

# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 26, Number 1, Spring Issue, March 2015

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

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

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## Celebrating CCTE's 70th Anniversary with Some Photos from the Archives



Top left: Alan Jones, Editor of *Teacher Education Quarterly*, 1987-1998, and CCTE Executive Secretary, 1998-current. Top right: David Wampler, CCTE President, 1988-1990, and CCTE Executive Secretary, 1991-1998. Bottom left: Phil Fitch, CCTE President, 1984-1986, with Judy Mantle, past CCTE Board member and current President of CAPSE. Bottom right: Tom Nelson, Editor of *Teacher Education Quarterly*, 1999-2010, with Virginia Richardson, keynote speaker at a CCTE Conference in San Diego, and Jean Trieman, past CCTE Board member.



# CCNews

## Newsletter of the California Council on Teacher Education

### Message from CCTE President Juan Flores

Colleagues,

Since our last newsletter, an issue that has provoked much discussion is the U.S. Department of Education's proposed teacher education regulations, which were published in the Federal Register on December 3, 2014. As you know, the CCTE Board responded to the Department of Education's proposed regulations. We stated in our letter that, while we support accountability for teacher preparation, that accountability must be fair, transparent and grounded in research. We stated that any evaluation of teacher preparation programs must provide data that will be useful and usable in program improvement, and we expressed our concern that the Department's proposal did not meet these standards and would ultimately drain scarce time and resources from the real work of teacher preparation reform (see our letter on pages 15 and 16 of this issue of *CCNews*).

AACTE and other teacher education professional organizations were proactive in providing analyses to support educational institutions and individuals in crafting their responses. The number of submitted responses to the USDE's proposed teacher preparation standards was phenomenal. Many individuals and institutions sent their own responses. We hope that the USDE will follow our recommendations and work with those in the field to recraft this proposal so that it will support and expand the innovation underway in teacher preparation. We stated that we are eager to work with them to develop and strengthen initiatives that will have this result, but we emphasize the importance of a full dialogue with all stakeholders.

We will continue to share information with the CCTE membership regarding the USDE's proposed teacher preparation standards, and we invite all members and delegates to become involved with our CCTE committees and other activities through which we are addressing these and other issues of importance to the preparation of effective teachers.

I would like to address another issue of importance to CCTE in this Spring 2015 message to you. As you may know, the California Council on Teacher Education is celebrating its 70th anniversary during 2015. That is the central theme of our upcoming Spring 2015 Conference in San Jose. As a part of this 70th anniversary celebration, CCTE is undertaking a special fundraising 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. Please read and respond to our appeal for contributions (see the next page).

We are in the process of creating a development plan for CCTE and want to offer our membership a menu of opportunities to assist us in fund development. Currently, our primary means of generating funds for the initiatives of CCTE is through membership dues and our annual conferences. Thus, our advocacy work on behalf of the education of future teachers is more limited than we wish.

The work of CCTE for which we are seeking support takes many forms. We hold two statewide conferences each year, focusing on key professional development topics for our membership and friends. We sponsor two highly respected professional journals (*Teacher Education Quarterly* and *Issues in Teacher Education*). We are also deeply involved in support activities for graduate students and new faculty in the field. This year we are implementing the Quest for Teacher Education Research, through which we are monitoring and mentoring 37 research studies in teacher education across California, involving more than 80 researchers on 20 different campuses.

Our development work is crucial to our ability to build on these wonderful initiatives. This is why we are exploring fund development options such as AmazonSmile, which I shared with you in a previous correspondence. We are also

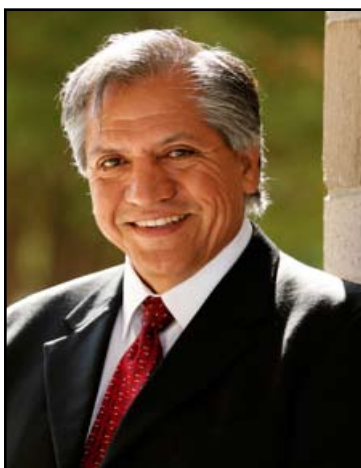
interested in appealing to educational publishers who share our interests in quality teacher education and who themselves profit from such educational work.

We need your help because, as you know, educational publishing houses and booksellers profit greatly from the business of teacher education. We want to give them the opportunity to give back to the teaching profession and to professional organizations that are committed to improving teacher education. We will be requesting support from these educational publishing houses and booksellers and want to make it clear that accepting their monies does not in any way mean that we are endorsing their business model.

We will appreciate your suggestions regarding our fund development initiative and look forward to hearing from you.

—**Juan M. Flores**  
CCTE President

*California State University, Stanislaus*



*Juan Flores*

# CCTE 70th Anniversary Appeal

As part of the celebration of the 70th anniversary of the California Council on Teacher Education in 2015, CCTE is undertaking a 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 has been shared with all CCTE members, delegates, and friends:

Dear CCTE Members, Delegates, and Friends,

The California Council on Teacher Education, born in 1945 as the California Council on the Education of Teachers, will celebrate its 70th anniversary in 2015. Our Spring Conference in San Jose on March 19-21 will feature many of our past presidents and other significant leaders of the organization in a program aimed at celebrating our accomplishments to date and extending our vision into the future.

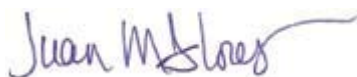
As a part of this 70th anniversary celebration, CCTE is undertaking a special fund-raising drive in order to assure that the organization has a solid financial future on which to build. Our goal is to raise \$70,000 in recognition of our 70th anniversary, and as part of that effort we are appealing to all CCTE members, delegates, and friends to make a contribution of \$70 (or more if you are able) between now and the end of 2014. 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 this May. Among the options are special fundings 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 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](http://www.ccte.org)) or you may send a check payable to the California Council on Teacher Education along with the accompanying form 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 the announcements in the upper right area of the homepage of the CCTE website ([www.ccte.org](http://www.ccte.org)). That form is a fillable PDF which you can complete on line, print out, and mail in with your gift check. Or if you prefer to pay by credit card, you will also find a link there 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 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 fundings 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 in 2015. Some 25 individuals have already sent in a contribution, and we hope to top 100 by the time of the Spring 2015 Conference.

## 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:

### Membership

CCTE's 2014-2015 membership year is now more than halfway over, with over 65 institutional and more than 50 individual memberships in hand and perhaps 20 more of each still expected. 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 at [deborah.hamm@csulb.edu](mailto:deborah.hamm@csulb.edu)

### CCTE Conferences

A preview of the Spring 2015 Conference, which will be a celebration of the 70th anniversary of CCTE, appears in this newsletter. While we will celebrate our history through the participation of CCTE past presidents and exploration of our accomplishments over seven decades, the real focus of the Spring Conference will be on honing our vision and our goals for the future. Be sure to join us in San Jose for this special event.

The Fall 2015 Conference is also previewed in this newsletter, and planning is well underway around the theme "Joyful Teaching." Be sure to mark October 23-25 on your calendars.

### Quest for Teacher Education Research Underway

As reported in the Fall 2014 issue of *CCNews*, the goal of the CCTE Quest for Teacher Education Research is 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. This year, the Quest, which currently involves 37 different research studies, is supported by a State Chapter Grant from the American Association of Colleges of Teacher Education.

