

CCNews

Newsletter of the California Council on Teacher Education

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

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Jim Cantor, Magaly Lavadenz, Lettie Ramirez, Chuck Zartman, and Desiree Zamorano (left to right) display the certificates they received at the Spring 2012 Conference for recent service as CCTE officers and members of the Board of Directors.



CCNews

Newsletter of the
California Council on Teacher Education

Message from CCTE President Cindy Grutzik

CCTE Is Alive and Well!

Greetings to my colleagues and friends in educator preparation across the busy and dynamic state of California. This is my first newsletter piece as President of the California Council on Teacher Education (CCTE), and I'm glad for the opportunity to share my thoughts at the beginning of my two-year term.

I am honored and pleased to join a team that includes Magaly Lavadenz, now Past President, and Andrea Whitaker, President Elect. I am also excited to work with our collegial and hard-working Board of Directors, our steady and capable Executive Secretary Alan Jones, and with the publication teams of two outstanding journals. With our growing recognition that educator preparation spans layers of undergraduate, preservice, in service, induction, professional learning, and expert learning, we are committed to growing our organization in ways that serve all educators in the state.

Let me extend my thanks to Magaly for her leadership over the last two years. Magaly has solidified CCTE as an organization, bringing in new resources and leading us through a planning process that has resulted in a clear vision and strategic priorities. She has cultivated new memberships, sponsors, and initiatives. It's a strength of this organization that past presidents remain highly involved in the leadership, and I'm grateful that I get to keep working with Magaly.

In the 14 years that I've been a member, CCTE continues to provide the best forum in the state for participants from all layers of educational experience to share information, build professional networks, and develop a strong voice in advocacy for educator preparation in California



Cindy Grutzik

The four strategic goals articulated by the Board of Directors two years ago continue to guide our planning: (1) Advance policy that encourages quality teacher education; (2) Communicate our purpose, message, and wisdom regarding quality teaching; (3) Develop our CCTE business plan and secure resources to achieve our objectives; and (4) Fully support the expansion and engagement of our CCTE membership. In the context of these goals, I will aim our attention at the entire learning-to-teach continuum and at developing very intentional alignment across these segments. Our policy efforts will continue to focus on the value and role of educator preparation in the current climate, and on becoming the go-to voice for legislators seeking expert advice.

Meanwhile, here's how it is. Three of us stand off to the side and survey the scene. It's the large conference room in San Diego—you know the one—and here's what we see. A cluster of BTSA regional directors is sitting at a table long after the presentation is over, deeply involved in a conversation. Several graduate students are moving toward a breakout room for their Graduate Student Forum. A new professor is conferring with her CCTE-assigned mentor. Two deans are chatting with a national policy guest. A CTC consultant and two professors are talking over a recent visit, and

around all of this are animated conversations and friendly exchanges as members greet each other or process the concepts just shared in the keynote. CCTE is alive and well!

—Cindy Grutzik
CCTE President,

California State University, Dominguez Hills

Dates of Future CCTE Semi-Annual Conferences

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

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

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

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

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

From the Desk of the CCTE Executive Secretary

As previously, this Summer 2012 issue of *CCNews* contains four sections and is available to members and delegates as a single large PDF or broken up into those four smaller files, depending on your preference for handing and reading about our organization. The first section features the CCTE President's message from Cindy Grutzik, my updates on this page, and other news and issues reports. The second section provides a preview of the upcoming Fall 2012 Conference, a call for proposals for that Conference, and other Conference notes. The third section leads off with results from the 2012 CCTE annual election plus several other organizational updates on membership, the new faculty and graduate student support programs, the development of the graduate student caucus, and volunteer opportunities in CCTE. The fourth "From the Field" section presents five informative articles—first a perspective on the Spring 2012 Conference by Zaretta Hammond, second an interview with Tyrone Howard by Connor Sloan, plus three poster session reports from the Spring 2012 Conference.

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

Time for CCTE Membership Renewals

Renewal notices for the upcoming 2012-2013 year have recently been sent to all current institutional and individual members of CCTE. The new membership year begins July 1, and all members are encouraged to renew either prior to or soon after that date to assure that you do not miss any of our publications and other membership benefits. An individual membership form appears in this issue of *CCNews*, and I will be happy to provide institutional membership information to any interested parties.

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 also do so. 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.

CCTE New Faculty Program

The CCTE New Faculty Support Program initiated during the 2011-2012 academic year will begin accepting applications for the 2012-2013 year this June. An announcement will be e-mailed to all CCTE members

and delegates, and everyone is asked to help identify new teacher education faculty (individuals in their first five years as faculty members) who should be encouraged to apply. Each participant accepted to the program will receive a complimentary annual CCTE membership and conference registration, each will be assigned a mentor from among our CCTE leadership, and each will be asked to submit a proposal for one of the semi-annual Conferences during the coming year.

Graduate Student Fund and Support Program

The CCTE Graduate Student Support Program, utilizing funds from the CCTE Graduate Student Fund, also enjoyed its first year of operation during 2011-2012. That Program too will continue during the upcoming 2012-2013 year, and applications may be submitted any time after June 1. Information on the Program will be e-mailed to all CCTE members and delegates.

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 during either 2010-2011 or 2011-2012, 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. An appeal has been to all institutional members encouraging them to consider also becoming an institutional sponsor.

CCTE Dissertation Award

The CCTE Outstanding Dissertation in Teacher Education Award was developed a year ago and a call for nomination of dissertations completed during this 2011-2012 academic year has recently been e-mailed to all CCTE members and delegates. Nominated dissertations will be reviewed by the Awards Committee's Dissertation Subcommittee this summer. The deadline for nominations is June 15.

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,
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Report from the CTE Policy Committee

Two State Advisory Panels

The *Educator Excellence Task Force* (EETF) is a joint effort between the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC). Its co-chairs are Dr. Linda Darling-Hammond of Stanford University and Superintendent Chris Steinhauer of the Long Beach Unified School District. This Task Force is working on (1) the development of recruitment, training, and preparation frameworks for both new and experienced educators, (2) the development of more effective educator evaluation systems that include training for evaluators, mentoring for teachers, and professional development programs, and (3) recommending how these systems should be designed, supported, and implemented. There are five working groups within the Task Force: Initial Entry (Recruitment, Selection, and Preparation), Induction, Evaluation, Professional Learning, and Leadership and Career Development. Each of these groups is developing recommendations and working with the other groups to coordinate their efforts. When the work is completed this summer it will help inform work at the CDE as well as the efforts of the TAP panel at the CTC.

The *Teacher Preparation Advisory Panel* (TAP) is advisory to the CTC. The co-chairs of the panel are Pia Wong, professor at California State University, Sacramento, and Page Tompkins, executive director of the REACH Institute for School Leadership. This panel will “review the content, structure, and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California’s public schools.” It will consider whether the classifications, subjects, and authorizations continue to be suitable. The panel will also consider whether all the needed requirements can be completed in one year. Finally, the panel will look at the current pathways to a preliminary teaching credential and different delivery models. The TAP is now working in small groups on specific issues and will meet again as a full panel once EETF has completed its work. When the TAP’s work is completed it will make recommendations to the Commission. More information and links to relevant documents are available at:

<http://www.ctc.gov/educator-prep/TAP.html>

Several CTE officers, members, and delegates have been appointed to serve on EETF and on TAP, not as official CTE representatives, but based on their experience and standing in the education field.

Commission on Teacher Credentialing

The CTC, as is the case with all state agencies, is in dire fiscal straits. It now must find ways to do the most important parts of its mission with a severely restricted budget. At the April 2012 CTC meeting, Executive Director Mary Sandy maintained a positive attitude, saying,

I continue to be somewhat optimistic about our future. There’s nothing like a good budget crisis to clarify the mind, right? And to clarify the work that emerges as essential and innovations around how to get that work done and how to make the case that needs to be made about resources. I want to continue to look at this as an opportunity to innovate and an opportunity to re-engineer where we need to re-engineer from top to bottom.

The Commission is also developing a new strategic plan with input from stakeholders. Four “Strategic Priorities” have emerged in that process:

1. Improve external communication and extend outreach;
2. Improve effectiveness of internal operations;
3. Ensure program quality and accreditation standards meet needs; and
4. Ensure educator quality.

