

CCNews

Newsletter of the
California Council on Teacher Education

Volume 26, Number 3, Fall Issue, September 2015

Jo Birdsell, Editor (National University)

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CALIFORNIA COUNCIL ON TEACHER EDUCATION



70th Anniversary | 1945-2015

Celebrating 70 Years of Improving Education at Every Level



Together, Moving CTE into the Future

A Message from CTE President Juan Flores

I am devoting this President's Message to the Strategic Planning Retreat which the California Council on Teacher Education Board of Directors held on June 19-20 at California State University, East Bay. We had a wonderful, very positive, and well attended retreat this year, and I thank our current and new board members for making the retreat a priority. This is our only opportunity each year to do intensive strategic planning for our organization, and complete board member participation is essential, since the Board represents the voice of our membership.

As a result of our cost-cutting measures, this year we were unable to employ the services of our long time strategic planning consultant, Dr. Roberto Vargas. We are very grateful to Roberto for his years of guiding us in our strategic planning process at our retreats. In the absence of Roberto, the CTE Executive Committee, which includes Sharon Russell, Cindy Grutzik, Alan Jones, and myself, ably contributed to the development of our retreat agenda. The success of our retreat was in great part due to their expert guidance.

Conocimiento

Facultad del ser humano para comprender por medio de la razón la naturaleza, cualidades, y relaciones de las cosas.

(The faculty of humans to understand through reason the nature, attributes, and relationships of things.)

One of our traditions as a Board has been that Roberto has helped us establish a "conocimiento" or introduction, at the beginning of our meetings. This portion of the retreat allowed us the opportunity to get to know each other on a personal level. We shared the goings on of our Board members in their personal lives, since what happens in our personal lives inevitably impacts us in our interaction with others. We also learned about the professional achievements and milestones of our Board members and the expertise that they each bring to the Board. This interaction also served to support our team bonding.

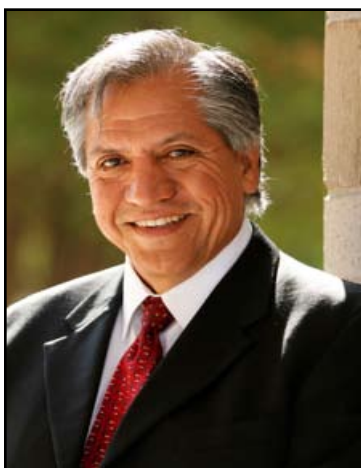
Board Development: Building Collective Capacity

We spent the first part of the retreat focused on building our collective capacity. We reviewed our Board Handbook

and our Board Self-Assessment results. We also reviewed CTE's Mission and Vision statements, CTE Strategic Priorities for 2012-14, and the CTE Bylaws. One of the goals of our retreat was to create the opportunity to educate ourselves on how to effectively lead our organization, and we are committed to assuring that the new Board members are promptly oriented to their membership and responsibilities.

2015 Board Self Assessment Summary

As part of our preparation for the Board Retreat and to get a sense of the understanding of the current and new Board members regarding their responsibilities, we conducted a Board member self-assessment via email prior to the retreat, and Cindy compiled a summary of the findings for our consideration and discussion. We were interested in knowing how well our Board members felt the CTE Board was taking care of its basic responsibilities as described in the Bylaws, whether the Board was exercising effective leadership, and whether the Board members felt sufficiently knowledgeable and comfortable to participate on the Board. The members were asked to identify elements of their response which they felt were strong, good, or needing improvement.



Juan Flores

Responsibilities: In response to the prompt, "How well do you feel the CTE Board is taking care of its basic responsibilities as described in the Bylaws?" The Board members identified as *Strong* the following items:

- Having regular Board meetings.
- Approving plans for semi-annual meetings.
- Evaluating and (re)appointing the Executive Secretary.

They identified as *Good* the following items:

- Supervising standing committees and working groups.
- Determining the major issues to be brought before the Assembly.
- Act for the Council between Assembly meetings, consistent with the Policy Framework.
- Adopting public positions on policy issues.

They identified as *Needing Improvement* the following items:

- Approving the annual budget.
- Recommending members for appropriate governmental and professional commissions and committees.

Message from CCTE President Juan Flores

(continued)

Discussion. It is apparent from the responses of the Board members that we can improve the process of approving the annual budget. This has been area of growth for us and we have initiated a system for more closely monitoring our budget. We can also improve our process of recommending members for appropriate governmental and professional commissions and committees.

Perspective: In response to the prompt, “From my perspective, the CCTE Board...?” The Board members identified as *Strong* the following items:

- The CCTE Board has effective leadership from the Executive Committee.
- The CCTE Board follows the organization’s Bylaws.
- The CCTE Board reviews all financial documents at least annually.
- The CCTE Board keeps informed about current policies and issues in teacher preparation.
- The CCTE Board has a strong vision for teacher preparation in California.
- The CCTE Board effectively manages its financial resources.
- The CCTE Board follows a clear and fair process for decision-making.

They identified as *Good* the following items:

- Follows California’s laws and regulations for non-profit organizations.
- Understands the true costs of running CCTE.
- Effectively represents all types of teacher preparation programs in California.
- Has sufficient operational expertise on the Board to ensure sustainability for CCTE.
- Provides opportunities for any member to become involved in the organization.
- Has clear strategic priorities.
- Has a plan for recruiting new leadership from among the membership.
- Communicates effectively with the membership.

Discussion. There were no items that were identified as *Needing Improvement*.

Individually: In response to the prompt, “As an individual CCTE Board member, I...” The Board members identified as *Strong* the following items:

- Have a working knowledge of the organization’s bylaws.
- Feel comfortable expressing their views during board meetings.
- Contribute knowledge and expertise to the organization’s operations.
- Represent the membership in a significant capacity.

The Board members identified as *Good* the following items:

- Understand the Board’s fiduciary responsibilities.
- Understand the organization’s finance statements.
- Represent other organizations to the Board.

The Board members identified as *Needing Improvement* the following item:

Understand the responsibilities of each Board member, including each officer and ex officio member.

Discussion. From the feedback on the Board self assessment, it is apparent that the Board members would like more support in better understanding the responsibilities of each Board member, including each office and ex officio member. We agreed on the need to provide more instruction and guidance regarding the expectations of being on the Board. Sometimes we may not know what we don’t know, and taking part in these Board assessments and discussions can assist us in answering some of these questions. For example, even though the Board survey indicated that the Board had a good understanding of its fiduciary responsibilities, there may be some fiduciary liability issues that we may need to address and clarify in the future.

Implications and Discussion

Based on these deliberations we have focused on the need to improve the process of monitoring our ongoing budget and approving our annual budget. We have begun developing a budgeting model that will allow us to monitor encumbrances. The improvement of our budget monitoring process will be a continuing focus of the board.

Also based on the identified items, we need to spend some Board time developing a process and procedure for recommending members to governmental and professional commissions and committees.

Finally, we need to spend some of our Board meeting time focused on educating the new and continuing Board members on the responsibilities of serving on a non-profit board. There may be some services and instructional programs provided by the non-profit support organizations that may be beneficial for us.

Financial Sustainability

We discussed our need to identify additional revenue streams for our organization to alleviate our current financial shortfall. We also discussed the value of our reserve and how it saved us from our current shortfall, but the reality is that we still have a shortfall, and we need to cut back on our expenditures and increase our income.

Board Matrix for 2015-2016

The development of our CCTE committee goals matrix was addressed during our Board meeting on June 20, and each committee reflected on the strategic planning of the previous day and selected its goals for the year. These committee goals will be further honed at the Fall board meeting.

—Juan M. Flores, CCTE President
California State University, Stanislaus
jflores@csustan.edu

CCTE 70th Anniversary Appeal

As a continuation of the celebration of the 70th anniversary of the California Council on Teacher Education which was marked during the Spring 2015 Conference in San Jose, CCTE is undertaking an ongoing fund-raising appeal aimed at assuring that the organization will have a strong fiscal structure in future years. The goal is to raise \$70,000 as CCTE celebrates its 70th year.

To kick off the fund drive, the following letter from CCTE President Juan Flores was shared with all CCTE members, delegates, and friends in November of 2014, and has been updated for use in the Fall of 2015:

Dear CCTE Members, Delegates, and Friends,

The California Council on Teacher Education, born in 1945 as the California Council on the Education of Teachers, celebrates its 70th anniversary in 2015. Our Spring Conference in San Jose on March 19-21 featured many of our past presidents and other significant leaders of the organization in a program that celebrated our accomplishments to date and extended our vision into the future.

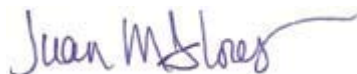
As a part of this 70th anniversary year, CCTE is undertaking a special fund-raising drive in order to assure that the organization has a solid financial future on which to build. Our goal is to raise \$70,000 in recognition of our 70th anniversary, and as part of that effort we are appealing to all CCTE members, delegates, and friends to make a contribution of \$70 (or more if you are able) between now and the end of 2015. Remember that CCTE is a 501c3 non-profit organization, so all contributions are tax deductible.

We are also offering an opportunity for donors to earmark their contributions towards specific CCTE activities, based on the priorities that emerged from the survey of CCTE members last May. Among the options are special funding for our policy initiatives, increased support for technological enhancements, expanded support for staff, ongoing funding for the CCTE New Faculty Support Program, ongoing funding for the CCTE Graduate Student Support Program, and building up our CCTE reserve fund. If you wish to earmark your contribution towards any of these organizational goals, just indicate it on the accompanying donor form.

We also wish to make contributing as easy as possible. If you prefer to pay by credit card, you may do so through our CCTE paypal account by completing the donor form on the CCTE website (www.ccte.org) or you may send a check payable to the California Council on Teacher Education along with the form on the next page of this newsletter by regular mail.

Please join us in this celebration of 70 years of CCTE.

Thank you,



Juan M. Flores, CCTE President

How to Make a 70th Anniversary Donation to CCTE

You will find a link to the donor form in an entry under announcements in the upper right area of the homepage of the CCTE website (www.ccte.org). That form is a fillable PDF which you can complete on line, print out, and mail in with your gift check. A version of the form also appears on the next page of this newsletter, which can be printed out, completed, and mailed in. If you prefer to pay by credit card, you will also find a link on the website to a Paypal donor form which you can complete and submit electronically.

All gifts to CCTE are tax deductible, since the organization is a recognized 501c3 non-profit entity. All gifts will be acknowledged by letter so that you will have a record for tax purposes.

Please also note that contributors are able, if they wish, to earmark their gift funds for specific CCTE goals or activities such as special funding for our policy initiatives, increased support for technological enhancements, expanded support for staff, ongoing funding for the CCTE New Faculty Support Program, ongoing funding for the CCTE Graduate Student Support Program, and building up our CCTE reserve fund.

It is hoped that all CCTE members, delegates, and friends will respond to this appeal. If they all do so, CCTE will be able to meet the goal of \$70,000 in celebration of the organization's 70th anniversary during 2015.



CCTE 70th Anniversary Appeal Form

Name _____

Address _____

E-mail address _____

President (2016)

Juan Flores

California State University, Stanislaus

President-Elect (2016)

Sharon Russell

CalStateTEACH

Vice-President for AACTE (2016)

Lettie Ramirez

California State University, East Bay

Vice-President for ATE (2016)

Deborah Hamm

California State University, Long Beach

Past President (2016)

Cynthia Grutzik

California State University, Long Beach

Board of Directors

Eric Engdahl (2017)

California State University, East Bay

Cynthia Geary (2018)

University of Redlands

Keith Howard (2016)

Chapman University

Virginia Kennedy (2016)

California State University, Northridge

Karen Lafferty (2018)

Claremont Graduate University

& San Diego State University

Zaida McCall-Perez (2016)

Holy Names University

Lyn Scott (2017)

Humboldt State University

Jared Stallones (2018)

California State University, Long Beach

Mona Thompson (2017)

California State University,

Channel Islands

Teacher Education Quarterly

Kip Tellez, Editor

University of California, Santa Cruz

Issues in Teacher Education

Bradley Porfilio, Co-Editor

California State University, East Bay

& **Richard Kahn, Co-Editor**

Antioch University, Los Angeles

CCNews

Jo Birdsall, Editor

National University

California Association of Bilingual

Teacher Educators

Zaida McCall-Perez, President

Holy Names University

California Association of Professors

of Special Education

Irene Nares-Guzicki, President

California State University,

Monterey Bay

Independent California Colleges

and Universities Council

on the Education of Teachers

Christine Zeppos, President

Brandman University

Executive Secretary

Alan H. Jones (2016)

Caddo Gap Press

3145 Geary Blvd. PMB 275

San Francisco, CA 94118

415/666-3012

alan.jones@ccte.org

I am supporting the California Council on Teacher Education in its 70th anniversary year with the following gift:

- \$70 to celebrate the 70th anniversary
- \$100 to offer even greater support
- \$150 to more than double the anniversary celebration.
- Gifts of any other size, smaller or larger, are welcomed; enter amount _____

CCTE is a 501c3 non-profit organization and all gifts are tax deductible; you will receive a receipt for your gift.