On the Saturday of the Spring 2015 Conference we will hold a day-long symposium at which each of the projects will give an initial report, followed by dialogue among and between the researchers and the audience, and concluding with a focused discussion to evaluate the practice and policy implications of the research findings. All Spring Conference attendees are encouraged to stay for that Saturday, and others who can't attend the Conference are encouraged to come for that Saturday to learn about and support the over 85 researchers involved in the 37 projects.

Brief reports on each project will appear in the Summer 2015 issue of *CCNews*. CCTE mentors will also work with all of the researchers to help identify publishing opportunities for their findings.

A full listing of the 37 projects, the participating

researchers, appears in the program for that Saturday institute on pages 9-11 of this issue of *CCNews*.

### CCTE New Faculty Program

The CCTE New Faculty Support Program is enjoying its fourth year during 2014-2015. An invitation and application form were e-mailed in June to all members and delegates encouraging eligible faculty to apply for participation in the program, and similar information appears on the CCTE website. We currently have eleven participants in the program for this year, and the program remains open to anyone in the first five years of service as a teacher educator at any of our member institutions. The benefits of the program include complimentary CCTE membership and conference registration and mentorship from an experienced CCTE leader.

### CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is now in its fifth year during 2014-2015. An invitation and application form were e-mailed in June to all members and delegates encouraging interested students to apply for participation in the program, and similar information appears on the CCTE website. We currently have eleven graduate students participating during this 2014-2015 year, and the program remains open to other graduate students at any of our member institutions. The benefits include complimentary CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, and participation in the CCTE Graduate Student Caucus.

### New Editors Appointed for ITE

At the January meeting of the CCTE Board of Directors new co-editors for *Issues in Teacher Education* were appointed effective July 1. Bradley Porfilio of California State University, East Bay, and Richard Kahn of Antioch University Los Angeles will assume the editorship for the next three years. Special thanks to Suzanne SooHoo and Joel Colbert of Chapman University who have served as editors for the past three years.

### CCTE Annual Election

The CCTE 2015 annual election is currently taking place via on-line voting. All members and delegates have received an e-mail election announcement and a link to the on-line ballot. Deadline for casting votes is noon on March 20.

—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](mailto:alan.jones@ccte.org)



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California Council on Teacher Education

**Volume 26, Number 1, Spring Issue, March 2015, Section 2**

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## Preview of CCTE Spring 2015 Conference

### **“CCTE at 70: Exploring and Celebrating Our CCET/CCTE History in Order to Inform, Strengthen, and Embolden Our Future”**

The California Council on Teacher Education (CCTE) came into being in 1945 as the California Council on the Education of Teachers (CCET) and thus is celebrating its 70th anniversary in 2015. The Spring 2015 Conference, to be held March 19-21 at the Sainte Claire Hotel in San Jose, will be devoted to commemorating those 70 years, chronicling accomplishments of CCET/CCTE over that span, and envisioning the organization’s future.

The keynote speaker for the Spring 2015 Conference will be Gary Fenstermacher, who with this appearance will hold the distinction of keynoting five CCET/CCTE conferences over a span of five decades. The Conference program will also feature a significant list of past and current presidents of CCET/CCTE. Those expected to attend and participate on the program include (with the years they served as president following each name): Douglas L. Minnis of the University of California, Davis (appearing by proxy) (1976-1978), Alvin H. Thompson of California State Polytechnic University, Pomona (appearing by proxy) (1980-1082), Dennis S. Tierney of Saint Barnabas Episcopal Church, Bainbridge Island, Washington (1986-1988), David R. Wampler of the University of California, Davis (1988-1990), Gerald J. Brunetti of St. Mary’s College of California (1992-1994), Grace E. Grant of Dominican University of California (1994-1996), Elaine C. Johnson of the California Federation of Teachers (1996-1998), Carol A. Bartell of California Lutheran University (1998-2000), David Georgi of California State University, Bakersfield (2000-2002), Andrea Maxie of California State University, Los Angeles (2002-2004), Vicki K. LaBoskey of Mills College (2004-2006), Reyes L. Quezada of the University of San Diego (2006-2008), James S. Cantor of California State University, Dominguez Hills (2008-2010), Magaly Lavadenz of Loyola Marymount University (2010-2012), Cynthia Grutzik of California State University, Long Beach (2012-2014), and Juan Flores of California State University, Stanislaus (2014-current). The past and current presidents will take part in a series of panel discussions intended to examine the history of the organization, identify challenges and accomplishments that have marked that history, and explore future directions for CCTE.

In conjunction with the Spring 2015 Conference, the Spring 2015 issue of *Issues in Teacher Education* will feature a series of retrospective articles about CCET/CCTE by that same list of past and current presidents of the organization. That issue of the journal will be distributed to the membership a few weeks prior to the Spring Conference, and all Conference attendees will be encouraged to read up on the past, present, and future of CCET/CCTE.

The Spring 2015 Conference will also feature the usual meetings of associated organizations (California Association of Professors of Bilingual Education, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, and CCTE Graduate Student Caucus), meetings of all CCTE Special Interest Groups, two policy sessions, concurrent research and practice presentations, the poster session, and a Thursday banquet and Friday awards luncheon.

The Saturday institute at the Spring 2015 Conference will be an all-day event featuring reports from the 37 research studies that comprise the CCTE Quest for Teacher Education Research with a focus on identifying key findings from these studies and the potential for influencing ongoing teacher education policy and practice. All Spring Conference attendees are encouraged to stay and participate in these Saturday discussions.

There will also be a one-day institute on the Wednesday prior to the Conference by the Collaborative for Reaching and Teaching the Whole Child of San Jose State University. Registrants for the CCTE Spring Conference may attend that institute, with the only charge being for the lunch.

A formal announcement of the Spring Conference has been e-mailed to all members and delegates in early January and again in February. The tentative program appears on the next page of this newsletter, followed by the registration form, information on the Wednesday institute, and the full program for the Saturday institute.

This 70th anniversary conference should be exciting for all members of the CCTE community. It will be nostalgic for many, informative for our newer participants, and oriented towards a stronger future for all California teacher educators..

## Tentative Spring 2015 CCTE Conference Program

### *Wednesday, March 18:*

- 9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
- 10:00 a.m. to 5 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.
- 11:30 a.m. to 6:00 p.m. - One-day institute by Collaborative for Reaching and Teaching the Whole Child (includes lunch).

### *Thursday, March 19:*

- 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, meeting in conjunction with the University Seal of Biliteracy Think Tank (which will also meet from 9:30 to 11:30 following the CABTE meeting).
- 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
- 9:30 a.m. to 11:30 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.
- 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 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 Alan H. Jones, CCTE Executive Secretary and Chair of Spring 2015 Conference.
  - Keynote Address by Gary Fenstermacher with responses from panel of CCET/CCTE Past and Current Presidents.
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:30 p.m. - First Set of Concurrent Research Sessions.
- 4:30 to 4:45 p.m. - Break.
- 4:45 to 5:45 p.m. - First Policy Session, featuring panel of past and current CCTE Policy Committee Chairs.
- 5:45 to 6:00 p.m. - Break.
- 6:00 to 7:00 p.m. - Joint Presidents' Reception & Social Hour.
- 7:00 to 9:00 p.m. - Conference Banquet, followed by Songfest.

