CCNews

Newsletter of the California Council on Teacher Education

Volume 24, Number 4, Winter Issue, December 2013

Jo Birdsell & Judy Mantle, Co-Editors (National University)

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

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Celebrating a Highly Successful Fall 2013 CCTE Conference

A group including CCTE leaders, several conference speakers and panelists, and other attendees gather at noon on Saturday, October 26, to celebrate the conclusion of a highly successful Fall 2013 CCTE Conference. See an additional photo essay about the Conference on pages 8 and 9 of this newsletter. Photo by Nirmla Flores (University of Redlands).

CCNews

Newsletter of the California Council on Teacher Education

Message from CCTE President Cindy Grutzik

Colleagues,

I hope this finds you enjoying the start of the holiday season, and making plans for winding up the semester.

Editor Appointments

Let me begin by announcing some changes in the editorship of two of our publications. First, as you will see in this edition of *CCNews*, our long-term editor Heidi Stevenson has handed over the reins to two new co-editors, Jo Birdsell and Judy Mantle of National University. My sincere thanks go to Heidi for advancing this publication through some great changes, including the development of its current online format that allows for a much richer and more comprehensive set of articles, photos, and announcements. I am so pleased that Jo and Judy have stepped up to take this on as a service to CCTE, and we are looking forward to their guidance and innovation. Their introduction as co-editors and contact information appears on page 11 of the newsletter—please e-mail them with articles, stories, and ideas.

Cindy Grutzik

Second, beginning in January 2014 TEQ (*Teacher Education Quarterly*) will have a new editor, Kip Tellez of the University of California, Santa Cruz. I am grateful for the leadership, dedication, and hard work of our outgoing editor Chris Faltis. Under his guidance, TEQ has persisted in the strong direction set by Tom Nelson and has continued to grow as one of the nation's top journals in the field. We are confident in Kip's vision and skills as the new editor, and are grateful for his willingness to partner with CCTE in this essential role.

Fall Conference

Thanks to all who made the Fall 2013 Conference in San Diego a success, including my planning co-chairs Tom Nelson and Andrea Whittaker. With nearly 300 in attendance, it was one of our largest meetings yet, and still it retained, as always, its collegial and professional tone. The theme, "Regenerating the Field: Our Future Scholars, Practitioners, and Partners" drew together a broad range of teacher educators, and for the first time placed significant emphasis on doctoral programs that prepare future teacher educators. We also had a great group of first-time attendees, and their feedback on their experience affirmed my belief in the significance of CCTE as a professional community.

Our two keynote speakers, Frances O'Connell Rust (University of Pennsylvania) and Robert V. Bullough, Jr. (Brigham Young University) got all of us thinking about the hope and the challenges we face together. Since they each stayed for the whole conference, we got to spend time delving into their ideas and getting to know them better. This was a unique opportunity for all of us. The two Saturday Institutes were a success as well, with good attendance and timely topics. We hope that everyone who attended completed the Conference Evaluation survey. If not, please do so—the web link is http://www.surveymonkey.com/s/S2ZKH7Y.

Organizational Updates

I'd like to share the Organizational Updates that I gave at the opening of our recent Fall conference, in the interest of informing all CCTE members of the good work that the Board is undertaking.

• I have learned that in comparison with many other non-profits, we have a very dedicated and effective Board of Directors. This is one of CCTE's strongest assets. I am so appreciative of each person's energy, ideas, collegiality, and commitment. Our Board exemplifies the warm professional and collaborative culture that CCTE has built over the last 68 years, and is working hard on behalf of the organization.

• At our June retreat, I asked the Board to address organizational capacity-building for CCTE, and to learn more about all aspects of the governance and functioning of this vibrant non-profit organization. A few matters are top on our list, and we are actively working on each area:

Revising the Bylaws: Our Retreat facilitator, Roberto Vargas, challenged us to review the bylaws to see whether they allow us to fully enact our vision and mission. A small task force is working

—continued on next page—

Message from CCTE President Cindy Grutzik

(continued from previoius page)

on this review, and we expect to have a draft for the membership to review prior to the Spring 2014 conference. We will discuss them during that conference's Policy Session and Delegate Assembly.

Developing short- and long-term plans for a staffing model for CCTE: As we've grown, so have our needs, especially regarding technology. Our Executive Secretary Alan Jones continues to fulfill his role exceptionally well, and we have asked him to help the Board engage in planning for future staffing so that our organization's needs will continue to be met well into the future.

Understanding our journals: CCTE sponsors two excellent journals: *Issues in Teacher Education* and *Teacher Education Quarterly*. It is important for us as Board members to fully understand how these journals operate, and our relationship with each. These publications, as we heard from our keynoter Bob Bullough, are a significant contribution of CCTE to the national and international education community.

San Jose in March

I'm looking forward to seeing you all in San Jose on March 27-29 for the CCTE Spring 2014 Conference. I wish for each of you a winter holiday full of light, friendship, R&R, safe travel, and hopefully a good adventure or two.

—Cindy Grutzik
CCTE President
California State University, Long Beach

Jim Cantor, Alan Jones, and Cindy Grutzik at the CCTE Fall 2013 Conference in San Diego.

Watch for News from the CCTE Awards Committee

Co-Chairs Jose Lalas & Paula Motley and Their Committee Are Rethinking the CCTE Awards Program

They Will Have Some New Announcements and Invitations for Nominations for Awards on the CCTE Website and in Future Issues of *CCNews*

Dates of Future CCTE Semi-Annual Conferences

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

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

Spring 2015, March 19-21 - Sainte Claire Hotel, San Jose

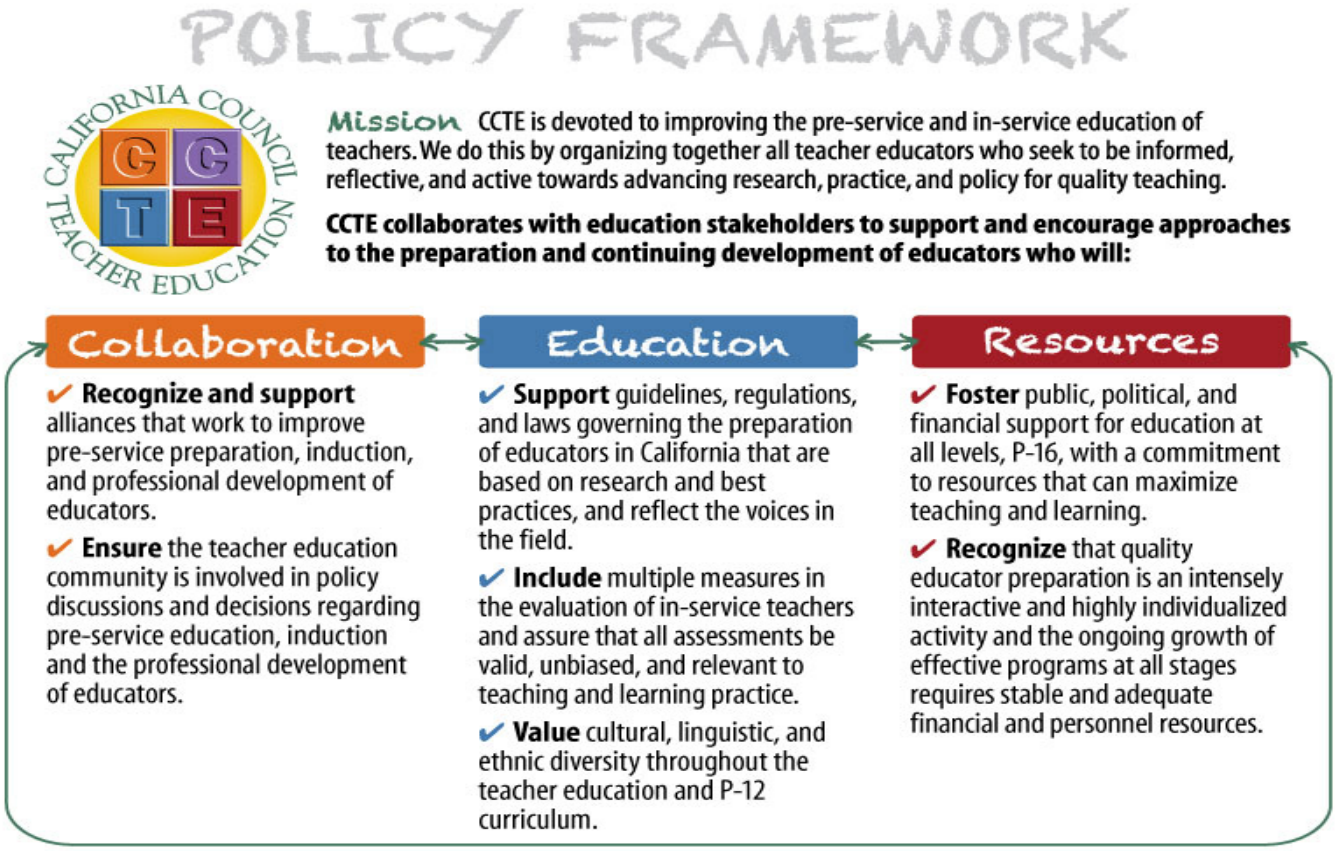
Fall 2015, October 22-24 - Kona Kai Resort, San Diego

