

# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 26, Number 2, Summer Issue, June 2015

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

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## Celebrating the 70th Anniversary of CCTE



*Pictured: The opening session of the Spring 2015 Conference of the California Council on Teacher Education in the ballroom of the Sainte Claire Hotel in San Jose, kicking off the theme “CCTE at 70: Exploring and Celebrating Our CCET/CCTE History in Order to Inform, Strengthen, and Embolden Our Future.” On the dias from left to right: Past presidents Dennis Tierney, David Wampler, Jerry Brunetti, Grace Grant, Elaine Johnson, Carol Bartell, David Georgi, Andrea Maxie, Vicki LaBoskey, James Cantor, Magaly Lavadenz, and Cindy Grutzik, along with keynote speaker Gary Fenstermacher, keynote introducer Tom Nelson, and CCTE Executive Secretary Alan Jones, with CCTE President Juan Flores at the podium to the right.*



# CCNews

## Newsletter of the California Council on Teacher Education

### Message from CCTE President Juan Flores

Colleagues,

In my President's Message in the previous *CCNews*, I spoke to you about the importance of our development plan and its role in helping us carry out the initiatives that are so important to us. Currently, our primary means of generating funds for the initiatives of the California Council on Teacher Education is through membership dues and our annual conferences. Thus, our advocacy work on behalf of the education of future teachers is greatly limited. Therefore, the establishment of a development plan for CCTE is crucial to our ability to undertake our very important initiatives.

Much of the work of CCTE has been carried out through our two statewide conferences each year, focusing on key professional development topics for our membership and friends, and through our sponsorship of our two highly respected professional journals—*Teacher Education Quarterly* and *Issues in Teacher Education*. We have also been involved in supporting activities for graduate students and in developing the next generation of teacher educators and scholars.

These CCTE efforts are valuable, but we believe they are not enough. Both of our CCTE journals have grown in national rankings among teacher education journals. Nonetheless, they both have reported a gradual decline in recent years in the number of submissions from scholars here in California. At the same time, the findings of the surveys of our CCTE membership indicate that our journals are very much appreciated by our members. Thus, the great appreciation for the research in our journals, and the gradual decrease of California researchers in our journals, brought us to the conclusion that we need to find additional ways of supporting our CCTE membership in conducting research of potential significance to teacher education scholars in our state. In addition, we want to provide additional support to our junior faculty who need to respond to the research and publication requirements related to promotion and tenure in their institutions.

We sought support through the American Association of Colleges of Teacher Education's 2014 State Chapter Support Grant program to obtain funds to develop a one-year program to encourage research related to teacher education by scholars in our state. Through the support of our Fund Development Committee and our Executive Secretary we

wrote a proposal which AACTE selected for funding late last spring. The proposal, and the resulting program, are entitled the "CCTE Quest for Teacher Education Research."

#### Initial Results of Our CCTE Quest

In the summer of 2014, we announced the "Quest for Teacher Education Research" by inviting scholars from across the state to identify topics and subjects related to teacher education that they were in the process of studying, and to indicate an interest in participating in a year-long effort to focus and move forward with such research. While the AACTE grant provided funding to support 16 researcher projects, the response from the field was so significant

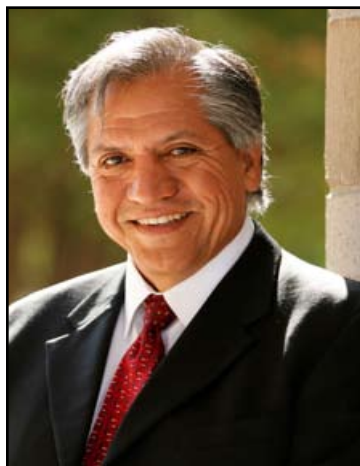
that we ended up with 37 participating projects, involving some 85 researchers, some in teams, representing 20 different campuses as well as a few school districts, county offices, and government agencies.