### *Friday, March 20:*

- 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 9:00 a.m. - Coffee, tea, juices, and pastries.
- 9:00 to 9:45 a.m. - Panel of Past Presidents on "What Has Changed in Teacher Education Over 70 Years?" with table discussion.
- 9:45 to 10:00 a.m. - Break.
- 10:00 to 10:45 a.m. - Panel of Past Presidents on "Who Are the Players in Teacher Education?" with table discussion.
- 10:45 to 11:00 a.m. - Break
- 11:00 to 11:45 a.m. - Panel of Past and Current Presidents on "Future Challenges and Directions for CCTE" with table discussion.
- 11:45 a.m. to Noon - Break (and final opportunity to vote in CCTE annual election).
- Noon to 1:15 p.m. - Conference Luncheon.
- 1:15 to 1:30 p.m. - Break
- 1:30 to 2:45 p.m. - Second Set of Concurrent Research Session.
- 2:45 to 3:45 p.m. - Second Policy Session, featuring reports from CCTE Policy Committee and Commission on Teacher Credentialing.
- 3:45 to 4:30 p.m. - Interactive Summary Session to Gather Ideas for the Future of CCTE, moderated by Juan Flores and Sharon Russell.
- 4:30 to 5:45 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.
- 5:45 to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

### *Saturday, March 21:*

- 8:00 a.m. to noon - Conference Registration.
- 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
- 9:00 a.m. to 5:00 p.m. - Institute Featuring the 37 CCTE Quest for Teacher Education Research Projects:
  - 9:00 to 11:00 a.m. - Projects will report in four small groups.
  - 11:00 a.m. to Noon - Reports from four groups with questions and discussion.
  - Noon to 1:00 p.m. - Lunch.
  - 1:00 to 3:00 p.m. - Discussion of research implications in four small groups.
  - 3:00 to 4:30 p.m. - Reports from groups and chronicling of implications from the studies.
  - 4:30 to 5:00 p.m. - Discussion and planning of next steps in CCTE Quest for Teacher Education Research.

## California Council on Teacher Education Spring 2015 Conference Registration

Please use this form to register for the Spring 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 - \$250 (will be \$275 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Retired Educators - \$125 (will be \$150 on site)
- Special for Students and P-12 Educators - \$50 (will be \$75 on site)

Special Events (check those desired):

- Thursday SIG Time (includes box lunch) - \$25
- Thursday Evening Session (includes banquet) - \$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

Institute by Collaborative for Reaching and Teaching the Whole Child (Wednesday)

- Special Fee for Lunch for Those Attending - \$35

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

Saturday Institute for CCTE Quest for Teacher Education Research

- Special Fee for Lunch for Those Attending - \$35

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

Registration will continue to be available both prior to and at the conference. All Conference attendees must make their own hotel reservations. Call the Saint Claire Hotel at 408-295-2000 or 888-298-7185 and tell them you are attending the CCTE Spring 2015 Conference. If rooms are no longer available in our CCTE block, the Sainte Claire staff will be able to suggest other nearby hotel options.



THE COLLABORATIVE FOR REACHING  
& TEACHING THE WHOLE CHILD  
SAN JOSE STATE UNIVERSITY

**TAKING THE NEXT STEP:  
Bringing Together Social-Emotional Learning and  
Culturally Responsive Instruction in Teacher Preparation**

A One-Day Institute in affiliation with the  
California Council on Teacher Education Spring 2015 Conference

**Wednesday, March 18, 2015**

11:30 am to 6:00 pm  
St. Claire Hotel, San Jose, California

**Keynote Address**

**John Robert Browne II, Ed.D.**

Author of *Walking the Equity Talk, A Guide for Culturally Courageous  
Leadership in School Communities*

**The Institute**

Our society acknowledges that the achievement gap continues to persist in our schools, but has yet to address it effectively and systematically. The implementation of the new Common Core State Standards may increase this gap unless we attend to the social-emotional learning (SEL) skills that are embedded within these new standards. While both SEL and culturally responsive instruction (CRI) are clearly part of the literature that seeks to address the achievement gap, these two areas of thought and action have been kept separate in discussions of teaching practice. At this *Institute* we will bring together what we know about the intersection of these two areas of thought, research, and practice, and generate what we need to know and do in order to prepare teachers entering the field to see these two powerful lenses as integrally related.

- What connections currently exist between SEL and CRI?
- What have we done at San Jose State University to connect SEL and CRI?
- What are the challenges/issues related to integrating SEL and CRI in teacher preparation?

---

**Registration**

Includes lunch, program, and wine reception with Information Fair  
CCTE Spring 2015 Conference registrants may attend the Institute for a  
nominal meal charge when registering through CCTE at [www.ccte.org](http://www.ccte.org)

REGISTRATION for Non-Conference participants

**Early Bird \$100.00  
to March 1; \$115.00 thereafter**

Visit our website at [www.reachandteachthewholechild.com](http://www.reachandteachthewholechild.com) for registration options



**CCTE Quest for Teacher Education Research, 2014-2015**  
**Institute Agenda for Saturday, March 21, 2015**  
**Sainte Claire Hotel, San Jose**

**9:00 a.m. - Introductory Session****Sainte Claire Room****9:15 a.m. - Presentations in Four Groups**

Each research project will present a 5 minute report on progress to date.

Each group will then discuss what they have heard and begin to identify implications for practice and policy, highlighting items to share with full group later in the morning.

**Group 1 — Diversity & Bilingual Issues****Sainte Claire Room**

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

Researchers: Cristian R. Aquino-Sterling, Breann Mudrick, & Cassandra Singh, San Diego State University

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

Researchers: Clara Bauler, Adelphi University & Jennifer Scalzo, University of California, Santa Barbara

Understanding How New Teachers Can Augment the Academic Achievement of Culturally, Linguistically, and Socioeconomically Diverse Learners

Researchers: BernNadette Best-Green, Karen Ann Watson-Gegeo, & Danny C. Martinez, University of California, Davis

Implementation, Sustainability, and Professional Development Measures Utilized for a K-12 English Language Development Program

Researchers: Sarah Graham, Live Oak Unified School District & Carlos Nevarez, California State University, Sacramento

Highly Qualified Biliterate Teachers: Meeting the Needs of Multilingual Students in California

Researchers: Fernando Rodriguez-Valls, California State University, Fullerton; Josefa Salvador, Consulate General of Spain-San Francisco; Celina Torres, California Department of Education; & Rosario Outes, Consulate General of Spain-Los Angeles

Preparing Secondary Teachers to be Socially Just, Equitable, and Empathetic

Researchers: Pat Stall, Annette Daoud, Anne Rene Elsbree, & Julie Rick, California State University, San Marcos

Teacher Education and English Learners (TEEL)

Researchers: Trish Stoddart, University of California, Santa Cruz; Marco Bravo, San Francisco State University; Edward Lyon, Arizona State University; Jorge Solis, University of Texas, San Antonio; Sara Tolbert, University of Arizona; & David Whitenack, San Jose State University

**Group 2 — Teacher Education Issues****Santa Vesta Room**

Tools That Transform Pre-Service English Teachers into Teachers

Researcher: Huy Q. Chung, University of California, Irvine

Comparative Study of Explicit Direct Instruction vs. Collaborative Groupings

Researchers: Dennis Eastman & Dawn Lewis, Biola University

Effective Implementation of Blended Learning in the K-12 Classroom through Teacher Candidates' Training and Clinical Experience

Researcher: Chris Foster, CalStateTEACH, California State University, Fullerton

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

Researchers: Betina Hsieh & Jacqueline Paredes, California State University, Long Beach

Evolution of Professional Practice Schools: PDS to UTR

Researchers: Antoinette Linton, California State University, Fullerton & Richard K. Gordon, California State University, Dominguez Hills

