

# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 25, Number 2, Summer Issue, June 2014

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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## CCTE Leadership Transition



CCTE leaders Cindy Grutzik, Juan Flores, and Sharon Russell (left to right) hold certificates received at the Spring 2014 Conference for their service as CCTE officers. As of this year's annual election, they are now serving respectively as Past President, President, and President Elect. See report on the annual election on page 14.



# CCNews

## Newsletter of the California Council on Teacher Education

### Message from CCTE President Juan Flores

I am pleased and excited to be serving as President of the California Council on Teacher Education. CCTE has a wonderful history of activism and action in California education, and we are getting ready to celebrate the 70th anniversary of our organization. I hope that you will be able to participate in the various activities that we are planning. More news on that later.

One of my goals as President is to get a better understanding of the needs and goals of our membership in order for us to better serve you. I am convinced that relationships are at the heart of our effectiveness as an organization. With that purpose in mind, I recently initiated a comprehensive on-line survey of our membership to get a better understanding of your commitments and expectations. We received an excellent response, and I would like to share with you some of our findings.

I am pleased to learn that our membership is fairly young in the profession. Some 43.12% of the respondents indicated that they have been members or delegates of CCTE for five years or less. This is a substantial finding and indicates that CCTE can and does play an important role in supporting our young membership in the earlier stages of their professional careers.

When asked to indicate their rank/status, the largest group (28.85%) of respondents was at the associate professor level, with the second largest group (24.04%) at the full professor level. The third largest group (18.27%) was at the assistant professor level. That being said, 71.16% of the respondents to our survey were either tenure track or already tenured faculty members, and 79.81% of our membership is employed at institutions of higher education.

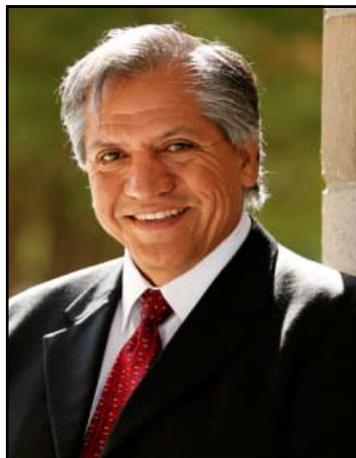
As an organization, we have over recent years worked at identifying the mission of and goals for CCTE and have developed Strategic Priorities to strengthen our influence in improving the quality of education and teacher education in California. We have created strategic priorities related to Policy, Proactive Communication, Fund Development, Membership, and Educator Preparation Framework. We asked the survey respondents to indicate the following about each strategic priority: Unimportant, Neutral, Important, or Very Important.

The Strategic Priorities that most respondents indicated as Very Important were “Advancing Policy that Encourages Quality Teacher Education” (66.97%) and “Communicate Our Purpose, Message, and Wisdom Regarding Quality Teaching, i.e., through Conferences, Journals, Website, etc.” (60.55%). The third strategic priority that many respondents indicated as Very Important was “Assert a Framework that Underscores the Key Elements of Quality Educator Preparation.” (57.27%).

The other Strategic Priorities (“Develop Our CCTE Business Plan & Secure Resources to Achieve Our Objectives” and “Expand & Engage Our CCTE Membership”) were also rated as important, but it was clear that the membership most strongly endorsed the strategic priorities related to Policy, Proactive Communication, and Educator Preparation Framework. I hear the voice of the membership regarding these priorities and we as an organization will continue building on them.

The CCTE Board of Directors will be studying the results of this membership survey in greater detail at our upcoming leadership retreat, and we will be developing possible initiatives from the identified trends. This is part of my commitment and theme as President to listen to the membership and better address your needs and dreams. I look forward to

hearing from you and working with you during the coming two years.



*Juan Flores*

—Juan Flores  
CCTE President  
California State University, Stanislaus

## From the Desk of the CCTE Executive Secretary

Following are brief updates of current activities of the California Council on Teacher Education for the interest and consideration of all CCTE members, delegates, and friends:

### **CCTE By-Laws Revision**

The By-Laws of the California Council on Teacher Education underwent a careful and thoughtful revision this year, involving the Coordinating Committee which represents all CCTE standing committees, the Executive Committee, and the Board of Directors. The resulting revisions were presented to the membership at the Spring Conference, where the revised document was given approval by a near-unanimous vote of the Assembly. The new By-Laws are now posted on the CCTE website.

### **Two Policy Letters**

The CCTE Board of Directors at its March 26 meeting authorized two letters to legislators related to pending legislation. Copies of those letters appear on the next two pages of this newsletter.

### **CCTE 2014 Annual Election**

The CCTE leadership changes with each annual election. Following this year's election Juan Flores has assumed the CCTE Presidency, Sharon Russell was selected as President Elect, Lettie Ramirez was re-elected as Vice President for AACTE, Deborah Hamm was elected as Vice President for ATE, and Cindy Grutzik moves to the role of Past President. These five will serve in these positions for the next two years. Eric Engdahl, Lyn Scott, and Mona Thompson were elected to three-year terms on the CCTE Board of Directors. Congratulations to all, and thanks also to those who completed terms of office this spring and the other candidates who allowed their names to be placed on the ballot.

### **CCTE Conferences**

Be sure to check out the preview of the CCTE Fall 2014 Conference, the retrospective on the Spring 2014 Conference, and a peek ahead to the Spring 2015 Conference, all in the second section of this issue of *CCNews*.

### **Membership**

CCTE's 2013-2014 membership year that is now nearing completion has been quite successful, with the organization meeting its budgeted membership goals. To keep this momentum going, membership renewal information for the 2014-2015 year that starts July 1 has already been sent to all current institutional and individual members. You are encouraged to renew at your earliest convenience to be sure to not miss out on any membership benefits.

### **CCTE Website**

Be sure to visit our CCTE website regularly, since that

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**

*CCNews* co-editors Jo Birdsell and Judy Mantle of National University encourage all CCTE members and friends to submit ideas as well as news items, brief articles, and other material for inclusion in future issues.

### **Call for ITE Editor Candidates**

CCTE has recently issued a call for applications or nominations of candidates for the editor (or co-editors) of *Issues in Teacher Education*. See the full announcement on page 17 of this issue of *CCNews*.

### **CCTE New Faculty Program**

The CCTE New Faculty Support Program will enter its fourth year during 2014-2015. An invitation and application form were recently e-mailed to all members and delegates encouraging eligible faculty to apply for participation in the program, and similar information appears in the third section of this newsletter (see pages 18 and 19). The program is open to anyone in the first five years of service as a teacher educator at any of our member institutions, and the benefits include complimentary CCTE membership and conference registration and mentorship from an experienced CCTE leader.

### **CCTE Graduate Student Support Program**

The CCTE Graduate Student Support Program will enter its fifth year during 2014-2015. An invitation and application form were recently e-mailed to all members and delegates encouraging interested students to apply for participation in the program, and similar information appears in the third section of this newsletter (see pages 20 and 21). The program is open to graduate students at any of our member institutions, and the benefits include complimentary CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, and participation in the CCTE Graduate Student Caucus.

### **CCTE Dissertation Award**

Please take note in this issue of the newsletter (see page 16) that nominations are being welcomed again this spring and summer for the annual CCTE Outstanding Dissertation Award.

—Alan H. Jones, CCTE Executive Secretary,  
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118  
Telephone 415-666-3012  
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*President (2016)*

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California State University,  
Stanislaus

*President-Elect (2016)*

**Sharon Russell**

CalStateTEACH

*Vice-President for AACTE (2016)*

**Lettie Ramirez**

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*Vice-President for ATE (2016)*

**Deborah Hamm**

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*Past President (2016)*

**Cynthia Grutzik**

California State University,  
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University of California,  
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**Keith Howard (2016)**

Chapman University

**Anne Jones (2015)**

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Riverside

**Virginia Kennedy (2016)**

California State University,  
Northridge

**Sabrina Mims-Cox (2015)**

California State University,  
Los Angeles

**Lyn Scott (2017)**

Humboldt State University

**Kip Tellez (2016)**

University of California,  
Santa Cruz

**Mona Thompson (2017)**

California State University,  
Channel Islands

*Teacher Education Quarterly*

**Kip Tellez**, Editor

University of California,  
Santa Cruz

*Issues in Teacher Education*

**Suzanne SooHoo**

**& Joel Colbert**, Co-Editors

Chapman University

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## California Council on Teacher Education

March 31, 2014

The Honorable Carol Liu  
Chair, Senate Education Committee  
State Capitol, Room 2083  
Sacramento, CA 95814  
Fax: (916) 445-7799

RE: Support for SB 1174 (Lara) – Multilingual Education

Dear Senator Liu:

The California Council on Teacher Education is pleased to strongly support SB 1174 (Lara). This bill would remove barriers for California's public schools to teach foreign language immersion classes and would increase student access to valuable 21st century language skills. California public schools are unable to teach in any language besides English unless parents have completed a waiver process that is unknown or unfamiliar to many parents. When looking at educational practices in other countries, other top educational systems promote students attaining foreign language skills. Most students in California will not receive any instruction in a foreign language until they are in high school. Research has shown that language acquisition is most successful when it begins at an early age. The second language for the student is also accompanied by many cognitive benefits and higher achievement in the long-term.

Parents, concerned about the importance of globalization, are increasingly seeking language immersion programs for their children so that they are equipped with critical language skills when they enter the work force. However, not enough public schools offer multilingual education programs to meet the current demand. It is anticipated that this demand will only grow in the future.