If you wish, you may earmark your gift for one of the following purposes, each of which reflect goals of CCTE as we move beyond our 70th anniversary:

- Funding for CCTE policy initiatives
- Support for CCTE technological enhancements
- Expanding CCTE staff/support for staff
- CCTE New Faculty Support Program
- CCTE Graduate Student Support Program
- Building Up the CCTE Reserve Fund

Thank you for your support.

Please make your check payable to California Council on Teacher Education and mail to:

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

If you prefer to pay on line via Paypal, please access the 70th anniversary on-line form on the CCTE website: www.ccte.org

CCTE Memberships for 2015-2016 Year Now Being Collected

The 2015-2016 membership year for the California Council on Teacher Education runs from July 1, 2015, to June 30, 2016, and memberships are now being received for that year. Renewal notices were sent to all current individual and institutional members in May and everyone is encouraged to send in their memberships by at their earliest convenience. New members are also welcomed for the current year.

A 2015-2016 membership entitles you to receive all CCTE publications and other membership benefits. You will find that the membership benefits continue to grow: issues of both of our scholarly journals are of higher quality than ever; our on-line newsletter offers wide ranging information, ideas, and opinions; our semi-annual conferences offer unique opportunities to explore important issues and exchange ideas with colleagues; and our leadership, committees, special interest groups, and other activities continue to break ground in policy, research, and practice.

In order to offset rising costs, the annual dues have been increased by the Board of Directors by 10%, so that a basic individual membership for 2015-2016 is \$110, a retired membership is \$88, and a student/K-12 membership is \$55. Institutional memberships are \$660 for the 2015-2016 year. CCTE dues had remained the same for the past 10 years, so a modest increase was necessary.

To submit an individual membership for 2015-2016, please do the following:

- (1) Fill out the membership form on the following page, checking the appropriate dues category.
- (2) Include, if you wish, a membership in the California Association of Professors of Special Education/Teacher Education Division in addition to your CCTE membership. Add the CAPSE/TED dues to your check, and we will forward your membership to them.
- (3) Make the check payable to the California Council on Teacher Education (spelled out in full, please), enclose it with the completed form, and mail it to:

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

Institutional memberships for 2015-2016 are also being collected at this time. Renewal notices were sent to all institutional members in May along with the two forms to be completed (institutional membership form and institutional delegate form; institutional memberships involve the appointment of six delegates). Institutions which are not currently members but wish to join for 2015-2016 should e-mail CCTE Executive Secretary Alan Jones (alan.jones@ccte.org) to obtain the two forms.

CCTE Seeking Annual Sponsors for 2015-2016

The California Council on Teacher Education (CCTE) initiated an annual institutional sponsorship program during the 2010-2011 membership year, through which several of our institutional friends were offered the opportunity to provide additional financial support for CCTE activities in return for recognition at our semi-annual conferences as "Annual Sponsors of CCTE."

The program was then repeated with similar success during the following years. We are gratified to have had several sponsors from among higher education institutions in California each of those years. The participating institutions were listed as co-sponsors of our Fall and Spring Conferences during their years of sponsorship, given the opportunity to display information about their institutions and teacher education programs in the conference exhibits and in advertisements in our conference programs, and also recognized in our quarterly newsletters.

The range of benefits to sponsoring institutions varies with the level of sponsorship they undertake. Sponsorships are available at the Bronze level for \$2,000, at the Silver level for \$3,000, at the Gold level for \$5,000, and at the Platinum level for \$10,000. The sponsorship funds from those Annual Sponsors has allowed CCTE to augment the programs of our Fall and Spring Conferences and to expand our activities in other key areas as well.

Given this success with Annual Sponsorships during the past five years, we are now repeating the invitation to a wider range of institutional friends of CCTE to participate as Annual Sponsors for the 2015-2016 year. We hope that all CCTE institutional members will consider both the benefits of being an Annual Sponsor of CCTE as well as the increased ability such sponsorships provide for CCTE to expand and achieve its goals on behalf of the California teacher education community. We hope that such consideration will lead to many more institutions participating as Annual Sponsors during this coming 2015-2016 year.

The Annual Sponsorship Form for 2015-2016 which offers the four different levels of sponsorship and describes the benefits associated with each is available from CCTE Executive Secretary Alan Jones (e-mail at alan.jones@ccte.org). Please consider participating. While CCTE already appreciates the annual dues that our member institutions pay, we hope that many will wish to offer expanded support to CCTE by in addition serving as an Annual Sponsor during the coming 2015-2016 year.

If you have any questions about the CCTE Annual Sponsorship program, please do not hesitate to contact CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).



CALIFORNIA COUNCIL ON TEACHER EDUCATION
 INDIVIDUAL MEMBERSHIP FORM, 2015-2016
 (Membership Year July 2015 through June 2016)

President (2016)
Juan Flores
 California State University, Stanislaus

President-Elect (2016)
Sharon Russell
 CalStateTEACH

Vice-President for AACTE (2016)
Lettie Ramirez
 California State University, East Bay

Vice-President for ATE (2016)
Deborah Hamm
 California State University, Long Beach

Past President (2016)
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 California State University, East Bay

Cynthia Geary (2018)
 University of Redlands

Keith Howard (2016)
 Chapman University

Virginia Kennedy (2016)
 California State University, Northridge

Karen Lafferty (2018)
 Claremont Graduate University
 & San Diego State University

Zaida McCall-Perez (2016)
 Holy Names University

Lyn Scott (2017)
 Humboldt State University

Jared Stallones (2018)
 California State University, Long Beach

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 Holy Names University

*California Association of Professors
 of Special Education*
Irene Nares-Guzicki, President
 California State University,
 Monterey Bay

*Independent California Colleges
 and Universities Council
 on the Education of Teachers*
Christine Zeppos, President
 Brandman University

Executive Secretary
Alan H. Jones (2016)
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 3145 Geary Blvd. PMB 275
 San Francisco, CA 94118
 415/666-3012
 alan.jones@ccte.org

Member Name _____

Institutional Affiliation _____

Preferred Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

email address _____

Type of CCTE membership for 2015-2016:

- Individual (\$110)
- Retired (\$88)
- Student (\$55)

You may also include an individual membership in the California Association of Professors of Special Education/Teacher Education Division for 2015-2016:

- Professor or associate professor at CAPSE/TED member institution (\$20)
- Professor or associate professor at non-member institution (\$25)
- Assistant professor or part-time faculty (\$15)
- Graduate student/other special educator (\$10)

Include payment for CAPSE/TED membership with CCTE membership; Your CAPSE/TED membership information and dues will be forwarded by CCTE to CAPSE/TED.

Please complete and return this form with your check payable to the California Council on Teacher Education (please spell out in full). Please mail to:

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

Thank you.

From the Desk of the CCTE Executive Secretary

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

70th Anniversary

The Spring 2015 CCTE Conference was a spectacular celebration of the 70th anniversary of CCET/CCTE involving a host of past presidents, a provocative keynote by Gary Fenstermacher, and an exploration of our accomplishments over seven decades and our vision and goals for the future. Issues raised during the Conference helped guide the Board of Directors when we held our annual retreat this June.

Also key to the 70th anniversary is our fund raising drive to augment support for the organization over future years. See the solicitation letter and gift form on pages 4 and 5 of this issue.

Membership & Sponsorship

CCTE has enjoyed the support of over 65 institutional and more than 50 individual members during the 2014-2015 year and it is hoped that membership will be even stronger during 2015-2016. The CCTE Membership Committee is always on the lookout for prospective new members, so if you have any suggestions please let committee chair Deborah Hamm know (email deborah.hamm@csulb.edu). Membership information and a membership form appear on pages 6 and 7 of this issue.

CCTE is also seeking to expand the annual sponsorship program, which is described on page 6. I invite interested institutions to contact me for further details.

CCTE Conferences

The CCTE Fall 2015 Conference around the theme “Joyful Teaching” is previewed in this newsletter (see page 12). Be sure to mark October 23-25 on your calendars and send in your registration now.

The Spring 2016 Conference, to be held March 30 to April 1 in San Jose, will focus on special education and is being planned jointly by CCTE and CAPSE (California Association of Professors of Special Education).

Quest for Teacher Education Research Underway

As first reported in the Fall 2014 issue of *CCNews*, the goal of the CCTE Quest for Teacher Education Research this year has been to encourage and support research on teacher education in our state in order to increase the knowledge base and better inform teacher education practice and policy. The Quest during the 2014-2015 year involved 37 different research studies with support from a State Chapter Grant from the American Association of Colleges of Teacher Education. On the Saturday of the Spring 2015 Conference we

held a day-long symposium at which the participating projects each gave an initial report, followed by dialogue among and between the researchers and the audience. Brief reports on some of the projects appeared in the Summer 2015 issue of *CCNews* and additional reports are in this issue.

The Quest program is being continued during the 2015-2016 year, with some of the 37 projects still in operation, and an open invitation to other teacher education researchers in California to join the effort. If you have a research study related to teacher education either underway or about to begin, please submit your proposal to join the Quest (see form on page 22 of this issue).

Focus on Increasing Diversity

CCTE has received a State Chapter Support Grant from the American Association of Colleges of Teacher Education to augment efforts of our New Faculty Support Program and Graduate Student Support Program to increase diversity in the teacher education community in California. Please encourage new faculty and graduate students of color to participate in those programs, both of which are mentioned below and described elsewhere in this newsletter.

CCTE New Faculty Program

The CCTE New Faculty Support Program is enjoying its fourth year during 2014-2015 and applications are now being received for participation during 2015-2016. The program is open to any teacher education faculty in their first five years or service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration and mentorship from an experienced CCTE leader. See further information and an application form on pages 17 and 18 of this issue.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is now in its fifth year during 2014-2015 and we are now accepting applications for the 2015-2016 year. The program is open to graduate students at any CCTE member institution. The benefits include discounted 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. See further information and an application form on pages 19 and 20 of this issue.

—**Alan H. Jones**, CCTE Executive Secretary,
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118;
Telephone 415-666-3012;
e-mail alan.jones@ccte.org

Update from CTE Policy Committee

By **Susan Westbrook & Mona Thompson**
Co-Chairs, CTE Policy Committee

The California Council on Teacher Education Policy Committee continues to monitor the following bills as they move through the Legislature. The bills moved to the other house (Assembly bills to the Senate, and Senate bills to the Assembly) earlier in the session. The Legislature is returning from the Summer Recess on August 17, so bills should be having a hearing soon. The legislature has until September 11 to pass bills in this session. The Governor has until October 11 to sign or veto bills from the session. To follow bills of interest go to <http://leginfo.legislature.ca.gov>

The California annual budget passed in June. Some of the highlights of bills and the budget are listed below.

Education Bills in California Legislature

Teacher Education

AB 141 (Bonilla) Teacher Credentialing: Beginning Teacher Induction Programs. This bill would, commencing with hiring for the 2016-2017 school year, and each school year thereafter, require a school district, county office of education, or a charter school that hires a beginning teacher to provide that beginning teacher with a beginning teacher induction program that is approved by the Commission and the Superintendent or an alternative beginning teacher induction program. The bill also would prohibit a local educational agency from charging a fee to a beginning teacher to participate in an induction program. This bill is in the Senate Appropriations Committee waiting for a hearing.

AB 1369 (Frazier) Special Education: Dyslexia. This bill would require the Superintendent of Public Instruction to develop, and to complete in time for use no later than the beginning of the 2017-2018 academic year, program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify, assess, identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services, as defined, to pupils with dyslexia. The bill would require the Superintendent to disseminate the program guidelines through the State Department of Education's Web site and to provide technical assistance regarding their use and implementation to specified persons. This bill would require the state board to include "phonological processing" in the description of basic psychological processes in the definition of "specific learning disability." This bill is in the Senate Appropriations Committee waiting for a hearing.

Financial Aid

AB 200 (Alejo) Student Financial Aid: Competitive Cal Grant A and B awards. This bill would require that a total of

45,000 Competitive Cal Grant A and B awards be granted for the 2016-2017 academic year, that 80,000 be granted for the 2017-2018 academic year, and that 100,000 be granted for the 2018-2019 academic year and each academic year thereafter. This bill is still in the Senate Education Committee waiting for a hearing.