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

Researcher: Paul B. McHenry, University of California, Riverside

Developing and Assessing 21st Century Skills across Teacher Education Programs

Researchers: Rosemarie Michaels, Shadi Roshandel, Elizabeth Truesdell, & Jacquelyn Urbani, Dominican University of California

—continued on next page—

**CCTE Quest for Teacher Education Research, 2014-2015**  
**Institute Agenda for Saturday, March 21, 2015** (continued from previous page)

Preparing Teacher Educators in Writing for Publication

Researchers: Thomas Nelson, John A. Cassell, & Harriet Arnold, University of the Pacific

Examining the Impact of Early Childhood Systems Reform (P-3) on the Preparation of Early Childhood Educators and District Administrators: A Mixed Methods Exploratory Study

Researchers: Julie Nicholson, Michelle Grant-Groves, Betty Lin, Sara Bonetti, & Ristyn Woolley, Mills College & Helen Maniates, University of San Francisco

Exploring the Implementation of Effects of Co-Teaching Placements in the Multiple Subject Credential Program

Researchers: Jennifer Ponder, Kim Case, Andrea M. Guillaume, & Kim Norman, California State University, Fullerton

Speaking Mathematically: A Look at Pre-Service Teachers' Conceptions and Practice around Language and Culture in the Context of Teaching Mathematics to Latin@ English Learners

Researcher: Cathery Yeh, University of California, Irvine

**Group 3 — Assessment & Evaluation Issues**

**Saratoga Room**

Examining Formative Assessment Moves: Teacher Candidates' Experiences with Planning, Enacting, and Reflecting upon Video-Based Practice

Researchers: Carrie Holmberg & Brent Duckor, San Jose State University

Nearpod and the Impact on Progress Monitoring

Researcher: Laura McKay, CalStateTEACH

The Role of the CalTPA in the Development of Pre-Service Teachers: A Qualitative Examination of the Lived Experiences of Program Completers from One Preliminary Teaching Credential Program

Researcher: Jordan Morton, The Master's College

What Instructional Strategies Do Novice Teachers Demonstrate in Their Guided Practice B Coursework Related to Student-to-Student Interactions with the Explicit Goal of Meaningful Learning?

Researchers: Margo Pensavalle, Paula Carbone, Lynne Goldfarb, Laila Hasan, Sandra Kaplan, & Frederick Freking, University of Southern California

Factors Influencing Inter-Rater Reliability of TPA-PACT

Researchers: Kent Peterson & Scott Lyness, University of Southern California

Students' Perceptions of the Benefits of the Use of Video for Clinical Supervision

Researcher: Georgianna Ravenna, CalStateTEACH, California State University, Fullerton

Using an Authentic Assessment Scale to Refine IEP and RtI Data Collection

Researchers: Diana Taylor & Melanie Ronning, Mount Saint Mary's College

Formative Intervention for Teacher Educators:

Negotiating a Shared Approach to Supporting Pre-Service Teacher Learning in Practice

Researcher: Jessica Tunney, University of California, Irvine

Assessing Predictive Validity of Teacher Performance Assessment (TPA) for Teaching Credential Candidates

Researchers: Tseh-sien Kelly Vaughn, Stephanie Demaree, & Kim Tolley, Notre Dame de Namur University

**Group 4 — First Year of Teaching & Induction Issues**

**Santa Cruz Room**

Integration of Technology for Common Core Standards Implementation Using the Concerns Based Adoption Model

Researchers: Tami Boatright & Tamerin Capellino, Brandman University

An Investigation into How Contemporary Teacher Preparation Programs Experience and Manage the Historical Divide between Higher Education and K-12 Schools

Researcher: Rebecca Buchanan, University of California, Santa Cruz

California Teacher Educators' Perceptions of Threats and Challenges Currently Faced by Academy-Based Teacher Education

Researchers: John A. Cassell & Thomas Nelson, University of the Pacific

SMILE! Shared Mentoring of Instructional Learning Environments: Using Lesson Study Approach to Improve Student Teaching Supervision in Urban Schools

Researchers: Estella Chizhik, Catherine Close, Margaret Gallego, & Alexander Chizhik, San Diego State University

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

Researchers: Ryan Dippre, University of California, Santa Barbara & Karen Taylor, University of California, Irvine

**CCTE Quest for Teacher Education Research, 2014-2015**  
**Institute Agenda for Saturday, March 21, 2015** (continued from previous page)

Practices of Cooperating Teachers Contributing to a High Quality Field Experience

Researcher: Karen Elizabeth Lafferty, San Diego State University & Claremont Graduate University

First-Year California Teachers of the Deaf: Preparation for the 21st Century

Researchers: Maura Martindale & Diane Rodriguez-Kiino, California Lutheran University

The Induction Experience: Growth and Transformation of Beginning Teachers

Researchers: Douglas E. Mitchell & Linda Scott Hendrick, University of California, Riverside; Barbara Howard & Melissa Meetze-Hall, RIMS BTSA, Riverside County Office of Education; & Ruth Sandlin, California State University, San Bernardino

Retention Is in the Details: How Mentors, Support, and Relationships Help Retain Beginning Teachers

Researcher: Shawn Vecellio, Santa Clara University

**11:00 a.m. - Full Institute Session**

**Sainte Claire Room**

Reports from four groups with questions and discussion.

**Noon - Lunch**

Buffet lunch in Sainte Claire Room foyer, participants can eat in groups as they choose in any of the four rooms.

**1:00 p.m. - Further Group Discussions**

**Same Four Rooms**

Groups will continue discussion of research implications for practice and policy, each of these discussions will be moderated by a leader/member of the CCTE Policy Committee.

**3:00 p.m. - Full Institute Session**

**Sainte Claire Room**

Reports from four groups and final chronicling of implications from the studies.

The results of this final session will be part of the annual report on the Quest Project and will be given ongoing consideration by the CCTE Policy Committee and Board of Directors.

**4:30 p.m. - Final Conversation**

**Sainte Claire Room**

Concluding discussion and planning of next steps in CCTE Quest for Teacher Education Research.

**5:00 p.m. - Adjournment of Institute**

**Additional Background**  
**on the CCTE Quest for Teacher Education Research,**  
**2014-2015**

With support from a State Chapter Grant from the American Association of Colleges for Teacher Education, the California Council on Teacher Education has embarked on a "Quest for Teacher Education Research" during this 2014-2015 academic year. CCTE issued a call last summer for proposals for the Quest, and the response was excellent, as we have 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 is also receiving guidance from a mentor appointed from CCTE.

The research is proceeding during the 2014-2015 year and, as noted above, the Saturday of the Spring 2015 CCTE Conference will be devoted to a series of progress reports from the 37 studies, dialogue among the researchers and the audience, and a focused discussion of the evolving practice and policy implications of the findings.

All of the projects will then be asked to submit a year-end report in May, which will be a final report for those who have completed their studies, or a further interim report for those whose studies are still in process. Brief reports of all 37 studies will be included in a special section of the Summer 2015 issue of *CCNews*, and it is hoped that many if not all of the studies will eventually result in publication in scholarly journals.

It is also anticipated that the Quest will continue in the 2015-2016 academic year, with a call issued this summer for new studies as well as the continuation of any of the initial 37 that need more than a year to complete their research.