Our increasingly globalized economy requires a multilingual work force. California has the largest economy in the United States, and its work force needs to be fully prepared with the appropriate skill sets, and language skills are a critical part of this. Multilingual employees are in high demand in both the private and public sectors and across nearly all industries. SB 1174 would place an initiative on the November 2016 ballot that would allow public schools to teach foreign language immersion classes and remove barriers for language instruction in California.

The California Council on Teacher Education strongly supports SB 1174 and urges your vote in favor of this bill. If you require additional information, please do not hesitate to contact me.

Sincerely,

Dr. Juan Flores, President  
California Council on Teacher Education

cc: State Senator Ricardo Lara



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California State University,  
Stanislaus

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## California Council on Teacher Education

April 2, 2014

The Honorable Richard Bloom  
California State Assembly  
State Capitol, Room 2179  
Sacramento, CA 95814

RE: Assembly Bill 2303—State Recognition and Awards Program in Linguistic Biliteracy,  
Introduced February 21, 2014

Position: Support

Dear Assembly Member Bloom,

I am writing this letter to express the full support of the California Council on Teacher Education for your bill, AB 2303, introduced February 21, 2014. AB 2303 builds upon the success we are seeing with the California Seal of Biliteracy established by AB 815. The California Seal of Biliteracy is an award that the California State Superintendent of Public Instruction grants to eligible students who graduate from high school having met the criteria of demonstrating proficiency in English and in one or more other world languages.

According to the California Department of Education, over 165 school districts across the state offer their students a pathway to obtain a California Seal of Biliteracy. These local educational agencies are providing opportunities for students to earn the California Seal of Biliteracy in various languages, including but not limited to Mandarin, Cantonese, Russian, Latin, and Spanish. Over 21,600 students were awarded the State Seal in 2013.

AB 2303 serves the following purposes: (1) to establish a state recognition and award program for school districts that provide multiple paths to multilingualism, from preschool to high school; (2) to identify multiple pathways to biliteracy that districts may use to develop a comprehensive biliteracy program; and (3) to create an incentive and encourage school districts to establish multiple paths to biliteracy. To guide districts in this initiative, AB 2303 also provides program models that districts may choose in pursuing this effort.

Data from the U.S. Department of Education show that students in the United States will compete with other students around the world who are receiving formal instruction in their schools in world languages from a young age. While 200 million Chinese students are studying English, only 24,000 American children study Chinese. The United States will need persons who are proficient in English and other languages if it is to be a leader in an increasingly globalized world. Knowing multiple languages opens additional career paths to employment as well as social opportunities. Additionally, the extant research has well documented the significant benefits of becoming bilingual or multilingual, from long-term cognitive benefits to academic achievement benefits.

AB 2303 will help give our children the literacy skills necessary to engage in our very diverse state, nation, and world by encouraging and supporting the study of languages through the establishment of multiple paths to biliteracy. It is for these reasons that the California Council on Teacher Education wholeheartedly supports AB 2303. Thank you very much for introducing this very important and timely bill.

If you require additional information, please do not hesitate to contact me.

Sincerely,

Dr. Juan Flores, President  
California Council on Teacher Education

## CCTE Policy Committee Update

**Sue Westbrook & Mona Thompson**  
*Co-Chairs, CCTE Policy Committee*

As education continues to evolve during this current era of change, the CCTE Policy Committee has been tracking several important education bills, which we summarize below:

SB 1174 (Lara) would *repeal* Proposition 227. In 1998 voters passed Proposition 227 by a margin of 61% to 39%, changing the way English Language Learners were taught in California public schools. The intent of the proposition was to teach non-English and Limited English language students English in a rapid one-year program. Lara's bill would become effective only upon approval of the voters, and would require the Secretary of State to submit this measure to the voters for approval at a statewide election. (CFT and CTA support)

AB 2303 (Bloom) would establish the State Recognition and Awards Program in Linguistic Bilingualism to be administered by the State Department of Education to recognize school districts demonstrating excellence in providing and supporting multiple opportunities for pupils to attain high achievement and linguistic bilingualism in grades 1 to 12, inclusive, through bilingual programs, as specified. A number of states have already passed legislation supporting these programs.

AB 1444 (Weber) would make kindergarten attendance mandatory. Currently kindergarten is an optional grade and only 81% of eligible children are enrolled. Advocates of mandatory kindergarten say this first year of public schooling is critical to future success and should be mandatory for all students. (CTA sponsored bill, CFT has watch position)

SB 837 (Steinberg and several fellow senators) would expand transitional kindergarten to serve all 4-year-olds. A publicly funded pre-kindergarten year for all 4-year-olds, regardless of income, would create a new grade level in California. (CFT watch position)

AB 2319 (Bonilla) would authorize a second block grant of about \$1.5 billion that school districts could use to train teachers, buy textbooks and instructional materials, develop curriculum, and support career technical education needed to implement *Common Core State Standards*. California and 43 other states have adopted the voluntary standards in math and English, which outline the skills students need. Districts received a one-time grant of \$1.25 billion in the 2013-14 state budget—about \$200 per student—for Common Core implementation, but say they need much more to continue that work.

SB 843 (Sponsored by California School Boards Association and carried by Correa) would shorten the time it would take to fire a teacher accused of "egregious" misconduct—including sex crimes, abuse, and immoral conduct—and expand the ability to gather more evidence to support the charges. An administrative law judge, instead of a three-person panel, would decide the case against teachers accused of misconduct. Lawmakers have failed for the past two years to change current law. (CFT and CTA oppose)

AB 215 (Buchanan). This bill adds a definition of "egregious misconduct" as a basis for dismissal and authorizes proceedings, based solely on charges of egregious misconduct, to be initiated via an alternative process. It makes changes in existing law to streamline the hearing process for other types of charges of misconduct, including: limiting the jurisdiction to the Office of Administrative Hearings, changing requirements for serving notice, establishing clear timelines for the commencement and conclusion of the hearing, placing specific limits on discovery and providing changes in the authority of the hearing officer to manage the hearing process. (CTA supports, CFT considering support)

SB 1264 (Pavley). Existing law establishes the Assumption Program of Loans for Education, administered by the Student Aid Commission, under which any person enrolled in a participating institution of postsecondary education—or any person who agrees to participate in a teacher trainee or teacher internship program—is eligible to enter into an agreement for loan assumption, to be redeemed pursuant to a prescribed procedure upon becoming employed as a teacher if he or she satisfies certain conditions. This bill would amend the definition of "eligible school" to mean, among other things, a school that is ranked in the lowest three deciles on the Academic Performance Index.

Assembly Bill 2560 (Bonilla). This bill would amend Education Code §44252 and mandate that the Commission (CTC), as part of its renewal procedures for holders of teaching or services credentials, require an applicant who renews his or her credential online to read and attest, by electronic signature, a specified statement that the applicant understands the duties imposed by the Child Abuse and Neglect Reporting Act in California Penal Code §§11166-11174.3.

CCTE members who wish to follow any of these bills may do so at: <http://leginfo.legislature.ca.gov>

In addition, the CCTE Policy Committee is following two Commission on Teacher Credentialing initiatives. The CTC is exploring ways to move forward with updating the Teacher Performance Assessment. There was a webcast on Friday, May 16. The participants received a *TPA Stakeholder Agenda* and *TPA Supporting Information*. To access information about the TPA Stakeholder Meeting go to <http://www.ctc.ca.gov/commission/meetings.html>

Also, the CTC, as we were told at the CCTE Spring Conference, is exploring ways to generate needed revenue to support unit and program accreditation. The last CTC agenda recommended several fee change options that included charging a uniform per-institution fee, a fee based on candidate enrollment or credential recommendations, and a variable fee structure. These changes would have a substantial effect on the costs to institutions of preparing teachers for California schools. The agenda item is available at <http://ctc.ca.gov/commission/agendas/2014-04/2014-04-5A.pdf>



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## Preview of CCTE Fall 2014 Conference

### “Transforming Teacher Education through the Arts”

By Paul Ammon & Jim Cantor  
Co-Chairs for CCTE Fall 2014 Conference

As teacher educators, we constantly strive to improve our practices so that we can help the teachers we work with improve theirs. A large and growing body of evidence indicates that a particularly good way for all educators to serve their students better is through regular integration of the arts into learning experiences across the curriculum. The benefits of opportunities to learn both *in* and *through* the arts can be seen in better understandings of subject matter, increased abilities to think critically and creatively, and enhanced development of personal and social qualities such as persistence in meeting challenges and empathy in relations with others.

Moreover, because the various visual and performing arts can serve as alternative “languages” for living and learning, they provide more equal access to a good education and a good life across the full spectrum of diverse learners in today’s schools. (For a current analysis, please see the report from the National Education Association at <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>).

While some educators have already made arts integration an important part of their work, on the whole we are falling far short of gaining all the benefits that might come from artful teaching and learning, as the arts are still somewhere on the periphery in many schools and programs. Giving the arts a more central place will require a transformation in the way we educate teachers—a transformation not only in our own practices, but also in our thinking about what we teach, who we teach, and even why we teach. We cannot achieve that sort of transformation overnight, but we can at least start to build up some momentum in that direction.

Toward that end, the California Council on Teacher Education Fall 2014 Conference will enable all participants to explore the power and possibilities of arts integration. For teacher educators who have yet to take their first steps toward arts integration, our goal is to help them get started, and for those who have already embarked on that journey, our goal is to help them go farther. While this is a journey that will pose challenges for all of us, meeting those challenges should prove to be well worth the effort, as we and those we serve are likely to



Merryl Goldberg

find teaching and learning more rewarding and more enjoyable than before. Moreover, we need not try to meet these challenges entirely on our own, because ample resources are available, and because there are many good people who can help us, including arts educators, leaders in education, funders, and policy makers. So another purpose of the Fall Conference is for teacher educators to learn where they can get help, and for prospective helpers to learn how they can support the needs of teacher educators.