CTC’s Executive Committee and the Executive Director will draft the Strategic Plan for presentation at the June 2012 meeting of the Commission.

Teacher Shortage—Is It Possible?

As the CTC works with the EETF and the TAP, one important reason for this ongoing review and analysis of the credentialing process in California is apparent. During what appears to be a teacher supply excess, the CTC’s efforts can be seen as a valuable step in preparing for the future of education and teacher education in particular.

As is well known to CTE members, California education has been hard hit financially for several consecutive years. Our citizenry now have 24/7 access to the media’s selected news, and that news hasn’t been good for the education “biz.” Young people planning their professional futures are not going to spend time and increasing amounts of money to become teachers only to find themselves unable to find employment at the end of their teacher preparation journey.

The statistics seem to bear this out. California teacher education programs have been experiencing a decline in enrollment as indicated from CTC annual reports. Between 2006 and 2011 total teacher preparation enrollments, reported to the federal government under the Title II regulations, declined by 39 percent. Of the 18,734 credentials issued to educators in 2010-2011 (latest date for available data), multiple subject credentials comprised 40.3 percent, 39.6 percent were single subject, and 20.1 percent were special education. (These reports do not include information on any credentials other than these three basic categories).

An interesting “side bar” is that private institutions of higher education are now apparently preparing more teachers for California schools than are the public universities. As funding for both the California State University and Univer-

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Report from the CCTE Policy Committee

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sity of California systems has declined, the teacher preparation programs on those campuses have shrunk.

Why are these statistics interesting and why is the CTC spending time reviewing and analyzing current programs as a vehicle to plan for the future? In April 2009, a *USA Today* article was published entitled “A ‘tsunami’ of Boomer teacher retirements is on the horizon.” In that same year a *New York Times* article on April 7, reported that in the next 10 years the nation has the possibility of losing 3.2 million teachers through retirement. These sources also note that the problem may well be exacerbated by high attrition of beginning teachers, many of whom leave the profession after three to five years, although we know from BTSAs statistics here in California that our schools tend to retain some 85% of new teachers (CTC Statistic of the Month for February, 2011).

The data and information from the CTC and news media mentioned here are now between one and three years old. While the “tsunami” may be further away than originally anticipated, it is coming. The delay may relate to the fact that teachers are literally “hanging onto their jobs” during the current severe economic decline, and especially in hard-hit California. As the economy slowly improves and people begin to believe their retirement funds are safe for the long term, they will indeed retire and the “tsunami” will hit. The CTC’s challenges, as noted previously, are enormous, but now is the time to look for new strategies and modalities that will prepare California teacher educators and institutions for

the next wave of teacher shortages. As Mary Sandy indicated, the CTC is working its way through these challenging times and preparing for the future at the same time.

Activities at Spring Conference

Policy-related activities at the CCTE Spring 2012 Conference included updates from both the CCTE Policy Committee and CTC staff at the Thursday Policy Session, a meeting of the Policy Committee late Thursday afternoon which resulted in a plan to review and update the CCTE Policy Framework (see next page), and presentations by Jane West, Senior Vice President for Policy, Programs, and Professional Issues with the American Association of Colleges for Teacher Education, at the Thursday evening banquet and the Friday afternoon Second Policy Session.

Two policy resolutions were also developed jointly by the CCTE Board of Directors and the Policy Committee and adopted by the Delegate Assembly at the Second Policy Session. The resolutions, which appear on this and the next page, raise major concern in one case with the actions of the Tucson Unified School District in eliminating its ethnic studies program and in the other with the budget limitations being placed on the CTC. The Tucson resolution has been sent to officials at that school district and the state of Arizona, while the resolution calling for adequate funding of CTC has been sent to Governor Brown and California legislative leaders.

—Margaret Olebe, Mona Thompson, & Susan Westbrook,
Co-Chairs, CCTE Policy Committee

California Council on Teacher Education (CCTE) Resolution to Support Students and Faculty of Ethnic Studies in the Tucson Unified School District (TUSD), Arizona

Adopted March 29, 2012 by the CCTE Delegate Assembly

Whereas, in January 2012, the Tucson Unified School District (TUSD) eliminated the nationally recognized Mexican-American Studies High School Program;

Whereas, in eliminating the program, the District also banned the use of books focusing on race and ethnicity, including *Occupied America* by Rodolfo Acuña, *Pedagogy of the Oppressed* by Paulo Freire, *A People's History of the United States* by Howard Zinn, and *Rethinking Columbus* by Bill Bigelow and Bob Peterson, to name a few;

Whereas, in April 2004, the California Faculty Association Assembly acknowledged that Ethnic and Women's Studies programs were at risk of elimination and declared that Ethnic and Women's Studies programs offerings are crucial to the mission of the California State University, and again in 2012 passed a resolution in support of ethnic studies;

Whereas, in February 2012, the California Council on Teacher Education (CCTE) Board of Directors supported the creation of a resolution to defend teaching of Ethnic Studies;

Therefore be it resolved, that the CCTE Board of Directors and its Delegate Assembly members adopt this resolution of solidarity with the faculty, students, and leadership of the Tucson Unified School District who advocate for the study of ethnic peoples of the United States and a history of their experiences;

Be it further resolved, that the members of CCTE take steps to ensure that all students have “the freedom to know our unedited history, and to truly be accepting of our diversity...”¹

¹ Chapman University's College of Educational Studies “What is happening in the United States of America” Opinion Piece.

**California Council on Teacher Education (CCTE)
Resolution on Financial Support for the Commission on Teacher Credentialing**

Adopted March 30, 2012 by the CCTE Delegate Assembly

Whereas, the Commission on Teacher Credentialing (CTC) is the only agency in California that can approve teacher education programs and issue teaching credentials;

Whereas, the CTC is an agency that is comprised of a majority of education professionals in the state;

Whereas, the CTC is a special fund state agency that does not rely upon or require support from the general fund or tax dollars;

Therefore be it resolved that the California Council on Teacher Education (CCTE) calls upon the State of California to support the financial viability and stability of the CTC in the current budget and in future years.

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.

ICCUCET Spring 2012 Meeting Summary

“Listening to the right voice” was the theme for the spring 2012 Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) meeting in San Jose on the first morning of the California Council on Teacher Education (CCTE) Spring Conference. Teri Clark from the Commission on Teacher Credentialing (CTC) started the conversation by clarifying Biennial Report expectations. She noted that Section A focuses on candidate outcomes as articulated in common standard 9. Conversely, Section B summarizes the effectiveness of the unit, i.e., the extent to which common standards 1 through 8 (e.g., philosophy, admission, advising, resources, supervision, etc.) are successfully supporting all programs regardless of the individual program’s physical location or delivery style.

The ICCUCET session continued with Don Cardinal from Chapman University summarizing the current assessment tactics being employed by the National Council on Teacher Quality (NCTQ). Highlights of Cardinal’s presentation include:

- NCTQ’s apparent change in voice to one that is softer. However, Cardinal highlighted an inconsistency in their approach as threatening phrases such as “Please keep in mind that [NCTQ] will be publishing ratings for all institutions, both public and private, regardless of availability of some data” remained.
- A brief tour of NCTQ’s website <http://www.nctq.org/transparency.do> where detailed information related to current compliance can be found. Items of interest include:
 - o Current statistics that showed 22.9% of all institutions fully cooperating and 52.2% of all institutions not yet responding to the requests for information. Ironically the letter sent to institutions portrayed a very different message.
 - o An approach to methodology which implies that teacher preparation programs in Fargo, North Dakota should be identical to those in Los Angeles. In essence, the very notion that education requires working within unique contexts appears to be completely discounted.
- Anecdotes which suggest that NCTQ is now networking with foundations and University Trustees as a means of pressuring School of Education dean compliance.

The contrast between the encouragement from Clark to define the distinct characteristics of an institution and NCTQ’s pressure to create uniformed preparation program practices was notable. While one should not overreact, the threats to our pluralistic freedoms should not be ignored. Thankfully Cardinal provided direction when he encour-

aged participants to continue the dialog and to seek a unified voice that celebrates and substantiates the varied approaches to teacher preparation. To conclude, I want to thank my colleagues from Independent Colleges and University Teacher Education Programs for a rewarding time of learning, sharing, and celebrating the positive impact we are having on the next generation of educators.