## CCTE Fall 2015 Conference Theme: “Joyful Teaching”

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 will assemble 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, the poster session, the Graduate Student Caucus, a banquet on Thursday, an awards luncheon on Friday, and special institutes on Saturday. 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.

Additional information on the Fall Conference will appear in the Summer and Fall issues of *CCNews*, and the formal announcement, registration form, and call for proposals will be e-mailed to all CCTE delegates, members, and friends in late June. While the deadline for proposals will not be until August 15, proposals addressing this theme or any other aspects of teacher education may be submitted at any time. The standing call for proposals for CCTE conferences appears on the CCTE website and in each issue of *Teacher Education Quarterly* and *Issues in Teacher Education*.

Initial members 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 will be welcomed. If you are interested, please contact CCTE Executive Secretary Alan Jones ([alan.jones@ccte.org](mailto:alan.jones@ccte.org)).

### Dates of Future CCTE Semi-Annual Conferences

**Spring 2015, March 19-21**

Sainte Claire Hotel, San Jose

**Fall 2015, October 22-24**

Kona Kai Resort, San Diego

**Spring 2016, March 31-April 2**

Sainte Claire Hotel, San Jose

**Fall 2016, October 20-22**

Kona Kai Resort, San Diego

## News from CAPSE/TED and the Special Education SIG

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

As is the custom in recent years, the California Association for Professors of Special Education (CAPSE)/Council for Exceptional Children Teacher Education Division (TED) organizations will convene for a combined meeting on Thursday, March 19 from 9:00 to 11:30 a.m. at the Saint Claire Hotel in San Jose on the morning of the first day of the California Council on Teacher Education Spring 2015 Conference.

Teri Clark, Director of the Professional Services Division at the California Commission on Teacher Credentialing, will be the CAPSE/TED special guest speaker on the topic of CTC perspectives relative to the deliberations of the Statewide Special Education Task Force. Drs. Vicki Graf and Rande Webster will also provide their valuable perspectives on the proceedings of this important Task Force that was constituted to support the needs of both higher education (rigor, CTC standards, and requirements) and those of the PK-12 system relative to the acute teacher shortage in Special Education. One overarching theme has persisted from the work of this group: There needs to be one comprehensive system that serves ALL children and youth rather than Special Education vs. General Education. The final outcomes of these deliberations will be of high interest to all educator preparation personnel California since the policies that evolve will undoubtedly have impact on CTC program standards, and subsequently, on program practices.

The Educator Preparation Subcommittee of the Task Force is currently envisioning teacher preparation as a tree with a “common trunk of foundational coursework” that applies to both General and Special Education teacher preparation, with “branches of the tree symbolizing preparation in specialty areas.” Ongoing professional development is also a focus of Task Force deliberations. The need to develop and profile innovative teacher preparation programs that reflect these practices has been emphasized. Teri Clark will also provide an update from CTC about the latest policies and actions that have implications for Special Education at the CAPSE/TED meeting. Comments and questions from among attendees will be addressed. You will not want to miss this session that will provide information about new ideas that for the time being seem to be paving the way for transformational new teacher preparation practices in California.

CAPSE/TED Board Member and Officer elections will also be held at this meeting. Names of CAPSE/TED members and past members who will be acknowledged in honor of CCTE’s 70th Anniversary Year Celebration will be announced. These individuals will then be honored at the CAPSE/TED meeting in conjunction with the Fall CCTE Conference that will be held in San Diego at the Kona Kai Resort in October.

Immediately following the CAPSE/TED meeting, from 11:30 a.m to 12:45 p.m., the California Council on Teacher Education Special Education Special Interest Group (SIG) will convene. Those in attendance will be provided a brief

update from the CAPSE/TED morning presentations, and there will be more opportunity for participants to deliberate on the potential implications and impact on their respective programs. Best practices featuring Special Education-General Education collaborations will be shared. All are invited to join in these interesting, meaningful and often lively discussions.

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## News from ICCUCET

By **Jo Birdsell**  
*ICCUCET President*  
*National University*

This is my last column as ICCUCET President. At our meeting in March in San Jose, I will pass the Presidency of ICCUCET to Dr. Christine Zeppos. It has been a pleasure to work with the board and with all of you in leading the organization and working to keep ICCUCET meaningful and relevant in the midst of your busy schedules.

We are at another pivotal point in our work to prepare educators. Proposed new guidelines from the federal government would ask us to gather data on the impact of our program completers even up to five years into their careers. While we work on providing input into policies and procedures that don’t make sense, we also work to craft those that help refine our work. The Work Groups that CTC has established to provide guidance on new policies and procedures to different areas—MS/SS Preliminary Standards, General Education Induction, Performance Assessments, Accreditation Policy and Activities, Outcomes: Surveys, Public Access—are an example of continuous improvement that many of us are a part of and invited to comment upon. Our input will help shape the next steps in these areas, but we know they won’t be the final steps. Revisions, change, and continuous improvement will always be with us.

Our work reaches beyond the preparation of new teachers and other educators. We also need to work closely with schools and districts as they help re-shape practice. Teachers currently live in the a time when they are asked to ensure that Common Core State Standards are being implemented, sometimes without materials to help guide them. In addition, they are to ensure that the soft skills of collaboration, critical thinking, and creativity are taught and honed. Educators today are asked to prepare students for a life of learning and to be ready for work that we do not even know exists yet. Teachers do all this in a time when their professionalism is judged by standardized test scores.

There is plenty to do. I look forward to continuing my work with ICCUCET as Past-President with a focus on policy. In this position, I follow my colleague and friend, Keith Walters, who is leaving the ICCUCET board after many years of service. The remaining board members—old and new—are ready to hear from you about where ICCUCET goes next by first looking at our past, which we will do in San Jose. Exciting times, indeed!



# CCNews

## Newsletter of the California Council on Teacher Education

Volume 26, Number 1, Spring Issue, March 2015, Section 3

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

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

## CCTE Policy Committee Update to the Membership

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

The CCTE Policy Committee is monitoring newly introduced legislation in the California Legislature. The co-chairs will continue to check at <http://leginfo.legislature.ca.gov> for new developments, as February 27 is the last day for bills to be introduced. We encourage members to sign up at the leginfo website and subscribe to any relevant bills. The following are some of the current bills that may be of interest to teacher educators:

**AB 141 (Bonilla). Teacher credentialing: Beginning teacher induction programs.** This bill seeks to require a school district or county office of education that hires a beginning teacher to provide that teacher with an induction program, as defined in law, commencing with hiring for the 2016-2017 school year and would prohibit a local educational agency from charging a fee to a beginning teacher to participate in an induction program.

**AB 200 (Alejo). Student financial aid: Competitive Cal Grant A and B awards.** Existing law, the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program, establishes the Cal Grant A and B Entitlement awards, the California Community College Transfer Cal Grant Entitlement awards, the Competitive Cal Grant A and B awards, the Cal Grant C awards, and the Cal Grant T awards under the administration of the Student Aid Commission, and establishes eligibility requirements for awards under these programs for participating students attending qualifying institutions. Among other things, the program requires that a total of 22,500 Competitive Cal Grant A and B awards be granted annually. This bill would instead require that an unspecified total number of Competitive Cal Grant A and B awards be granted for the 2016-2017 and 2017-2018 academic years and that 100,000 be granted for the 2018-2019 academic year and each academic year thereafter.