Highlights of the conference will include: a keynote address on arts integration by Professor Merryl Goldberg of California State University, San Marcos (see article on arts education by Merryl on page 9 of this issue of *CCNews*); a policy session with statewide leaders in the arts and education; a panel with leaders from schools, museums, and arts organizations; and two Saturday morning institutes on arts integration—one on academic development and Common Core Standards, and one on social development and what we might call “common decency standards.”

In addition, there will be opportunities to see what young students have accomplished while learning in and through the arts, and to hear them comment on the impact of their experiences. To round out the program, we hope to receive a

—continued on next page—

## Preview of CCTE Fall 2014 Conference

—continued from previous page—

large number of proposals for concurrent sessions and poster presentations related to arts-integrated teacher education. There will be more details about what kinds of proposals would be of particular interest when the final call for proposals is posted on line this summer. For now, please see the interim call and cover sheet on pages 10 and 11 of this newsletter.

The Fall 2014 Conference will also include meetings of the associated organizations—California Association of Bilingual Teacher Educators, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, and the CCTE Graduate Student Caucus—as well as the CCTE Special Interest Groups, the editorial boards of *Teacher Education Quarterly* and *Issues in Teacher Education*, the Thursday banquet and Friday awards luncheon, and the late Friday poster session.

The co-chairs and members of the planning committee would welcome inquiries and suggestions about the conference. Paul Ammon (e-mail [prammon@berkeley.edu](mailto:prammon@berkeley.edu)) and Jim Cantor (e-mail [jcantor@csudh.edu](mailto:jcantor@csudh.edu)) are the Co-Chairs and the following are members of the planning committee: Marva Cappello, Marianne D'Emidio-Caston, Eric Engdahl, Juan Flores, Merryl Goldberg, Laurie Hansen, Alan Jones, Virginia Kennedy, Jose Lalas, Maureen Lorimer, Shannon Stanton, and Mona Thompson.

The formal announcement of the Fall 2014 Conference will be e-mailed to all members, delegates and friends of CCTE in early July along with a tentative program, registration form, an updated version of the call for proposals and cover sheet, and an invitation for nominations for CCTE awards. Be ready to get yourself registered as soon as you receive those materials.

## A Peek ahead to the CCTE Spring 2015 Conference

The Spring 2015 Conference of the California Council on Teacher Education, on March 19-21 of that year at the Sainte Claire Hotel in San Jose, will be a celebration of the 70th anniversary of the organization. The keynote speaker for the Conference will be Gary Fenstermacher, who has served as keynoter at CCET/CCTE Conferences four previous times, once each decade since the 1970s.

Gary's career has included leadership of the teacher education program at the University of California Los Angeles, service as the representative of the University of California on the Commission for Teacher Preparation and Licensing (now the Commission on Teacher Credentialing), dean of the College of Education at the University of Arizona, and as a senior faculty member of the School of

Education at the University of Michigan. He is now retired and residing in Tucson, Arizona.

The 70 anniversary program will also feature attendance by 16 past presidents of CCET/CCTE who will participate on panels and in discussions focusing on the history of the organization and their vision for its future.

The past presidents will also all contribute to the Spring 2015 issue of *Issues in Teacher Education*, themed around the 70th anniversary of CCTE, which will be published and distributed in conjunction with the Spring Conference.

Watch for further details about this very special Conference in future issues of *CCNews* and on the CCTE website.

### 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 Address - Thursday Afternoon**

**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 Breakfast Discussion - Friday Morning**

**Concurrent Capstone Institutes - Saturday Morning**

## Arts Education, Arts Integration, and Arts as Text: Exploring Process

By **Merryl Goldberg**

*California State University, San Marcos*

Art is a process. I thought I was a way cool teacher because I teach art every Friday; and what that meant for me was one lesson and having a product at the end of the day. It got hung up around the classroom if there was room, and if not it got sent home. And what I would do differently now is to encourage the kids to develop their idea, to come back and revise and edit their idea much like I do with the writing process. I would never ask the students to produce a product at the end of the day and that's what I've been doing with art.

—Fourth Grade DREAM teacher, San Marcos, CA

In teaching and learning, one thing is always a for certain: students are at the core of everything we do. I remember first really thinking about the importance of framing teaching and learning as a relationship while studying with Eleanor Duckworth at the Harvard Graduate School of Education (I would eventually become one of her teaching assistants). Eleanor had us read David Hawkins' *The Informed Vision* (1974) in which he framed teaching and learning as a three way relationship between "I, thou, it." "I" is the teacher, "thou" the student, and the "it" is the content. While that framing of teaching and learning as a three-way relationship has worked for me for many years, I've come to realize that there is one big missing piece in the scenario. *Process* is fundamental to the relationships. And, the teacher with whom I began this piece nailed it with her description of the power of the arts as a process; the process that serves as a bridge connecting content, student, and teacher.

One of the things that make art so compelling in the realm of pedagogy is that it is both a process through which students grapple with content, and it is a repository of content representing humanity's existence. The process of art includes learning specific skills known as technique, such as the technique of contour drawing in visual art, playing a musical instrument in tune as a musician, or projecting your voice as an actor. At the same time that technique underlies the artistic process, the making of art would not occur if there were not also an engagement of the imagination and creativity. A wonderful musician not only plays technically well, she interprets a piece of music in order to present it. The balance of technique with creativity provides the foundation for making art, as well as reflecting on it as an audience or viewer.

The role of arts in the classroom is extensive and holds great potential for students as learners, and for teachers, in engaging students. There are three primary ways which I will outline: arts as text, arts integration, and arts education. All three are linked together—and all three align with the California Visual and Performing Arts

(VAPA) content standards of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and applications across disciplines. And, all three also align quite closely with the goals and career-readiness standards of Common Core.

*Arts as text.* Arts as text places the focus on the arts as source material. Arts provide us with tangible reflections, documentation, and responses to the world, events, emotions, and experiences. When we examine art works closely we are reading them. CA VAPA standards would categorize this as artistic perception. In Common Core, the use of texts for understanding includes art works on equal grounding with reading word-based texts.

*Arts integration* focuses on a process of learning by engaging arts-based strategies to integrate learning in the arts with other subjects. In the California VAPA standards, arts integration is in the strand: "Connections, applications, and relationships across disciplines." Arts integration can, and does encompass all the other strands of the VAPA standards. What is unique to arts integration is the attention on the process of **learning in the arts** to engage discipline learning outside of the arts, such as math, science, or social studies. In this category the phrases "learning through the arts" and "learning with the arts" are commonplace. Examples of learning through the arts would include (but are by no means limited to) acting out the metamorphosis of a butterfly, studying a painting from a mathematical perspective, becoming characters in a reading text, or creating puppets to explore events in history.

*Arts education* commonly refers to learning the disciplines of the arts: visual arts, music, dance, and theater, as subjects in and of themselves. According to state and federal guidelines, each and every child is required to have an education in and about the arts. This category is the very core of the California VAPA standards, and encompasses each and every strand with the California VAPA standards.

Together, at the CCTE conference in October, we will explore each of these terms and weave together an understanding of the power the arts and its role in teaching and learning. We will engage in discussions and hands-on activities with and through the arts as we study our role in preparing future teachers of multicultural and multilingual classrooms, as well as within the context of Common Core. The arts provide significant openings to students as they learn about their world and important opportunities to teachers as they engage students and assess their understandings.

*Merryl Goldberg will be the keynote speaker at the CCTE Fall 2014 Conference on "Transforming Teacher Education through the Arts."*

## Call for Proposals for CCTE Fall 2014 Conference

With reference to this Fall's conference theme, "Transforming Teacher Education through the Arts," the Planning Committee invites proposals for concurrent sessions and poster presentations that will enable participants to look at integration of the visual and performing arts in teacher education from a variety of perspectives including those of:

- Teacher educators who have worked at making the arts an important part of their own teaching;
- Preservice and inservice K-12 teachers who have done the same;
- Arts educators who have worked on arts integration with teacher educators and/or with preservice and inservice teachers;
- Researchers who have examined academic and social learning outcomes from arts-integrated instruction for educators or their students;
- Educational leaders who have promoted arts integration in their schools, programs, or districts.

Collaborative presentations combining two or more of these perspectives would be especially welcome. In addition, proposers are encouraged to plan presentations that are "interactive," in that participants will be engaged in making and/or discussing art as part of a learning experience.

### 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 appears on the next page of this newsletter and is also 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 Fall 2014 Conference 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 2014 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

Following the Conferences presenters are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter.

# Cover Sheet for Proposals for Fall 2014 Conference

Conference Theme: "Transforming Teacher Education through the Arts"

Title of Presentation: \_\_\_\_\_

Lead Presenter Information:

Name \_\_\_\_\_

Institution \_\_\_\_\_

Institution address \_\_\_\_\_

First author phone number \_\_\_\_\_

Email address \_\_\_\_\_

Other presenter(s) to be named in the program (include institutional affiliation in each case):

Preferred Format:

I am proposing a formal session in a separate room of my/our own.

I am proposing a poster session or demonstration in a common room.

Proposal Type: (choose ONE)

Research

Practice

Policy Analysis

Specific to the Fall 2014 Conference:

Interactive Nature of the Proposal:

Yes, the proposed session will actively engage the audience in the arts

No, the proposed session will not actively engage the audience in the arts

This is a RESEARCH proposal:

I included a theoretical rationale

I included a methodology section

I included an analysis of the results

This is a PRACTICE proposal:

I included a rationale for the innovation

I included an overview of the changes made

I included an analysis of the impact of the innovation

This is a POLICY ANALYSIS proposal:

I reviewed and analyzed the relevant literature on the topic

I used a systematic strategy for analyzing, developing, or evaluating policy

I drew valid conclusions from the analysis, with clear implications for teacher education

Conference Theme: (choose ONE)

My proposal relates directly to the theme of the conference.