SB 15 (Block) Postsecondary Education: Financial Aid. This bill would increase the total number of Competitive Cal Grant A and B awards granted annually to \$30,000 and would increase the maximum tuition award amount for Cal Grant A and B for students at private nonprofit postsecondary education institutions to \$9,084 for the 2015-2016 award year and each award year thereafter. This bill would establish, commencing with the 2015-2016 academic year, the Graduation Incentive Grant program to provide eligible matriculating undergraduate students of California State University with financial need attending a CSU campus with financial aid for up to 3 college years. This bill is still in the Assembly Higher Education Committee waiting for a hearing.

SB 62 (Pavley) Student financial aid: Assumption Program of Loans for Education: Governor's Teaching Fellowships Program. This bill would require a program participant to teach in a teaching field with a critical shortage of teachers and to demonstrate financial need. The bill would prohibit a person from participating in the Assumption Program of Loans for Education and the Governor's Teaching Fellowships Program concurrently, and would require both programs to continue to be implemented as they read on January 1, 2015. This bill is in the Assembly Appropriations Committee waiting for a hearing.

Teacher Evaluation

AB 575 (O'Donnell) Teachers: Best Practices Teacher Evaluation System: School Administrator Evaluation. This bill would require the governing board of each school district, county board of education, and charter school to adopt and implement a locally negotiated best practices teacher evaluation system, described as one in which each teacher is evaluated on a continuing basis on the degree to which he or she accomplishes specific objectives and multiple observations of instructional and other professional practices that are conducted by trained evaluators. The bill would provide that the provisions of the best practices teacher evaluation system do not supersede or invalidate a teacher evaluation system that is locally negotiated and that is in effect at the time the best practices teacher evaluation system becomes operative. This bill will also establish a system of evaluation for school administrators to guide their growth and performance with the purpose of supporting them as instructional leaders in order to raise pupil achievement. This bill would require the evaluation and assessment of certificated personnel at least

Update from CTE Policy Committee (continued)

every 3 years, except as locally negotiated and provided in the best practices teacher evaluation system. This bill is in the Senate Education Committee waiting for a hearing.

SB 499 (Liu and De Leon) Teachers: Best Practices Teacher Evaluation System: School Administrator Evaluation. This bill would require the governing board of each school district and county board of education to adopt and implement a locally negotiated best practices teacher evaluation system, described as one in which each teacher is evaluated on a continuing basis on the degree to which he or she accomplishes specific objectives and multiple observations of instructional and other professional practices that are conducted by trained evaluators. The bill would also provide that the provisions of the best practices teacher evaluation system do not supersede or invalidate a teacher evaluation system that is locally negotiated and that is in effect at the time the best practices teacher evaluation system becomes operative. This bill would also require the governing board of each school district and each county board of education to establish a system of evaluation for school administrators to guide their growth and performance with the purpose of supporting them as instructional leaders in order to raise pupil achievement. The bill would require the evaluation and assessment of certificated personnel at least every 3 years, except as locally negotiated and provided in the best practices teacher evaluation system. This bill is in the Assembly Education Committee waiting for a hearing.

California Budget

California State University

Significant Adjustments:

- **General Fund Increase:** The Budget includes an ongoing increase of \$216.5 million General Fund. It is expected the university will use these funds to increase enrollment by 10,400, increase the number of full time faculty, and make significant progress towards improving time to degree and graduation rates.

- **Basic Skills Partnership Pilot:** The Budget provides \$10 million Proposition 98 General Fund for a pilot program to provide incentives to community college districts, the CSU, and high schools to coordinate their efforts to provide instruction in basic skills to incoming CSU students in an efficient and effective way through community colleges. As more of this instructional workload is handled through the community colleges, CSU can redirect resources to continuing improvements on time-to-degree.

University of California

Significant Adjustments:

- **Funding Agreement:** The Budget endorses the agreement reached by the Governor and the UC President announced at the May Revision. This includes annual 4% increases in General Fund support, amounting to \$119.5 million in 2015-2016, along with \$96 million in one-time Proposition 2 funds to pay down the unfunded liability associated with the University's retirement system. As part of the agreement, UC has made commitments in the following areas:

- **Tuition:** Hold tuition flat in 2015-2016 and 2016-2017.
- **Community College Transfer:** Articulate system-wide pathways for transfer to UC and increase transfer enrollment to achieve a two-to-one ratio of new freshmen to transfer students.

K-12 Education

The Budget includes Proposition 98 funding of \$68.4 billion for 2015-2016, an increase of \$7.6 billion over the 2014-2015 Budget Act level. When combined with increases of \$6.1 billion in 2013-2014 and 2014-2015 as well as other one-time savings and adjustments in those years, the Budget provides a \$14.4 billion increased investment in K-14 education.

Since 2011-2012, Proposition 98 funding for K-12 education has grown by more than \$18.6 billion, representing an increase of more than \$3,000 per student.

Educator Support: The budget includes an increase of \$500 million one-time Proposition 98 General Fund for educator support. Of this amount, \$490 million is for activities that promote educator quality and effectiveness, including beginning teacher and administrator support and mentoring, support for teachers who have been identified as needing improvement, and professional development that is aligned to the state academic content standards. These funds will be allocated to school districts, county offices of education, charter schools, and the state special schools in an equal amount per certificated staff and are available for expenditure over the next three years.

CCTE Policy Contacts

The CCTE Policy Committee Co-Chairs can be contacted by e-mail as follows:

Mona Thompson at almothomp@gmail.com
Susan Westbrook at suew447@aol.com

Update from the Commission on Teacher Credentialing

Stakeholder Input on Recommendations from California's Statewide Task Force on Special Education

Stakeholder input is being invited regarding the recommendations contained in the report of a Statewide Task Force on Special Education that began meeting in December 2013 and released its report in March 2015. The report, *One System: Reforming Education to Serve All Students* (http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Special_Ed_Task_Force_Report-reduced.pdf) envisions a system where general education and special education students would be less isolated from one another than they are today. A related goal of the revised system would be to decrease the distinction between general and special education preparation for serving all students in the P-12 schools.

Task Force Vision

In preparing California students to realize their full potential and become productive citizens who contribute to their own well-being and that of their communities, educators must be prepared to serve all students, including students with disabilities, within a unified and coherent education system.

Guiding Principles

All adults at the school are responsible for all students' learning.
 All students can learn and are presumed competent.
 All students have a right to participate and learn together.
 All students are welcomed as valued members of general education classrooms.

The Task Force's process was not:

- an attempt to eliminate or alter the full continuum of placements for students.
- a replacement for low incidence certification.
- a prescription for a particular educational model.

Opportunity to Provide Input

In response to the Statewide Special Education Task Force Report, proposed preparation and credentialing models to address the Task Force's educator preparation goal were developed by a leadership team. These models will be presented at stakeholder meetings to be held across the state to gather input to further inform and refine the proposed models. Meetings will be held in Fresno, San Diego, Los Angeles, Burlingame and Sacramento.

These meetings will provide stakeholders the opportunity to provide input to the Commission on Teacher Credentialing regarding the strengths and challenges of these potential new models of teacher preparation and credentialing for teaching students with special needs. Stakeholders are

encouraged to attend these meetings and make their opinions known. The information gathered will be used to advise and inform the California Commission on Teacher Credentialing in an effort to address the call to action identified in the report of the Statewide Special Education Taskforce with respect to educator preparation programs.

For more information or to sign up for one of the stakeholder meetings, please visit the Commission's website: <http://www.ctc.ca.gov/educator-prep/special-education-meetings.html>

Additional Commission Work

CPACE Standard Setting

The California Preliminary Administrative Credential Examination (CPACE) was recently revised to align with the updated administrative services content and performance expectations adopted by the Commission. The first administration of the revised CPACE examination was held in July 2015, and a standard setting study was conducted in August 2015. Agenda item 3A on the August 2015 Commission agenda provides the standard setting panel's passing score recommendations to the Commission.

Next Generation Science Standards—CSET Updates

The California Subject Examinations for Teachers (CSET) in Multiple Subjects, English, and Mathematics are being revised in August 2015 to align with the Next Generation Science Standards (NGSS). Following completion of this work, revised Subject Matter Requirements (SMRs) for these examinations will be presented to the Commission for potential adoption. Following adoption of revised SMRs by the Commission, these examinations will be updated to be consistent with the content and focus of the NGSS.

Ongoing Revision to Strengthen and Streamline Accreditation System

The Commission continues to work to strengthen and streamline the accreditation system. The focus of the August 2015 agenda is to streamline the program document review process by significantly reducing the amount of narrative required to respond to program standards. In addition, the Commission will be asked to consider adopting a transition plan for the new system at this time, so that institutions have a better understanding of expectations for the near future as well as once the new system is operational. Proposed preliminary multiple, single, and induction standards, as well as teaching performance expectations and Common Standards are expected to be presented to the Commission in October for consideration.

One Consultant Position Is Available at the Commission

Consult the job vacancy listing at <http://www.ctc.ca.gov/commission/employment.html> for details about the duties, desirable qualifications, and filing instructions.



CCNews

Newsletter of the
California Council on Teacher Education

Volume 26, Number 3, Fall Issue, September 2015, Section 2

Jo Birdsell, Editor (National University)

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

Preview of CCTE Fall 2015 Conference

“Joyful Teaching”

By **Magaly Lavadenz, Susan Westbrook,
Mona Thompson, & Deborah Hamm**
Co-Chairs of Fall 2015 CCTE Conference

Following decades of restrictive, isolated teaching and learning in public education, the California Council on Teacher Education Fall 2015 Conference theme presents a call to revitalize the teaching profession through “Joyful Teaching.” The Fall Conference will be held October 22-24 at the Kona Kai Resort in San Diego.

The conference committee has assembled a program aimed at a refocusing of public education and a return to joyful teaching. A central element to this theme is listening to diverse

teachers’ voices as well as the diversity of their students. The program will include issues of linguistics, LGBTQ, ability, and culture through speakers and invited sessions.

The keynote speaker will be **Sonia Nieto** of the University of Massachusetts at Amherst, an international leader in the field of multicultural education and author of numerous books, most recently *Finding Joy in Teaching Students of Diverse Backgrounds: Culturally Responsive and Socially Just Practices in U.S. Classrooms* (Heinemann, 2013).

The Conference program will also include policy sessions, meetings of the Special Interest groups, research and practice concurrent sessions and the poster session involving presenters who submitted proposals to the CCTE Research Committee, the Graduate Student Caucus, an evening buffet dinner event on Thursday (which is being called the “Un-Banquet”), an awards luncheon on Friday, and special institutes on Saturday involving the CCTE Quest for Teacher Education Research and a workshop on writing and submitting manuscripts for publication. Meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education, and the Independent California Colleges and Universities Council on the Education of Teachers will be held on Thursday morning.

There will also be a meeting of California’s education deans starting the Wednesday before the Conference and continuing on Thursday integrated with the Conference. See the announcement on the next page of this newsletter.

The initial announcement of the Fall Conference with a registration form and call for proposals was e-mailed to all CCTE delegates, members, and friends in late June and again the first of August. The tentative Conference program and the registration form are included in this newsletter, on pages 14 and 15 respectively.

The co-chairs of the planning committee for the Fall 2015 Conference are Magaly Lavadenz (Loyola Marymount University), Mona Thompson (California State University, Channel Islands), Susan Westbrook (California Federation of Teachers), and Deborah Hamm (California State University, Long Beach). Additional volunteers for the committee are welcome. If you are interested, please contact Magaly Lavadenz (mlavaden@lmu.edu) or CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).



Sonia Nieto
CCTE Fall 2015 Keynote Speaker

California Education Deans to Meet at CCTE Fall 2015 Conference

For the first time in many years, California's education deans from the California State University, the University of California, and the private and independent colleges and universities will meet to share insights, concerns, and action items of common interest across all three higher education segments. The deans' meeting will take place in collaboration with the California Council on Teacher Education (CCTE) Fall 2015 Conference.

The deans will gather at noon Wednesday, October 21, for lunch with the CCTE Board of Directors, and they will then meet during Wednesday afternoon, attend the Independent California Colleges and Universities Council on the Education of Teachers and other associated meetings on Thursday morning, and conclude with a deans' luncheon on Thursday prior to the start of the CCTE Conference.

The deans' meeting is co-sponsored by CCTE and the Commission on Teacher Credentialing (CTC) and will continue into the first day of the CCTE Conference, including Sonia Nieto's keynote address, the panel discussions which will follow, and the CTC's report at the Thursday Policy Session.

One dean or designee from each campus is invited to participate, and the turnout is expected to be high. In addition to discussing state and national priorities for educator preparation, the deans are looking forward to meeting with State Superintendent Tom Torlakson during their Wednesday afternoon session.