—Keith Walters, *ICCUCET President*
California Baptist University

Update from ATE

A few news items of interest from the Association of Teacher Educators (ATE):

◆ Registration is available for ATE’s Summer Conference in Boston at the Hyatt Regency Cambridge. The theme is “Living and Learning across a Lifetime.” For more information please access this link: http://www.ate1.org/pubs/ATE_2012_Summer_Co.cfm.

◆ The deadline for proposal submission for the 2013 ATE Annual Conference to be held on February 15-19 at the Hyatt Regency in Atlanta, Georgia, is June 1, 2012. For more information please access this link: http://www.ate1.org/pubs/2013_Annual_Meetin.cfm.

◆ Thomas Lucey, Thomas Crumpler, Lara Handsfield, Ryan Brown, and Kara Lycke from Illinois State University will be the new Editors of the ATE journal *ACTION in Teacher Education*.

◆ California and CCTE’s own Reyes Quezada of the University of San Diego has just been elected to serve as ATE’s Southwest Regional Representative to the ATE Board. Reyes has previously served as CCTE President, CCTE Vice President to AACTE, and as our CCTE liaison to ATE, so he will bring a wealth of experience to this new role with ATE.

—Sharon E. Russell
CCTE Vice President for ATE,
CalStateTEACH



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Preview of the CCTE Fall 2012 Conference:

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

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

Introduction

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

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

Keynote Speakers

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



Kenneth Zeichner

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

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



Etta Hollins

Guiding Questions

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

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

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Preview of the CCTE Fall 2012 Conference

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

Planning Committee

The members of the Conference Planning Committee for the Fall 2012 Conference are:

- Co-chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University)
- Jim Cantor (California State University, Dominguez Hills)
- Michael Cosenza (California Lutheran University)
- Cindy Grutzik (California State University, 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)
- Margaret Olebe (retired)
- Sharon Russell (CalState TEACH)
- Mona Thompson (California State University, Channel Islands)

- Andrea Whittaker (Stanford University)

Additional volunteers are welcome, and interested folks should e-mail either of the co-chairs:

hmandell@sandiego.edu
or
kwalters@calbaptist.edu

Other Conference Activities

The Fall 2012 CCTE Conference will begin on Thursday morning with meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers. The CCTE Graduate Student Caucus will also meet on Thursday morning.

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

Two policy sessions will be part of the Fall Conference program, on Thursday and Friday afternoons, and a series of concurrent research sessions as well as the popular poster session will be held on Friday.

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

A formal announcement of the Fall 2012 Conference will be e-mailed to all CCTE members and delegates in late June or early July, including a registration form, the tentative program, and a call for proposals for research and poster sessions.

Special Events at CCTE Fall 2012 Conference

Meetings of CABTE, CAPSE/TED, & ICCUCET - Thursday Morning
 CCTE Graduate Student Caucus - Thursday Morning
 Newcomers Meeting - Late Thursday Morning
 Special Interest Groups - Thursday Noon & Friday Afternoon
 Keynote Addresses - Thursday Afternoon & Friday Morning
 Concurrent Research Sessions - Thursday Afternoon & Friday Afternoon
 Reception & Conference Banquet - Thursday Evening
 Sing-a-Long - Thursday Evening after Banquet
 Editorial Board Meetings - Friday Breakfast
 Policy Sessions - Friday Morning & Friday Afternoon
 Awards Luncheon - Friday Noon
 Poster Session - Late Friday Afternoon
 Capstone Session & Adjournment - Saturday Morning

Proposals for CCTE Conferences Always Welcomed

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

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

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

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

hmandell@sandiego.edu

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

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

Special Note on Proposals for the Fall 2012 Conference

In order to more specifically address the clinical practice theme of the Fall 2012 CCTE Conference, the call for proposals for concurrent research sessions at that Conference will be restricted to topics directly involved with clinical practice and field experiences in teacher education. It is hoped that this will allow the Fall Conference Program Committee to provide space for Conference attendees to learn about a wide range of clinical practice and field experience alternatives, both those that have enjoyed some years of success as well as new program initiatives.

This is planned as a one-time restriction, with the expectation that the call for future Conferences will as usual be open to any and all topics related to the field of teacher education.

The restriction will not apply to proposals for the poster session at the Fall 2012 Conference, so anyone wishing to share information on any topic in the field is encouraged to propose a poster session and participate with our membership through that venue. As noted previously in *CCNews*, persons presenting posters actually reach a wider audience than do concurrent session presenters, since nearly all Conference attendees visit the poster session and check out the many poster stations, while only a fraction of the Conference audience is able to attend any given concurrent session.

Arts and Education SIG

Spring in San Jose may have been a bit chilly, but the room for the Arts and Teacher Education Special Interest Group was warm and welcoming. Paul Ammon introduced four terrific presenters who discussed their arts education outreach with their target audiences.

Lucy Larson, Director of Education at the San Jose Museum of Art shared successes and struggles in outreach. Karen Altree Piemme of the San Jose Repertory Theater and the Red Ladder Theater Company discussed navigating the testing culture by drawing from the test prep booklets and creating improv. Joshua Russell of the 1st ACT of Silicon Valley presented his cross-sector work including cultural literacy. And Judy Sleeth introduced her Art in Action curriculum, k-12th : artinaction.org.

As a group we discussed their students, teachers, and the possibility of connecting these arts education activities to teacher education and student teachers.

The Arts Sig is the place to cultivate and renew your passion for the re-integration of arts in our classrooms, and in teacher education. Come join us at the Fall 2012 Conference!

—Desiree Zamorano, Occidental College



CCNews

Newsletter of the California Council on Teacher Education

Volume 23, Number 2, Summer Issue, June 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 Results

The 2012 California Council on Teacher Education annual election involved 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 was 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 sequential terms.

The newly-elected officers and Board members taking office at the end of the Spring 2012 Conference are Lettie Ramirez of California State University, East Bay, as Vice President for AACTE, Sharon Russell of CalStateTEACH as Vice President for ATE, and Laurie Hansen of the University of California, Irvine, Anne Jones of the University of California, Riverside, and Sabrina Mims-Cox of California State University, Los Angeles as the three new members of the Board of Directors. The two Vice Presidents will serve for two years and the three new Board members will serve for three years.

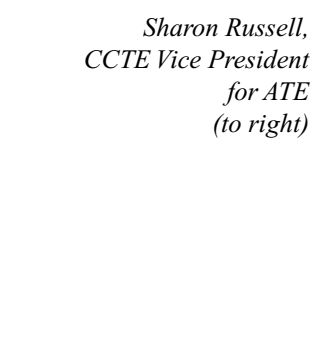
Also assuming office this spring are Cindy Grutzik of California State University, Dominguez Hills as CCTE President and Andrea Whittaker of Stanford University as President-Elect. Magaly Lavadenz of Loyola Marymount University is now the CCTE Past President.

A complete list of current CCTE leaders, including officers, Board of Directors, editors, and committee chairs appears on page 15 of this issue of *CCNews*. Also, on page ?? is a volunteer form which CCTE members are encouraged to use to get involved with any of the CCTE committees or Special Interest Groups. Future nominees for CCTE officers and Board of Directors are typically drawn from those who have gotten involved with the organization by working with one of the standing committees, future Conference planning committees, or other organizational activities.

The CCTE Annual Election in 2013 will involve election of three members of the Board of Directors, while the election in 2014 will fill the offices of President Elect, the two Vice Presidents, and three additional seats on the Board of Directors. Past President Magaly Lavadenz will chair the CCTE Nominations and Election Committee as it coordinates those next two elections, and anyone potentially interested in being a candidate for a CCTE office is invited to share that information with Magaly. The search for candidates for the 2013 election will begin this Fall.



*Lettie Ramirez,
CCTE Vice President
for AACTE
(to left)*



*Sharon Russell,
CCTE Vice President
for ATE
(to right)*



*Laurie Hansen (to left),
Anne Jones (to left below),
and Sabrina Mims-Cox
(to right below),
new members of the CCTE
Board of Directors*



Applications Invited for CTE New Faculty and Graduate Student Programs

The California Council on Teacher Education New Faculty Support Program and Graduate Student Support Program, both initiated during the 2011-2012 academic year, are now open to application for the upcoming 2012-2013 year. Information on both programs, including application forms, will be e-mailed to all CTE members and delegates, and applications for 2012-2013 will be accepted any time after June 1. The application process will remain open as long as funds are available for either of the programs.