Spring 2016, March 31-April 2 - Sainte Claire Hotel, San Jose

Fall 2016, October 20-22 - Kona Kai Resort, San Diego

Revised CCTE Policy Framework Adopted by Membership at Fall 2013 Conference

Below is the infographic representation of the revised California Council on Teacher Education Policy Framework in the form that it was adopted unanimously by the membership at the first policy session of the Fall 2013 Conference on October 24.



Special Events at all CCTE Conferences

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 Morning or Afternoon
Reception & Conference Banquet - Thursday Evening
Sing-a-Long - Thursday Evening after Banquet
Journal Editorial Board Meetings - Friday Breakfast
Policy Sessions - Thursday Afternoon & Friday Afternoon
Awards Luncheon - Friday Noon
Poster Session - Late Friday Afternoon
Graduate Student Caucus Dinner and Discussion - Friday Evening
Capstone Institutes & Adjournment - Saturday Morning

From the Desk of the CCTE Executive Secretary

CCTE Membership

The 2013-2014 membership year for the California Council on Teacher Education is now well underway. To date we have received 60 institutional memberships as well as 42 individual memberships, and we expect at least 10 more institutions and 20 more individuals to renew or join anew yet this year. If that occurs, we will meet or exceed our budgeted memberships goals for the year, something which we have accomplished in each recent year.

CCTE Conferences

As you can observe from the photo on the first page of this newsletter and the photo retrospective on pages 8 and 9, our Fall 2013 CCTE Conference was a major success. All of us in CCTE owe special thanks to Frances O'Connell Rust and Robert V. Bullough, Jr., who not only offered stimulating keynote addresses but both stayed for and participated in the full three-day Conference. Jamy Stillman and Brad Olsen also made significant presentations and were then joined by Cindy Coleman, Keith Howard, Jomeline Balatayo, Karen Lafferty, Jennifer Edstrom, and Michele McConnell for an exciting Saturday morning institute conversation. Additional thanks go to Jomeline and Karen for their planning and co-chairing of the Graduate Student Caucus activities at the Conference. The overall success of the Conference was due to outstanding work by the planning committee, co-chaired by Cindy Grutzik, Tom Nelson, and Andrea Whittaker, who were supported by too many others to name here, but thanks go to them all.

The Spring 2014 Conference will be held around the theme "New Teaching and Learning Spaces." The Conference will examine new environments in which we are working, teaching, and learning with faculty, candidates and students. Sharon Russell (CalStateTEACH) and Keith Howard (Chapman University) are co-chairs of the Spring Conference Planning Committee and an overview and introduction of keynote speaker Alison A. Carr-Chellman appears on pages 6 and 7 of this newsletter.

Plans are also in the works for the Fall 2014 Conference which will explore issues of the arts and equity in teacher education. Look for more details in upcoming issues of the newsletter.

CCTE New Faculty Program and Graduate Student Support Program

Updates on the CCTE New Faculty Program and the CCTE Graduate Student Support Program appear on page 12 of this issue of *CCNews*. Opportunities remain for interested individuals to apply to either of these programs for this 2013-2014 year.

CCTE Website

Be sure to visit our CCTE website regularly, since this is the best way to stay informed about our activities as well as to exchange information with your teacher education colleagues. All issues of *CCNews* are posted to the website, and you are also encouraged to participate in our blogs and other social media connections.

Newsletter

With this Winter 2013 issue of *CCNews* we welcome Jo Birdsell and Judy Mantle of National University as our new co-editors. All delegates and members are encouraged to contact Jo and Judy with ideas as well as with news items, brief articles, and other material for their consideration. I offer both personal thanks and thanks on behalf of CCTE for Heidi Stevenson's service as newsletter editor over the past six years and for the exciting growth of *CCNews* during that time.

CCTE Journals

Special congratulations to Kip Tellez of the University of California, Santa Cruz, who has been appointed by the CCTE Board of Directors to serve as the editor of *Teacher Education Quarterly* for a three-year period effective January 1, 2014. And huge thanks to Chris Faltis for his service as editor during the past three years.

CCTE will celebrate its 70th anniversary in 2015, and that milestone will be marked with a special program at the Spring 2015 Conference in conjunction with publication of a special issue of *Issues in Teacher Education* focusing on the history and accomplishments of CCTE as well as commentary on the future of the organization. Watch for further details over the coming months.

CCTE 2014 Annual Election

The 2014 annual CCTE election will involve selection of a new President Elect, the two Vice-Presidents for AACTE and ATE, and three members of the Board of Directors. The Nominations and Elections Committee, chaired by CCTE Past President Magaly Lavadenz, is currently seeking nominees for those offices. An announcement of the election, along with the list of nominees and information on how additional nominations may be made by petition, will be circulated to all CCTE members and delegates early in January. The final list of nominees and ballots will be mailed out in February and voting will close as of the Spring 2014 Conference.

—**Alan H. Jones**, CCTE Executive Secretary,
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Preview of the Spring 2014 CCTE Conference:

Addressing the Theme "New Teaching and Learning Spaces"

By Sharon Russell (CalStateTEACH)
& Keith Howard (Chapman University)
CCTE Spring 2014 Conference Co-Chairs

As a continuation of the explorations at the Fall 2013 Conference of the California Council on Teacher Education and the goal of stimulating the next generation of teachers and teacher educators, the Spring 2014 Conference will focus on the question: What are the spaces in which we will teach and learn? The Spring 2014 Conference will be held March 27-29 at the Sainte Claire Hotel in San Jose.

Over the last decade the conversation has focused on the tension between brick and mortar and online delivery models. The discussion is no longer about a classroom of students taught by one teacher, but rather, about the customization and individualization of instruction so that the needs of all learners are meet with an array of tools and learning platforms to support learners and teachers. The focus is on hybridization of instructional delivery and a transformation of the curriculum and the role of teaching and the teacher.

Twenty-first Century curriculum has embraced the importance of creativity, communication, critical thinking and problem solving, and collaboration. How does this change the learning and teaching process?

Guiding Questions for the Spring 2014 Conference include:

1. How can we think beyond existing boundaries to use the full range of available resources/tools to engage and support all learners?

2. Does a teacher's effectiveness have a bigger impact than delivery mode?

3. Can we collaborate across delivery models?

4. What are the criteria for assessing whether the advantages of a new delivery method outweigh the possible disadvantages?

5. How can we incorporate students' interests and practices into instruction in ways that remain content focused and allow them to demonstrate knowledge acquisition?

The Co-Chairs for the Spring 2014 Conference are **Sharon Russell** (CalStateTEACH) and **Keith Howard** (Chapman University). They can be contacted at srussell@calstate.edu and khoward@chapman.edu

The keynote speaker for the Spring 2014 Conference will be **Alison A. Carr-Chellman** of Pennsylvania State University (see additional information about her on next page).

As a capstone for the Spring 2014 Conference, Saturday March 29 will feature an insitute entitled "Integrating the Social-Emotional Dimension of Teaching and Learning in Pre-Service Teacher Education" presented by the San Jose State University Collaborative for Reaching & Teaching the Whole. A second Saturday institute will likely be chosen by the Spring 2014 Conference Planning Committee.