In addition to regular registration for the CCTE Fall Conference (see registration form on page 15 of this newsletter), a special registration form for the deans' meeting is being circulated through meeting organizers from the three higher education segments. That form can also be obtained by contacting CCTE Executive Secretary Alan Jones (alan.jones@ccte.org). In addition to the CCTE Conference registration fee there is an additional \$110 registration cost for the deans' meeting, which covers the Wednesday and Thursday lunches and meeting rooms. Hotel registration information for the Kona Kai Resort appears at the bottom of this page.

The planning committee for the deans' meeting has included Jay Feine from California State University, San Bernardino, Tine Sloan from the University of California, Santa Barbara, Veronica Villalobos from the Association of Independent California Colleges and Universities, Cindy Grutzik from California State University, Long Beach, representing CCTE, and Mary Sandy from CTC.

Fall Conference Hotel Reservations

All attendees at the California Council on Teacher Education Fall 2015 Conference must make their own hotel reservations. Call the Kona Kai Resort at 800-566-2524 and tell them you are attending the CCTE Fall 2015 Conference. Hotel reservations should be made by or before September 21 to be assured of rooms at the conference rate within our reserved CCTE block.

Fall Conference Program & Registration

See page 14 for the tentative program.

See page 15 for the registration form.

Dates of Future CCTE Semi-Annual Conferences

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

Tentative Fall 2015 CCTE Conference Program

Wednesday, October 21:

9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
 10:00 a.m. to 5:00 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.
 Noon to 6:00 p.m. - Meeting of California Education Deans.

Thursday, October 22:

8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open.
 8:00 a.m. to 9:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
 9:30 a.m. to 11:30 a.m. - Meeting of the Independent California Colleges and Universities Council on the Education of Teachers.
 10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.
 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
 11:30 a.m. to 1L00 p.m. - Lunch Meeting of California Education Deans.
 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, Coordinators of Credential Programs, RAIN (Respect, Alliance, & Identity Network), Lives of Teachers, & Special Education.
 12:45 to 1:00 p.m. - Break.
 1:00 to 3:00 p.m. - Opening Session:
 Introductions with CCTE President Juan Flores (California State University, Stanislaus) presiding.
 Conference Orientation by Magaly Lavadenz, Mona Thompson, Susan Westbrook, and Deborah Hamm, Co-Chairs of Fall Conference.
 Keynote Address by Sonia Nieto (University of Massachusetts-Amherst).
 Response Panel of California Teachers.
 3:00 to 3:15 p.m. - Break.
 3:15 to 4:15 p.m. - First Policy Session, with conversation between California Education Deans and Commission on Teacher Credentialing.
 4:15 to 4:30 p.m. - Break.
 4:30 to 5:45 p.m. - First Set of Concurrent Research and Practice Sessions.
 5:45 to 6:00 p.m. - Bteak.
 6:00 to 7:00 p.m. - Joint Presidents' Reception & Social Hour.
 7:00 to 9:00 p.m. - Conference Un-Banquet featuring buffet and dialogue between teachers and teacher educators, followed by Songfest.

Friday, October 23:

7:30 to 8:45 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
 7:30 to 8:45 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
 7:30 to 8:45 a.m. - Breakfast meeting of CCTE Graduate Student Caucus.
 8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open.
 8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.
 8:30 to 11:45 a.m.. - Panel on Ambitious Teacher Preparation in Regulated Times, featuring presentations by teacher educators and education deans engaged in transformative redesign of teacher education, and opportunities for table discussion, reaction, and questions and answers, with Sonia Nieto as respondent.
 11:45 a.m. to Noon - Break.
 Noon to 1:30 p.m. - Conference Luncheon.
 1:30 to 1:45 p.m. - Break
 1:45 to 3:00 p.m. - Second Set of Concurrent Research Session.
 3:00 to 3:15 p.m. - Break.
 3:15 to 4:15 p.m. - Second Policy Session, featuring reports from CCTE Policy Committee and Commisison on Teacher Credentialing.
 4:15 to 4:30 p.m. - Break.
 4:15 to 5:30 p.m. - Second Set of Special Interest Groups: BTSA & Induction; Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.
 5:30 to 5:45 p.m. - Break.
 5:45 to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

Saturday, October 24:

8:00 a.m. to noon - Conference Registration.
 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
 9:00 to 10:30 a.m. - Institute Featuring the CCTE Quest for Teacher Education Research Projects, with opportunity for project researchers to report and engage in discussion with the audience.
 10:30 to 10:45 a.m. - Break
 10:45 a.m. to Noon - Workshop on writing for publication in scholarly journals.
 Noon - Brief preview of Spring 2016 Conference and Adjournment.

California Council on Teacher Education Fall 2015 Conference Registration

Please use this form to register for the Fall 2015 CCTE Conference and return by mail with payment by check;
Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____

_____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$275 (will be \$300 on site)
- Special for First-Time Registrants - \$175 (will be \$200 on site)
- Special for Retired Educators - \$150 (will be \$175 on site)
- Special for P-12 Educators - \$150 (will be \$175 on site)
- Special for Students - \$50 (will be \$75 on site)
- Special for 4 or more registrants from the same institution - \$250 each (submit a form for each with combined payment)

Special Events (check those desired):

- Thursday SIG Time (includes box lunch) - \$25
- Thursday Evening Session (includes un-banquet buffet) - \$45
- Friday Awards Session (includes luncheon) - \$35
- Check here if you wish vegetarian options.

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

- Special Fee for Those Attending - \$25

Meeting of California Education Deans

- Check Here if Attending (payment for registration and deans' food service will be collected separately)

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

Optional additional contribution to CCTE's 70th Anniversary Appeal. Please enter amount of contribution: \$_____

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

Special Interest Groups: You are urged to attend a SIG of their choosing during each time slot (check those you may attend):

- | | |
|--|--|
| SIGs meeting on Thursday: | SIGs meeting on Friday: |
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> BTSA and Induction |
| <input type="checkbox"/> RAIN | <input type="checkbox"/> Pedagogies for College and Career Readiness |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Undergraduate Teacher Preparation |

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

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

Pre-registration deadline is September 18, 2015. No refunds after that date. Registration after that date and on-site at the Conference will be available at the on-site rate. For on-line registration and payment via credit card, access the form on the "Conferences" page of the CCTE website: www.ccte.org

Announcement from the CCTE Awards Committee

The CCTE Awards Committee has instituted two new awards celebrating work on current pedagogy for the upcoming Fall 2015 Conference. One award focuses on those conducting research and/or practice in support of the CCSS and the other on those conducting research and/or practice in support of the NGSS.

These awards will continue in the future, so please submit nominations to Eric Engdahl, Chair of the CCTE Awards Committee (e-mail nominations to eric.engdahl@csueastbay.edu).

The Committee looks forward to honoring this important work.

News from ICCUCET

By **Christine Zeppos**
ICCUCET President
Brandman University

The Independent California Colleges and Universities Council on the Education of Teachers is gearing up for an exciting 2015-2016 year with a focus on increasing new membership and fully engaging and serving our current membership.

First, we hope to expand the knowledge of the purpose of ICCUCET which is:

To support non-profit independent California colleges and universities committed to preparing teachers, administrators, counselors, and other educators working in P-12 educational settings;

To assist teacher educators in becoming more effective within the profession;

To facilitate communication and dissemination of information on the education of teachers;

To provide opportunities for collaboration on relevant policies and issues of concern to institutional members.

Second, we hope to engage our membership by encouraging active participation in CCTE conferences, SIGs and other specialization groups.

Also, we hope to realign our resources to offer more events to share best practices in teacher education, increase website presence and membership services, and support CCTEs redesign of the Spring Northern California conference.

Finally, our Deans are excited to attend the intersegmental deans meeting at the October 2015 CCTE conference.

We look forward to another fruitful year!

A Look Ahead to the Spring 2016 CCTE Conference

The Spring 2016 CCTE Conference will be held on March 31 to April 2 at the Sainte Claire Hotel in San Jose. The theme focuses on the big changes in thought and practice in national and state issues in special education. What should effective educator preparation of children and adolescents with special needs look like in the near and not-so-near future? Teacher preparation standards are becoming more inclusive and the field of Disability Studies more influential, while data, technology, and emerging evidence-based practices inspire new ways of teaching and supporting students with disabilities. How should we as teacher educators steer these changes?

The Planning Committee for the Spring 2016 Conference is spearheaded by CAPSE (California Association of Professors of Special Education), and welcomes other CCTE members and delegates interested in assisting with the conference planning and implementation. Please contact Virginia Kennedy at virginia.kennedy@csun.edu if you would like to be involved.

Watch for further details about this conference in future issues of *CCNews* and on the CCTE website (www.ccte.org).

CABTE & CAPSE Meetings

The California Association of Bilingual Teacher Educators will meet at 8 a.m. on Thursday, October 22, in association with the CCTE Fall 2015 Conference. The meeting is open to everyone interested in bilingual teacher education. Additional information is available from Zaida McCall-Perez of Holy Names University, the president of CABTE (e-mail zaida@hnu.edu).

The California Association of Professors of Special Education/Teacher Education Division will meet at 9 a.m. on Thursday, October 22, in association with the CCTE Fall 2015 Conference and the CAPSE/TED meeting will be followed at 11:30 by the CCTE Special Education SIG. Both meetings are open to anyone attending the CCTE Fall 2015 Conference. Additional information is available from Irene Nares-Guzicki of California State University, Monterey Bay, the president of CAPSE/TED (e-mail inares-guzicki@csumb.edu).

Both the CABTE and the CAPSE/TED meetings are listed on the CCTE Fall Conference registration form. Please check and pay for those sessions as part of your registration. All of the meetings will be at the Kona Kai Resort in San Diego.



CCNews

Newsletter of the California Council on Teacher Education

Volume 26, Number 3, Fall Issue, September 2015, Section 3

Jo Birdsell, Editor (National University)

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

CCTE New Faculty Support Program Invites Applications for 2015-2016

During the 2015-2016 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 the CCTE organization.

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 at a CCTE member institution, 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 2015-2016 membership year, which runs from July 1, 2015 through June 30, 2016.

Applications and nominations are encouraged from or on behalf of new faculty, and 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 2015-2016 at a 50% discount, so that the individual dues are reduced to \$55.

Participants in this program will attend at least one CCTE Conference during the 2015-2016 year for which the registration fee will be discounted 50%. Participants will be responsible for all 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.

To be considered for this program, please use the application/nomination form on the following page.

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 SIG chairs and concurrent session and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter. Just e-mail your submissions as an attachment to the editor:

jbirdsell@nu.edu

The deadline for materials for the Winter 2015 issue is November 15.

—Jo Birdsell, National University, Editor of *CCNews*

Application or Nomination Form for Support from the CCTE New* Faculty Grant Fund for the 2015-2016 CCTE Membership Year

The purpose of the CCTE New Faculty Support Program is to provide support for new faculty and to encourage them to become members and participants in CCTE. The organization is currently seeking interested participants for the 2015-2016 membership year, which runs from July 1, 2015 through June 30, 2016.

* 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 at a CCTE member institution, who is not now nor has in the past been an individual member of or 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 2015-2016 reduced by 50%; ♦ that you will attend at least one CCTE Conference during that year for which your registration will be reduced by 50%; ♦ 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 June 1, 2015
and will continue to be considered until February 2016 or until
all available funding has been granted for the 2015-2016 membership year.

CCTE Seeking Applications for Graduate Student Support Program for 2015-2016

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for the 2015-2016 academic 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 June 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 50% of the \$55 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. 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.

Please use the form on the following page to submit a nomination/application for participation in the CCTE Graduate Student Program for 2015-2016.

**Application Form for Support
from the CCTE Graduate Student Fund
for the 2015-2016 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 2015-2016 reduced by 50%, that you will attend at least one CCTE Conference during that year for which your registration will be reduced by 50%, 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 June 1, 2015

and will continue to be considered until all available funds have been granted for the 2015-2016 membership year.)



CCNews

Newsletter of the California Council on Teacher Education

Volume 26, Number 3, Fall Issue, September 2015, Section 4

Jo Birdsell, Editor (National University)

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

Additional Background on the CCTE Quest for Teacher Education Research,

With support from a State Chapter Grant from the American Association of Colleges for Teacher Education, the California Council on Teacher Education embarked on a “Quest for Teacher Education Research” during the recent 2014-2015 academic year. CCTE issued a call in the summer of 2014 for proposals for the Quest, and the response was excellent, as we have had 37 participating studies involving 85 individual researchers from 32 different college and university campuses, two government agencies, one school district, and one county office of education. Each of the projects also received guidance from a mentor appointed from CCTE.