The CTE New Faculty Support Program is open to applicants who are in their first five years as a teacher education faculty member at a CTE member institution. New faculty accepted to the program will receive a complimentary individual membership in CTE for the 2012-2013 year and CTE will pay for their registration at either the Fall 2012 or Spring 2013 Conference. The participating faculty will need to pay other costs related to attending the Conference of their choice, and will be obliged to submit a proposal for the Conference program. Each new faculty participant will also be assigned a mentor from among CTE leadership.

The CTE Graduate Student Support Program is seeking applications for 2012-2013 from graduate students studying at any CTE member institution. Applications must be endorsed by a faculty advisor. Students accepted to the program will receive a complimentary student membership in CTE for the 2012-2013 year and a complimentary registration to either the Fall 2012 or Spring 2013 Conference, with the understanding that they must pay other costs of attending and must submit a proposal for the Conference program.

Participants in both the New Faculty and Graduate Student Programs will be recognized in issues of *CCNews* and in the Conference programs during 2012-2013.

The overarching intention of both programs is for the leadership and membership of CTE to actively support, mentor, and guide the next generation of teacher education faculty in our state by assisting both new faculty in their early years of service and graduate students studying to become teacher educators in the future.

All CTE members and delegates are encouraging to help identify candidates for both programs and to assist such individuals in applying for CTE support. Application forms for both programs will be among materials e-mailed to all members and delegates and will also be posted on the website. Forms can also be requested from CTE Executive Secretary Alan H. Jones (see contact information on CTE leadership list in this issue of *CCNews*).

Get Involved in the CTE Graduate Student Caucus!

As California Council on Teacher Education (CTE) seeks to expand the membership and activity of its Graduate Student Caucus, we would like to invite all interested CTE graduate student members to participate in planning for graduate student events at the Fall 2012 CTE Conference.

At the conference in San Diego we plan to hold a special session geared toward the interests of graduate students as well as a Graduate Student Caucus Planning Committee meeting. The special session for graduate students will be on Thursday morning, while the planning meeting will be scheduled later during the three-day Conference.

The goals of these meetings will be to: (1) establish leadership positions and guidelines to further the work of the Graduate Student Caucus as part of CTE, (2) organize bi-annual sessions for graduate students related to the Conference themes, and (3) provide a space for graduate students to gather, reflect on experiences, and share research interests with colleagues from around the state.

All current and prospective student members of CTE are specifically invited to join with us in these efforts. We hope you will all be attending the Fall 2012 Conference and the special meetings for graduate students. For more information or to volunteer to join with us in these plans, please contact the Graduate Student Caucus Coordinators, Char Starks and Robin Perry, at:

cctegradstudents@gmail.com

Nominations Sought for CTE Dissertation Award

The CTE Outstanding Dissertation in Teacher Education Award was developed a year ago and the competition for the 2012 award is now open.

A call for nomination of dissertations completed at a CTE member institution during this 2011-2012 academic year was e-mailed to all CTE members and delegates this spring. The deadline for nominations is June 15. Nominations must be made by a faculty advisor or dissertation chair

Nominated dissertations will be reviewed by the Awards Committee's Dissertation Subcommittee this summer and if a selection for the award is made it will be presented at the Fall 2012 Conference.

For additional information on eligibility criteria and other procedures related to the award, please contact CTE Executive Secretary Alan H. Jones.

Meet the New Faces of *Issues in Teacher Education*

Book Review Editor – Barbara Garii



Barbara Garii is the associate dean of the School of Education and an associate professor in the Department of Curriculum and Instruction at the State University of New York at Oswego. She teaches courses in comparative and international education, educational assessment, and interdisciplinary teaching methods for elementary and secondary teachers. Her current research addresses new teacher formation and the role of supervision during student teaching. She is also the project director for O-RITE, the Oswego Residency Initiative for Teacher Excellence, a new teacher preparation model funded by federal Race to the Top monies. O-RITE combines intensive clinical residencies with targeted academic coursework to support graduate students to obtain dual certification in secondary special education and mathematics, science, or TESOL. Barbara has published her research findings and many book reviews in such journals as *Issues in Teacher Education*, *Teaching and Teacher Education*, *Action in Teacher Education*, and *Mentoring and Tutoring*.

Managing Editor – Janae Dimick



Janae Dimick earned her B.A. in anthropology and M.A. in English at California State University, Fullerton. She is currently pursuing her Ph.D. in education, with an emphasis in culture and curricular studies, at Chapman University. She is also the director of higher education services at the Nicholas Academic Centers, a non-profit organization in Santa Ana, California.

We welcome these new faces to the *Issues in Teacher Education* editorial team. We know that they will enhance our ongoing efforts to produce a high quality academic journal for the California Council on Teacher Education and our other readers across the country and around the world.

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

Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for the 2012-2013 membership year (July 2012 through June 2013). Regular individual membership is \$100 per year, while special membership categories are available for retired educators at \$80 and students at \$50. Institutional memberships are also available (see note below). All members receive CCTE Conference announcements and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are a \$125 annual value by themselves). While it is not necessary to be a member in order to attend the CCTE Conferences, membership will provide ongoing contact with CCTE as well as assuring that you receive all of its publications. Membership also entitles you to vote at delegate assemblies at the semi-annual conferences and in the annual CCTE election of officers.

Individual Membership for 2012-2013 Academic Year (July 2012 to June 2013)

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

Member Name _____

Institutional Affiliation _____

Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

E-mail address _____

Type of membership:

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

Please send this completed individual membership form along with your CCTE dues (by check payable to California Council on Teacher Education, fully spelled out, thank you) to:

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

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

Institutional Membership

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

If you are interested in an institutional membership for 2012-2013, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Volunteer Opportunities for CCTE Delegates and Members

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

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

Your Name _____

Your Institution _____

Your E-Mail Address _____

CCTE Committees:

- Awards Committee (receives and reviews nominations and selects CCTE award recipients)
- Fall 2012 Conference Planning Committee (planning of Fall 2012 Conference around “Clinical Practice in Teacher Education” theme)
- Policy Committee (coordinates CCTE policy response and advocacy activities)
- Research Committee (receives, reviews, and selects program proposals for CCTE conferences)
- Resources and Fund Development Committee (develops and implements CCTE fund-raising efforts)
- Vision and Communications Committee (coordinates CCTE communications and image building activities)

CCTE Special Interest Groups:

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

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

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

CCTE Leadership Directory

CCTE Officers:

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

CCTE Board of Directors:

Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu
 Deborah Hamm (2011-2014), California State University, Long Beach; dhamm@csulb.edu
 Laurie Hansen (2012-2015), University of California, Irvine; hansenl@uci.edu
 Anne Jones (2012-2015), University of California, Riverside; anne.jones@ucr.edu
 Sabrina Mims-Cox (2012-2015), California State University, Los Angeles; smims@calstatela.edu
 Paula Motley (2011-2014), Monterey County Office of Education BTSA & Induction; pmotley@monterey.k12.ca.us
 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

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 J. Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

CCTE Committee Chairs:

Awards Committee Chair:

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

Executive Committee Chair:

Cindy Grutzik (see above under Officers)

Membership & Alliance Building Committee Co-Chairs:

Deborah Hamm (see above under Board of Directors)

Shannon Stanton (see above under Board of Directors)

Policy Committee Co-Chairs:

Margaret Olebe; 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 officers)

Vision & Communications Committee Co-Chairs:

Keith Walters (see above under Board of Directors)

Desiree Zamorano, Occidental College; dzamorano@oxy.edu

CCTE Conference Committee Chairs:

Fall 2012 Conference Co-Chairs:

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

Keith Walters (see above under Board of Directors)

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 2, Summer Issue, June 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

Reflections on the CCTE Spring Conference: The Ever-Present Subtext of Teacher Color-Blindness

By Zaretta Hammond
National Equity Project

Attending the Conference

I drove down from Berkeley to San Jose Thursday morning, March 29, to my first California Council on Teacher Education conference, full of anticipation. It was the same anticipation I've felt in the past when traveling to a family reunion. There were friends and family I always looked forward to seeing again. On the other hand, I knew there would also be a number of folks I didn't know personally, but I still looked forward to meeting them because I knew we had common roots and connections. It was this sense of finding common roots that I looked forward to experiencing.