My proposal relates to teacher education, but does not directly relate to the conference theme.

Narrative Requirements

My proposal does not exceed 1,800 words (excluding references).

My proposal does not include presenter name(s).

My proposal does not include presenter affiliation(s).

e-mail completed cover sheet along with proposal to:

[hansenl@uci.edu](mailto:hansenl@uci.edu)

## Retrospective of Spring 2014 CCTE Conference: “New Teaching and Learning Spaces”

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

The Spring 2014 CCTE Conference on March 27-29 at the Sainte Claire Hotel in San Jose raised and addressed the question: *What are the spaces in which we will teach and learn?*

Guiding Questions for the Spring Conference were:

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?*

Keynote speakers were **Alison A. Carr-Chellman** of Pennsylvania State University and **Sheena Vaidyanathan** of the Los Altos School District.

The Spring 2014 Conference also featured two special institutes on Saturday March 29: One entitled “Integrating the Social-Emotional Dimension of



*Sheena Vaidyanathan*

Teaching and Learning in Pre-Service Teacher Education,” presented by the San Jose State University Collaborative for Reaching & Teaching the Whole, and the second entitled “Tools for Online and Mobile Learning” that was developed by the Spring Conference Planning Committee to extend the Conference theme on to a third day.

Additional information about the Spring 2014 Conference appears on the CCTE website.



*Alison A. Carr-Chellman*

### Dates of Future CCTE Semi-Annual Conferences

**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

## Notre Dame de Namur University and Belle Air Elementary School Receive the CCTE Partnership Award at the Spring 2014 Conference



*Receiving the award placque at the Spring Conference luncheon are (left to right) Stephanie Demaree, Michael Rothhammer, Billy Barry, Joan Rossi, Phyllis Hunt (behind Joan), and Robert Ferrera. Rothhammer is principal of Belle Air Elementary School and the others are faculty at Notre Dame de Namur University. Also pictured behind Ferrera is Jose L alas, co-chair of the CCTE Awards Committee, who made the presentation along with the other co-chair, Paula Motley.*

At the Awards Luncheon on March 28 at the California Council on Teacher Education Spring 2014 Conference the CCTE Partnership Award for Distinguished Service to Students and the Preparation of Teachers was presented to Notre Dame de Namur University (NDNU) and Belle Air Elementary School of the San Bruno Park School District.

The award was presented by Jose L alas and Paula Motley, co-chairs of the CCTE Awards Committee, and was accepted by a team of faculty and administrators from the university and elementary school who attended the luncheon as guests of CCTE.

The award recipients also participated in the Spring Conference poster session later that afternoon as a way to

give Conference participants an opportunity to meet and discuss the aspects of the partnership that earned it the award.

The CCTE Partnership Award for Distinguished Service to Students and the Preparation of Teachers is presented once or twice a year to outstanding partnerships in order to bring attention to the importance of collaboration between institutions of higher education and K-12 schools in the preparation of high quality teachers.

For further information about the partnership see the description of the NDNU and Belle Air collaboration on pages 20-21 of this issue of *CCNews*.

*The delegation from Notre Dame de Namur University and Belle Air Elementary School at the awards luncheon also included (from left to right) Linda Steensrud, Susan Raffo, Allie Mendonca (in back), Kelly Vaughn, Stephanie Demaree, Michael Rothhammer, and Bill Barry.*





# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 25, Number 2, Summer Issue, June 2014, Section 3**

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

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

### CCTE 2014 Annual Election Results

Results of the CCTE 2014 annual election saw Sharon Russell of CalStateTEACH elected as President Elect, Lettie Ramirez of California State University, East Bay re-elected as Vice President for AACTE, and Deborah Hamm of California State University, Long Beach elected as Vice President for ATE. Juan Flores of California State University, Stanislaus assumes the role of CCTE President, while Cindy Grutzik of California State University, Long Beach is now Past President. These five will serve in these positions for the next two years.

Eric Engdahl of California State University, East Bay, Lyn Scott of Humboldt State University, and Mona Thompson of California State University, Channel Islands, were elected to three-year terms on the CCTE Board of Directors, from 2014 to 2017. They replace Deborah Hamm of California State University, Long Beach, Paula Motley of the Monterey County Office of Education, and Shannon Stanton of Whittier College, whose three-year terms as Board members ended this spring.



*Mona Thompson, Lyn Scott, and Eric Engdahl (left to right) are congratulated by Cindy Grutzik at the Spring 2014 Conference awards luncheon upon their election to the CCTE Board of Directors for terms running from 2014 to 2017.*



*Deborah Hamm, Shannon Stanton, and Paula Motley (left to right) receive certificates from Cindy Grutzik at the Spring 2014 Conference awards luncheon for their service as members of the CCTE Board of Directors from 2011-2014.*

## A Message from ICCUCET

Dear ICCUCET Members,

There is a lot going on!

You have probably been involved in at least one of the efforts noted below, but if not, I hope you will find the information helpful and may even volunteer to work on some of the issues—either within your department, school, or through CTC or other agencies.

The Spring 2014 CCTE Conference was held the same time as the CAEP (formerly NCATE & TEAC) Conference. Many ICCUCET members wanted to be in both places at once. If you could not make the ICCUCET Thursday morning meeting, you missed the following:

- A motion to postpone elections for Board positions until the fall 2014 meeting.
- An update from Teri Clark on activities CTC is busy with—including the implementation of a fee structure for accreditation activities.
- A wonderful small group interaction with Cheryl Hickey from CTC and board members who took notes regarding accreditation. Now everyone has been through a cycle of accreditation activities and it is time to evaluate the activities and determine if they are giving data that is useful to CTC and helpful to programs and what modifications might be needed. Our discussion centered particularly on Program Assessment.

While we were busy in California, other ICCUCET members were in Nashville inviting the President of CAEP, Jim Cibulka, to come meet with AICCU Deans and discuss the CAEP standards. A follow up meeting was held with good interaction about standards of educator preparation and a clarification of California's accreditation system.

These meetings lead us to the next events...

On May 8, CTC staff held a meeting about the accreditation system. The meeting was sent out via the web and people throughout the state could participate via Google Hangout, texting, e-mail, or in-person. The meeting was nicely laid out so that there was some information shared about a topic, then some study questions for people to provide input. Feedback from all groups was summarized once back on line by CTC staff. It appears that there will be significant modifications made to Program Assessment in order to lessen the amount submitted as narrative.

As a result of this meeting, several work groups will be established to review accreditation activities. If you missed the meeting, you may want to review the agenda and other documents that were shared at this link

<http://www.ctc.ca.gov/commission/meetings.html>

CTC staff and stakeholders are also working on the crosswalk—that document which guides joint visits of CTC and CAEP. If both bodies accredit your institution, you will want to pay attention to and perhaps be involved in the development of the crosswalk and what it will mean for your program, department or institution.

Last, but certainly not least, Dean Christine Zeppos of Brandman University hosted a meeting of AICCU Deans and faculty to meet and have conversation with Kate Walsh, President of the National Council on Teacher Quality (NCTQ). The meeting was interesting. Ms. Walsh acknowledged that she had little knowledge of the accreditation system in California. One of her concerns was that the current accreditation bodies have not shut down any programs, so were therefore not of significant use. However, she is convinced that the NCTQ ratings are a valid “consumer tool” regardless of whether the information about the institutions comes from the institution, the institution's website, or from NCTQ reaching out to students on campus to secure course syllabi. A new round of ratings will be released on June 17. Over 200 new programs will be added to the ratings.

There will be no shortage of topics for the Fall 2014 CCTE Conference in San Diego, October 23-25. Please plan to come early to be a part of the ICCUCET meeting on Thursday morning before the conference begins.

With all that is going on, we all need time to relax and re-energize. I wish you all some “down time” during the summer—for travel, light reading, baseball, time with friends and family or other events that help you maintain balance.

—Jo Birdsell,  
ICCUCET President  
National University

### **CCTE Receives AACTE Grant for 2014-2015 “Quest for Teacher Education Research”**

The California Council on Teacher Education has received a \$5,000 state chapter support grant from the American Association of Colleges for Teacher Education for the purpose of implementing during the 2014-2015 academic year a “Quest for Teacher Education Research” in our state. All CCTE members and delegates will receive further information on the program via e-mail in the near future as well as an invitation to submit proposals for participation.

## A Message from CAPSE and the Special Education SIG

The Special Education professional community convened in two forums on Thursday, March 27, at the CCTE 2014 Spring Conference held in San Jose.

That morning the California Association for Professors of Special Education (CAPSE)/Council for Exceptional Children Teacher Education Division (TED) meeting was held to address business of the organization, consider committee updates, and hear Statewide Special Education updates from CAPSE members who serve on the Statewide Special Education Task Force (Drs. Rande Webster and Vicki Graf). That important Task Force is charged with developing a set of policy recommendations that are actionable within the context of current education reform efforts.

Then over the lunch hour the Special Education SIG was attended by 30 individuals who participated in lively and meaningful round table discussions about recommended changes to Special Education teacher education practices to meet the needs of children and youth in contemporary California schools.

Highlighting the CAPSE meeting, Teri Clark, Director of the Division of Professional Services at the California Commission on Teacher Credentialing (CTC), and Bob Loux, CTC Consultant for Special Education, provided updates on Commission activities and their perspectives on deliberations of the Statewide Special Education Task Force from the CTC vantage point. In addition to updates on several key topics, Teri presented information regarding an initiative to streamline CTC's Program Assessment process.