The research proceeded during the 2014-2015 year, with each study submitting an initial interim report last December, most of the studies participating in a special institute on the Saturday of the Spring 2015 CCTE Conference, and all studies submitting either a final report or additional interim report in May. Some of the studies will continue into the current 2015-2016 year, while others were completed at the end of the 2014-2015 academic year.

All of the studies have been asked to provide brief reports that are being published in *CCNews* to inform the membership of the research that has taken place. Nine of those reports appeared in the Summer 2015 issue while five others are on the following pages of this issue. The researchers in each study are also being encouraged to prepare articles for submission to and consideration by either of the CCTE journals or other scholarly journals in the field.

In addition to the continuation of some of the current Quest projects into the 2015-2016 academic year, a call has been issued this summer for new studies in hopes that we will again have a total of 30 or so research studies involved this 2015-2016 year. Any CCTE members, delegates, or friends who have a research study related to teacher education either underway or about to begin, please submit your proposal to join the Quest (see form on the next page of this issue).

Reports on Quest Studies on Following Pages

“Approaches to Academic and Professional Spanish Language Development
with Pre-Service Teachers in Bilingual/Dual-Language Teacher Preparation Programs in California”
by Cristian Aquino-Sterling - pages 23-24

“Interdisciplinary Project Design: Exploring Pre-Service Teacher Collaborative Practices
for Working with English Learners”
by Clara V. Bauler & Jennifer Scalzo - pages 25-29

“Situational Transformation:
Examining the Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers”
by Ryan Dippre & Karen Taylor - pages 30-33

“Understanding of Literacy and Teacher Identity among Secondary Content Area Specialists:
Examining the Effects of Content Area Literacy Instruction on Teacher Candidates’ Attitudes,
Perceptions, Practices, and Professional Identity”
by Betina Hsieh & Jacqueline Paredes - page 34

“Like We Know We Should Be Teaching:
Coming to Understand the Changing Environment for History Instruction in California”
by Paul B. McHenry - pages 35-37

**Application for Participation in Continuation
of the “CCTE Quest for Teacher Education Research”
during 2015-2016**

Please Name Researchers Involved in Project:

(in each case please provide name, academic title, institutional affiliation, address, telephone, and e-mail address)

Primary Researcher (Contact Person for Project):

Other Scholars Involved in Project:

Topic of Research (Prospective Title of Study):

Brief description of research project (please limit to 100 words):

Anticipated relevance and importance to the field of teacher education (please limit to 75 words):

Please return completed form (or an electronic file containing these same items) by mail to:
Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 285, San Francisco, CA 94118
or by e-mail to alan.jones@ccte.org

Approaches to Academic and Professional Spanish Language Development with Pre-Service Teachers in Bilingual/Dual-Language Teacher Preparation Programs in California¹

By Cristian Aquino-Sterling
San Diego State University

Brief Description of Research Project and Its Rationale

Language is a critical and pervasive component of pedagogical practice. Every aspect of a teacher's work — from establishing the social and disciplinary climate of the classroom to communicating the intricate details of complex concepts — relies on the effective use of language.
—Mariage et al., 2000²

The need to design and implement professionally relevant courses geared toward developing future bilingual teachers' teaching-specific or pedagogical Spanish proficiencies—the language/discourse and literacy competencies required for effectively teaching across the content-areas in K-12 bilingual/dual-language schools (Aquino-Sterling, forthcoming)—is one of the more pressing issues affecting bilingual teacher education in the United States. As leading scholars in the field attest, “[w]hile many certified bilingual education teachers are perfectly fluent in all modalities of the Spanish language, a fair number express a sense of tentativeness about being able to deliver instruction across the curriculum in Spanish, and some lack specific skills to do so” (Guerrero & Valadez, 2011, p. 59).

Yet, the steady increase in the number of K-12 bilingual/dual-language programs across the nation (McKay Wilson, 2011), as well as the Spanish language and disciplinary literacy demands of new K-12 standards (e.g., Common Core en Español; New York's Bilingual Common Core Progressions), require bilingual teacher preparation programs continue to provide future teachers ample opportunities to acquire the language and literacy skills needed to effectively conduct the work of teaching in K-12 bilingual schools. An important strategy identified in this endeavor is for research in the field to shift from “trying to understand why so many bilingual education teachers are poorly prepared to teach across the curriculum in Spanish” (Guerrero, 2003, p. 160) to inquiry into curricular and pedagogical practices being employed for meeting both general and teaching-specific (professional) language needs of prospective K-12 bilingual teachers across the nation. It's difficult to answer the “why” question and critically analyze the issue without knowing precisely what curricular and pedagogical practices are being implemented in the preparation of bilingual teachers.

In responding to this call, this study employs survey

research to investigate approaches being implemented in bilingual teacher education programs in California for advancing the Spanish language and literacy competencies of future bilingual teachers. In particular, the study seeks to identify the practices/strategies bilingual teacher education faculty are employing for developing candidates' Spanish competencies for academic subject matter instruction. Developing the Spanish language and literacy competencies of future bilingual teachers is, fundamentally, a matter of equity and social justice as teachers' classroom discourse “affects the equality, or inequality, of [emergent bilingual] students' educational opportunities [in K-12 bilingual/dual language classrooms]” (Cazden, 2001, p. 3, cited in Aquino-Sterling, forthcoming).

In assessing the state-of-the-art in the teaching of professionally relevant Spanish competencies in bilingual teacher education programs in California, this study aims at building an evidence-based foundation for informing bilingual teacher education policy, curriculum design, and pedagogical practice at state and national levels.

Progress-To-Date

1. Designed survey instrument.
2. Conducted review of relevant literature.
3. Created a “Directory of Bilingual/Dual-Language Teacher Preparation Programs in California.”
4. Obtained IRB Approval.
5. Distributed on-line survey.

Next Steps (Fall 2015 – Summer 2016)

1. Collect and analyze data.
2. Attend CTE conference in 2016 to present initial findings and obtain feedback from colleagues in the field.
3. Disseminate findings in the form of a journal article.

Notes

¹ This study is part of a greater research endeavor investigating approaches to Spanish language development in bilingual teacher education programs across three states: California (supported by CTE), Texas (with Michael Guerrero and colleagues), and New York (supported by The Graduate Center, City University of New York). San Diego State University & Claremont Graduate University doctoral students Cassandra Singh and Breann Mudrick are also collaborating in this study.

² Cited in Council of Ministers of Education, Canada, 2013.

If you are a California bilingual teacher educator and would like to participate in this research, please send an e-mail message to Dr. Cristian Aquino-Sterling (caquino@mail.sdsu.edu).

Approaches to Academic and Professional Spanish Language Development

(continued)

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Survey

- Indicate the standing you hold in your Bilingual Teacher Education Program (check all that applies)
 - Director/Chair
 - Coordinator
 - Full Professor
 - Associate Professor
 - Assistant Professor
 - Lecturer
- Indicate the program in which you teach:
 - Multiple Subject Bilingual Credential
 - Single Subject Bilingual Credential
 - Both Multiple and Single Subject Credential
- In terms of language background, you consider yourself:
 - A Second/Foreign Language Speaker of Spanish
 - As Heritage Speaker of Spanish
 - A Native Speaker of Spanish
 - None of the Above (please explain) _____
- What do you consider is your level of oral Spanish proficiency? (Self-Estimate/Assessment):
 - Distinguished
 - Superior
 - Advanced
 - Intermediate
 - Novice
 - Other (please specify) _____
- What do you consider is your level of written Spanish proficiency? (Self-Estimate/Assessment):
 - Distinguished
 - Superior
 - Advanced
 - Intermediate
 - Novice
 - Other (please specify) _____
- Generally, what percentage of pre-service bilingual teachers in your classes can be considered as:
 - _____ Second Language Speakers of Spanish
 - _____ Heritage Speakers of Spanish
 - _____ Native Speakers of Spanish
 - _____ Non-Spanish Speakers
- Indicate how your bilingual teacher program meets State language assessment requirements (check all that applies):
 - Students take external Spanish language assessments (C-SET LOTE Spanish; ACTFL-OPI)
 - Students take program course (in Spanish) and Spanish language assessments in lieu of external exams
 - Students are given the option to take program course and assessments, or take the State language certification exam
 - Other (please specify) _____
- Indicate the types of courses you teach at the bilingual teacher credential level and the language(s) in which you teach these:
 - Psychological Foundations
 - Social/Philosophical Foundations
 - Spanish Language Arts
 - Content-Area Methods
 - Biliteracy Theory/Methods
 - Assessment
- What language teaching strategies do you employ in your courses for helping future bilingual teachers develop Spanish competencies (check all that applies):
 - Content-based Instruction
 - Task-based Instruction
 - Communicative Language Teaching
 - Grammar-based Approach
 - Translation Approach
 - None
 - Other: _____
- Indicate the degree to which you (strongly disagree - disagree - neither agree/not disagree - agree - strongly agree) with the following statements regarding the design and implementation of courses you fully or partially teach in Spanish within your bilingual teacher preparation program:
 - In my course(s), I implement activities designed to develop the general Spanish competencies of future bilingual teachers.
 - In my course(s), I implement activities designed to develop the academic Spanish competencies of future bilingual teachers.
 - In my course(s), we discuss didactic materials (readings, multimedia) in Spanish.
 - In my course(s), future bilingual teachers turn in written assignments in Spanish.
 - I take into consideration Common Core en Español for designing activities geared towards helping future bilingual teachers develop academic and/or content-area Spanish.
 - In my course(s), I implement activities designed to develop the Spanish competencies of future bilingual teachers (Spanish needed to teach across the curriculum in bilingual schools).
 - In my course(s), I implement activities designed to help students acquire metalinguistic knowledge/awareness of the Spanish language.
- Please self-estimate/assess your level of "teaching-specific" Spanish competencies: How would you consider your level (Novice, Intermediate, Advanced, or Superior) of teaching-specific language competencies necessary for:
 - Teaching Spanish Language Arts (K-8 and/or High School)
 - Teaching Mathematics in Spanish (K-8 and/or High School)
 - Teaching Science in Spanish (K-8 and/or High School)
 - Teaching Social Studies in Spanish (K-8 and/or High School)
 - Teaching content-area courses in Spanish to future bilingual teachers
 - Teaching methods courses in Spanish to future bilingual teachers

Interdisciplinary Project Design: Exploring Pre-Service Teacher Collaborative Practices for Working with English Learners

By **Clara V. Bauler**
Adelphi University
& **Jennifer Scalzo**

University of California, Santa Barbara

Project-based learning emphasizes genuine and meaningful communication among students as a way to achieve common goals as well as problem solve in the development of a project. In integrating projects into their content classes, K-12 teachers can provide rich and vibrant learning environments and tasks that demand active student involvement while fostering language learning and engagement in higher-level thinking skills (Stoller, 2002). The goal of this study is to investigate ways in which pre-service teachers in the areas of Science, Mathematics, Social Sciences, World Languages, and English Language Arts collaborated to design interdisciplinary projects to ensure that English language learners in public schools are able to both access content and actively participate in the higher-level thinking activities required for the accomplishment of these projects. To achieve its goals, the study examines: (1) The outcomes of pre-service teachers' collaborative efforts to design projects that support and challenge linguistically diverse groups of students, (2) Pre-service teachers' perceived challenges, and (3) pre-service teachers' perceived successes of this collaborative and interdisciplinary work.

Context of the Study

Over the course of three academic years (2011-2012, 2012-2013, 2013-2014), teacher candidates in the areas of History/Social Sciences, Science, Mathematics, World Languages, and English Language Arts were required to collaborate to design a common project that would help bridge content-area instruction and English language development. Our course was denominated "ELD-SDAIE: Methods & Procedures," and was part of the secondary teacher candidate preliminary credential requirements in the state of California. Teacher candidates in this course were preparing to teach in highly linguistically diverse classrooms at the middle and/or high school level.

As part of the scaffolds we provided for the teacher candidates to be able to design their interdisciplinary projects, we structured the course in the following way:

- **Day 1:**

- o Teacher candidates were divided into interdisciplinary groups of 3-5 members. In each group, there needed to be two or more different disciplines represented. Candidates could not work in homogeneous groups.

- o Candidates watched and analyzed model projects through videos and examples.

- o Candidates used the following graphic organizer to first analyze model projects and second plan and brainstorm for ideas for their own project.