**SB 15 (Block). Postsecondary education: Financial aid.** Existing law establishes the total number of Competitive Cal Grant A and B awards granted annually at 22,500 and the maximum tuition award amount for each Cal Grant A and B award for new students attending private nonprofit postsecondary educational institution at \$9,084 for the 2014-2015 award year and \$8,056 for the 2015-2016 award year and

each award year thereafter. 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 schools to \$9,084 for the 2015-2016 award year and each award year thereafter.

**SB 62 (Pavley). Student financial aid: Assumption Programs of Loans for Education.** This bill would require the California Department of Education, in conjunction with the Student Aid Commission, to report to the Legislature on or before January 1, 2017, on the need for the program, any modifications that may be needed to improve the program's effectiveness in increasing the supply of high quality teachers for high needs and low performing schools, and the need to establish new recruitment and financial aid programs to accomplish that objective.

**AB 163 (Williams). American Indian Languages-Culture Credential.** This bill would require the Commission on Teacher Credentialing, upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian languages-culture credential with an American Indian language authorization, or an American Indian culture authorization, or both, to a candidate who has met specified requirements. The bill would authorize the holder of an American Indian languages-culture credential to teach the American Indian language, or culture, or both, for which the credential was issued in California public schools in preschool, kindergarten, grades 1 to 12, inclusive, and in adult education courses, and would make the holder of that credential eligible for a clear teaching credential after 5 years, upon application and the recommendation of the tribal government. The bill would encourage each federally recognized American Indian tribe to develop a written and oral assessment that should be successfully completed before an applicant is recommended for an American Indian languages-culture credential with an American Indian language authorization, American Indian culture authorization, or both.

**AB 38 (Eggman). California State University: Stockton campus.** This bill would require the Legislative Analyst's Office to conduct a study and report to the Legislature on the feasibility of establishing an independent campus of the California State University in Stockton.

## Letter Sent from CCTE Expressing Concern about Proposed Federal Regulations

Docket ID ED-2014-OPE-0057

January 20, 2015

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary Duncan:

I am writing to you on behalf of the California Council on Teacher Education (CCTE), an organization including more than 500 teacher education faculty and administrators at some 70 college and university campuses across California, in response to the Department of Education's proposed regulations regarding teacher preparation issues that were published in the Federal Register on December 3, 2014. While we support accountability for teacher preparation, that accountability must be fair, transparent and grounded in research. Furthermore, any evaluation of teacher preparation programs must provide data that will be useful and usable in program improvement. We are concerned that the Department's proposal does not meet these standards and that, were these regulations to be implemented, they would drain scarce time and resources from the real work of teacher preparation reform. Our specific concerns are listed below.

- This proposal represents a significant expansion of federal authority into what is currently state-level and institution-level decision making. This would be a dramatic move, made without deep consultation with the many stakeholders affected.
- Currently, California does not implement the performance rating system proposed by the regulations for teacher preparation programs. A more reasonable approach to developing a major new evaluative system would be to begin with a substantial, multiyear pilot program.
- With a rating system, performance levels, and high-stakes consequences that mirror Department policy for K-12 education, these proposed regulations would extend the "test and punish" accountability model into higher education. This is an unacceptable practice.
- These proposed regulations would likely have a disproportionate impact on institutions whose mission includes providing access to students from underrepresented groups or whose prior education has provided limited preparation for college, including many public and private minority-serving institutions (MSIs). Of particular concern is that the proposed regulations would mandate states' program approval requirements, even though California currently has a high bar for admission into teacher education programs.
- The Elementary and Secondary Education Act (ESEA) requires that states work to change the disproportionate congregation of inexperienced teachers in high-need schools (PL 107-110, Section 1111(b)(8)(C)), especially around data collection and reporting requirements. Yet these proposed regulations would promote that very practice by incentivizing preparation programs to place first-year teachers in high-need schools (NPRM, p. 71286).
- The proposed regulations will likely burden institutions with cost and labor that is higher than estimated, which could constitute an expensive unfunded mandate.
- The proposed regulations inaccurately conceptualize the impact and the preparedness of teachers as independent of larger systems.
- The proposed regulations inaccurately ascribe educational inequities and inadequacies to individual teachers, and in so doing, obscure paramount systemic flaws in education and in society.
- The proposed regulations define the goal of classroom readiness too narrowly.
- The proposed regulations mandate the evaluation and weighting of outcomes that are narrow at best, and misleading at worst.

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## Letter Sent from CCTE Expressing Concern about Proposed Federal Regulations

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- The proposed regulations rely on a test-based accountability framework and on value-added measures for data analysis, which are scientifically inadequate and discredited processes for decision-making in education.
- The proposed regulations rely on inaccurate causal explanations for placement and retention that may dissuade institutions from helping to place their graduates in high-needs schools, content areas, and communities.
- The proposed regulations negatively affect federal funding for students in financial need, thereby restricting their access to the teaching profession, particularly for underrepresented groups.
- Overall, the proposed regulations presume a narrow and diminished view of the purposes of public education.

Given these issues, we are concerned that the Department's plan for determining program quality will not result in accurate information and will not serve potential candidates in their selection of educator preparation programs. They may instead force decisions based on ratings that do not actually reflect the quality of the program or capture the program qualities they are seeking.

In closing, CCTE cannot support the proposed regulations in their current form. We recommend that you work with those in the field to recraft this proposal so that it will support and expand the innovation underway in teacher preparation. We need to ensure that every teacher is fully prepared to teach all students in their classroom. We are eager to work with you to develop and strengthen initiatives that will have this result.

As you know, the Congress will be addressing the reauthorization of both the Elementary and Secondary Education Act and the Higher Education Act this year. We believe that a proposal with the magnitude of the one that you have put forward needs to be considered within the context of reauthorization. A full dialogue with all stakeholders is warranted.

Thank you for the opportunity to provide comments. For further information, please feel free to contact me by email at [JFlores@csustan.edu](mailto:JFlores@csustan.edu)

Sincerely,



Juan M. Flores  
President  
California Council on Teacher Education

### Background on Letter Expressing Concerns about Proposed Federal Regulations

In December of 2014 the U.S. Department of Education's proposed regulations regarding teacher preparation issues were published in the *Federal Register* and all interested parties were given two months to offer comment. The proposed regulations quickly drew both attention and concern from the teacher education community, and the American Association of Colleges of Teacher Education (AACTE) and several other groups mobilized a campaign encouraging all teacher education institutions and individual teacher educators to submit comment to the Department of Education.

The CCTE Board of Directors authorized the CCTE Executive Committee to draft a reply on behalf of the organization, and the letter above sent by Juan Flores, the CCTE President, is the result of that effort. The Executive Committee used commentary from AACTE, the Council for Exceptional Children, and a National Education Policy Center document entitled *Review of Proposed 2015 Federal Teacher Preparation Regulations* written by Kevin K. Kumashiro, Dean of the School of Education at the University of San Francisco. The CCTE officers express appreciation to all of these groups and individuals for the ideas included in the letter submitted on behalf of CCTE.

A copy of the CCTE letter was also e-mailed to all CCTE members, delegates, and friends, with an appeal to all to submit individual letters to the Department of Education. The CCTE Board of Directors appreciates the efforts all members and delegates who did send letters on this important issue.



# Update from the Commission on Teacher Credentialing (CTC)

## Accreditation Task Groups Continue to Focus on Strengthening and Streamlining the Commission's Standards and Accreditation Processes

On January 14, 2015, a Public Input Session was held at the Commission to gather input from stakeholders on what should be included in the Preliminary Multiple Subject/Single Subject Program Standards. The Co-Chairs of the Preliminary Standards Task Group organized and shared participants' input with the Task Groups at the January meeting.