Additional information on the Spring 2014 Conference will appear in future issues of *CCNews*, on the CCTE website (www.ccte.org), and via e-mails to the membership. A formal announcement of the Conference with the tentative program and registration materials will be sent to all CCTE delegates and members in early January.

The deadline for submitting proposals for concurrent sessions and the poster session at the Spring 2014 Conference is January 15. A call for proposals appears on page 10 of this issue of the newsletter.

Keynote Speaker for Spring 2014 Conference— Alison A. Carr-Chellman

Dr. Alison A. Carr-Chellman has been a professor of Instructional Systems at the Pennsylvania State University for 17 years and currently serves as the Head of the Learning and Performance Systems Department.

She earned her undergraduate in elementary education and taught school briefly before returning to school for her masters degree in Instructional Design, Development, and Evaluation both at Syracuse University. She worked at a tutoring center while in Syracuse, followed by work as a trainer of jet fighter pilots at McDonnell Douglas in Denver, Colorado.

She subsequently returned to graduate school in Instructional Systems Technology with a focus on Educational Systems Design at Indiana University in Bloomington. This was the start of her examinations of broad system-wide changes in schools and how to effect and sustain them. She became enmeshed in research and theories with a particular interest in the underserved and silenced among those engaged in school change and policy-making.

This led Ali to a position at Penn State in their Instructional Systems graduate program. Here, her own research focus remained on systemic change of schools and how technology can be used to increase innovation and the creation of learning environments. About this time, Ali had twin sons and a daughter just a year after. Her experiences in schools around her own children dramatically affected her current research efforts which are aimed at a deeper understanding of the experiences of boys in schools and how to re-engage them within a digital media learning framework.

Her current research and teaching includes work with games in schools, both educational and commercial/ entertainment. She is currently interested in the attitudes of teachers and parents toward gaming in the classroom and has a TED talk on the topic of using games to re-engage boys in their own schooling.

She has written more than 100 articles, books, book chapters, and papers on topics related to school change with a particular emphasis on those populations who are underserved by the current system. Her recent "TED Talk," on gaming to re-engage boys in learning, has brought international attention to the issues facing boys in the current educational system and ways that digital learning media may be used to highlight the mismatch between boy culture and school culture.

Alison A. Carr-Chellman

Other Upcoming Activities at Spring 2014 Conference

The Spring 2014 Conference will also involve:

Semi-annual meetings of:
the California Association of Professors of Bilingual Education;
the California Association of Professors of Special Education/Teacher Education Division;
the Independent California Colleges and Universities Council on the Education of Teachers

Semi-annual meetings of the CCTE Special Inteterst Groups

Meetings of the CCTE Graduate Student Caucus

Meetings of the editorial boards for *Issues in Teacher Education* and *Teacher Education Quarterly*

Concurrent Research Sessions and the Friday afternoon Poster Session

Policy Sessions/Policy Discussions

Thursday Conference Banquet

Friday Awards Luncheon

Saturday Institutes

A Photo Review of the Fall 2013 CCTE Conference

The Fall 2013 CCTE Conference began Thursday morning, October 24, with meetings of the California Association of Professors of Bilingual Education, the California Association of Professors of Special Education/Teacher Education Division, the Independent California Council on the Education of Teachers, and the CCTE Graduate Student Caucus. Pictured above (left to right) are Conference co-chair Thomas Nelson and keynote speakers Frances O'Connell Rust and Robert V. Bullough, Jr. talking with the Graduate Student Caucus.

Frances O'Connell Rust of the University of Pennsylvania delivered the Thursday afternoon keynote address entitled "The Problem IS the Practice: Toward Designing New Ways to Prepare Teachers."

CCTE leaders Cindy Grutzik, Laurie Hansen, Susan Westbrook, Deborah Hamm, and Juan Flores (left to right) meet to discuss CCTE by-laws revision during the Fall 2013 Conference.

Robert V. Bullough, Jr. of Brigham Young University presented the Friday morning keynote address entitled "Academic Capitalism and the Future of Teacher Education: A Rhetorical Analysis of *Preparing Teachers*."

Brad Olsen of the University of California, Santa Cruz, shares information from his research on professional development of teacher educators late Friday morning.

A Photo Review of the Fall 2013 CCTE Conference

Maria-Cecelia Gomez (center) received the CCTE Oustanding Dissertation Award for her study completed at the University of California, Davis. The award was presented by Barbara Merino, Maria-Cecelia's dissertation adviser at Davis, and Jose Lalas, co-chair of the CCTE Awards Committee. The award was presented at the Friday lunchoen at the Fall 2013 Conference.

Current and former graduates students at the University of the Pacific—Robin Perry, Teresa Vail, Charlane Starks, Roger Coss, and John Cassell (left to right)—present "Perspectives, Orientations, and Beliefs of Future Teacher Educators in Their Own Words" as part of the Friday afternoon poster session at the Fall 2013 Conference.

Additional information about the Fall 2013 Conference—including the program and relevant background articles—is available on the CCTE website (www.ccte.org—see the conferences page). Further materials from the Conference will be posted in the coming weeks.

All photos on these pages are by Nirmla Flores (University of Redlands).

Mary Vixie Sandy, Executive Director of the Commission on Teacher Credentialing, speaks at the second policy session on Friday afternoon of the CCTE Fall 2013 Conference.

Paul Ammon, Jomeline Balatayo, and Cindy Coleman between sessions at the Fall 2013 Conference.

Fall Conference co-chair Thomas Nelson introduces one of the keynote speakers at the Fall 2013 Conference.

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

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for future CCTE semi-annual conferences. Proposals that relate to the theme of each conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for both concurrent presentation sessions and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). CCTE conference schedules provide for one or more time slots for concurrent presentations and another time for poster sessions.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (poster session or 30- or 60-minute concurrent presentation). (The cover sheet form is available on and may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)

◆ File attachment of a maximum 1800-word, single-spaced, proposal without names of the presenters.

Proposals should be e-mailed to Laurie Hansen, Chair of the CCTE Research and Practice Committee at:

hansenl@uci.edu

Deadlines

Deadline for proposals for the Spring 2014 Conference is January 15, 2014; for Fall 2014 is August 15, 2014.

Content of the Proposal

◆ A brief overview of the study/project/program session including purpose/objectives;
◆ Indication of significance to the field of teacher education;
◆ For research proposals, describe theoretical framework, methodology, and overview of results;
◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy. and conclusion.

Criteria for Selection

The extent to which the proposal:

◆ Contributes to the theme of the conference, or in the case of poster proposals to other significant teacher education issues;
◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
◆ If a practice proposal, how well conceived and described is the practice?
◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must register for and attend the Fall 2013 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

Miscellaneous

Presenters at CCTE Conferences are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Written descriptions may also be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for consideration for publication in either *Teacher Education Quarterly* or *Issues in Teacher Education*.

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New Co-Editors Appointed for *CCNews*

CCTE President Cindy Grutzik has appoimted Jo Birdsell and Judy Mantle as the new co-editors of the organization's quarterly on-line newsletter, *CCNews*. Jo and Judy are professors at the School of Education at National University where Judy also serves as associate dean. Jo is also the current president of the Independent California Colleges and Universities Council on the Education of Teachers, while Judy is the current president of the California Association of Professors of Special Education/Teacher Education Division.

They replace Heidi Stevenson of the University of the Pacific, who served as *CCNews* editor for the past six years.

Judy Mantle & Jo Birdsell

Comment from the New Co-Editors

"We are excited to serve as the co-editors of *CC News*. We admire and respect the work Heidi has done on the newsletter so are not going to be changing a thing at this point. In addition, the initial NCATE/CTC visit for National University, where we both work, is in mid-March, so we are very focused on that. However, if you would like to recommend changes to the newsletter, we are happy to receive them. We will see you (post accreditation visit) in San Jose in March. Until then, happy reading!"

—Jo Birdsell & Judy Mantle

CCNews Call for Articles and News

CCNews continues to evolve with the inclusion of sections that feature CCTE news, semi-annual conferences, organizational activities, best practices from the field, and other brief articles. The goal continues to be to create a forum for CCTE members to share information and celebrate our successes.