As a former classroom teacher, current independent researcher, professional developer, and curriculum designer who has worked in education for the past 20 years, I've had the chance to work with teacher educators in a variety of different settings and capacities and always enjoyed new opportunities for making connections that conferences bring. One person I particularly looked forward to seeing this time around was my good friend, Andrea Whittaker. This relationship goes way back when I served as the director of the School/University Partnership at the Bay Area School Reform Collaborative (BASRC) over a decade ago. Early in this year, after one of our lively conversations about equity and pedagogy over lunch she suggested I come to this year's CCTE Spring Conference. The Conference's theme was directly related to what we were discussing. It certainly piqued my interest.

In addition to deciding to attend, I put in a proposal to present some preliminary findings from my independent research project at the poster session. I was honored as a first time conference attendee to be selected to participate in the conference's poster session. While my project, "Getting Urban Students Ready for Rigor: Leveraging Culturally Responsive Pedagogy and Neuroscience to Help Students Build Intellectual Capacity," looks at students' cognitive engagement through the lens of culture, it also has implications for teacher development. My research tries to surface the dispositions and skills teachers need in order to support urban students in building their cognitive processing and capacity as independent learners by leveraging students' cultur-



Zaretta Hammond at the Spring Conference Poster Session

ally-crafted, racialized schema through culturally responsive pedagogy (CRP). But in order to leverage CRP, teachers have to have a deep understanding of the racial politics of schooling as well as the role culture plays in shaping and guiding a student's cognition. Culturally competent teachers using any type of culturally responsive teaching approach have to recognize and acknowledge students' racialized identities.

This was the filter I was carrying into the Conference: how were we as a community of teacher educators talking about helping our largely White female teaching force build their will, skill, knowledge, and emotional intelligence around the interplay of race and culture within teaching and learning? What were we doing as teacher educators to help pre-service teachers build the intellectual, social, and emotional capacity to understand the socio-political context of schools that are still largely racialized and understand their own orientation to the system?

Moving through the Conference

I held those questions as I moved through the Conference, engaging in lively conversation with a variety of folks, attending breakout sessions, and listening to the wisdom of our keynote speakers. Through my lens I began to see an interesting theme emerge: *teachers' racial color-blindness as an unarticulated subtext of teacher education and teaching in general.*

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Reflections on the CTE Spring Conference: The Ever-Present Subtext of Teacher Color-Blindness

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Color blindness is the idea that ignoring or overlooking racial and ethnic differences promotes racial harmony.

Dr. Adrienne Dixon raised the issue in her keynote presentation that opened the conference, “Out of the Mouth of Babes: Understanding Race and Pedagogy.” Her ethnographic research looked at the way African-American middle schools students created “counter narratives” and racialized identities because they felt invisible or misunderstood by their teachers. She shared powerful quotes from teachers in her study that illustrated each teacher’s stance toward race. While she focused on the evolution of students’ racialized identities, it was clear that a few teachers really believed they were being “progressive” by claiming to “not see color.” Her research highlighted how problematic rather than helpful this stance was for African-American students in that school.

Her point resonated with me because in my own practice I’ve heard young progressive White teachers say things like, “I don’t see color. I treat everyone the same” or “we are all one race—the human race.” While Dr. Dixon didn’t make the teachers’ point of view the primary focus of her presentation, it seemed an important one not to miss: taking a color-blind stance can be a barrier to one’s desire to be culturally responsive as an educator. Interestingly enough it is not just the attempt to be race neutral that makes color-blindness a barrier. It is the belief in color-blindness as a *positive stance* that acts as an impediment to acknowledging the racialized identities of our students and leveraging this identity during the teaching and learning process.

On Friday morning, Dr. Tyrone Howard picked up this thread in his opening keynote presentation, “Why Race and Culture Still Matter: Teacher Preparation, Student Engagement, and School Practices.” He offered Critical Race Theory as a context for thinking about teacher preparation. He reminded us that Critical Race Theory recognizes that racism is ingrained in the fabric and system of the American society, and that the individual racist need not exist to perpetuate inequity because oppression has been institutionalized in the dominant culture.

Dr. Howard talked about the need to identify the dispositions of perspective teacher candidates in order to address equity issues at the beginning of the teacher preparation process, given the realities of our social-political context. He went on to describe how he and his colleagues at the University of California, Los Angeles “assess for dispositions.” He described an interesting interview process that included putting teacher candidates into a fishbowl conversation with other perspective candidates so as to get a glimpse of the candidates’ mental models, interpersonal skills, etc. This was a provocative notion because as it currently stands, in schools of education, we don’t usually screen out for blatant cultural

incompetence. We assume that we can shift that mindset with one or two multicultural survey courses and build genuine cultural competence. From this perspective, we might view it as positive if, at the very least, teachers leave these courses taking a color-blind stance rather than a deficit view toward children of color.

Taking in Dr. Howard’s presentation through my own lens of teacher ability to leverage neuroscience and culturally responsive pedagogy, I recognized that it was not just about giving teachers information and knowledge about the culture of particular students, but it was about the teacher’s awareness of her own disposition toward critical race theory and its implications for how children make sense of the world based on their social and political position in society. Ironically, as an educator of color, I hear too few White teacher educators talk about teacher preparation or beginning teacher support within the context of Critical Race Theory. Yet, as Dr. Howard reminded us, race and culture matter. For students, this orientation directly affects their sense of identity safety and stereotype threat in the classroom. For me, this is where neuroscience intersects with critical race theory and culturally responsive teaching—if a person is feeling threatened, not just physically but socially and intellectually as well, then the amygdala—that part of the brain that controls our protective fight or flight response—is hijacked, stress hormones are released, and the brain shuts down any learning. It believes it is under threat and can’t afford to focus on learning when one’s physical or psychological well-being is at stake.

As the third keynote presentation of the conference, Dr. Daniel Solórzano’s talk, “Using Critical Race Theory and Racial Microaggressions to Examine Everyday Racism: A Tool for Teacher Education,” continued to highlight our reactions to threats to our well-being or “micro-aggressions” as he called them, those subtle insults (verbal, non-verbal, and/or visual) that often occur automatically and unconsciously. He named color-blindness as a type of micro-aggression (e.g., “I don’t think of you as Black. You are just a normal person”). There it was again. The subtle subtext of color-blindness.

Dr. Solórzano talked about teacher educators developing a “lens” to help us see, confront, and interrupt micro-aggressions like color-blindness. His keynote presentation left me with a couple of questions: What are common micro-aggressions progressive, social justice-oriented White teachers perpetuate unknowingly? How do we help them recognize and interrupt their use of color-blind oriented micro-aggressions, especially since it is thought of as a positive stance?

In addition to seeing this thread running through each of the three keynote presentations, I saw the theme of color blindness as a focus in some of the Conference’s breakout sessions

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Reflections on the CCTE Spring Conference: The Ever-Present Subtext of Teacher Color-Blindness

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as well, from the Connecting Cultures Project at California State University, Northridge to Michael Gallagher's session, "Compassion, Accountability, and Connecting: Effective Teachers for Students of High Poverty Schools." Mr. Gallagher presented a framework that looked at the practices of those teachers who were effective with students in high poverty schools; included in the framework was a focus on critical pedagogy—"preparing students to be critical agents of social and structural transformation." Preparing students in high poverty schools to be critical agents of social and structural transformation means acknowledging race and the socio-political context of schooling. Color-blind teachers cannot maintain their race neutral stance and simultaneously help marginalized students as critical thinkers interrogate the dominant culture narrative in the literature they are asked to read or in the dominant culture's version of history they are asked to learn.

Leaving with Four Questions

I left the Conference with five burning inquiry questions that I look forward to engaging at future CCTE Conferences and incorporating into my own independent research projects:

- What is the anatomy of the "politeness" of color-blindness? We need a clearer framework for explaining and understanding this phenomenon.