<i>Focus</i>	<i>Questions</i>	<i>Notes, Comments, & Questions</i>
Theme, Challenge or Problem	What is the main theme, challenge or problem students are tackling? What is the interdisciplinary aspect of the project?	
Final Outcome or Product	What is the final outcome or product students are working on? How is it connected to the real world and/or community? How is it going to be published and/or shared with others?	
Tasks and Materials	How are materials and tasks organized and distributed in the project? Take into consideration the role of "scaffolds."	
Roles	What are the roles participants (students and teachers) have in the project? How are participants organized in the project?	
Knowledge and Language	What knowledge and language do students need to become an active participant in the project?	
Technological Tools	What is the role of technology in the lesson? What is the purpose for using technology?	
Assessment and Grading	How are students being assessed and graded? What percentage does the project have in their final grade?	

Interdisciplinary Project Design (continued)

• Day 2:

o Candidates used ideas brainstormed in the graphic organizer to create a block schedule, organizing the project step-by-step, day-by-day, week-by-week. Candidates also created a step-by-step outline for their projects as well as a thematic unit visual representation.

o At this point, candidates were required to think carefully about which scaffolds they would provide English learners. Candidates needed to include scaffolds to (1) tap into students' prior knowledge, (2) attend to cognitive load, (3) promote peer collaboration, and (4) cultivate metacognition and awareness. Candidates were encouraged to use technology as a way to provide scaffolds.

o Candidates were required to identify language demands of the project by highlighting language functions and forms necessary for students to engage actively in the tasks and completion of the final outcome. This was especially relevant concerning the kinds of language supports English learners would need to be able to read, write, listen, and speak successfully. With this information, candidates designed a description of their final outcome and one SDAIE lesson within their project, adding English Language Development (ELD) Standards as well as Academic Language Functions, Forms, and Opportunities for Practice (Fluency).

• Day 3:

o Candidates were required to make clear how they would assess and grade their students based on the project outcome and tasks.

o Candidates assessed other groups' projects by engaging in peer critique using the following tool: Peer Feedback Form <https://docs.google.com/forms/d/1hoG3aZoIuPJsXGnNJGEGQEXq24VeroQXe3UlkBP2PYw/viewform>

o Candidates self-assessed their experience by answering the survey questions below:

Self-Assessment Survey

This is a self-assessment tool to help you and the instructor reflect on the experience of working in groups with colleagues to design an interdisciplinary project. Your answers will help improve the course and your own practices regarding this kind of project work. Thank you! Based on your experience working with your colleagues to design this project, what would you say was the biggest challenge?

- Based on your experience working with your colleagues to design this project, what would you say was the biggest "gain"?
- In what ways do you think this kind of project can help you achieve your teaching goals?
- If you were to implement this kind of project in your school, what suggestions/recommendations would you give to colleagues, students, and others involved?

- Overall, how would you rate this experience as a student?
- Overall, how would you rate this experience as a teacher?

Data Collection & Methodology

Once candidates had completed the work done in Days 1, 2 and 3, we had access to a number of relevant materials that could shed light onto their experience planning and collaborating to design an interdisciplinary project. As mentioned above, we collected materials for three consecutive academic years. Participants included 60 secondary teacher candidates in the areas of History/Social Science, Mathematics, Science, World Languages, and English Language Arts.

Mainly, we were curious to find out what the candidates had produced as a result of their experiences as well as what they had to say about it. Thus, we decided to take a closer look at 1) what teacher candidates perceived as the main challenges and gains of the project, 2) what their visual representations, notes, and descriptions of the final outcomes looked like in terms of content, language, and technology, particularly the role of scaffolds, and 3) what specific group members as individuals said about their experiences in contrast to the whole class. The data that best addressed these inquiries were the 60 candidates' responses to questions 1 and 2 in the survey, a sample of one of the projects, and answers to questions 1 and 2 given by the 5 members of the sample project we analyzed.

Analysis

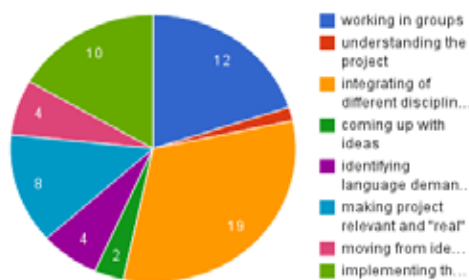
The first step of the analysis was to code the 60 teacher candidate responses using an inductive approach based on coding principles used in qualitative research methodology (Saldaña, 2009). We started with our own biases regarding the types of questions we asked as their instructors. Candidates' responses were then analyzed and grouped for patterns that included *similarity*, *frequency*, and *correspondence* regarding what candidates thought were the main challenges and gains. The first main themes were extracted, re-evaluated or re-checked, and then clustered according to similarity for gains and purposes, that is ways in which participants mentioned the same or close to same choice and reasoning for listing a specific gain or purpose. Second, the themes were then grouped for correspondence, or ways in which similar or close to same themes happened in relation to each other as well as in relation to gains and purposes. The table that follows displays the categories that stemmed from this first round of analysis.

Interdisciplinary Project Design (continued)

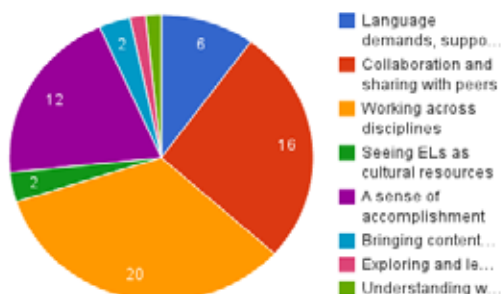
<i>Challenges</i>	<i>Gains</i>
Understanding the project	Collaboration and sharing with peers
Coming up with ideas	Seeing ELs as cultural resources
Moving from ideas to designing concrete tasks	Exploring and learning new technologies
Identifying language demands and supports	A sense of accomplishment
Making project relevant and “real”	Bringing content to life
Implementing the project (logistics)	Understanding what assessments look like in group work
Working in groups	Language demands, supports and strategies for working with ELs
Integrating of different disciplines	Working across disciplines

Once the main themes were extracted and grouped for similarity and correspondence, they were finally regrouped for frequency.

Challenges



Gains



Findings & Implications

“Collaboration and sharing with peers” and “working across disciplines” were listed as the major gains of the project. For example, “It was wonderful to hear the perspectives of individuals from different content areas. I felt that we were able to think of ideas we would not have been able to create on our own. This program has made me appreciate the importance and helpfulness of collaboration (Teacher Candidate in History/Social Sciences).” And, “It was pretty amazing working in interdisciplinary groups. The ideas that we all came up with together were amazing and makes me look forward to doing a project like this with teachers in other disciplines in the future (Teacher Candidate in English Language Arts).”

In spite of the many advantages of collaboration pointed out by candidates, “working in groups” and “integration of different disciplines” were listed as the main challenges of the project. For instance, “The biggest challenge was finding a project that truly incorporated all of our subject matters. I feel as though that was extremely tough and wish more mathematics was able to be involved in the project (Teacher Candidate in Mathematics).” And, “Finding ways to include different subjects in the project and make sure the project represented each equally. Also, in the real world, coordinating between departments would be difficult because there is unlikely to be 100% overlap in class rosters and student schedules (Teacher Candidate in Science).”

When looking at the main challenges and main gains candidates elected, we could not help but wonder about this conundrum, and even contradiction. Candidates’ responses and perceptions indicated that the major challenges are also perceived as the major gains of project work. In other words, collaboration was often considered difficult; however, in spite of the complexities of group work, especially when it involved different disciplines, these candidates also felt that sharing and designing projects with peers was valuable. This finding might suggest that the challenges imposed by project work might be overcome and even appreciated if the objectives are perceived to be accomplished successfully.

Six out of 60 teacher candidates (10%) considered “language demands, supports, and strategies for working with English Learners” as being the main gain of the project. For example, “The biggest gain was thinking about how to provide support or scaffolding for ELL students during this project. It’s really valuable to keep these scaffolding options in mind (e.g., KWL, sentence frames, etc.) (Teacher Candidate in Science).” Although this number might not seem highly significant, we were pleasantly surprised to notice that a few candidates mentioned supporting English learners as their main gain. One of our main objectives in implementing project work in teacher education was indeed

Interdisciplinary Project Design (continued)

to help teacher candidates include, support, and challenge English learners.

Similarly, only four teacher candidates listed “identifying language demands and supports” as a main challenge. Very few candidates considered identifying language demands and supports as being a main challenge, indicating that doing so was not perceived as hindering or as being a problem for the design of the project. Moreover, all of the projects included a variety of scaffolds (e.g., sentence frames, group work, visuals, hands-on materials, graphic organizers, etc.) in their design, as demonstrated by our analysis of the two sample projects. Still, there is a need to make this a priority in our work as teacher educators.

While “seeing English learners as being cultural resources” and “bringing content to life” were mentioned by two candidates as being their main gain, “making the project real” was considered a main challenge by eight candidates. Though not highly significant, these candidates expressed a certain degree of struggle with the idea that an ideal project has to connect to students’ lives, interests, and the worlds they have access to. For example, “Seeing English learners as cultural resources” was a point that we emphasized in the creation of the theme and outcome. We expected that this would be a challenge for our candidates, but believed that in pushing them to do so, creative ways to include English learners’ experiences, cultural backgrounds and communities would be at the center of candidates’ decisions. In fact, many projects addressed themes and problems related to diverse students’ lives or local issues by implementing the themes of “diversity” in nature and in literature, “water filtration and access” in Latin America, “farming,” and the controversy around the construction of a dam in one of the schools’ neighborhood.

Finally, a slightly significant number of candidates, sixteen out of 60, or a little over 25%, mentioned that “implementing the project” or logistics, “moving from ideas to concrete tasks,” and “coming up with ideas” were a main challenge for them. For example, “The biggest challenge was breaking down the tasks.” Once we figured that out, I felt that our group worked very well together (Teacher Candidate in History/Social Sciences). Or, “I think that the biggest challenge was to come to find a topic and the logistics of the project. Sometimes we would think of something and then try to figure out how would it be done in Spanish or what the project (or us) may be implying to some of the students and their background (Teacher Candidate in World Languages – Spanish).” This finding might indicate that teachers need to be provided ongoing support and opportunities to not only get used to collaborate and sharing ideas, but also be strategic about length of project, times to co-teach and structure class periods, as well as organization of field work excursions.

Conclusion

Under the most recent California English Language Development standards (2012) and Common Core State Standards, English Learners should be held to the same high standards and expectations as all students (Ziers, et al., 2014). As shown in this study, if provided the opportunity and adequate training, teacher candidates can provide rich and vibrant learning environments that demand active student involvement while fostering language learning and engagement in higher-level thinking skills through the design of interdisciplinary projects.

However, designing and implementing projects that challenge and support English Learners is not without challenge, as expressed by the teacher candidates in this study. In discussing the possible challenges of project-based learning for the Edutopia website, Suzie Boss highlights the fact that projects can be demanding for teachers who have never experienced this way of teaching and learning before. Boss (2011) adds:

PBL [Project-Based Learning] puts teachers in the role of facilitator rather than classroom expert. Teachers may benefit from professional development to help them expand their classroom “tool kit” of teaching strategies. Just as it’s essential that students buy in to PBL, teachers also need to feel empowered. Support from administrators, parents, and other community members can help teachers and students to overcome challenges and make the most of PBL opportunities.

In particular, for teacher candidates, the realities of teaching in a public school, with many demands and timing constraints, might impose a tremendous obstacle. As a result, when becoming first-year teachers, former teacher candidates might not prioritize projects in their curriculum design. Despite the challenges, interdisciplinary projects can be designed and implemented. This demands an effort on the part of all stakeholders involved, though. Teachers, students, and especially English Learners have much to gain from these projects. It is worth a try. As two teacher candidates wisely advise: “Some suggestions or recommendations I would give is [sic] to think collaboratively together and be open to suggestions and ideas that your colleagues give to you. Your group should coordinate and make time tables when working together to make sure your [sic] all on the same page!” (Teacher Candidate in Mathematics), and “Do your research. A multi-content project like this doesn’t just come together because it’s a good idea. Each teacher involved would have to actually do the project to completion to see if it worked. There are potentially lots of kinks to work out of a unit like this” (Teacher Candidate in English Language Arts).

Interdisciplinary Project Design (continued)

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Situational Transformation: Examining the Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers

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Background

While research has explored how teacher candidates' entry into the field changes their viewpoints, understandings, and values (e.g., Smagorinsky et al, 2012), there is little research that tracks closely the beliefs and attitudes of teachers about writing as they encounter different teaching situations both as candidates *and* as first year teachers. This study provides data that allows teaching influences to be accounted for as teachers embark upon their careers, which can better inform teacher education program design.