Experienced researchers from CCTE were asked to serve as mentors to each of the 37 projects and the projects were then asked to prepare an initial report on their work during the Fall of 2014. Those reports were reviewed and recommendations were returned to the researchers by the end of that calendar year. Based upon the feedback from those reviews, the researchers were asked to prepare a research paper for presentation at a special Saturday institute at the Spring 2015 CCTE Conference in

San Jose. The Saturday institute was announced to the CCTE membership in anticipation of attracting an interested audience to hear the research papers and to enter into discussion with the research presenters.

Following the Spring 2015 Conference, the researchers have been encouraged to finalize their studies and submit reports for publication in *CCNews* (nine such reports appear in this issue of the newsletter, while additional reports will be included in future issues). In addition, each research project is encouraged to draft a formal research article for submission to either or both of the CCTE-sponsored journals or to other appropriate scholarly journals.

The initial "Quest for Teacher Education Research" program was open equally to experienced scholars in the field, to junior and emerging scholars, and to graduate students. Each of the participating scholars was offered whatever level of mentorship they needed and desired.



Juan Flores

## Message from CCTE President Juan Flores (continued)

As part of our Quest institute on the Saturday of our Spring 2015 conference, we dedicated some time for dialogue with the Quest participants, and we asked them what sort of initiatives CCTE should undertake in support of research in teacher education. There was much positive discussion, and the following are just some of the suggestions that emanated from the gathering.

- They stated that CCTE can play a collaborative, partnership role in assisting researchers in sharing information regarding the kinds of data being collected in the studies in California.
- They asked CCTE to play a supportive role in facilitating research that leads to effective policy and practice.
- They shared that there are many effective practices going on in the field, and many of these practices are not new; we need to find a way to share these California lessons on a national level.
- They stated CCTE can play a clearinghouse role in helping researchers share their surveys and instruments, especially those focusing on diverse learners.
- CCTE was encourage to create a shared website—perhaps with a drop box—where scholars and practitioners can have access to the research and the findings of their colleagues.
- As part of this clearinghouse role, CCTE can help institutions join together and expand on their research projects.
- The participants stated that we are still creating academic silos. They asked CCTE to facilitate in breaking down the silos and share research in mathematics, science, bilingual education, etc.
- CCTE should create opportunities for members to collaborate, to get feedback from colleagues.
- They encouraged CCTE to collaborate with the American Educational Research Association in creating a warehouse of research on teacher education.
- CCTE was encourage to create a tracking mechanism to monitor publication of the research projects associated with our Quest for Teacher Education Research initiative.
- CCTE was encouraged to create a bridge to involve teachers in the creation of research, in order to include their voices and perspectives.

One of the motivating forces behind our Quest for Teacher Education Research initiative was an article by Christine Sleeter which appeared in *Educational Researcher*. She offered important recommendations regarding the kinds of support that organizations such as CCTE can provide to foster effective teacher education research:

- (1) Work with teacher education professional organizations to develop a shared agenda of pressing policy questions for California teacher education (preservice and/or inservice) that need research. In absence of dialog, teacher educators do not necessarily consider policy when designing research, and policy-makers may not necessarily formulate the most powerful questions.
- (2) Offer funding to support needed teacher education research. One reason why so many studies are very small in scale is that researchers are working with limited (or no) research funds.
- (3) Require that research for policy be conducted by teams in which members bring different forms of expertise, including research methodology and racial/ethnic background.

There is great potential in these recommendations, but we cannot explore them without additional support. Our development work is crucial to our ability to build on these wonderful initiatives. We are 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 any way mean that we are endorsing their business model.

At this time we are inviting new research projects for participation in our Quest during the coming 2015-2016 academic year, while at the same time drafting funding proposals to submit to publishers and other potential funders. To assist with these efforts we would appreciate your feedback regarding our Quest for Teacher Education Research. We also look forward to your suggestions regarding fund development resources that can help us out carry out these valuable goals.