Bob also offered his perspectives and participated in the CAPSE/TED meeting as well as the Special Education SIG that immediately followed.

The CAPSE Richard Thurman Award was presented to Anna Marie Vallabos of the San Mateo County Office Education. Please join CAPSE/TED members in congratulating Anna Marie for this well-deserved award!

CAPSE/TED Board members also convened for a one-day retreat on Thursday, February 27, at National University's Costa Mesa Campus (hosted by Dr. Lucinda Kramer), to discuss a variety of topics relative to Special Education teacher preparation in California. The Board will hold another one-day retreat on Wednesday, June 25, at Dominican University (hosted by Dr. Rande Webster). CAPSE/TED By-Law revisions will be a key topic of that meeting.

Full meetings of CAPSE/TED and the Special Education SIG will convene once again on Thursday, October 23, in tandem with the CCTE Fall 2014 Conference that will be held in San Diego from October 23-25. We extend an invitation to Special Education and General Education colleagues to join together for exciting and important discussions that will include a timely update on proceedings from the Statewide Special Education Task Force. Outcomes from these deliberations will likely have implications for all who prepare teachers in California.

—**Judy Mantle**  
CAPSE/TED President  
National University

### Invitation from the CCNews Co-Editors

We are excited to serve as the co-editors of *CC News*. We admire and respect the work Heidi Stevenson did as the previous editor so we are committed to continuing in a similar manner. We invite all CCTE delegates and members to submit reports, news items, announcements, brief articles, and any other material they wish to share with the CCTE membership.

—**Jo Birdsell & Judy Mantle**, Co-Editors of *CCNews*, National University

### CCNews Call for Articles and News

*CCNews* continues to evolve with the inclusion of sections that feature CCTE news, semi-annual conferences, organizational activities, reports 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](mailto:jbirdsell@nu.edu) or [jmantle@nu.edu](mailto:jmantle@nu.edu)

The deadline for materials for the Fall 2014 issue is August 15.

## Looking ahead to ATE Conferences

**From Deborah Hamm**

*CCTE Vice President for ATE*

I am pleased to pass along the following Association of Teacher Educators (ATE) upcoming conference information to you. ATE was my first professional “group” as a beginning professor. The conferences and special sessions I attended still impact the work I do today. I hope you find this useful and hope you might be able to attend ATE! (And CCTE of course!)

### Registration Now Open for ATE’s 2014 Summer Conference in Niagara Falls

The 2014 ATE Summer Conference will be held August 1-5 in Niagara Falls at the Sheraton At The Falls Hotel and Conference & Event Center. The theme selected by President Emma Savage-Davis is “Advocating for the Silenced: The Educators’ Vocation.”

Online registration and downloadable pdf of the registration form, along with a link to the hotel reservation site, is available by clicking [http://www.ate1.org/pubs/2014\\_Niagara\\_Falls.cfm](http://www.ate1.org/pubs/2014_Niagara_Falls.cfm).

*Pre-Conference Workshops:* One full-day and three half-day pre-conference workshops will be offered at ATE’s 2014 Summer Conference on August 1 and 2. The Full-Day Workshop is “Digital Opportunity Symposium” (Friday, 8/1, 9:00 a.m.-4:00 p.m., \$85). Half-Day Workshops include “Assessment and Accountability in the CAEP System” (Saturday, 8/2, 9:00 a.m.-12:00 Noon, \$50); “Explore and Consider Utilizing these New Technology Tools to Enhance the On-Line Classrooms and/or your Traditional Face-to-Face Classrooms” (Saturday, 8/2, 9:00 a.m.-12:00 Noon, \$50); and “Flipped Classroom” (Saturday, 8/2, 1:00 p.m.-4:00 p.m., \$50). Click [http://www.ate1.org/pubs/Niagara\\_Falls\\_PreC.cfm](http://www.ate1.org/pubs/Niagara_Falls_PreC.cfm) for additional information on the workshops.

*Niagara Falls Events:* ATE’s 2014 Summer Conference Planning Committee has planned two special evening events during the 2014 Summer Conference in Niagara Falls. The first is at the Top of the Falls Restaurant, featuring dinner and viewing of the Niagara Falls Illumination Show (Friday evening, August 1). The second is at Old Fort Niagara (Monday evening, August 4). These are ticketed events, with tickets priced at \$55. Click [http://www.ate1.org/pubs/Niagara\\_Falls\\_Even.cfm](http://www.ate1.org/pubs/Niagara_Falls_Even.cfm) for additional information about these special events.

### Call for Proposals Now Available for ATE’s 2015 Annual Meeting in Phoenix

The 2015 ATE Annual Meeting will be held in Phoenix, Arizona, at the Hyatt Regency Phoenix on February 13-17. The theme selected by President Emma Savage-Davis



is again “Advocating for the Silenced: The Educators’ Vocation.”

Proposals for presentations are now being solicited. Click [http://www.ate1.org/pubs/2015\\_Annual\\_Meetin.cfm](http://www.ate1.org/pubs/2015_Annual_Meetin.cfm) for complete information and a link to the proposal submission site. Please read all information on the page before beginning the proposal process. The deadline to submit proposals is June 1, 2014.

### Special Opportunity in Phoenix: ATE Clinical Practice Fellows

Apply to become an ATE Clinical Practice Fellow at the 2015 ATE Annual Meeting! ATE Clinical Practice Fellows are a group of teacher educators who have a strong research interest in clinical practice. Clinical Fellows attend a special pre-conference full day symposium on Saturday, February 14, 2015, before the opening keynote that evening, sponsored by ATE’s Commission on Clinical Practice.

During this program, we will network with one another, share research interests, and hear from some of the top scholars in clinical practice as well as learn more about other organizations such as NAPDS (National Council of Professional Development Schools), COPIS (Council of Professors of Instructional Supervision), AERA Division K, AERA PDS SIG, and AERA Instructional Supervision SIG that also have a strong interest in clinical practice.

Be a part of a powerful national dialog that cuts across various professional organizations that will be launched at the Clinical Fellows Session, and network with others who share your passion for “turning teacher education upside down” and putting clinical practice at the center of all teacher education endeavors! Click [http://www.ate1.org/pubs/Clinical\\_Practice\\_.cfm](http://www.ate1.org/pubs/Clinical_Practice_.cfm) for more information on this special opportunity.

I will be passing along further information and details about ATE activities and events in future issues of *CCNews*.

## **CCTE Announces a Search for a New Editor for *Issues in Teacher Education***

The California Council on Teacher Education is seeking an individual Council member or a team to serve as the next editor (or co-editors) of *Issues in Teacher Education*, such appointment to be effective July 1, 2015. *Issues in Teacher Education* is a peer-reviewed journal sponsored by the Council and published twice each year by Caddo Gap Press. The journal features original manuscripts focusing on topics, concerns, methodologies, and policies for improving the quality of teacher education broadly defined to include pre-service preparation, the induction years, and the professional development of career teachers. The journal also includes book reviews of interest to the teacher education community. All submissions to the journal undergo a blind peer-review process. The term of editorship is three years, renewable if mutually desired by the new editor and the Council.

The editor is responsible for coordinating all aspects of manuscript solicitation, reception, review, communication with authors, and editing for submission to the publisher. Responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for blind peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare manuscripts for publication, selecting the contents of each issue, readying each issue for the publisher, and reviewing final proofs prior to publication.

The editor serves as chair of an Editorial Board comprised of five at-large members of CCTE, plus the CCTE President and CCTE Executive Secretary. Currently an associate editor for book reviews also serves as secretary of the Editorial Board, and the editor may appoint other associate editors if needed. The Editorial Board meets at least twice yearly at each CCTE conference, and regularly communicates by email and telephone. The editor sits *ex officio* on the CCTE Board of Directors, which requires attendance at quarterly Council board meetings, and reports regularly to the CCTE Board concerning the operation of the journal.

Applications and nominations for the editor (or co-editors) should be submitted in letter form to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Blvd, PMB 275, San Francisco, CA 94118. A professional vitae for each candidate for editor or co-editor should accompany the letter of application or nomination. Candidates for editor must be individual members or institutional delegates of CCTE, should have demonstrable standing as scholars in the teacher education field, and should have previous experience in editing and publication of educational materials on a fixed schedule.

Applicants are also asked to provide information regarding support that may be provided by their employing institution, such as a reduced teaching load/released time, part-time managing editor, part-time copy editor, technical support for journal website and submission system, office space, clerical support, graduate student assistants, etc.

The deadline for application/nomination is September 1, 2014. Following that date a four-member search committee consisting of CCTE President Juan Flores, CCTE Past President Cindy Grutzik, and Issues in Teacher Education Editorial Board members Barbara Garii and Thomas Nelson will review applications and nominations, hold interviews, and recommend a choice for editor to the CCTE Board of Directors which will make the appointment at its January 2015 meeting. The new editor (or co-editors) will then work with the current co-editors, Joel Colbert and Suzanne SooHoo of Chapman University, during the January to June 2015 period, and will assume the editorship officially on July 1, 2015.

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### **CCTE Dissertation Award**

The California Council on Teacher Education again this year invites nominations for the annual CCTE Outstanding Dissertation Award which has been established to honor authors of outstanding doctoral dissertations in the field of teacher education written at CCTE member institutions. The deadline for submissions to be considered for the 2014 award is August 1, 2014. Following are specifics related to this award:

(1) CCTE has established the annual "CCTE Outstanding Dissertation Award" to recognize the authors of dissertations in the field of teacher education which have been accepted for the doctoral degree at a member institution of CCTE.

(2) A special sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award.

