' seemingly insatiable demand—both for legal and illegal varieties.

The Wheatland Hop Riot of the early 20th century marked the beginning of our "refined" modern Modus Operandi, the difference being that the introduction of crops with multiple seasons made the need for "cheap" migratory, seasonal, compliant labor a persistent, year-round problem.

So now, even in the face of overwhelming evidence that the institution of our "traditional solutions" would cost extra billions (especially to smaller farmers) and would be devastating to the corporate enterprises which rely on foreign workers ("Make E-Verify Mandatory, Gallegly Urges," *VCS*, 2/11/11.) Of equal or more importance is impressive earlier evidence that "neither legal nor illegal immigrants are stealing jobs from native workers" ("Defusing Inflammatory Issues", *VCS*, 2/28/07) but the venerable congressman still purports that "American jobs must be preserved for Americans" ("Gallegly Garners Leverage," *VCS*, 2/29/10).

Our present traditionally-oriented legislators seem to see no problems caused by the hunting down and deporting an estimated 11,000,000 workers who, they continue to presume, keep real Americans from what the Congressman continues to maintain are most desirable agribusiness and service jobs. How naïve can one get unless this is a deliberate and cynical ploy to ride vote getting, yet false assertions in order to assure reelection in an increasingly enlightened voting district ("Immigrants' Jobs Go Begging," *VCS*, 10/23/11).

Again, one wonders if similarly-oriented legislators have really reviewed the evidence cited in the above paragraphs. Add to these data the film, *A Day Without a Mexican*, and a notable lack of response to Steven Colbert and the United Farm Workers' offer to any American citizen to take and stay with a farm worker's job.

What miracle is needed to bring about an attitudinal transformation? Perhaps this could happen when the rest of us become willing and able to pay the real amount our food and services would cost under unsubsidized conditions; or perhaps when conditions in their home countries make the prospect of working in our country much less attractive. In the interim, these politicians can continue their demagogic sparring with windmills in order to stay in office. Also, developers will undoubtedly continue their efforts to pave over our choice agricultural lands because it is easier to build there, forcing us to dramatically increase our reliance on foreign imports for our basic food supplies. If we think that reliance on importations of oil creates problems, just wait until we have to import our basic food supplies! In this scenario

—continued on next page—

The Immigration Problem (Legal and Illegal): A History Lesson Needed

(continued from previous page)

we continue to be our own counterproductive enemies. Or, as Pogo would say: "We has met the enemy and they is us."

References

- Adams, F. (1904, 1905, 1916, 1929). The distribution and use of water in Modesto and Turlock Irrigation Districts, California. *Annual reports of irrigation and drainage investigations*. U. S. Department of Agriculture, Office of Experimental Stations, Bulletin Number 15. Washington, DC: Government Printing Office.
- California State Irrigation Convention Proceedings*. (1886, May, 20-22). (s.l.):(s.n.), pp.67-68, 80-83.
- Cleland, R (1940). *From wilderness to empire*. New York: Crofts & Co., pp. 303-5, 363f.
- Cleland, R., Hardy, & Osgood. (1929). *March of industry*. Los Angeles: Powell, p. 203f.
- Gates, F. W. (1936, July). The Homestead Law in an incongruous land system. *America Historical Review*, p.668f.
- Hall, W. H. (1878). *The irrigation question in California*. (s.l.):(s.n.), p 34.
- Hall, W. H. (1886). *The irrigation question*. Sacramento, CA: California State Printing Office, pp. 7 -10.
- Journal of the Senate*, 26 (extra) Session, Legislature of the State of California. (1886, July 20 to September 11), p. 19.
- Kirkland, E. C. (1947). *A history of American economic life* (Rev. Ed.). New York: F. C.Crofts & Co., p. 305.
- McWilliams, C. (1949). *California: The great exception*. New York: A.A. Wynn, pp. 90,97-98, 331-333.
- Morgan, W. M. (1914). *History of Kern County, California*. Los Angeles: Historic Record Company, pp. 80-98, 100-109, 149-151.
- Report of the Special U.S. Senate Committee on the Irrigation and Reclamation of Arid Lands*. (1890). 51st Congress, 2nd Session, S. Rept. 928, Pt. 3. Vol II. Serial No. 2107. pp. 208, 288.
- Report of the U.S. Senate Committee on Education and Labor; Violations of Free Speech and the Rights of Labor*. (1942). 77th Congress, 2nd Session. S. Rept. 1150, pt 3 to accompany S.Res 266. Serial No. 10660. pp. 197 -199, 220-228
- San Francisco Chronicle*. (1891, June 7). Special section devoted to irrigation development to that date.
- Soule, F. (1906). *Irrigation from the San Joaquin River*. U.S. Dept. of Agriculture, Office of Experiment Stations, reprinted from Bulletin 100, in Report of Irrigation Investigations in California, pp. 215-217, 234.
- The Sacramento Bee*. (1880-1902). Every page of every issue reviewed.
- The Sacramento Weekly Bee*. (1880-1902).
- The Supreme Court, State of California, Opinion Re: *Chas. Lux et. al. vs. Jas. B. Haggin, et. al.*, Nos. 8587-8588, (Filed 1886, April 26).
- Thompson, A. H. (1949). *Aspects of the social history of California agriculture, 1885-1902*, 400 page unpublished Master's Thesis, University of California, Berkeley. Committee chaired by Professor Paul S. Taylor, Chairman of the Economics Department,

with the most able support of his wife, Dorthea Lange, the noted photographic recorder of dustbowl and other refugees from the Midwest and South. For quick overviews of the contents see the "preface" and general "introduction." Note that all sources listed here are ones used to document the thesis.

Tinkham, G. F. (1921). *History of Stanislaus County*. Los Angeles: Historic Record Co., p. 207.

United Farm Workers, National Headquarters, La Paz, P.O. Box 62. Keene, CA, 93531. For an account of the UFW's current case against ACE Tomatoes, a large California produce grower, for the epitome of the manner in which large agribusiness owners mistreat their workers.

Author

Alvin H. Thompson is a retired member of the California Council on Teacher Education and the recipient of CCTE's distinguished service award in 2010. He served as President of the organization from 1980 to 1982 at which time he was dean of the School of Education at California State Polytechnic University, Pomona.