We are also encouraging all concurrent session and poster session presenters at CCTE semi-annual conferences to write about their presentations for the newsletter.

Just e-mail your submissions as an attachment to either of the co-editors:

jbirdsell@nu.edu or jmantle@nu.edu

The deadline for materials for the Spring 2014 issue is February 15.

Remember that
Past Issues of CCNews
Are Available
on the CCTE Website

www.ccte.org

Go to the newsletter page
and check archived issues

ICCUCET Update

By Jo Birdsell, ICCUCET President

We had a lively meeting prior to the start of the CCTE Fall Conference in October. Teri Clark spoke and answered questions about the removal of the one-year cap on programs, implementation of new regulations regarding interns, the work of CDE and CTC together on Common Core Standards, and more.

Christine Zeppos, Dean at Brandman University and ICCUCET Board Member, talked about working with AICCU on policy issues and staying informed of issues as they are in development. The ICCUCET Board is exploring ways to use our budget to support travel to CTC meetings as a way to build relationships with decision makers and lend an additional voice to those who represent private and independent institutions.

We concluded the meeting with rotations to charts where individuals shared ideas for and thoughts and questions about the following topics: interns and new requirements, dealing with the rate of change, staying updated on policy issues, and ideas for future ICCUCET meetings. The ICCUCET Board will be meeting by phone to review the information shared and plan for the CCTE Spring Conference where we will build upon your feedback at our Thursday morning meeting.

The Spring meeting will also include ICCUCET elections. Thanks to those who have volunteered to have their names considered for the Board. See you soon in March in San Jose.

CAPSE & Special Education SIG Report from Fall Conference

By Judy Mantle, CAPSE/TED President & Special Education SIG Chair

Several topics, issues, and trends were addressed during CAPSE/TED meeting and Special Education SIG on Thursday, October 24, at the Fall CCTE Conference. Dr. Teri Clark, Director of the Professional Services Division at the California Commission on Teacher Credentialing (CTC), and Mr. Bob Loux, newly appointed CTC Consultant for Special Education, provided updates and insights relative to important Special Education teacher preparation matters of high interest to all in attendance. Among the topics presented were TPE's for Special Education, clearing a Special Education credential, Local Control Flexible Funding (LCFF) relative to intern and induction programs, and resources available to Special Education teacher education professionals.

Dr. Clark introduced Mr. Loux who provided the group with information about his interests, experiences, and professional preparation for his new role at CTC. He offered his assistance to all and invited everyone to contact him as necessary for technical assistance.

Information about the Special Education Task Force that is being constituted was shared. Sub-committees of the group will be organized around several topics: (1) Teacher Preparation/Credentialing/Professional Development, (2) Evidence-Based Practices/Successful Service Delivery Models, (3) Assessment and Accountability, (4) Early Education/Learning, and (5) Fiscal Issues, Coordinated with LCFF. All who attended were most appreciative of the information provided by Dr. Clark and Mr. Loux.

Special Interest Groups (SIGs) That Meet at CCTE Semi-Annual Conferences:

Arts in Education SIG
BTSA & Induction SIG
Coordinators/Directors of Credential Programs SIG
Equity & Social Justice SIG
Internationalizing Teacher Education SIG
Lives of Teachers SIG
Special Education SIG
Technology and Teacher Education SIG
Undergraduate Teacher Education SIG

See CCTE Website (www.ccte.org) for Further Information on the SIGs

Special CCTE Programs, Opportunities

CCTE New Faculty Support Program

The CCTE New Faculty Support Program is now in its third year of operation. To date we have seven participants for the 2013-2014 year, and additional applications will still be welcomed. Each participant receives a complimentary annual CCTE individual membership and complimentary conference registration and encouragement to participate and present at one of our conferences. Participants are also assigned a mentor from among the CCTE leadership, with the goal of assiting new faculty as they become involved in the teacher education field and in CCTE. For this program, anyone within the first five years of service as a teacher education faculty member at a CCTE member institution is eligible to apply. Further information about participation and the application process appears on the CCTE website.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program also continues to operate during the 2013-2014 year. Eight graduate students have applied and been accepted for support this year, and additional applications are welcomed at any time. Each program participant receives a complimentary CCTE student membership for the year and complimentary conference registration and encouragement to participate and present at one of our conferences. The program is geared to assist graduate students who are studying to be teacher educators and is open to students at any college or university in California. Again, relevant information is available on the CCTE website.

Support for graduate students participating in this program comes from the CCTE Graduate Student Fund, which was established three years ago following a generous contribution from Thomas Nelson at the University of the Pacific. The fund has been enhanced by contributions from several other CCTE members, including a similarly generous contribution from Joel Colbert at Chapman University. Continuation of the Graduate Student Support Program depends on further contributions to support the effort. All CCTE members are encouraged to make an annual contribution to sustain the program. Such contributions should be made payable to the California Council on Teacher Education, with a note that the contribution is intended for the Graduate Student Fund, and mailed to the attention of Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard OMB 275, San Francisco, CA 94118.

CCTE Annual Co-Sponsorship Program

For the past four years CCTE has invited Annual Co-Sponsors to help support our semi-annual conferences and other ongoing CCTE activities. This program is open to all colleges and universities, educational organizations, philanthropic foundations, and companies and other enterprises that have an interest in teacher education. Annual Co-Sponsorships are available at four different levels, depending on the funds contributed, and all Co-Sponsors are listed on the semi-annual conference programs, in our quarterly newsletters, and on the CCTE website.

Invitations to participate as Annual Co-Sponsors are extended each year to all CCTE institutional members as well as to foundations and companies associated with the teacher education field. Further information as well as a form for signing up as an Annual Co-Sponsor are available the CCTE website.

For this current 2013-2014 sponsorship year, participating Co-Sponsors are the College of Educational Studies at Chapman University, Evaluation Systems Pearson, the School of Education at Loyola Marymount University, The Graduate School of Education and Psychology at Pepperdine University, and the University of California Riverside Extension.

Special thanks are also offered to our other Annual Co-Sponsors from recent years: The Departments of Teacher Education and Special Education at Azusa Pacific University, the College of Education and Allied Studies at California State University East Bay, and the College of Education at San Diego State University. It is hoped that these previous Annual Co-Sponsors will offer this special support to CCTE again this year, and that they will be joined by yet others. The Annual Co-Sponsor Program allows CCTE to enhance the semi-annual conferences as well as many other CCTE activities.

Friends of CCTE Program

The Friends of CCTE Program is an ongoing solicitation for contributions from CCTE members, delegates, and friends, over and above annual membership dues, to provide additional support for all CCTE activities. All members, delegates, and friends are encouraged to make an annual contribution of any amount. CCTE is a 501c3 non-profit organization, so contributions to CCTE are tax-deductible. Such contributions should be made payable to the California Council on Teacher Education, with a note that the contribution is intended for Friends of CCTE, and mailed to the attention of Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard OMB 275, San Francisco, CA 94118.

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Remedying Educators' Data Analysis Errors with Over-the-Counter Data

By Jenny Rankin

Training programs for teachers have generally not addressed data skills and data-informed decision-making (USDEOPEPD, 2011). Many teachers and administrators do not know fundamental analysis concepts, and 70% have never taken a college or post graduate course in educational measurement (Zwick et al., 2008). Few teacher preparation programs cover topics like state data literacy (Halpin & Cauthen, 2011). In fact, most people responsible for analyzing data have received no training to do so (DQC, 2009; Few, 2008).

The Food and Drug Administration (FDA) requires over-the-counter medication to be accompanied by textual guidance proven to improve its use, deeming it negligent to do otherwise (DeWalt, 2010). With such guidance, patients may take over-the-counter medication with the goal of improving wellbeing while a doctor is not present to explain how to use the medication. No or poor medication labels have resulted in many errors and tragedy, as people are left with no way to know how to use the contents wisely (Brown-Brumfield & DeLeon, 2010).