(3) The criteria for the award are listed in a description in the Spring 2014 issue of *CCNews*.

(4) Nominations for the award are to be made via e-mail with the following attachments: (a) a cover letter of nomination from a faculty member at a CCTE member institution, giving background information on the author and dissertation topic, including a rationale of why the dissertation meets the above award criteria, and (b) the full dissertation text as a Word file. Nominations are to be submitted to Alan H. Jones, CCTE Executive Secretary, by e-mail at:

alan.jones@ccte.org

## **Announcing Availability of Support from the CCTE New Faculty Support Program**

Again during the 2014-2015 academic year, the California Council on Teacher Education (CCTE) will through its New Faculty Support Program assist new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of CCTE.

Applications and nominations are encouraged from or on behalf of new faculty. Those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for 2014-2015 with the \$100 dues waived.

Participants in this program will attend at least one CCTE Conference during the 2014-2015 year for which the \$150 new attendee registration fee will be waived. Participants will be responsible for other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants prior to and at the Conference.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator, who is not now nor has in the past been an individual member of CCTE, who is not now nor has in the past been an institutional delegate to CCTE, and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become members and participants in CCTE during the 2014-2015 membership year, which runs from July 1, 2014 through June 30, 2015.

To be considered for this program, please use the application/nomination form on the following page. Completed forms should be mailed to:

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

Applications and nominations for the 2014-2015 year will be accepted and considered at any point from May 2014 through February 2015. Applications and nominations will be reviewed upon receipt and the new faculty member will be informed of CCTE's decision concerning support as quickly as possible. For additional information contact Alan H. Jones at:

Telephone 415-666-3012  
E-mail [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

Initial financial support for the CCTE New Faculty Support Program was provided through state chapter support grants from the American Association of Colleges for Teacher Education in June 2011 and June 2012 and the program now continues as part of the CCTE annual budget.

### Application or Nomination Form for Support from the CCTE New\* Faculty Grant Fund for the 2014-2015 CCTE Membership Year

The purpose of the CCTE New Faculty Support Program is to provide support for new faculty to become members and participants in CCTE during the 2014-2015 membership year, which runs from July 1, 2014 through June 30, 2015.

\* For this special support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator, who is not now nor has in the past been an individual member of CCTE, who is not now nor has in the past been an institutional delegate to CCTE, and who has not previously received support from this program.

Please complete all information as requested below:

Name of New Faculty Member: \_\_\_\_\_

College, University, or Other Place of Employment: \_\_\_\_\_

School or Department Affiliation: \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Please sign below indicating that you are applying to have your CCTE individual membership fee for 2014-2015 waived, that you will attend at least one CCTE Conference during that year for which your registration will be waived, that you will be responsible for your other costs in attending that Conference, that you will submit a proposal for a research or poster session at the Conference you decide to attend, and that you will be assigned to a CCTE veteran who will meet with and mentor you at that Conference. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE/AACTE New Faculty Grant Fund.

New Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please mail completed and signed form to:  
Alan H. Jones, CCTE Executive Secretary  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Applications may be submitted any time after May 1, 2014 and will continue to be considered until February 2015 or until all available funding has been granted for the 2014-2015 membership year.

## **Applications Invited for the CCTE Graduate Student Support Program for the 2014-2015 Year**

The CCTE Graduate Student Support Program has been established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. Contributions will continue to be solicited from CCTE members and delegates and the funds will be held in the CCTE Graduate Student Fund for distribution along the following guidelines:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund will be disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted starting May 1 each year for support during the upcoming membership year running from July 1 to the next June 30, and applications will continue to be accepted throughout the membership year until all available and appropriate awards have been made.

2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.

3. The only limitations on students wishing to make application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. A form has been created and disseminated to facilitate applications. Students will be asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.

4. To the extent that money is available each year from the CCTE Graduate Student Fund, applicants will be awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with the \$50 membership dues waived; and (b) The \$50 student registration fee for the Conference the applicant chooses to attend will be waived. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.

5. No more than five students will be awarded per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.

6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee will be asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Graduate students studying at any CCTE member institution are encouraged to apply for participation in the program during the 2014-2015 year. Please use the application form that appears on the following page. Anyone wishing additional information about the program should contact CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard PMB 274, San Francisco, CA 94118, or by phone at 415-666-3012, or by e-mail at [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

### Application Form for Support from the CCTE Graduate Student Fund for the 2014-2015 Membership Year

Please complete all information as requested below:

Name of Graduate Student Applicant: \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

College or University Where You Are a Graduate Student: \_\_\_\_\_

Graduate Field of Study: \_\_\_\_\_

Degree You Are Pursuing: \_\_\_\_\_

Expected Date When You Will Receive Degree: \_\_\_\_\_

Please sign below indicating that you are applying to have your CCTE student membership fee for 2014-2015 waived, that you will attend at least one CCTE Conference during that year for which your registration will be waived, that you will be responsible for your other costs in attending that Conference, and that you will submit a proposal for a poster session at the Conference you decide to attend. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE Graduate Student Fund.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Endorsement by Faculty Advisor

Name of Faculty Advisor (please print): \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Signature of Faculty Advisor Endorsing Above Student as an Applicant for Support from the CCTE Graduate Student Fund:

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please mail completed, signed, and endorsed form to:  
Alan H. Jones, CCTE Executive Secretary  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Applications may be submitted any time after May 1, 2014  
and will continue to be considered until all available funds have been granted for the 2014-2015 membership year.



# CCNews

## Newsletter of the California Council on Teacher Education

Volume 25, Number 2, Summer Issue, June 2014, Section 4

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

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

### A School Partnership that Works

*Notre Dame de Namur University and Belle Air Elementary School of the San Bruno Park School District received the California Council on Teacher Education Partnership Award for Distinguished Service to Students and the Preparation of Teachers at the Spring 2014 CCTE Conference. Following is a description of their partnership.*

Three years ago Belle Air Elementary School in the San Bruno Park School District was entering its fifth year of program improvement. The School community under the leadership of Principal Michael Rothhammer and Superintendent Dr. David Hutt, determined that doing something “significantly different” was the approach they wanted to take to address the situation and meet No Child Left Behind (NCLB) requirements. Notre Dame de Namur University, under the leadership of Multiple Subjects Program Director Dr. Robert Ferrera and Dean Joanne Rossi, was interested in establishing a laboratory school to assist in the training of its Multiple Subject teaching candidates.

A partnership was established which includes: a student teacher in every classroom, a University supervisor at every grade level, a University professor on campus every day conferring with the school principal and assisting in professional development, university undergraduate and graduate students providing systematic after-school tutoring two days a week, and University assistance in parent engagement efforts. The first three years of the partnership have contributed to significantly increased student achievement.

Belle Air Elementary has a longstanding and proud history of serving the students and families in the surrounding neighborhood in San Bruno, California. In the past the school was recognized for the academic achievement of the predominately low-income student population. Over time the English learner population steadily increased at Belle Air and the corresponding challenge for teachers was to ensure these students meet the same achievement bar as their English-speaking counterparts. At present the ethnic subgroup Hispanic or Latino constitute close to 75% of the school’s student population. Other significant ethnic subgroups include Pacific Islander and Asian. English learners make up 69% and socioeconomically disadvantaged 71% of all students respectively.

Based on NCLB guidelines, a significant number of Belle Air students did not meet the Annual Yearly Progress, (AYP)

bar set by NCLB, and Belle Air entered Program Improvement (PI). In year four of PI, NCLB Option 5 was chosen and Belle Air and Notre Dame de Namur University (NDNU) entered into a partnership to better meet the needs of the subgroups that were not mastering grade level standards, predominately the Hispanic and English learner subgroups.

The partnership addresses student learning needs by providing the following:

- A student teacher in every classroom which reduces class size and allows for extensive differentiation of instruction.
- A University supervisor for every grade level which provides another highly-trained professional to participate in grade-level team planning and preparation of the student teachers.
- A University professor, whose academic preparation and experience in curriculum and administration spends significant time on campus in classrooms, working with the principal, and assisting in professional development activities.
- Weekly after-school tutoring in Language Arts and Mathematics provided by undergraduate and graduate students from the University.
- Interpreter assistance for teachers in parent conferences provided by Spanish-speaking undergraduate University students and staff.
- University assistance in parent engagement efforts.

English language learners’ needs are addressed in a daily block of English Language Development as well as small groups throughout the instructional day. In addition, master teachers provide the afterschool tutors with the materials to be used with the selected students. The tutors are supervised by University professors and are assigned to no more than three students each. The tutors assist students with language arts homework and mathematics instruction in the computer lab.

There are two classes of students at each grade level. Two master teachers, two student teachers, and a University supervisor planning together which greatly assists in the quality control issues of instruction. Planning time is provided on a weekly basis and data analysis is an integral part of their cycle of inquiry. Student teachers are observed daily by the University professor who is on campus and weekly by their assigned University professor for evaluation purposes. The student teachers meet in a weekly seminar,

## A School Partnership that Works

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after school, with the University professor for formal instruction in lesson planning and classroom management.

Attention to language has been a priority. The Principal is bilingual and all parent meetings are conducted in both English and Spanish. Attendance at traditional parent meetings is steadily increasing. Interpreters from the University are provided for parent conferences and back-to-school events to assist each Master teacher in their efforts to inform and enable parents. The University has financially assisted the district in contracting with agencies to conduct parent/community need surveys, which has resulted in a structured plan for future parent engagement efforts and has assisted in the Latino family literacy project modules.

The Belle Air/Notre Dame Partnership has created the conditions, structures, and programs to promote success at multiple levels. Evidence of program efficacy includes such metrics as: STAR data, interim and formative assessments, anecdotal student teacher preparation data, artifacts from teacher collaboration and evidence of increased participation by parents at the Belle Air site.