Provided below is an overview of the information shared with the Commission at the February 2014 meeting about the progress to date. The Commission provided feedback about the process and the Task Groups will continue working to strengthen and streamline the accreditation processes in accordance with Commission guidance and direction. The information presented below represents the preliminary thinking of the task groups and is not intended to denote a final outcome.

The following principles are viewed as foundational to this work:

- Highly effective teachers must be working in every classroom with all students in California.
- All adults in the schools are responsible for all students in the school and must collaborate to support learning.
- All students can learn and must be provided the teachers and conditions needed to learn.
- Students need to be met where they are and together with the teacher advance learning.
- Teachers need to partner with families and communities to support student learning.

### **Preliminary Teacher Preparation Standards**

1. The Task Group is proposing that the Teaching Performance Expectations, to a large measure, should drive the new program standards. Through these standards each program would be required to provide each candidate the opportunity to learn, time to practice and the opportunity to be assessed on each of the TPEs. This would represent a fundamental change in the Commission's work by shifting the focus from program inputs to a candidate and programs outcomes approach.

2. The TPEs should remain clearly aligned with the California Standards for the Teaching Profession (CSTP) to support each new teacher's professional growth and development from Preliminary Preparation through Induction and into Professional Learning throughout his or her career.

3. Regarding Clinical Practice, the Commission has made it clear that these requirements should be strengthened to assure that all preparation programs provide supervised high quality, extensive school-based practical experience for all candidates. Some specific recommendations are being considered at this time, including requiring a minimum number of field experience and clinical practice hours. For more information on the ideas being discussed, please see the

February Commission agenda item 4D (linked at the end of this document).

### **Induction Standards, Policies and Regulations**

The Task Group agreed that the following should be foundational to new teacher induction:

1. Mentoring is the basis of the Induction program and the focus of the mentoring is to meet the candidate's immediate needs and to support long term teacher growth through reflection and work with the coach.
2. The Induction program standards should be focused on the California Standards for the Teaching Profession (CSTP).
3. The five year window of time that a teacher can serve on a Preliminary credential should not begin until the individual is employed as a teacher.
4. The candidate needs to be employed in an assignment authorized by the Preliminary credential in order to be eligible for Induction.

### **Performance Assessments**

1. Revised Design Standards for the Teaching Performance Assessment were adopted by the Commission in December 2014.

2. The group discussed the learnings from California's ten years of TPA experience as well as what elements and aspects should be preserved or avoided in the future. In addition the group began to look at the TPA Design Standards and their applicability to performance assessment for administrators.

3. The group agreed that the TPA should measure some of the TPEs but not require measurement of all TPEs in the performance assessment. The TPEs represent the universe of performance expectations for teachers earning their preliminary credential. Many of these TPEs are best assessed through a Teaching Performance Assessment. Some are more appropriately assessed in the context of coursework, some through clinical practice or local program assessment. The TPA needs to focus on the highest leverage TPEs that can be effectively assessed on a TPA.

### **Accreditation Policy and Procedures**

The Task Group identified areas in need of improvement and agreed that the following should be a part of a revised accreditation process:

1. Maintain the 7 year cycle that includes a streamlined review of program documentation, an expectation of annual data gathering and analysis that are tied to program decision making, reporting data to the Commission on a periodic basis, and review of program implementation, but in a more succinct and transparent manner than the current system.

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## Update from the Commission on Teacher Credentialing (CTC)

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2. Include in the system the possibility of differentiation in the frequency of monitoring institutions and programs based on a particular set of criteria. Institutions meeting standards and other criteria (for instance, history of positive reviews, indications of significant student and employer satisfaction on surveys, and other candidate assessment data indicating successful attainment of the TPEs) may require less frequent monitoring than other institutions and programs. This approach would allow the Commission to focus its review on those programs and institutions requiring greater oversight while streamlining the process for institutions that have demonstrably met standards.

3. Reduce the program's description of how standards/requirements are met. Significantly limit narrative (character limits, targeted prompts, and defined charts and tables where possible) and require matrices that demonstrate where standards/TPEs are a) introduced; b) further developed or practiced (opportunity to learn); and c) mastered. The matrices would require links to current syllabi and to program-level and other applicable candidate assessments.

4. Move the review of program documentation closer to the site visit, perhaps from year 4 to year 5. When possible, have the site visit team members conduct this review to greatly reduce the total number of reviewers needed by the accreditation system in any given year.

5. Use technology more efficiently to streamline the review process. Institutions could be required to maintain an accreditation website with data and program documentation available for periodic review. These websites might be linked to the institutional data dashboard, accreditation decisions, and other vital information.

6. Preconditions should be reviewed for compliance twice within the 7 year cycle to ensure continued compliance with current laws and Commission policy.

7. Revise and reduce the language in the Common Standards to focus on the essential aspects. Minimize the narrative response to the Common Standards, which the task group is reviewing and streamlining to reduce redundancy. Include a greater use of technology within the submission process, use targeted prompts to guide the response narrative, allow a limited number of characters for responses, develop and require templates for specific charts and tables where possible.

### Outcomes and Survey Data

1. The group has agreed that the format of the surveys should be consistent where appropriate and has agreed upon a format.

2. The group has agreed that the surveys must be a reasonable length to encourage program completers to complete the survey. (a) Two surveys have been reviewed, pared down and are ready to use in Spring 2015-Preliminary Multiple Subject and Single Subject. (b) The Preliminary Administra-

tive Services survey will be reviewed and finalized between the January and March meetings. (c) The Task Group needs to gather some input on what types of questions that should be included on the Preliminary Education Specialist completer survey. (d) Employer and Master Teacher surveys are on the list for this group to address.

### Public Access and Data Dashboards

1. The Public Access Data Dashboard should provide a single portal that the public, institutions, and others can use to access information about institutions, teacher preparation programs, all credentials, permits and authorizations issued, assignment monitoring at State, County and District level, and aggregate state data on educator disciplinary actions.

2. The system should be supported by a single repository of data (i.e., data warehouse) that feeds the items displayed on each data dashboard (all data would be centrally located and accessible as needed for information requests)

3. Distinct profiles should be developed for programs, institutions and the State. Each profile would be populated with information submitted into the comprehensive information system.

4. A profile should provide a quick overview of data highlights but the system also needs to provide the capability to drill down and get more detailed data.

5. There needs to be an organized input process with standardized templates. Technical assistance would be provided to understand the data entry process. Technical support would be available. There should be public access to much of the data, particularly all data elements mandated for reporting by the State or Federal government such as Title II, the Teacher Supply Report, and Assignment Monitoring. In addition, password protected access should be available for each institution/program sponsor that submits data so that reports can be generated for the purposes of both Accreditation and data informed decision making for continuous improvement of the programs and unit as a whole.

More information can be found in Agenda Item 4D from the February 2015 Commission meeting. The Task Groups will continue working with meetings in March and May. Updates will be provided at both the April and June 2015 Commission meetings.

We encourage you to stay informed about this work by subscribing to the PSD E-News listserve: Send an email to

[psd-news-subscribe@lists.ctc.ca.gov](mailto:psd-news-subscribe@lists.ctc.ca.gov)

and watch for the Commission's agenda published ten days prior to each scheduled Commission meeting.