Labeling conventions can translate to improved understanding on non-medication products, as well (Hampton, 2007; Qin et al., 2011). Thus, in the way over-the-counter medicine's proper use is communicated with a thorough label and added documentation, a data system used to analyze student performance can include components to help users better comprehend the data it contains. Yet data systems display data for educators without sufficient support to use their contents—data—wisely (Coburn, Honig, & Stein, 2009; Data Quality Campaign [DQC], 2009, 2011; Goodman & Hambleton, 2004; National Forum on Education Statistics [NFES], 2011). Labeling and tools within data systems to assist analyses are uncommon, even though most educators analyze data alone (U.S. Department of Education Office of Planning, Evaluation and Policy Development [USDEOPEPD], 2009). Essentially, data systems and reports do not commonly present data in an "over-the-counter" format for educators, whose primary option for using data to treat students is thus akin to ingesting medicine from an unmarked or marginally marked container.

Unfortunately, the resultant data analyses are flawed. Educators often do not use data correctly, and there is clear evidence many users of data system reports have trouble understanding the data (Hattie, 2010; Wayman, Snodgrass Rangel, Jimerson, & Cho, 2010; Zwick et al., 2008). For example, in two national studies of districts known for strong data use, teachers achieved only 48% accuracy when making data inferences involving basic statistical concepts (USDEOPEPD, 2009, 2011).

Methodology

The purpose of the experimental, quantitative study was to facilitate causal inferences concerning the degree to which including different forms of data usage guidance within a data system reporting environment can improve educators' understanding of the data contents, much like including different forms of usage guidance with over-the-counter medication is needed to improve use of contents. The study's primary independent variables included brief, cautionary verbiage in (a) report footers, (b) report-specific abstracts, and (c) report-specific interpretation guides.

These three data analysis supports, which can be generated within a data system, were each framed in two different formats. The dependent variable was accuracy of data analysis-based responses, measured by a survey with data analysis questions. 211 elementary and secondary educators in California answered these questions while viewing one of seven report sets of student data (see Figures 1-7). The study was pilot-tested first, subscribed to all Institutional Review Board (IRB) and ethical guidelines, and reflected precautions to avoid or overcome threats to external and internal validity.

Sample

A priori two-tailed t-test (effect size d = 0.5, error of probability = 0.05, power = 0.95), rendered a recommended sample size of at least 210 participants. A priori F-test linear multiple regression analysis (effect size $f^2 = 0.15$, error of probability = 0.05, power = 0.95, predictors based on independent variables = 7) rendered a recommended sample size of at least 153 participants. The study employed a random,

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Jenny Rankin is a former teacher and administrator who received her Ph.D. in education at Northcentral University. This article offers information she initially presented at the poster session at the CCTE Fall 2013 Conference.

Remedying Educators' Data Analysis Errors with Over-the-Counter Data

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cross-sectional sampling procedure when incorporating responses from 211 educators of all school levels spanning transitional kindergarten (TK) through twelfth grade, at all veteran levels, working in varied roles, and at schools with a range of demographics. These educators were employed at nine schools in six school districts, six cities, and three counties in California. The sample accurately reflected the study's population, which is comprised of public educators of all primary and secondary school levels.

Materials/Instruments

Survey. Participant responses were collected through an anonymous, web-based survey crafted and administered in Google Docs, employing the Google Form feature, with the researcher present. The survey included 10 multiple choice questions involving respondent background and the analysis of data contained in report handouts. The survey was crafted with attention to validity and reliability considerations, as well as opportunities for within-method methodological triangulation.

All *analysis* survey questions concerned data from state assessments with which the Californian study participants were most likely to be familiar with analyzing: the California Standards Test (CST), constituting the largest component of California's Standardized Testing and Reporting (STAR) Program, and the California English Language Development Test (CELDT), which California educators must use when determining reclassification recommendations for any English Learner (EL).

Handouts. All participants received two reports containing the same data. The control group received plain reports with no analysis supports, whereas all other participants also received either footers, abstracts, or interpretation guides (see Figures 1-7). Data analysis supports used in the study adhered to research-based best practices to the fullest extent possible, inspired by literature such as Odendahl (2011) and Sabbah (2011). However, given field controversies concerning recommended framing, each support was framed in two slightly different ways, with minor differences in length, density, and color usage. In order to mimic real-world conditions, the abstracts and interpretation guides addressed all major questions the reports were designed to answer, as opposed to being geared exclusively toward the questions asked in this study's survey.

Likewise, all handouts mimicked real world environments by being distributed in hard copy format. While some teachers (44%) use their data system directly, most (56%) have access but do not use their data system directly and instead only read printed versions of reports others used the data system to generate (Underwood et al., 2008). This design was also needed to better isolate the impact of study variables, as viewing a report on the computer can negatively impact how it is interpreted. For example, someone who correctly interprets a printed report can make mistakes when scrolling is involved, users are more likely to scan a report on a computer that they would read carefully when printed, and users' inability to mark on the screen can reduce the credibility users attribute to reports (Hattie, 2010; Leeson, 2006).

Coding and analysis. The Google Docs Form tool automatically assigned an anonymous ID to each respondent's data, which was used in complete absence of participant names or employee numbers. The data was automatically, securely stored and password-protected online as soon as it was entered, and was exported into Microsoft Excel® shortly afterwards in order to be coded in accordance with a code book (columns A-JH for each respondent) and analyzed with the Microsoft 2010 Data Analysis feature and Predictive Analytics Software (PASW) Version 18 with the Statistical Package for the Social Sciences (SPSS) Data Access Pack. Results were analyzed to (a) answer research questions with related hypothesis strands, and (b) identify themes, patterns, relationships, and implications.

Independent samples T-Tests and crosstabulations with Chi-square were used to investigate variables. The dependent variable was data analysis accuracy. The primary independent variables included brief, cautionary verbiage in (a) report footers, (b) report-specific abstracts, and (c) report-specific interpretation guides, as well as the framing of these supports. Secondary variables were investigated to add insight to the primary research questions: school site demographics (school level type, school level, academic performance, EL population, Socioeconomically Disadvantaged population, and Students with Disabilities population) and educator demographics (veteran status, current professional role, perception of his or her own data analysis proficiency, data analysis PD time, and number of graduate-level educational measurement courses).

Results

All supports used in the study had a significant, positive impact on educators' data analysis accuracy. Educators' data analyses were:

- 264% more accurate (with an 18 percentage point difference) when any one of the three supports was present and 355% more accurate (with a 28 percentage point difference) when respondents specifically indicated having used the support,
- 307% more accurate (with a 23 percentage point difference) when a footer was present and 336% more accurate (with a 26 percentage point differ-

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Remedying Educators' Data Analysis Errors with Over-the-Counter Data

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ence) when respondents specifically indicated having used the footer,

• 205% more accurate (with a 12 percentage point difference) when an abstract was present and 300% more accurate (with a 22 percentage point difference) when respondents specifically indicated having used the abstract, and

• 273% more accurate (with a 19 percentage point difference) when an interpretation guide was present and 436% more accurate (with a 37 percentage point difference) when respondents specifically indicated having used the guide.

Overall, the 211 study participants indicated they used supports 62% of the time. 87% of participants who receive no supports indicated they would have used footers, abstracts, or interpretation guides if the supports had been available.

When no supports were used, data analysis accuracy was 11%. All 211 participants, regardless of support use, averaged a data analysis accuracy of 26%. In cases where respondents indicated they used an available support, data analysis accuracy was 39%. See Figure 8 for visual representation.

Significance

The findings of this study filled a gap in education field literature by containing evidence that can be used to identify how data systems can help increase educators' data analysis accuracy by providing analysis support within data systems and their reports, and rendered examples and templates for real-world implementation. Improvements data system and report providers make in light of this study have potential to improve the accuracy with which educators analyze the data generated by their data systems. This improvement will likely benefit students.