Belle Air student achievement has directly benefitted from the partnership with NDNU. Multiple methods for student assessment have produced the following data:

*STAR summative data.* The school API released by CDE in fall 2013 showed 50 points in growth from 762 in 2011 to 812 in 2012. This was the second largest increase of any elementary school in the greater San Francisco Bay Area.

Additional data were Acuity benchmark assessments in years one and two for Third, Fourth and Fifth grades. Acuity data was publicly displayed and updated in “data walls.”

Differentiation of instruction for all performance bands of students has dramatically increased due to presence of the student teacher. For example, intensive students (one or more grade levels below) are able to be seen multiple times each week with two adults in the classroom.

*English learners.* The presence of the student teacher has facilitated more targeted instruction for English learners during their daily ELD period in which student groupings are not more than two language proficiency levels apart based on CELDT data. In turn reclassification rates (students reclassified as RFEP) have steadily increased.

A Response to Intervention, RtI, model in which students one or more grade levels below are identified, assessed and seen individually or in small groups. NDNU and Belle Air have worked very closely in this endeavor in assessment and data analysis.

Artifacts generated as conditions of Program Improvement such as: Restructuring, bi-weekly structured collaboration at grade level and across grade level as part of a cycle of inquiry (Memory notes are available for all data analysis meetings).

Student attendance data has shown steady improvement over time and the percentage of students present each

day has increased in Fall 2013 from last to second best in the district to 96.65%. Moreover, the NDNU afterschool tutoring has promoted good attendance.

Teacher preparation is enhanced due to the lab school model with a student teacher in every classroom on the Belle Air campus and the ability to provide daily support and more thorough monitoring. For example, student teacher supervisors are able to meet with multiple student teachers on one campus and to attend and provide input in the structured collaboration.

Teacher practice has been altered and improved as evidenced by improved student outcomes (See Student Achievement above). During instruction the master teacher is always modeling for the student teacher. In addition, there are other adults entering the classroom with some frequency between the resident professor, the student teacher supervisor, principal, and monthly visits by the Alternate Governance Board. This increased level of scrutiny and monitoring has led to a deprivatization of teacher practice and a corresponding increase in student learning and mastery of grade level content.

There is a voluminous amount of research that correlates family engagement with increased student academic success. NDNU has supported family engagement at Belle Air by enlisting the resources of Peninsula Conflict Resolution Center or PCRC. In year two this resulted in a family engagement specialist part-time to increase family engagement and provide programmatic support. More recently, NDNU has helped Belle Air financially to retain the Parent Liaison position through the current school year despite a fiscal crisis brought on by a reduction in state categorical funding.

The Belle Air/NDNU partnership is currently in its third year and is clearly replicable. Program costs paid by Belle Air to NDNU have been \$60,000 for each of the first three years, while for year four per current memorandum of understanding it will be \$30,000. In the past, categorical funding streams have covered the \$60,000. With a projected cost of \$30,000 for future school years, funding should not be problematic for Belle Air or any school with a similar demographic. As school districts statewide are shifting to a new funding formula, it is impossible to estimate funding amounts in the future. However, the letter and spirit of the new funding formula is to ensure supplemental funds (in addition to the basic block grant) are directed at three student populations of which English learners and socially economically disadvantaged constitute two.

We believe that an elementary school with a similar student population as Belle Air and a university with a robust teacher education department can replicate this innovative “lab school” model improving academic outcomes for all students, creating a more vibrant school community for all constituencies and deepening the experiences, support and preparation for student teachers.

# Gratitude Cultivation

## How Practicing Gratitude Influences the Teaching-Learning Experience of Pre-Service Teachers

**Jane Wilson**, *Associate Professor of Education*  
& **Paige Harris**, *BA & Teaching Credential*  
*Westmont College*

Gratitude broadens people's modes of thinking, which in turn builds their enduring personal and social resources. Gratitude appears to have the capacity to transform individuals, organizations, and communities for better.

(Fredrickson, 2004, p. 159)

Even though gratitude has been a prominent theme in most religions, and discussed in the fields of sociology, ethics, moral philosophy, and politics, only recently has gratitude been scientifically studied (Emmons & McCullough, 2004). In the relatively young field of positive psychology, gratitude has emerged as one of 24 character strengths that help people lead meaningful and flourishing lives (Peterson & Seligman, 2004).

This growing body of research on gratitude points to several beneficial effects including increased joy, enthusiasm, interest, focus, energy, and determination (Emmons, 2007). Some educational thinkers suggest that gratitude is one of seven character strengths (gratitude, grit, zest, self-control, optimism, social intelligence, and curiosity) that are predictive of student success in academic settings (Tough, 2011). Currently, only one book exists that focuses specifically on gratitude in education (Howells, 2012). In her book, Howells argues that when students thank when they think, they think in more engaged ways.

Howells points to the importance of teacher modeling of gratitude as the central entry point for tapping into its transformative power to enhance learning. In a small qualitative pilot study, Howells and Cumming (2012) reported outcomes identified by six pre-service teachers when they intentionally applied gratitude in their fieldwork placements for four weeks: improved relationships, enhanced wellbeing, and improved teaching outcomes. Pelsler (2013) replicated their study and found similar results with six pre-service teachers across a two week period. Using their theoretical framework for considering gratitude in the context of pre-service teachers' professional experience, this study builds upon and extends their research.

### Research Study

This study explores the impact on the teaching-learning process when pre-service teachers engaged in gratitude practices for nine weeks. Fourteen pre-service teachers were invited to examine and implement gratitude practices

during their full-time fieldwork placements. Three primary gratitude practices were described and encouraged: state of preparedness, gratitude language, and gratitude journaling. The pre-service teachers completed a pre-survey to predict the impact these practices might have on their effectiveness to teach, their ability to learn, manage students, and handle adversity. After nine weeks of incorporating gratitude practices, the pre-service teachers completed a post-survey and wrote reflections on the impact these practices had on the teaching-learning process.

### Key Elements of Practice

This definition of gratitude in education guided the study (Howells & Cumming, 2012, p. 38):

Gratitude is the active and conscious practice of giving thanks. It finds its true expression in the way one lives one's daily life rather than as a thought or an emotion. It is an inner attitude that is best understood as the opposite of resentment or complaint. Gratitude is usually expressed towards someone or something.

Prior to beginning their full-time fieldwork placements, possible benefits of practicing gratitude were summarized and highlighted for the pre-service teachers to consider: transformed individuals, enriched personal health, strengthened ability to deal with adversity, deepened relationships, heightened cognitive thinking, and improved classroom atmosphere (Emmons & McCullough, 2004; Howells, 2012; Peterson & Seligman, 2004). By describing possible benefits of gratitude, the researcher hoped this information would motivate the pre-service teachers to consistently engage in gratitude practices. Pre-service teachers were cautioned that they will not feel grateful all the time, that they should not expect gratitude in return, and that they should not use gratitude to manipulate students.

Figure A identifies the three gratitude practices utilized in this study: state of preparedness, gratitude language, and gratitude journaling.

*State of Preparedness*: The gratitude practice "A State of Preparedness" as coined by Howells (2012) was emphasized as the primary practice to cultivate an inner attitude of gratitude. To engage in "A State of Preparedness" pre-service teachers were encouraged to take one minute before they got out of their car in the school parking lot each morning and reflect forward on the day. They were encouraged to be mindful of blessings they would experience throughout the day as they interacted with students, teachers, and school staff, reflect honestly on the outlook they would bring to

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*This article is a report on material presented at the poster session at the CCTE Spring 2014 Conference.*

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# Gratitude Cultivation

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various situations, and ponder ways they might express gratitude during the day.

*Gratitude Language:* The pre-service teachers were encouraged to use language during their fieldwork placement that expressed gratitude towards their cooperating teacher, their students, the students’ parents, the school staff, and the principal. In addition, they were encouraged to speak with appreciative words about content while they were teaching. Finally, the pre-service teachers were encouraged to write gratitude notes with specific words of thanks to each student during their placement.

*Gratitude Journaling:* Gratitude journaling was also offered as a practice to consider. In their weekly written reflections, pre-service teachers were required to identify insights into teaching and goals for the upcoming week, and they were given the option to reflect on gratitude practices and describe its effect on the teaching-learning process.

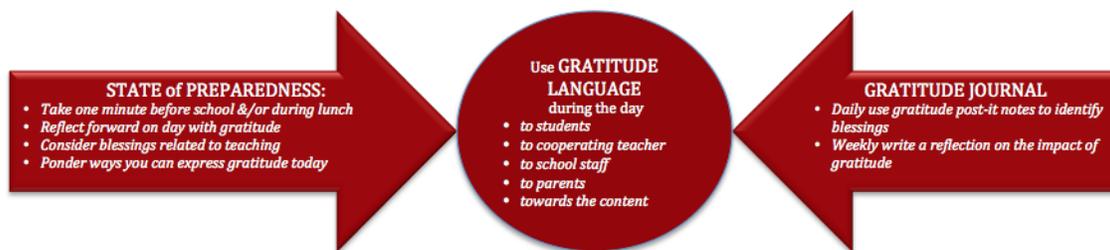
## Results

The pre-service teachers completed a survey before beginning their fieldwork placements and predicted the impact of practicing an inner attitude of gratitude on their ability to be an effective teacher, to learn, to effectively manage students in a classroom, and to handle adversity during student teaching. After nine weeks of practicing gratitude, the pre-service teachers completed the same survey. The results (see Chart A) show that the pre-service teachers identified a positive impact in each of the four areas.