Progression of the Study

This study initially proposed data collection at several points in the early careers of the teacher candidates we worked with: the work completed during students' ED330 course (a course introducing new teacher candidates to National Writing Project (NWP) beliefs and strategies for the teaching of writing), an interview after their initial teaching placement, and an interview after their final teaching placement. We also hoped to continue to interview these teachers as they moved into their first year of teaching. One of our subjects, Jennifer, has completed all of her interviews. Due to some unavoidable outside difficulties, however, Nicole has not yet completed her final interview. We hope to complete this interview before the school year starts. The section below chronicles our data collection.

Methodological Connections and Decisions

Jennifer's second interview, along with some more extensive theoretical readings, allowed us to step back further from the situation and explore more fully the implications of what we were seeing in our interviewee's transformations across the course of the school year. We did this by reversing the view that Brandt (2001; 2015) takes in the analysis of her interviews when she draws on Bertaux (2003) to treat "participants not so much as objects of study but as witnesses to socio-historical change" (Brandt, 2015, p. 8). For Brandt, in the analysis of transcripts, "what matters is what can be systematically and objectively gleaned from them about how the history of mass literacy – past, present, and future – manifests in particular times, places, and social locations; how particular members of society enter into its force; and with what effects on them and others" (Brandt,

2015, p. 8). In her analysis, Brandt is searching for the influence of the history of mass literacy on specific people in order to show her readers how that history is making itself manifest both on a local and a wider scale. In this study, however, we are less interested in the effects of mass literacy (although it certainly comes into play) and more interested in how individuals, as they shift from being trained to executing their training in the classroom, come to think differently through the new sponsors of literacy (Brandt, 2001) that are present for them as their situations shift.

Interviews were analyzed for two elements: beliefs about the teaching of writing and references to sponsors of literacy. While beliefs about the teaching of writing were fairly obvious, for the most part, sponsors of literacy could be obliquely mentioned. For example, when Jennifer mentioned, in her first interview, that students "lacked skills to write what they want to write," she did not mention a particular sponsor directly. However, the idea of treating writing as a series of discrete skills matches with several sponsors, notably the Common Core State Standards (CCSS). The problem we had with such oblique mentions was that sponsor tracing easily becomes complex, as many sponsors of literacy support such a position. For our purposes, however, such specificity was unnecessary, as these references stood out merely by being different from the views held by the National Writing Project, which guided the ED330 course that the students completed. One possible drawback of this is that the sponsors of literacy emerging from school sites may be more complex than they are pictured in the current study. We hope to resolve this issue in future interviews with the help of textual documents.

Findings from the First Interview

Nicole's Changing Beliefs and Practices. Nicole, a science teacher with an artistic flair, believes in the balance of artistry and scientific rigor. She writes in her Core Beliefs paper that she wants students to "write scientifically in creative ways and help bring [the students'] words to life." She also wants students to "write like scientists" and do both within a classroom community that will "give students a chance to publish their work." Nicole argues that "this will help students get an understanding of the writing process, learn a sense of audience, and [...] feel a sense of personal accomplishment."

Nicole's beliefs about the teaching of writing in ED330 is interesting, although—with the exception of publishing student work—does not have many specifics about how this will pan out in specific classroom practices. Of particular interest is the seeming dissonance between her desire to

Situational Transformation (continued)

have students “write scientifically in creative ways” while also writing “like scientists.” Based on her own description of scientific writing as “dry and lackluster,” we were interested in how Nicole would resolve that dilemma in her classroom, and how she would make sense of that resolution in her interview later in the year.

Through her interview, it became clear that, for Nicole, many other pressures of teaching were shaping her instructional experiences with writing, not the least of which were the expected demands of the classroom set up by her cooperating teacher. Nicole had, really, only one significant writing experience that she got to work with students on, which was a reflective writing piece at the conclusion of a debate over a ban on plastic bags in the area (a controversial issue in Santa Barbara county). However, this writing was limited to class time because it had been established at the start of the school year that students do not get homework in that class. This impediment, along with Nicole’s limited time with the class (her takeovers were limited to 3- and 10-day periods at each of two different placements), prevented her from engaging in depth with writing activity.

Despite this limitation, however, Nicole was still able to think about and engage with the teaching of writing in some way. Her attention, however, was focused on the mechanics of introducing, structuring, and discussing writing with her students, instead of creating instructional opportunities to “write like scientists” and connect science to artistry. While Nicole did emphasize that she continued to believe in the blend of art and science, the specifics of her location and her attention to the mechanics of teaching writing kept her from addressing this in great detail, at least during her initial placements.

Jennifer’s Changing Beliefs and Practices. Jennifer’s Core Beliefs paper differed widely from Nicole’s, as Jennifer saw herself as primarily a teacher of writing (particularly because she was an English teacher candidate, working with a subject that has historically included more writing than other classes (see Applebee & Langer, 1984; 2013). Jennifer sees writing as a social construction, judging from her Core Beliefs paper. Writing, for Jennifer, “is a contract between the teacher who writes and the student asked to do the same.” Writing helps students and teachers get to know one another, serving as a communicative conduit among people in a classroom. This conduit can be strengthened, Jennifer believes, via different kinds of publications in the classroom and a valuing of writing in both the first and second orders (Elbow, 1986).

Jennifer’s overall vision of how writing works in her classroom is tightly connected to the idea of an ongoing conversation, something that was considered deeply in ED330. Jennifer shows that the course exerted a powerful influence on her understandings of writing, and the inter-

view explored how these understandings fared in the world of new demands that is the K-12 classroom.

Jennifer’s first interview showed that, while she did still embrace the idea of writing as social activity, as an opportunity for student and teacher to interact, those understandings were tempered by the language of writing in the classrooms that she was in. Frequently in her interview, Jennifer talked about “writing skills” and how students that she first encountered sometimes “lacked skills to write what they want to write.” When she discussed student development, her talk about a student-teacher contract fell away, with a focus instead on remembered, internalized chunks of knowledge and skills about and for writing. This is not to say, of course, that Jennifer is doing a poor job (her work is spoken highly of by her peers and supervisors), but rather that her values are, as of the end of her first placement, caught at cross-purposes with the way that teachers talk about writing in the classrooms that she is in. Although she values writing and sees it as a socially based activity, her attention, in the classroom, sticks with the understandings established in the classroom of writing as a set of discrete skills to be learned, internalized, and applied in future settings. It will be interesting to see, in future interviews, how Jennifer works out these contradictions.

Findings from the Second Interview

Jennifer’s Continued Transformation. Jennifer’s second interview continued the trend of talking about writing as a set of discrete skills to be learned, internalized, and applied in future settings, although there were some new twists to her understandings that had developed over the course of the past five months. Her final placement as a teacher candidate was a takeover of an 11th-grade English class at the college prep level (i.e., neither “basic” nor AP). Jennifer’s school operated on block scheduling, which meant that her classes were 86 minutes long. These elements are important because Jennifer used them extensively to make sense of what her students wrote, how they wrote, and how she judged what they wrote and how they wrote it. With the help of her supervising teacher, Jennifer engaged students in writer’s journals and regular reading time. Students read for twenty minutes a day three days a week, and they wrote for twenty minutes a day two days a week. This matched with a belief that Jennifer espoused, that “English should be the consumption of [writing] and the production of it.” This belief, while not explicitly stated in her Core Beliefs paper, does not contradict it, either. It does not link student to teacher in the way that her Core Beliefs paper did, but it does allow her to bring the element of literature into her teaching of writing, something that has come to be at the core of her work in this placement.

Situational Transformation (continued)

Like many English teachers, Jennifer's writing activities were linked to the literature that the students were reading—in her case, largely *The Great Gatsby* and *Into the Wild*. She saw her writing activities as an opportunity to make these works “relevant to their own lives” and “less about the formal aspects and the grammar and more about getting [students'] ideas out.” Students did a great deal of formal writing and first-order writing, according to Jennifer, without much in between. Some of her assignments gave students “a frame for every sentence” that students could use if they wanted to, and others allowed students to write as freely as they wished. Jennifer saw this as a way of helping students produce their ideas in a way that counted in her context—due to common formative assessments across the department, not all of the writing assignments were hers to make. She saw this highly structured writing as “giving [students] the instruments to get their ideas out.”

The tendency to think about student writing in terms of skill sets, deficits, and ability levels persisted in this second interview. “By eleventh grade,” she noted, “I would think that they know how to write essays and that they would know what a topic sentence is and everything, but they don't.” It should be noted that this study is not arguing that such a perspective is a bad one (we are suspending judgment on this for the purposes of the study) but rather that it is a point of view that had not been expressed by Jennifer during either ED330 or in her Core Beliefs paper, and it is one that has gained traction in her talk across both interviews. That is, it is a change in Jennifer's talk about writing and about her students that warrants follow-up.

What is interesting about this position is that Jennifer does not see the students in lacking in ideas, but rather in their ability to put those ideas on paper in a socially recognizable way. According to Jennifer, “I need to give them the tools to get it out there,” with “it” referring to the ideas that the students generate. This belief led to a great deal of first order writing in her classroom, along with some of the writing activities discussed during the ED330 course. In essence, Jennifer has continued to see writing as a set of skills to be learned, internalized, and applied in future settings, and supported that with the belief that the students' *ideas* are worthy of discussion and need to be fitted into the correct form.

Theoretical Takeaways (and Practical Connections)

In the interim report, we suggested that, unlike Smagorinsky et al's (2012) argument, teacher candidates both continue to embrace their beliefs about teaching *and* attempt to meet the needs of their classroom *at the same time*. While this project currently has a small number of subjects

(see the next section for proposed expansion plans), the data currently gleaned from Jennifer's report would seem to confirm this hypothesis (or at least present grounds for continued investigation into this hypothesis). If this is true, then our argument—that what we see when students seem to disavow their education school learning is not actually a disavowal but an attempt to cope with cognitive overload—suggests several theoretical and practical possibilities for moving forward with this work.

Theoretically, this brings us into the world of concepts and the ways in which those concepts are both constructed and activated in everyday life. In their initial work as teacher candidates, these subjects drew from the work that they had done in the past—both on their own and with students—and, along with their work in ED330—constructed a series of ideas about writing and the teaching of writing. As they entered the classroom, these new concepts were not replaced, but rather reinforced, altered, and sometimes merged with other concepts. As a result, the language that these students are using mixes in the ideals of the NWP (something discussed in ED330) with some Common Core-focused elements (such as the need for “sentence skills” and other such language). The subjects seem to move back and forth between these concepts, using one to augment the other. The result, to the interviewer (and the coder) seems to be that the conceptual map of teaching writing is a multilayered one, with past experience as a writer, teacher credential program experience, experience as a classroom teacher, and interactions with other teachers, teacher candidates, and elements of public school structure working together.

It will be interesting to see, in the future, how these concepts continue to be worked out by the participants. Following this activity can have many implications for research, but we propose two important implications, one theoretical and one practical. Theoretically, continuing to follow these teachers can show researchers how locations and situations shape the growth of concepts. This important bridge—from the ethnomethodological construction of moments of interaction to the continual refining of gaze, attention, and understanding (Gibson, 1986; Dewey, 1928) can help researchers think more carefully about how concepts grow and change in the minds of people over time in different situations, and may—depending on how the research pans out—shine a light on how certain situations are more influential than others in the shaping of concepts, and what the antecedents for that influence may be.

Practically, this study (as it continues) can shed light on an interesting quirk in teaching that Cuban (2009) refers to as “hugging the middle.” Cuban, in both his 2009 work and in several other publications (1990; 1995; 2013), noted that many reforms throughout the history of education in the United States have had minimal impact on what happens

Situational Transformation (continued)

in the classroom. As new reforms come in, teachers tend to take what they like and leave what they dislike, or what they feel will not work in their specific teaching situations. Cuban (1995) argues that this is the result of the loosely coupled system (Weick, 1976) of U.S. schooling. Cuban (2013) is able to provide a clear view of how this works with new educational technology, but as yet it is unclear how teachers develop their understandings of writing, how they determine what “works” in their settings, and what their criteria are for determining “working.” Attending to the manifestations of concepts and the layers of concepts that teachers use to think about writing can help researchers understand and, perhaps, predict how teachers will take up new reforms about the teaching of writing.

Next Steps: More Participants and More Interviews

For our interim report in March, we laid out four goals for the next round of our interviews:

- (1) Keeping track of and comparing the writing instruction opportunities that the students have, and encouraging them to discuss the details of their CT interactions;
- (2) Asking students to describe their focus when approaching writing to see what forces (i.e., classroom management, district demands, education-school-shaped values) are being subordinated to which as the placements progress;
- (3) Monitoring the kinds of writing that students are doing with these teachers, to better see how these novice teachers are thinking through genres; and
- (4) Continuing to connect students with their beliefs and values established in ED330, so that the connections between their teaching activity now and their teaching beliefs then can continue to be teased out.