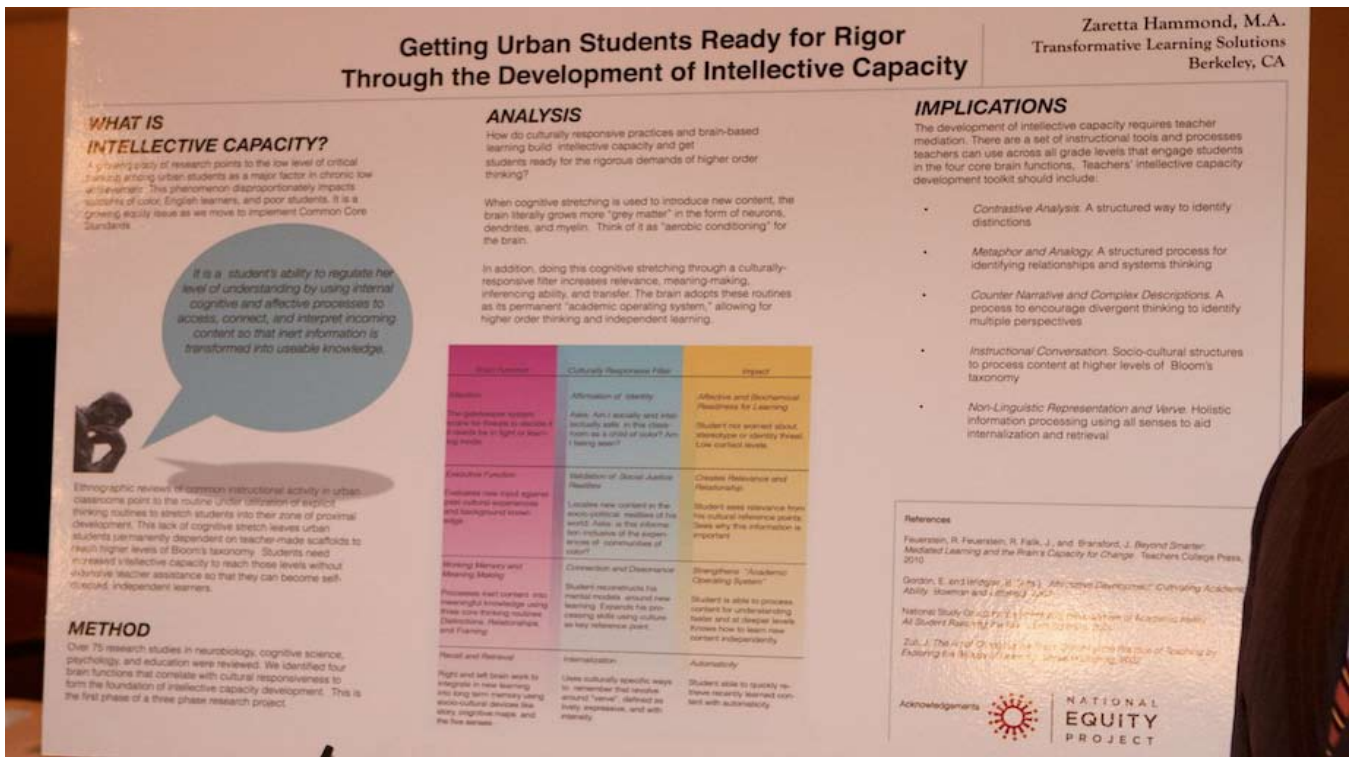
- What is the counter narrative to White color-blindness that we offer pre-service teachers and teachers at the induction stage?

- What is the psychology of color-blindness? What do we need to understand to help teachers shift their mental model?

- What does teacher education look like where critical race theory and disrupting notions of color-blindness are integrated into all teacher preparation courses, especially those focused on teaching and learning? How do we take a focus on race and culture beyond the confines of the multicultural survey course for pre-service teachers?

The Conference was powerful because I believe it presented the larger CCTE community with a serious charge, even if not always explicitly stated: We must help White pre-service teachers understand their own role in the socio-political context of schooling and help them take a genuinely positive stance based on critical race theory, culturally responsive pedagogy and counter-hegemonic practices so that they can not only empower underserved students but accelerate their learning as well.

Zaretta Hammond is curriculum development manager with the National Equity Project in Oakland, California. She blogs at www.ready4rigor.com



Zaretta Hammond's poster at the CCTE Spring 2012 Conference poster session.

A Conversation with Tyrone Howard

Interview by **Connor Sloan**
Doctoral Student in Curriculum and Instruction
at University of the Pacific

Introduction

Dr. Tyrone Howard fulfills many roles as a professional and scholar. He is a professor of education in the Graduate School of Education and Information Studies at the University of California, Los Angeles and director of Center X on that campus. Center X utilizes the expertise of educational researchers and practitioners whose work focuses on the intersection of practice, research, and theory for urban academic professionals with the goal of transforming public schools in Los Angeles.

Dr. Howard received his Ph.D. from the University of Washington in 1998. Some of his research interests are schooling experiences of African-American students, teacher preparation, social studies education, and urban education, while closely examining correlations of race and culture on learning opportunities and school quality for students attending urban schools.

Dr. Howard was one of the keynote speakers at the Spring 2012 Conference of the California Council on Teacher Education held on March 29-31 in San Jose. The theme of the conference was “Race, Student Engagement, and Schooling Practices.” This interview provided Dr. Howard with a chance to continue the conversation around the themes of the conference and further engage teacher educators.



Tyrone Howard

The Interview

Connor: What memories/themes stand out for you when reflecting upon your CCTE Spring Conference keynote address and experience?

Tyrone: The ability to talk about the real concerns that I have about race, culture, and teacher preparation. This is a topic that we cannot sugarcoat. It needs our constant attention if we are going to effectively prepare teachers to work in California’s schools.

Connor: How do conversations about race and culture prepare teachers to empower students with vital knowledge and interpersonal abilities in order to thrive in society?

Tyrone: California is one of the most racially and culturally diverse states in the country, if not the world. Our students are going to take note of how their teachers talk and teach across racial difference and diversity. Conversations about

race and culture are essential because today’s global community is more diverse than it has ever been. If we are preparing our students to be competent global citizens then we have to talk about race and culture.

Connor: What do you view currently as the biggest barriers for having ongoing discussions about race and culture in classrooms?

Tyrone: Fear. I think many people are truly afraid of having honest conversations about race, because of what they may learn about themselves. This goes for not only Whites, but also for people of color. Because we have been socialized to be so taboo about race, we retreat to our corners and refuse to have real conversations out of fear that we may offend someone, say the wrong thing, or be labeled as a racist.

Connor: If you were able to set up a retreat/workshop for teacher-educators around the issues of race and culture, what type of exercises/activities would you choose to carry out? What follow up procedures, exercises, or direction would you suggest after this retreat/workshop?

Tyrone: I think that we need to engage in activities that start with self-examination. So I would develop exercises that require teacher educators to think, write, reflect, and then talk about the messages they received about race growing up. Then I would have them interrogate those thoughts and ideas, and evaluate their appropriateness for living in a diverse society. These types of activities really

seek to get to the core of teachers ideas, attitudes, and beliefs about difference. I would then have teachers talk in small group or large group spaces to talk through some of their thoughts and emotions.

Connor: You used the term Organic Intellectual in your address, how would you define this term?

Tyrone: I think of an organic intellectual as classroom teachers, teacher’s assistants, and in some ways even parents. These are individuals who have up close and personal relationships with young people on a daily basis. An organic intellectual, in my mind, is constantly thinking, questioning, and reflecting on how students are developing and growing. Moreover, an organic intellectual is close to the ground in examining the soil—the environment—a child is being nurtured in. It is important for teacher educators to learn and grow from the unique insights and knowledge that organic intellectuals possess.

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A Conversation with Tyrone Howard

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Connor: This year marks the 50th anniversary of Hollywood's adaptation of Harper Lee's masterpiece, *To Kill A Mockingbird*. In what way does literature play a role as a vehicle and catalyst to having discussions centered on race, culture, and gender issues in the classroom? What would your top three suggestions for literature that should be discussed in classrooms be?

Tyrone: Literature can be a very powerful tool to talk and teach across racial differences. Moreover, literature can assist teachers who may not have the skill set to develop a discourse across racial differences to engage their students in such conversations. So literature plays an important role in aiding students to read, think about, and engage in some of the more complex issues we face as a global community. Three of my favorite suggestions for literature would be the *Autobiography of Malcolm X*, *Roll of Thunder Hear My Cry*, and *Always Running*.