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 26, Number 1, Spring Issue, March 2015, Section 4

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

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

## Upcoming Events at CCTE Member Institutions See Descriptions on Following Pages

Global Summit of the Education Success Project, Loyola Marymount University, March 14 (see page 20).

Donna Ford Attallah Educator Development Academy 2015 Summit on “Rise Up for Children, Schools, Family, & Community,” Chapman University, March 22 (see page 21).

California State University, Channel Islands 7th Annual Conference on Social Justice in Education around theme “Brave Questions: Health and Academic Achievement,” April 18 (see page 22).

University of Redlands 11th Annual Summer Institute on Leadership for Educational Justice, July 7 (see page 23).

### Invitation from the CCNews Co-Editors

We are excited to serve as the co-editors of *CCNews*. We invite all CCTE delegates and members to submit reports, news items, announcements, brief articles, and any other material they wish to share with the CCTE membership.

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

### CCNews Call for Articles and News

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

We are also encouraging all 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 either of the co-editors:

[jbirdsell@nu.edu](mailto:jbirdsell@nu.edu) or [jmantle@nu.edu](mailto:jmantle@nu.edu)

The deadline for materials for the Summer 2015 issue is May 15.



## The Education Success Project

### YOU ARE INVITED TO A GLOBAL SUMMIT

The Education Success Project (TESP) is celebrating the 25<sup>th</sup> Anniversary of the Americans with Disabilities Act! We invite you to join us on Saturday, March 14<sup>th</sup>, 2015 - at Loyola Marymount University in Los Angeles.

Envision a world where individuals with disabilities can live their lives according to their own desires. Look back 25 years ago, when this Act was signed by President George H.W. Bush before a crowd of thousands on the South Lawn of the White House. Hear from leaders of the disability movement, many of whom crawled up the steps of Congress to protest. Listen to the person who was the primary author of the ADA. Get the good news that thousands of jobs will be available in the near future for individuals with disabilities. Hear from government officials involved in the implementation of these programs now and in the future. Join in the Conversation with international scholars and practitioners. Be included with all the stakeholders: Teachers, Administrators, Scholars, Public Officials, Elected Officials, Industry Leadership, Advocates, Parents and Community Leaders.

The Summit begins at 7:30 am on Saturday, March 14 and ends at 3 p.m. with our usual champagne toast to Education Success and your evaluation of the day. Tarry and make some new friends!

Click on the website <http://soe.lmu.edu/tespglobalsummit> for more details. Register on the website as soon as possible and no later than February 27, 2015. There is no cost to attend and no fee for parking on Saturday. The sooner you register the sooner you will receive some interesting material.

All you have to do is **BE COMMITTED** to the Education of Individuals with Disabilities and **WILLING** to dream the dream of a full and independent life for all.

Maureen Kindel, Ed. D.

Director, The Education Success Project

Please direct comments and questions to

Maureen Kindel at [mkindel@kindelgagan.com](mailto:mkindel@kindelgagan.com)

Ivan Marquez, Deputy Director at [ivanmarquez89@gmail.com](mailto:ivanmarquez89@gmail.com)

DONNA FORD ATTALLAH  
 EDUCATOR DEVELOPMENT ACADEMY  
**RISE UP FOR CHILDREN, SCHOOLS,  
 FAMILY & COMMUNITY**  
 2015 SUMMIT



SUNDAY, MARCH 22, 2015  
 8:30 A.M.—4:00 P.M.—**REGISTER NOW!**

This Summit on Education, on Sunday, March 22, will be an informative and innovative debut of our newest program in the College of Educational Studies. This grand event will include both local and national speaker sessions as well as workshops in the areas of schools, community, special education, and leadership. The title of the summit is “Rise up for Children, Schools, Families, and Community.” Our aim is not to simply present the challenges surrounding education as much as it is to present strategies for overcoming the complex issues affecting education, families and communities. Our goal is to be solution-oriented and innovative in our approach to transforming education.



**GUEST SPEAKER: DR. RICH MILNER**

**TOPIC: ISSUES THAT DIVIDE AND  
 UNITE IN THE FIGHT FOR EQUITY IN  
 EDUCATION**

H. Richard Milner IV (also known as Rich) is the Helen Faison Endowed Chair of Urban Education, Professor of Education, as well as Director of the Center for Urban Education at the University of Pittsburgh.

**K-12 TEACHING AND LEARNING**

**LEADERSHIP**

**INSTRUCTIONAL STRATEGIES FOR  
 INCLUSIVE EDUCATION**

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**CHAPMAN UNIVERSITY**  
 COLLEGE OF EDUCATIONAL STUDIES

# SAVE THE DATE!

- CI's 7th Annual -



Conference Theme:

## ***Brave Questions: Health and Academic Achievement***

Register Early: <http://tinyurl.com/cisoju2015>



School Of  
**EDUCATION**  
CHANNEL  
ISLANDS

**Saturday, April 18, 2015**  
8am-3pm at CSU Channel Islands



**11<sup>th</sup> Annual Summer Institute on Leadership for Educational Justice**  
**JULY 7, 2015, 8:00am - 5:00pm, Orton Center, University of Redlands**

*International Experiences in Education: Perspectives, Insights, and Lessons Learned*

The University of Redlands School of Education is committed to leadership for educational justice. In our continued efforts towards excellence in this field, the Center for Educational Justice's 2015 Summer Institute will explore the potential impact of internationalization on education.

We are pleased to welcome, Dr. Dina S. Ocampo, Undersecretary for Programs and Projects, Department of Education (Philippines), as this year's keynote speaker. Dr. Ocampo currently leads K-12 educational transformation initiatives in the Philippines on mother tongue-based multilingual education, Muslim education, and special programs related to giftedness and indigenous culture, among others.

Featured plenary speakers include: Dr. Reyes Quezada (University of San Diego), Dr. Magaly Lavadenz (Loyola Marymount University), Dr. J. Cynthia McDermott (Antioch University), Dr. Margaret Solomon (La Sierra University), Dr. Richard Gordon (California State University, Dominguez Hills), and Dr. Suzanne Soohoo (Chapman University). In addition to the speakers, the institute will feature peer-reviewed presentations and a poster session of current Redlands Ed.D. dissertations.

The conference will address theme-related questions as:

- How do other countries create "smarter" kids? (from Amanda Ripley's *The Smartest Kids in the World and How They Got That Way*)
- What could countries learn from each other on how to improve student engagement and enhance opportunities for all students?
- What international experiences and lessons could be offered to educators in the United States?
- How can universities and K-12 schools embrace "internationalization"? How is "internationalization" or "global education" implemented in classrooms? Is it important? Why?

### **Call for Proposals**

We invite proposals for 45-minute presentations on international experiences in education of theory-, empirical- or evidence-based practices. We are particularly interested in topics related to one of the following strands:

- Theory, Philosophy, Ethics, and History
- Leadership, Management, and Educational Policy
- Curriculum and Instruction Challenges Across Cultures
- Assessment, Standards, Testing, and Achievement – International Comparison

Submit proposals to Dr. Jose L alas ([jose\\_lalas@redlands.edu](mailto:jose_lalas@redlands.edu)) by email as Word attachments (Times New Roman, 12 point font). Include: title and 75-100 words abstract; (a) overview of the presentation's purpose and objectives; (b) outline of how the session will be delivered in 45-minutes; (c) statement of the presentation's significance to educators. Each submission must not exceed 4-pages and include presenter's name and contact information. **DEADLINE: May 18, 2015**