While these goals, of course, need to be met still with Nicole’s final interview for the school year, Jennifer’s interview was successful in meeting these criteria. Her final interview provided important theoretical and practical understandings that can be built upon in future work.

One important drawback of this study has been the response of participants: while Nicole and Jennifer have been wonderfully helpful as participants, and are interested in continuing this study into their first year of teaching, we would, ideally, like more research subjects. Fortunately, there are three upcoming opportunities to both expand our research subject numbers and data points about those subjects.

Obviously, interviews with Nicole and Jennifer will be attempted over the course of the next year. We aim to interview each subject at the start and end of the 2015-2016 school year. We have expanded our protocol with our Human Subjects committee, and will also be collecting extensive writing assignments from these novice teachers, along with the new subjects described below.

Second, one of the researchers will be teaching another section of ED330 this summer, which presents an opportunity to both refine and continue this study over the course of the next year. We aim, as before, for between six and ten research subjects. Once again, we hope for a range of subjects and grade levels.

Third, one of the researchers (Ryan Dippre) will be moving in August to begin an Assistant Professorship at the University of Maine. This will not impact data collection, as data can be collected via email and Skype, but it does offer an opportunity to collect information on research subjects outside of California’s educational training setup and perform a complementary study. Details of this study will be worked out during the Fall 2015 semester, as Ryan does not arrive in Maine until August.

As we continue this study across these avenues, we will continually refine both our coding practices and our theoretical framing of the issues that we encounter. We hope to provide a theoretically dense account of the data we construct so that researchers will be able to rely on the results to connect ethnomethodological, phenomenological, and pragmatic approaches of educational studies with our findings.

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Understandings of Literacy and Teacher Identity among Secondary Content Area Specialists: Examining the Effects of Content Area Literacy Instruction on Teacher Candidates' Attitudes, Perceptions, Practices, and Professional Identity

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Progress Report

Since our last progress report, we have continued to collect one final semester's worth of data for the study and will spend the summer in further statistical and qualitative analysis. Jacqueline was able to attend the CCTE Spring roundtable presenting our progress thus far as well as presenting at the American Educational Research Association (AERA) 2015 annual meeting in Chicago on a subset of our data focused on former English Language Learners who become teacher candidates and the ways in which they literacy experiences shape their literacy perspectives. These have been the first educational academic conferences at which Jacqueline has been able to present our work and it has opened up her own independent research interests related to newcomer ELL students from Central America and

the supports for their transition that schools (including their teachers) can provide. She will be completing her independent research project as part of her thesis under Betina's advisement.

Betina has been working on the publication side relating to this study, with a current publication in the revision process for *Teacher Education Quarterly* on using professional identity as a framework for preservice teacher education. She also, looking ahead to the 2015-2016 academic year, will be proposing part of this work for a symposium on teacher professional identity for the 2016 AERA annual meeting and for other professional conferences including the Fall/Spring CCTE conferences. Finally, Betina and Jacqueline will be working this summer on taking the paper written for the AERA roundtable, revising and expanding this for publication. There is little in the current teacher education literature about the importance of linguistic/language-based identity among former ELLs who become teachers so we are excited to explore this particular aspect of our data and share it with the academic community.

Like We Know We Should Be Teaching: Coming to Understand the Changing Environment for History Instruction in California

By Paul B. McHenry

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The Common Core State Standards (CCSS), both praised and panned by government officials, members of the public, and those in classrooms, are the centerpiece of educational reform in the current decade. Media accounts suggest that those in such positions have various interpretations and understandings of what the CCSS are, what the standards mean, and “how” the standards mean. The literature on previous iterations of standards reform and implementation likewise points to various understandings among teachers—understandings that lead teachers to draw on their existing understandings of curriculum, their students, and their own cognitive frameworks to decide whether and how to implement new standards in their classrooms (Hill, 2001; Placier, Walker, & Foster, 2002; Smagorinsky & Taxel, 2005; Spillane, 2004). In part, these understandings are a product of the type of education teachers and administrators believe to be appropriate for their own students and what it means to be successful (Diamond, Randolph, & Spillane, 2004; Harris, 2012; Sandholtz, Ogawa, & Scribner, 2004; Sperling, 2004). Understandings of what it means for students to be successful are in part influenced by the culture of the school and its *organizational habitus*. First coined as a term by McDonough (1997) and drawing from Bourdieu’s (1977) notion of habitus as the common aspirations, attitudes, and expectations held by a group, organizational habitus is presumed to embody these same common aspirations, attitudes, and expectations. Horvat and Antonio (1999) extend the theory to include *class-based* dispositions, attitudes, and applications that are collectively understood and transmitted through the organizational culture.

My study envisions teacher education as an ongoing, iterative process rather than only those activities related to pre-service education and induction. I draw from Spillane’s (1998, 1999, 2004) theory of policy related to documents such as standards as being constructed by actors in terms of their own understandings, experiences, and situations. I further draw from the notion of organizational habitus I have described above to attempt to explain why teachers understand their choices to be appropriate given their school environment. Through an extensive case study of the experiences of two high school history teachers in a high-minority, Title I school district in Southern California, I have found that the implementation of the CCSS in social studies by those teachers is mediated by how teachers understand what the CCSS means to their practice and “how” it means to their practice. Ultimately, when priorities are unclear or when terminology

has multiple potential meanings, teachers draw from past understandings to make sense of current changes. This, in turn, determines how the teachers in my study ultimately implement the Common Core. Accordingly, I have found that whether or not teachers faithfully implement the standards, teachers draw from their understandings of *what* the new standards mean to bring about change in their classrooms. I have also found that each teacher I discuss below also draws from old understandings of *how* standards mean to implement standards in his or her classroom.

The literature is replete with tales of how the same standards have been interpreted in different ways by different actors, resulting in variations in enactment (or non-enactment) of standards by actors based on their understandings of the language of the standards themselves (Diamond, et al., 2004; Nash, Crabtree, & Dunn, 1997; Schweber, 2006a, 2006c; Spillane, 1999, 2004; Weintraub, 2000). Consequently it was not surprising that the teachers in my study came to understand the CCSS based not only on their own existing understandings of education, but also in terms of how the CCSS had been presented to them. Both teachers I studied, Mark Laidlaw and Jeannie Thompson,¹ came to understand the CCSS as being based upon student-directed learning. Laidlaw, a teacher with over 20 years of experience, is well-respected by students, faculty, and administration alike for his teaching ability and the success of students in his classroom. Part of what Laidlaw credits his success to was his preparation as a teacher, including his time teaching at a language school. Laidlaw explained that this required him to both keep students interested enough to re-enroll while also ensuring that they were able to learn English. This continues to influence Laidlaw’s teaching today, as he refers to “the show” in his classroom as a key means of maintaining student engagement. Laidlaw’s understanding of the standards thus prompted him to demonstrate token compliance with what he saw as the district’s expectations while maintaining the scaffolding and engaging instruction he believes to be best for students. Laidlaw explained that he’s “had a very hard time just thinking that I’m going to take how I used to do everything and throw it all away and just start by saying, ‘Okay kids, explore!’” In both formal interviews and in my observations of Laidlaw in his role as a curriculum leader for the Buena Vista School District, he expressed a reluctance to “turn on a dime” or to “throw the baby out with the bath water.” This has led Laidlaw to engage in a methodical, measured implementation of the CCSS in his classroom. Both Laidlaw’s lesson plans and his remarks suggest that where the district’s priorities interfere with his own—and what he believes to be best for his students’ learning—in the classroom, implemen-

Like We Know We Should Be Teaching (continued)

tation is carried out not for its presumed educative benefit for students, but for the purpose of compliance with administrative expectations. As Laidlaw explained,

As teachers I always see ourselves as sort of the buffer. The buffer before the educational gurus, the powers that be, that insist that these theoretical ideas that they have will be carried out in the classroom and that will bring great success. Whether it was standards-based curriculum in the past, whether it's Common Core, there needs to be a realization by the powers that be—and they keep saying it but they don't do it—that there is no one size fits all. That no matter what sort of program or curriculum that you institute, it's not going to be successful for everyone.

The instructional choices that Laidlaw makes are nonetheless circumscribed by the organizational habitus of his school and district. In explaining what ultimately drives his decisions, Laidlaw explained that regardless of an outward appearance to the contrary, “Standards don't matter. Rigor doesn't matter. Graduation matters.” Concern with pass rates is omnipresent among teachers and administration. Referring to Simon Yates, a teacher who had his entire schedule changed in retaliation for his refusal to change a student grade from an F to a D-minus, Laidlaw said, “I've learned that the administration is someone to be feared. When push comes to shove, it's easier to give in.” This part of the organizational habitus, something Laidlaw doesn't see going away, means that graduation takes precedent over implementation. For Laidlaw, what the CCSS means to his practice is that he will add more student-directed activities to his classroom—which he has begun doing. How standards mean for Laidlaw remains the same, however, as standards are tangential to what he sees as the true priority of the school—graduation.

Whereas Mark Laidlaw saw himself as a “buffer,” mixing his own understandings and experience with other administrative expectations, Jeannie Thompson is an implementer. Thompson has a decade of experience at the same high school as Laidlaw, Truman High School. Like Laidlaw, Thompson has experience on district curriculum committees; however, Thompson's experience came mostly in the days of No Child Left Behind (NCLB) when the priorities of the Buena Vista School District were embodied in strict adherence to regimented teaching protocols. Likewise, Thompson explained that her teacher preparation at a private Christian university fostered the same respect for protocols and authority. That being so, her priorities surrounding implementation are to “teach so that I look good, so that I get complimented, and so that I get left alone. So I get schedule consideration and I am liked by my supervisors and my bosses.” Thompson went on to explain, “When it comes down to it, this is a job.” This type of regimented teaching was not uncommon under NCLB, with school districts privileging test scores on high-stakes exams and thus eliciting more of a “drill and kill” re-

sponse (Gerwin & Visone, 2006; Grant, 2007; Vogler, 2008). Thus, it is perhaps no surprise that Thompson's background understandings come into play when it comes to her implementation of the CCSS. She credits the professional development she has attended with giving her more “items in my toolbox” that she can use to implement the CCSS. With the professional development the structure of her teaching has changed. As she explained, “Instead of me telling them what they need to know, I try to design activities that they access the information themselves.” Thompson described an interaction with students over one such activity,

You [students] just read something that gave you information about causes of the American Revolution and I structured that activity for you to have an opportunity to find causes yourselves. I had you fill out this graphic organizer yourself. Now let's come together as a class and make sure that we all have a very good understanding of the causes of the American Revolution.

This points to Thompson's understanding of the Common Core as a new method to teach “the same terms, ... the same vocab, ... the same concepts.” Her lesson plans bear this out, as well as her lament about having fewer tests. Thompson pondered, “How do I assess their knowledge? Because I don't think I'm getting an accurate picture off of only two tests.” The CCSS for Thompson is at once synonymous with the new way of teaching history while at the same time being external to the practice of assessing historical knowledge. Like Laidlaw, part of this dichotomy for Thompson is bound up in her understanding of what is valued at the school as a student outcome. Both department and faculty meetings at Truman have stressed standardized test scores, student grades and pass rates, and performance on six-week benchmark exams. Given Thompson's description of what she does in her classroom—the old content in a new package—combined with the ever-present implicit expectations of what is still valuable, it seems that Thompson's implementation of the CCSS is marked by a change in her conception and practice surrounding what standards mean—more literacy-based activities, while maintaining her old understanding of how standards mean—a yardstick by which to measure content knowledge.

Commentary and Implications

In the case I studied, both the background of the teacher and the organizational habitus of the school came together to inform what it means to implement the CCSS. Implementation is not simply a product, however, of what the CCSS means to teachers, but how it means as well. While the literature on standards implementation speaks to teachers' understanding or misunderstanding of standards (Hill, 2001; Placier, et al., 2002; Spillane, 1998, 2004) this top-down

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approach does not fully account for many of the choices teachers made in my study. Likewise, where the literature points to teacher action to circumvent, modify, or subvert faithful implementation as implementation failure (Harris, 2012; Weatherley & Lipsky, 1977), that also fails to account for choices teachers made in my study. Without commenting on the quality of the reform itself, the data points to a call for an enhanced role in teaching how standards mean, rather than simply what standards mean, in teacher education and professional development. In other words, it is important to equip teachers with the type of critical thinking skills that the CCSS are presumed to ask of students. I suggest that further research is needed in the area of implementation to understand if my findings in this case also exist elsewhere.

Note

¹ All names are pseudonyms.

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