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Remedying Educators' Data Analysis Errors with Over-the-Counter Data

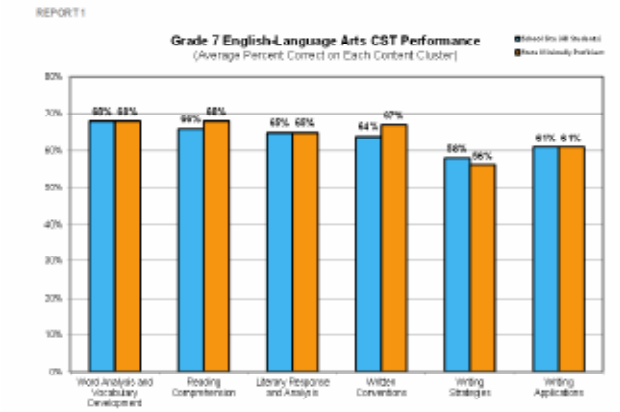


Figure 1: Scenario 1 Participant (Control Group) Handouts

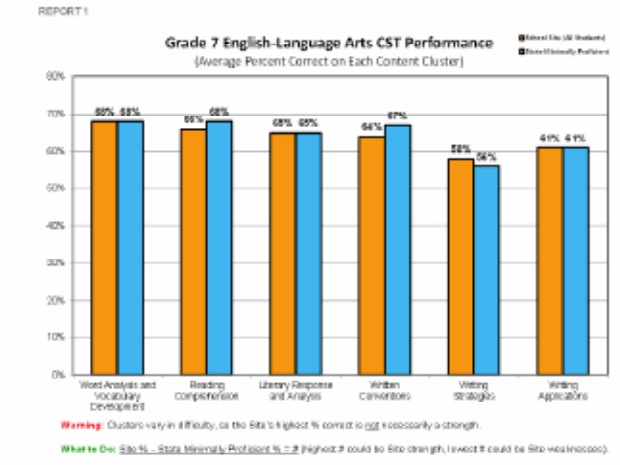


Figure 2: Scenario 2 (Footer A) Participant Handouts

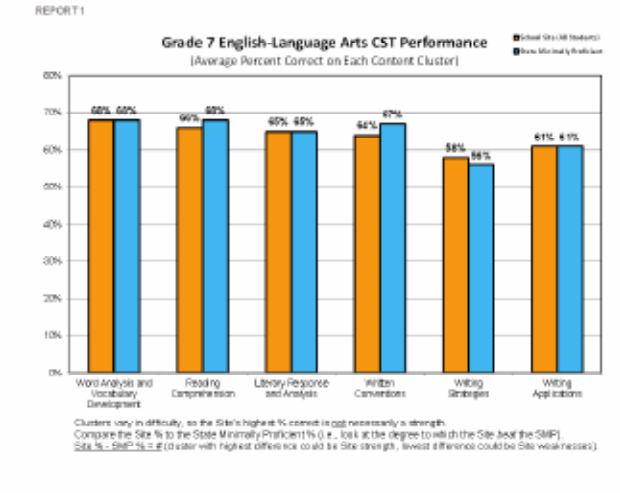
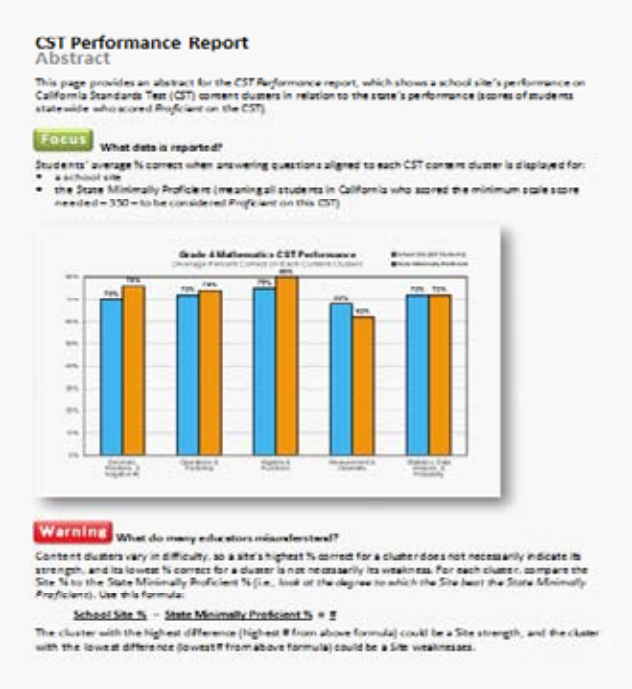


Figure 3: Scenario 3 (Footer B) Participant Handouts

Remedying Educators' Data Analysis Errors with Over-the-Counter Data



CST Performance Report
Abstract

This page provides an abstract for the *CST Performance* report, which shows a school site's performance on California Standards Test (CST) content clusters in relation to the state's performance (scores of students statewide who scored *Proficient* on the CST).

Focus What data is reported?

Students' average % correct when answering questions aligned to each CST content cluster is displayed for:
- a school site
- the State Minimally Proficient (meaning all students in California who scored the minimum scale score needed – 350 – to be considered *Proficient* on this CST)

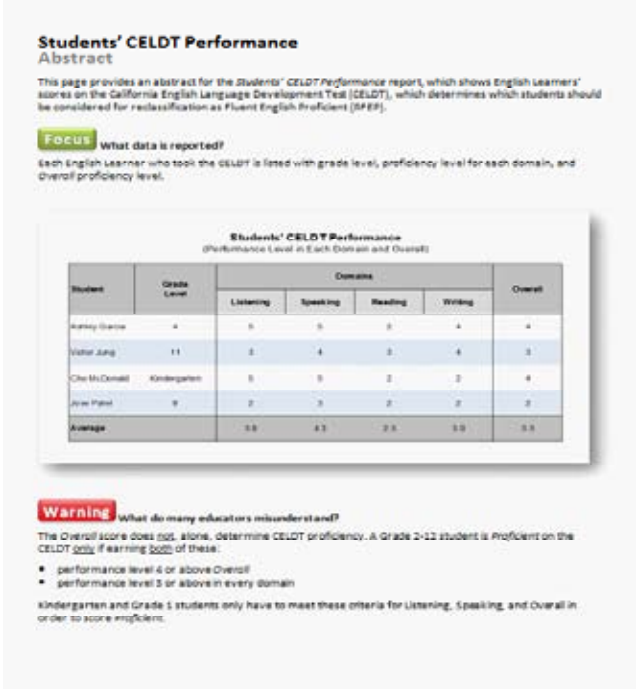
Grade 4 Mathematics CST Performance

Warning What do many educators misunderstand?

Content clusters vary in difficulty, so a site's highest % correct for a cluster does not necessarily indicate its strength, and its lowest % correct for a cluster is not necessarily its weakness. For each cluster, compare the Site % to the State Minimally Proficient % (i.e., *look at the degree to which the Site beat the State Minimally Proficient*). Use this formula:

School Site % – State Minimally Proficient % = #

The cluster with the highest difference (highest # from above formula) could be a Site strength, and the cluster with the lowest difference (lowest # from above formula) could be a Site weaknesses.



Students' CELDT Performance
Abstract

This page provides an abstract for the *Students' CELDT Performance* report, which shows English Learners' scores on the California English Language Development Test (CELDT), which determines which students should be considered for reclassification as Fluent English Proficient (RFEP).

Focus What data is reported?

Each English Learner who took the CELDT is listed with grade level, proficiency level for each domain, and Overall proficiency level.

Students' CELDT Performance
(Performance Level in Each Domain and Overall)

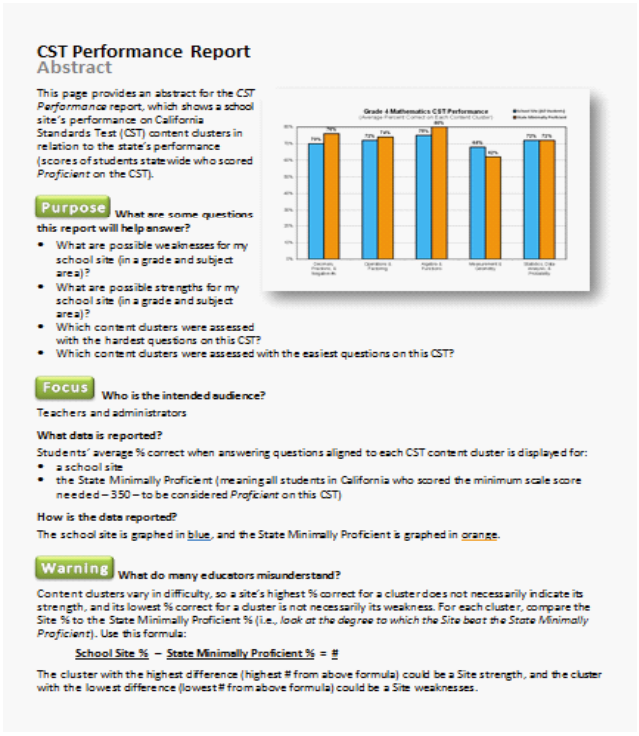
Student	Grade Level	Domains				Overall
		Listening	Speaking	Reading	Writing	
Ashley Garcia	4	5	5	3	4	4
Victor Jung	11	3	4	3	4	3
Che Mc Donald	Kindergarten	5	5	2	2	4
Jose Patel	9	2	3	2	2	2
Average		3.5	4.3	2.5	3.0	3.3

Warning What do many educators misunderstand?