Conclusion

As teacher educators, teachers, parents, and learners it is vital that conversations are ongoing about the personal

connections we have with race. Literature, historical narratives, art, and personal tales can act as the catalyst to begin conversations about race and the importance of exploring self-reflections on our perceptions of race. Dr. Howard's continued scholarly focus on the school experiences of African-American students and urban education provides data supporting the need for ongoing academic exploration into race. The marginalization of student populations and ongoing suppression of meaningful conversations about race needs to be addressed in the curriculum and classrooms in order to fully prepare teachers to become agents of change. Through reflexivity, awareness of our environment, and meaningful inquiry we can grow as organic intellectuals. We hope that this interview is a catalyst for ongoing conversations around race, student engagement, and schooling practices.

Connor Sloan is a doctoral student in curriculum and instruction at the School of Education, University of the Pacific, Stockton, California.



Several CCTE leaders at the Spring Conference poster session (left to right): Magaly Lavadenz (then President, now Past President), Cindy Grutzik (then President-Elect, now President), Mona Thompson (member of Board of Directors), Shannon Stanton (member of Board of Directors), and Lettie Ramirez (then a member of Board of Directors, now Vice President for AACTE).

iPads and 21st Century Skill Development

By **Teresa Hess**
Chapman University

Using iPad technology in the classroom is a key component of our project, which focuses on using iPad technology to promote 21st century skill development. Using money we received from a technology grant, we were able to purchase enough iPads to provide a 2:1 ratio in the classroom. We are starting with our social studies curriculum and hope to expand through all areas of the curriculum. Students will complete group projects that will build partnerships between special education, general education, and gifted students. Working and communicating in collaborative groups, students will develop an understanding of the contributions of all team members.

The diverse needs of these student populations will be met through the use of multimedia iPad technology, which allows them to develop essential skills as stipulated in ISTE/NET and 21st century skills. Students will attain these skills as they participate in tasks requiring problem solving skills and creative, critical, and logical thinking. Research strategies and technology skills will increase as students complete group assignments, individual tasks, and assessments. Oral presentation skills, a necessity for the future, will be honed as students present their projects to their class and other groups.

Weaving language arts strands through the social studies curriculum skills will advance development in both areas. Students will have the opportunity to demonstrate their ability to work respectfully with diverse teams as they value the contributions of students with special needs and take on leadership roles. Student engagement and enthusiasm will increase and maintain on-task behavior as all types of learn-

ers are able to utilize their strongest modalities for learning; auditory, kinesthetic, and visual.

Collaborative learning strategies are an accepted educational practice that promotes learning and achievement of all students across the curriculum. Starting with the social studies curriculum, our first project will focus on ancient Egypt. Using a one to two ratio of one iPad device per two students will allow students of all abilities (general education, special education and gifted education) to be contributing group members. Using the *Encyclopedia Britannica Kids Egypt*, Life Cards, Socrative, Popplet, and Story Kit apps students will complete map skills activities, a simulated archaeological dig, complete puzzles using visual spatial skills, create written research presentations, and be assessed on group quizzes and projects.

Fully included special education students will be provided the unique opportunity of “pre-learning” specific applications skills that they will then “teach” the general education students in their group.

Technology provides an endless array of possibilities for instructing our students in the classroom. It is essential that we continue to challenge ourselves to learn new ways to enable our children to develop the skills necessary for their adult lives. Using iPad technology in the classroom contributes to student engagement, enthusiasm, and increased on task behavior. Opportunities are enhanced for special needs students and other diverse learners to be meaningfully involved in the learning process. iPad technology allows for all learners to engage their strongest modalities for learning.



Teresa Hess is a graduate student in the College of Educational Studies at Chapman University, Orange, California.

This article is an overview of the poster session that Teresa presented at the Spring 2012 Conference of the California Council on Teacher Education.

She is shown here displaying her research at the poster session in San Jose.

Transitional Spaces in the First Year of a Doctoral Program

By **Charlane Starks, Chanthou Thoeun, & Connor Sloan**
Doctoral Students at the University of the Pacific

The theme for the CCTE Spring 2012 Conference, “Race, Student Engagement, and Schooling Practices,” provided a platform for educators to come together and discuss the importance of discussing race. The Wine and Cheese Poster Session was a collaborative space that allowed us to showcase our emerging research interests in the areas of “Intersections, Transformations, and Critical Race Theory within the First Year of a Doctoral Program.”

In seeking to understand the ways in which teacher educators, educators, and doctoral students understand, discuss, and teach about the intersections between race and other markers of identity, we posed three central questions to the poster session participants: (1) How is a doctoral student’s identity as a scholar influenced by their race and gender? (2) How do conversations about race and gender transform a doctoral student’s view on the importance and role of teacher education? and (3) In what ways do teacher education doctoral students’ identities intersect toward critically discussing structural and systems barriers without alienating multiple identities such as race and gender?

The space of the poster session provided a venue for us to interact and engage with educators, teacher educators, and doctoral students. Seeking to transform the ways in which educators talk about race, we constructed a six-by-six cubic foot installation piece upon which to center our poster session. The cube functioned as a three-dimensional conversation piece about which participants discussed, reflected upon, and questioned the ways in which race intersects with multiple and sometimes conflicting markers of identity.

The data collected during the poster session revealed an emergent theme of intersections of multiple identity markers predominantly relating to gender and physical ability. Race was widely acknowledged by participants of our poster session as being interconnected to a doctoral student’s identity and vital to validating scholarly discourse. Many of the participants we engaged during our session voiced a need for an increase in the quantity and range of perspectives shared about race in teacher education programs. Concurrent with this desire for increasing the number of perspectives relating to race, participants also voiced an ongoing need for the intersection of race and culture to be ingrained at all levels of education and academia. And through collective reflection, we acknowledge similar themes that emerged from the data collected from our session.

Finally, in the process of analyzing participants’ responses and reflecting upon each of our own experiences as first-year doctoral students, we find that having critical conversations about race and gender is central to the scholarly growth of doctoral students seeking to critically examine race and gender in schooling practices. Our interactive poster session was invaluable; it served as a portal to gain access to the experiences of teacher educators, educators, and doctoral students whose racial identities intersected across multiple markers of identity.

Charlane Starks, Chanthou Thoeun, and Connor Sloan are doctoral students in the Department of Curriculum and Instruction of the Benerd School of Education at the University of the Pacific, Stockton, California.



Connor Sloan, Chanthou Thoeun, and Charlane Starks (left to right) and their Spring Conference poster installation (at right).

From NBC to TPA: A Researcher's Reflection on "How Does Performance Assessment Improve Teacher Practice?"

By **Tseh-sien Kelly Vaughn**
Notre Dame de Namur University

Introduction

While the current state and national reform initiatives reflect a majority of research using performance-based assessment as summative assessment, or as a formal measure of teacher quality, less work has shown how such assessment serves as *formative assessment*, or as an instrument to help teachers sustain or improve in their practice. In particular, undertaking such a performance-based assessment can help teachers gain professional development insights and improve their pedagogy and curriculum planning. This follows from my earlier research with Stanford University's National Board research team in documenting the sustained increased progress of pedagogy and curriculum by teachers pursuing National Board Certification (NBC) (Sato, Chung, Greenwald, Dean, & Vaughn, 2010).

Thus by focusing on pre-service candidates pursuing licensure in California, my research proposal will involve the documentation and analysis of traditional college teacher education programs that use the official state-sanctioned Teaching Performance Assessment (TPA) as formative assessment while their pre-service candidates are still actively studying in the program. I propose utilizing the theoretical framework of action research to address the question, "How do teacher educators and their student teachers improve when undergoing the TPA experience as both summative and formative assessment?"

Background: NBC Research

I worked with Drs. Linda Darling-Hammond, Mike Atkins, and Misty Sato while a doctoral student at the Stanford University School of Education. Our research team explored the possibility of NBC as a means of formative



Tseh-sien Kelly Vaughn at her poster session display.

assessment. We followed two comparative groups over three years from 2004-2007, one composed of students who were pursuing NBC and a second group who did not pursue it. All participants were either math or science teachers at the secondary level.