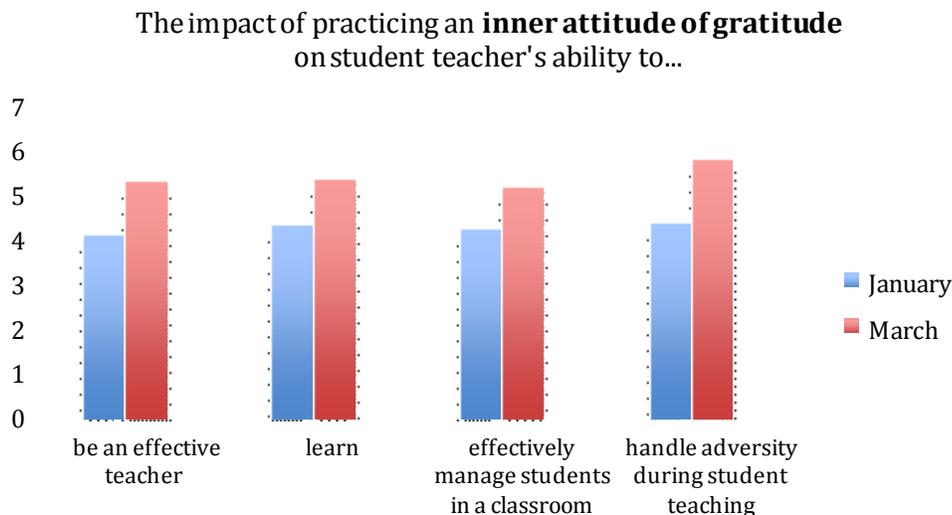
At the end of the nine weeks, the pre-service teachers were asked to self identify how often they engaged in gratitude practices. They were also asked to write about the effects of these practices, and specifically, if they noticed any effect on the teaching-learning process. Finally, they were asked to identify any challenges they experienced when

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**Figure A: Gratitude Practices**



**Chart A: The Impact of Practicing an Inner Attitude of Gratitude**



## Gratitude Cultivation

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implementing these practices. The pre-service teachers self-identified engaging in the state of preparedness on average four days each week (either before school or mid-day), using gratitude language daily in some form, and writing a reflection on gratitude seven out of the nine weeks. Analysis of the data involved looking for common themes related to personal benefits as well as flow-on effects upon the teaching-learning process (see Chart B).

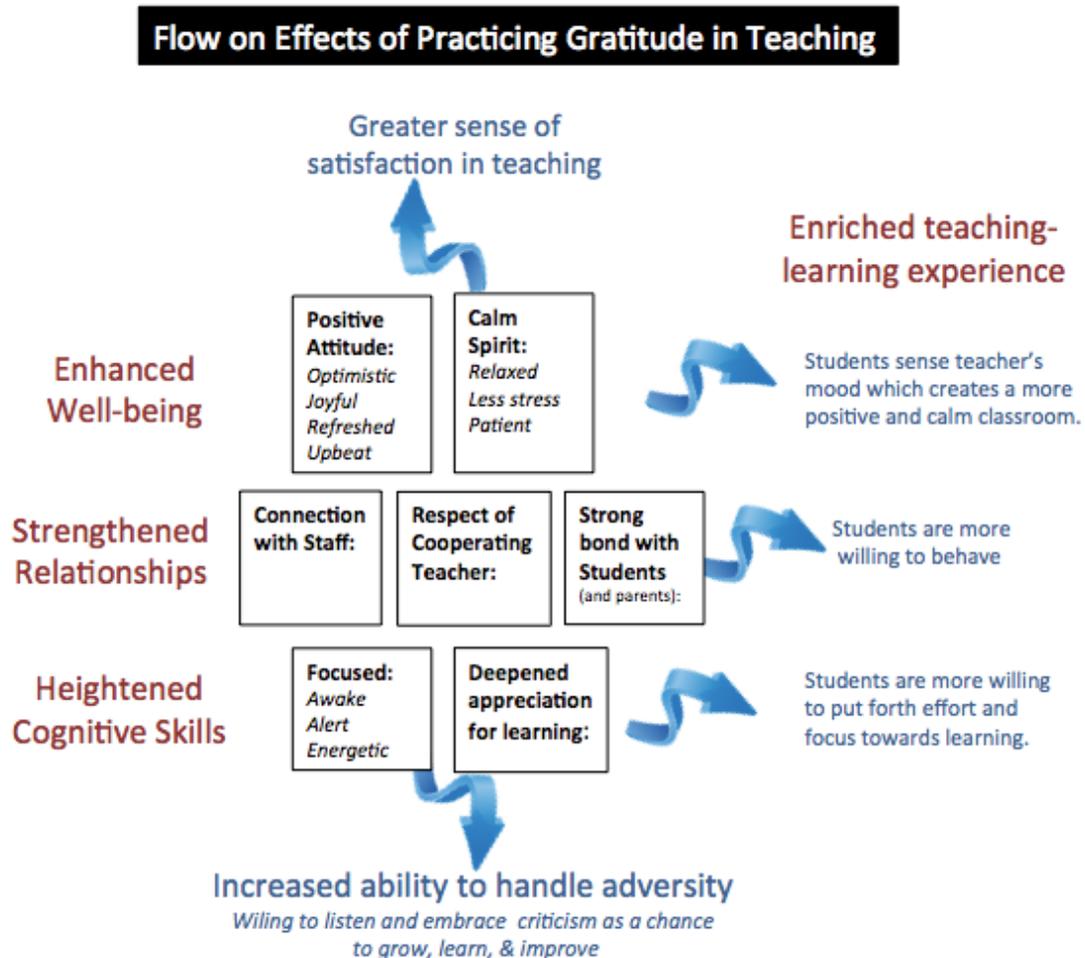
*Personal Benefits:* Three themes emerged that show personal benefits for practicing gratitude: enhanced well-being, strengthened relationships, and heightened cognitive skills. Enhanced well-being was experienced by having a positive attitude and a calm spirit. Practicing gratitude strengthened their relationships in the school community: cooperating teacher, students, the students’ parents, school staff, and principal. And the pre-service teachers experienced heightened cognitive skills as expressed in being more

focused and alert, and experiencing a deepened appreciation for learning.

*Flow-on Effects to Teaching-Learning Process:* Three flow-on effects towards the teaching-learning process were identified. As the pre-service teachers experienced enhanced well-being by being more positive and calmer, they noticed that the classroom atmosphere was more positive and calmer. After expressing gratitude specifically to students which strengthen these relationships, they noticed that students were more responsive and willing to behave. And finally, their heightened cognitive skills enabled them to express more focused appreciation while they were teaching, which had a flow-on effect as their students appeared to be more attentive and willing to focus effort and attention on the content.

*Flow-on Effects towards Oneself:* Two additional flow-on (continued on next page)

**Chart B: Flow-on Effects of Practicing Gratitude in Teaching**



## Gratitude Cultivation

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effects emerged towards themselves as individuals. The pre-service teachers identified that practicing gratitude increased their ability to handle adversity. Many benefits of gratitude strengthened this ability. Because practicing gratitude helped them be more positive and calm, helped them develop a respect for their cooperating teacher, and helped them be appreciative of learning, they were more willing to listen and calmly embrace criticism as a chance to grow and improve. Finally, the pre-service teachers expressed that the benefits of practicing gratitude had a flow-on effect towards their whole experience of student teaching as they expressed a greater sense of satisfaction in teaching.

*Challenges:* There were challenges to practicing gratitude. Though the pre-service teachers self-identified that they practiced gratitude approximately four days each week, they expressed that they often felt like they did not have time to do this. Some explained that they had not yet developed a habit of practicing gratitude, so they would forget. Others expressed that a spirit of negativity on their campus and in the staff room prevented them from experiencing gratitude. And finally, some simply did not feel grateful, so trying to practice gratitude felt insincere to them.

### Significance for the Field of Education

Cultivating a grateful perspective in pre-service teachers positively impacted their fieldwork experience in a variety of ways. They experienced personal benefits such as enhanced well-being, strengthened relationships, and heightened cognitive skills. They noticed positive flow-on effects in their classrooms with a more positive and calmer classroom atmosphere, better behaved students, and students more willing to focus effort towards learning. And finally, they identified flow-on effects towards themselves as they reported increased resiliency when facing adversity and experienced greater satisfaction in teaching.

These findings are significant for the field of education. If pre-service teachers complete their credential program with well-developed habits of gratitude and embody a grateful spirit in their first teaching position, they will hopefully experience similar benefits towards their personal well-being and towards an enriched teaching-learning experience for their students. Credential programs may want to consider engaging in gratitude practices during methods courses to help their credential candidates develop a habit of practicing gratitude.

*Limitations:* This study extends the work of Howells and Cummings (2012) and Pelsner (2013) in two ways: increased sample size and identification of the flow-on effects of gratitude towards the teaching-learning experience. The previous studies examined six pre-service teachers each, whereas this study examines the experience of fourteen

pre-service teachers. The previous studies focused on the personal benefits of gratitude, whereas this study examines both the personal benefits as well as the impact on the teaching-learning process. Though this study extends their work, it is still limited by its small sample of fourteen pre-service teachers. In addition, this study is limited as it only worked with female pre-service teachers at the elementary school level.

*Future Research:* More studies are needed to explore the impact of cultivating gratitude on secondary pre-service teachers, as well as credentialed teachers. A follow-up study could revisit these fourteen people to see if they continue to practice gratitude and what impacts they notice when they are the credentialed teacher in charge. Additional study is needed to examine the student perspective when a teacher engages in gratitude practices. Moreover, studies could examine ways to cultivate gratitude in students and if by so doing, students are able to think in more alert and focused ways to enhance creative and flexible thinking in the classroom.

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