The Overall score does not, alone, determine CELDT proficiency. A Grade 2-12 student is Proficient on the CELDT only if earning both of these:
- performance level 4 or above Overall
- performance level 3 or above in every domain

Kindergarten and Grade 1 students only have to meet these criteria for Listening, Speaking, and Overall in order to score Proficient.

Figure 4: Scenario 4 Participant (Abstract A) Handouts; These Participants Also Received Figure 1 Handouts



CST Performance Report
Abstract

This page provides an abstract for the *CST Performance* report, which shows a school site's performance on California Standards Test (CST) content clusters in relation to the state's performance (scores of students statewide who scored *Proficient* on the CST).

Grade 4 Mathematics CST Performance

Purpose What are some questions this report will help answer?
- What are possible weaknesses for my school site (in a grade and subject area)?
- What are possible strengths for my school site (in a grade and subject area)?
- Which content clusters were assessed with the hardest questions on this CST?
- Which content clusters were assessed with the easiest questions on this CST?

Focus Who is the intended audience?

Teachers and administrators

What data is reported?

Students' average % correct when answering questions aligned to each CST content cluster is displayed for:
- a school site
- the State Minimally Proficient (meaning all students in California who scored the minimum scale score needed – 350 – to be considered *Proficient* on this CST)

How is the data reported?

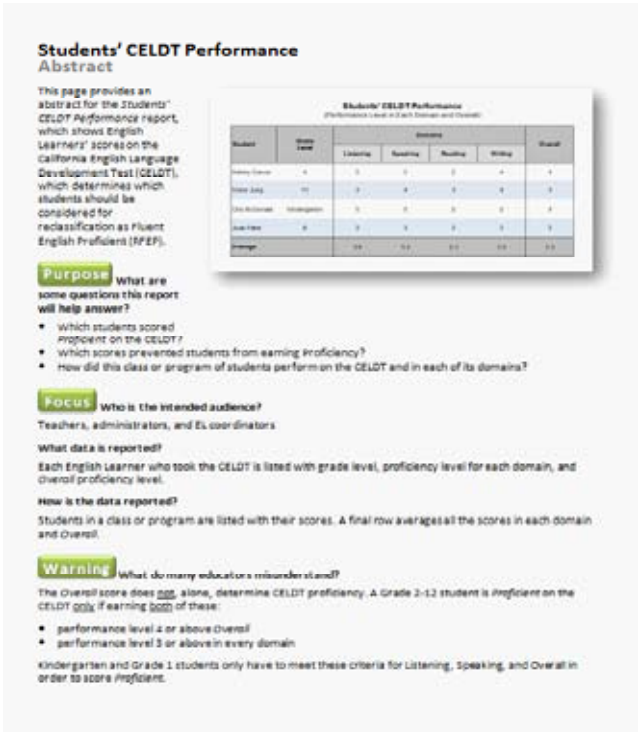
The school site is graphed in blue, and the State Minimally Proficient is graphed in orange.

Warning What do many educators misunderstand?

Content clusters vary in difficulty, so a site's highest % correct for a cluster does not necessarily indicate its strength, and its lowest % correct for a cluster is not necessarily its weakness. For each cluster, compare the Site % to the State Minimally Proficient % (i.e., *look at the degree to which the Site beat the State Minimally Proficient*). Use this formula:

School Site % – State Minimally Proficient % = #

The cluster with the highest difference (highest # from above formula) could be a Site strength, and the cluster with the lowest difference (lowest # from above formula) could be a Site weaknesses.



Students' CELDT Performance
Abstract

This page provides an abstract for the *Students' CELDT Performance* report, which shows English Learners' scores on the California English Language Development Test (CELDT), which determines which students should be considered for reclassification as Fluent English Proficient (RFEP).

Purpose What are some questions this report will help answer?
- Which students scored *Proficient* on the CELDT?
- Which scores prevented students from earning proficiency?
- How did this class or program of students perform on the CELDT and in each of its domains?

Focus Who is the intended audience?

Teachers, administrators, and EL coordinators

What data is reported?

Each English Learner who took the CELDT is listed with grade level, proficiency level for each domain, and Overall proficiency level.

How is the data reported?

Students in a class or program are listed with their scores. A final row averages all the scores in each domain and Overall.

Warning What do many educators misunderstand?

The Overall score does not, alone, determine CELDT proficiency. A Grade 2-12 student is *Proficient* on the CELDT only if earning both of these:
- performance level 4 or above Overall
- performance level 3 or above in every domain

Kindergarten and Grade 1 students only have to meet these criteria for Listening, Speaking, and Overall in order to score *Proficient*.

Figure 5: Scenario 5 Participant (Abstract B) Handouts; These Participants Also Received Figure 1 Handouts