Our study design, results, and implications from our research are reported in a prior publication (Sato, Chung, Greenwald, Dean, & Vaughn, 2010). In this summary, I will highlight key components from the study as they bridge over to my current work. Our team initially created six dimensions of formative assessment using common language and ideas from NBC and the PACT TPA: (1) views and uses of assessment by both teacher and his/her students; (2) range/quality/coherence of assessment methods; (3) clarity and appropriateness of goals and expectations for learning; (4) opportunities for student self-assessment; (5) modifications by the teacher based on student assessment information; and (6) teacher quality and appropriateness of feedback to students.

Each dimension had levels of 1-5, 5 being the highest or most comprehensive level. In each of the three years, we collected data in the form of observation field notes, interviews, video tapings, student samples, and teacher written essays and organized them as participant portfolios. We scored each portfolio based on the assessment dimension rubrics (we had an average of 49% of all portfolios repeatedly scored for inter-rater reliability).

What we had noticed was that in year one of the study, teachers who pursued NBC had overall lower mean score in our formative assessment rubric in comparison to their non-NBC counterparts. But by year three, teachers who pursued NBC increased and maintained a higher mean score in terms of formative assessment than their non-NBC counterparts. We also included six case studies in our final report, three teachers who pursued NBC and three teachers who did not.

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Presenters from the poster session at the California Council on Teacher Education Spring 2012 Conference in San Jose were invited to prepare brief articles describing their posters for publication in *CCNews* so that CCTE members and delegates who did not attend the Conference could share in the poster information.

This article and the one that follows are two of the resulting reports.

From NBC to TPA: A Researcher's Reflection on "How Does Performance Assessment Improve Teacher Practice?"

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As noted in our study: "The cases illustrate how the teaching standards and certification process can be used to *guide the development of practice through a process of analytic reflection* [and also show] in the absence of such guidance, development can be stalled" (p. 325, italics mine).

Transfer of the NBC Study Findings to the Current Situation with TPA

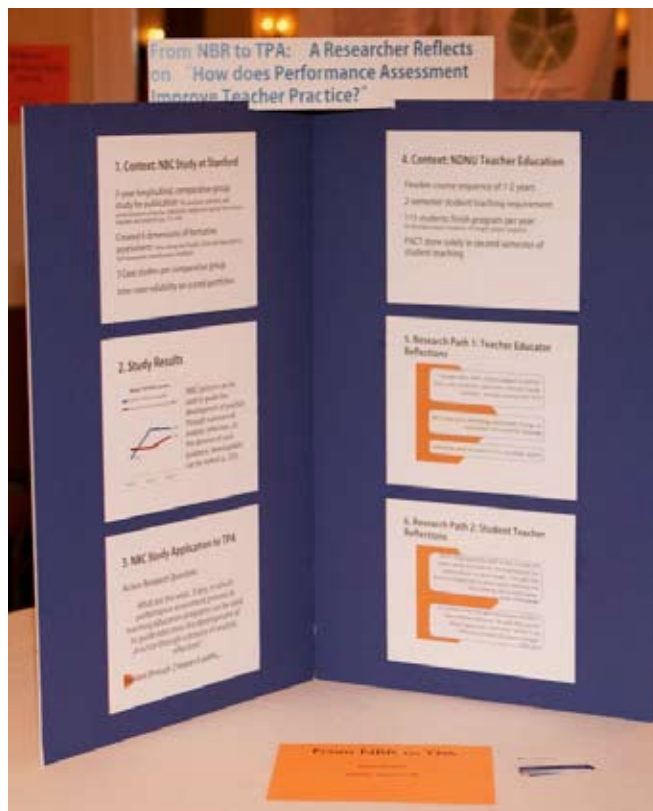
My doctoral research assistantship influenced my thinking in my current job. I've utilized the same key quote from the NBC research in my current work on the TPA, particularly the TPA conducted at my university (PACT), but with a twist as noted in the following highlighted segment: "What are the ways, if any, in which performance assessment process in teaching education programs can be used to *guide educators in the development of practice through a process of analytic reflection?*" In other words, does the PACT experience serve as a guide for student teachers to develop and improve on their teaching practice by means of analytic reflection?

Since 2008 when the TPA component was implemented in all teacher education programs in California, we at Notre Dame de Namur University (NDNU) have our students complete their TPA during the second semester student teaching assignment. The question I posed above entails two research paths for me to examine further: (1) formative assessment for teacher educators and (2) formative assessment for student teachers. I will share preliminary evidence stemming from each path.

Research Path 1: TPA as Formative Assessment for Teacher Educators

Immediately after the first semester of PACT implementation (Spring 2009), we noticed that our student teachers were not getting the language in the directions, the prompts, and rubrics. So we decided to modify the content of our seminar class to include the PACT experience by: (1) allowing student teachers to understand the various parts of the PACT teaching event and (2) require that students create a practice PACT draft. At the same time, we asked all our university supervisors to become PACT scorers. We realized later that it will come to benefit all parties to use common language from the PACT program, connecting the particular language with elements of strong teaching practices both in student teachers' courses and their teaching assignments. After these two efforts, our university has held the PACT passing rate for our students at 91%.

Furthermore, after the first year of PACT implementation, as a whole faculty we systematically looked at the mean rubric scores to see how our student teachers are doing. We



Tseh-sien Kelly Vaughn's poster at the Spring Conference.

found that the two areas that had lower mean scores were in assessment and academic language. We then met over numerous debriefings, meetings, and retreats to discuss the data and how we can improve students' understanding of these two areas within our program. We saved our individual field notes and collective meeting minutes in order to help us do further program review. We also recorded our progress in our WASC and CTC reports. As of this date, we are preparing for our upcoming professional development with an emphasis on how to better align the "capstone" assignment (also known as Embedded Signature Assignment) with skills for students to improve in assessment and academic language.

Research Path 2: TPA as Formative Assessment for Student Teachers

I do not have as much data in this area as I do for teacher educator reflections. That said, the comments I have received over the years made me wonder from the student teachers' perspective: "How was the PACT experience for them?" In the past three years, I have been told by a number of student teachers that although the PACT portfolio process (known as the Teaching Event) was hard and time consuming, they were

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From NBC to TPA:

A Researcher's Reflection on "How Does Performance Assessment Improve Teacher Practice?"

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able to reflect and improve in their teaching at the same time. So in preparation for this talk, I sent out an informal e-mail survey to all alumni in the past four years from our teacher education program. The survey entailed three questions: (1) What did you like least about the PACT experience and why? (2) What did you like most about the PACT experience and why? and (3) Which of the five tasks (context, planning, instruction, assessment, and reflection) stood out the most for you, and why?

Seven students responded. Common patterns of what they disliked were: technical aspects of videotaping and uploading them to online program, repetition of their replies, and too much writing. Common patterns of what they liked were: instructors working with them, opportunities in PACT for them to instruct in the classroom, and reflection. Common patterns of what stood out were planning, reflection, and assessment. Planning and reflection comments were portrayed in a positive way by the respondents, whereas assessment was viewed with mixed views—some alumni stated it stood out in good ways, and others in negative ways.

Although it's too early and this is too small of a sample size to determine larger patterns for our NDNU students, there were some responses that made me curious (or perhaps hopeful) to venture the possibility of the PACT as formative assessment through reflection for my students. I refer to the following comments by my students:

What I liked about the PACT is that it made me reflect about my students, my teaching and the school where I student taught. I thought this process allowed me to reflect about teaching and thus allowing me to teach better. (Annette, Foreign Language)

[In answer to what she liked most about the PACT.] The reflection because I've used that specific lesson again and I used what I wrote in my reflection to make the lesson stronger. (Angela, Math)

I looked at them as a cycle that one feeds to the next one, and eventually from the reflection. You go back to planning and refine your entire instruction...I looked at them as a cycle that one feeds to the next one, and eventually from the reflection you go back to planning and refine your entire instruction. (Manny, Math)

In terms of follow up, two possibilities are: (1) continue the survey of alums who completed PACT—this would entail either keeping the same questions, modifying questions, and/or modifying methods to carry out the surveys; and (2) longitudinal study that comprises interviews and/or observations within the first two years after completing PACT.

Tseh-sien Kelly Vaughn is an assistant professor in the School of Education and Leadership at Notre Dame de Namur University, Belmont, California. This article summarizes her poster session presentation at the CCTE Spring 2012 Conference.



CCTE Spring 2012 Conference participants circulate around the poster session room to talk with presenters.