Remedying Educators' Data Analysis Errors with Over-the-Counter Data

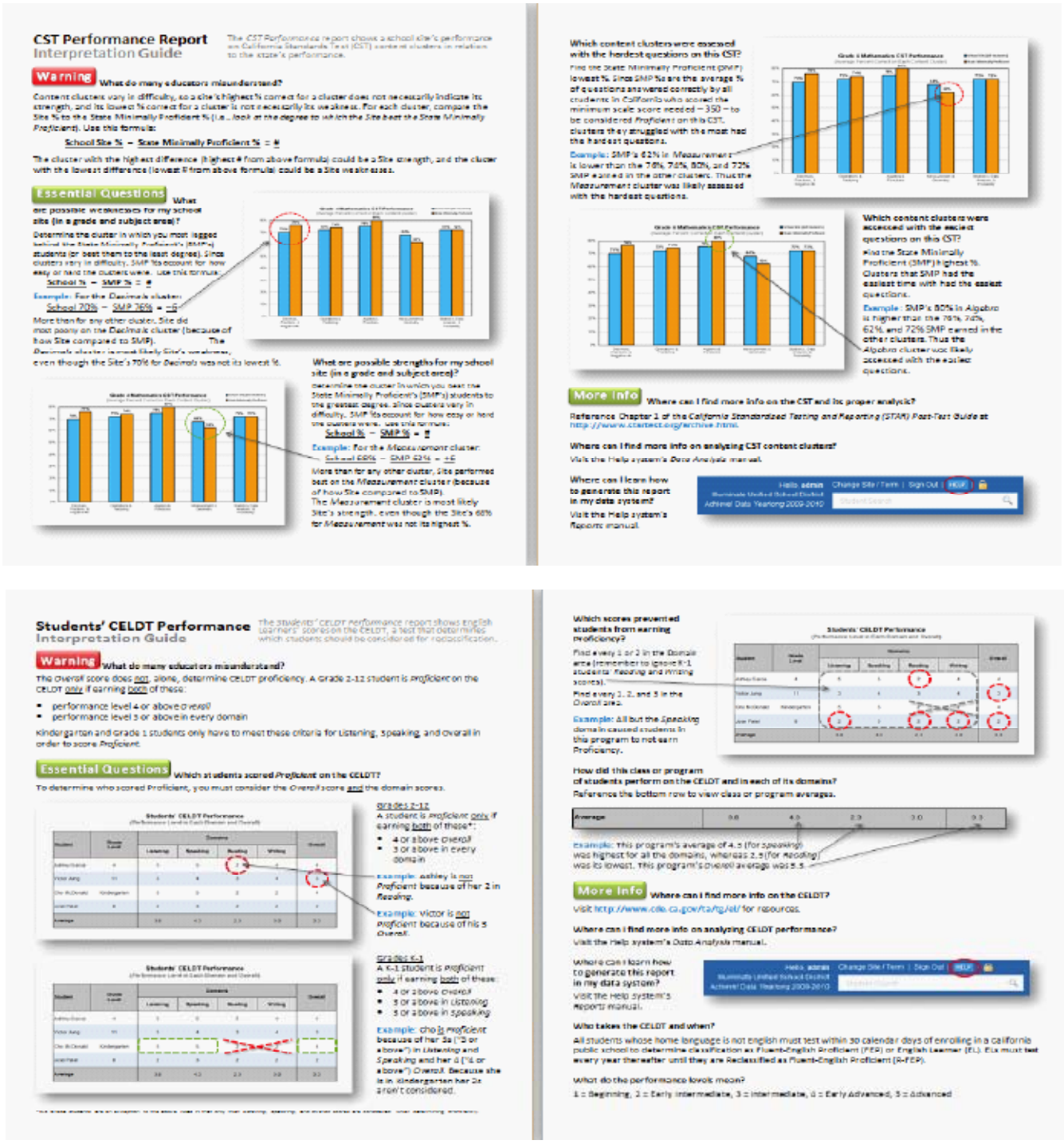


Figure 6: Scenario 6Participant (Interpretation Guide A) Handouts; These Participants Also Received Figure 1 Handouts

Remedying Educators' Data Analysis Errors with Over-the-Counter Data

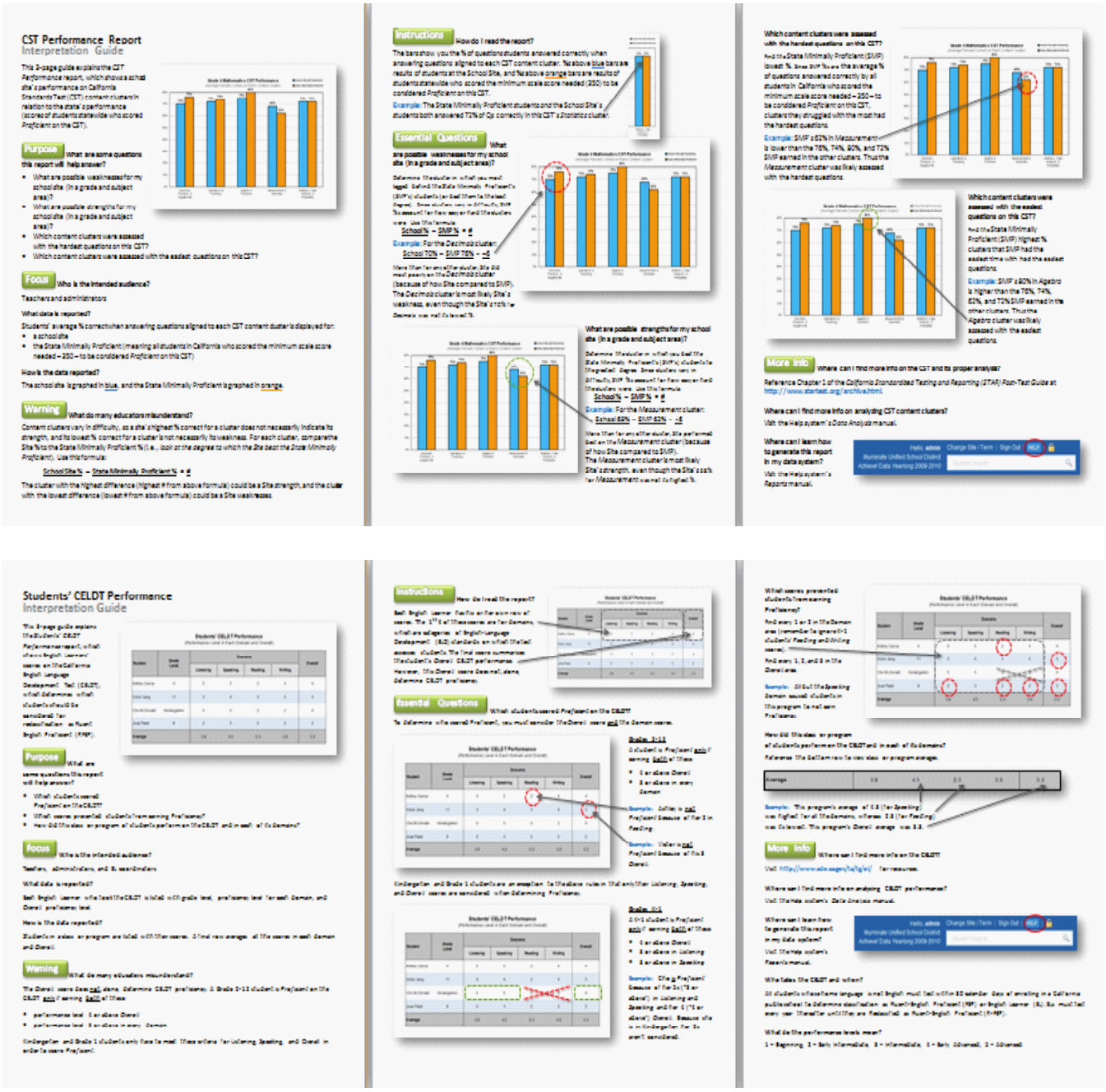


Figure 7: Scenario 7 Participant (Interpretation Guide B) Handouts; These Participants Also Received Figure 1 Handout

Remedying Educators' Data Analysis Errors with Over-the-Counter Data

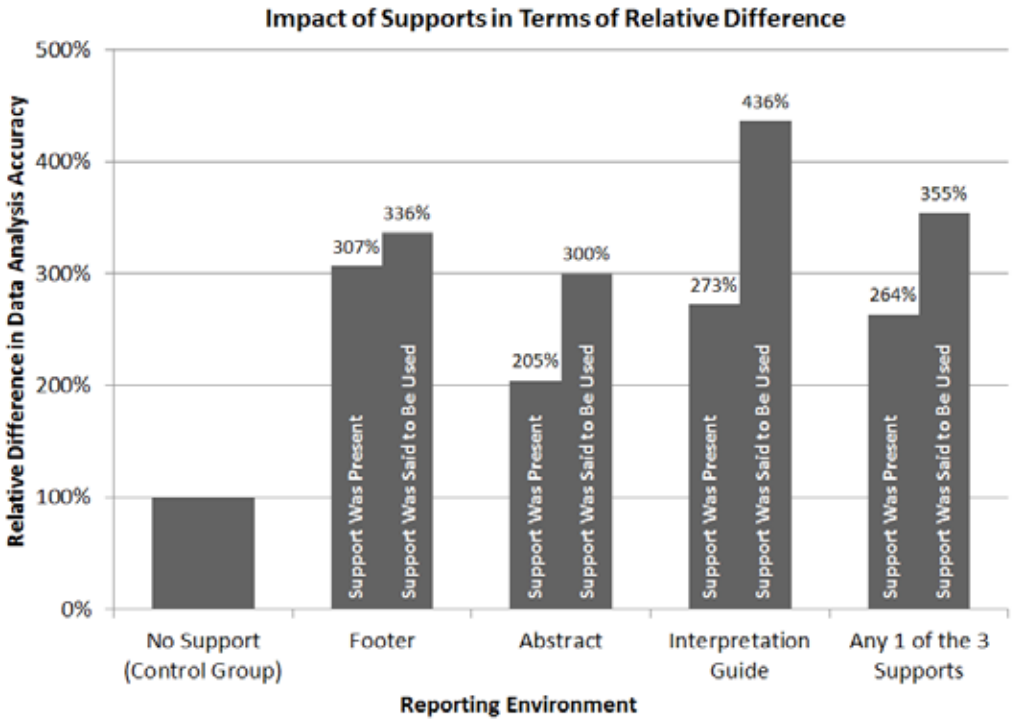



Figure 8: Impact of Supports in Terms of Relative Difference