Sincerely,  
**Juan Flores**  
CCTE President  
California State University, Stanislaus

# CCTE 70th Anniversary Appeal

As a continuation of the celebration of the 70th anniversary of the California Council on Teacher Education which marked 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:

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 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](http://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 the first item under 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. 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 \_\_\_\_\_

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California State University, Stanislaus

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**Karen Lafferty (2018)**

Claremont Graduate University

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**Zaida McCall-Perez (2016)**

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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

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Antioch University, Los Angeles

*CCNews*

**Jo Birdsell & Judy Mantle**

Co-Editors

National University

*California Association of Bilingual*

*Teacher Educators*

**Zaida McCall-Perez, President**

Holy Names University

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*of Special Education*

**Nilsa Thorsos, President**

National University

*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](http://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 members in May and everyone is encouraged to send in their memberships by or soon after July 1. New members are also welcomed for the coming 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. 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 (institutional membership form and institutional delegate form) to be completed. 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](mailto: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](mailto: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](mailto:alan.jones@ccte.org)).



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

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**Deborah Hamm**  
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**Virginia Kennedy (2016)**  
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 California State University, Long Beach

**Mona Thompson (2017)**  
 California State University, Channel Islands

*Teacher Education Quarterly*  
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*CCNews*  
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 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 (see photo on first page of this issue), 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 will help guide the Board of Directors when we hold 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 renewal letters and forms for 2015-2016 have recently been sent to all. The CCTE Membership Committee is also 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](mailto: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 Fall Conference

The CCTE Fall 2015 Conference is also previewed in this newsletter (see page 13), and planning is well underway around the theme "Joyful Teaching." Be sure to mark October 23-25 on your calendars and plan to attend.

### 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 has 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 appear in

this issue of *CCNews* and others will be included in future issues.

The Quest program will be 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 24 of this issue).

### 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 18 and 19 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 20 and 21 of this issue.

### CCTE Dissertation Award

See the announcement of our annual CCTE Dissertation Award on page 22 of this issue. Nominations for consideration for this 2015 year must be submitted by August 1. The award will be presented at the Fall 2015 Conference.

### CCTE Annual Election

Congratulations to new CCTE Board members Cynthia Geary, Karen Lafferty, and Jared Stallones who were elected in our 2015 annual election. The 2016 election will include the offices of President-Elect, Vice Presidents for AACTE and ATE, and three additional Board positions. Anyone interested in being a candidate should contact Past President Cindy Grutzik (email [cynthia.grutzik@csulb.edu](mailto:cynthia.grutzik@csulb.edu)) who chairs the Nominations and Elections Committee.

—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)



# Update from CTE Policy Committee

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

The Policy Committee of the California Council on Teacher Education has been monitoring several education-related bills as they move through the Legislature. Those bills are listed below, using descriptions available on the website:

<http://leginfo.legislature.ca.gov>.

Anyone wishing to follow bills of interest can do so by accessing that same website.

Also, the Governor's May Revision of the proposed state budget was released on May 14 and a short summary is provided below from information from the website:

<http://www.ebudget.ca.gov/2014-2015/Revised/BudgetSummary/BSS/BSS.html>

## Education Bills in California Legislature

### *Teacher Education*

AB 141 (Bonilla). Teacher Credentialing:  
 Beginning Teacher Induction Programs

This bill would, commencing with hiring for the 2016-17 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 on Teacher Credentialing and the Superintendent of Public Instruction 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. In Assembly Appropriations Suspense File

### *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. In Assembly Appropriations Suspense File

AB 831 (Bonilla). Student Financial Aide:  
 Cal Grant Program

This bill would change the maximum Cal Grant awards for students attending private nonprofit postsecondary educational institutions, commencing with the 2015-2016 award year. The bill would impose requirements on private nonprofit postsecondary educational institutions to provide specified data to a specified association as a condition for the funding

of Cal Grant maximum awards to their students, and would require the association to report on that information to the Legislature, the Governor, the Department of Finance, and the Legislative Analyst's Office. In Assembly Appropriations Suspense File

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 campus of the California State University with financial aid for up to three college years. In Senate Appropriations Suspense File

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. In Senate Appropriations Suspense File

### *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

## Update from CCTE Policy Committee (continued)

bill would require the evaluation and assessment of certificated personnel at least every three years, except as locally negotiated and provided in the best practices teacher evaluation system. In Assembly Appropriations

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 three years, except as locally negotiated and provided in the best practices teacher evaluation system. In Senate Appropriations

### Education Budget: May Revision

The May Revision of the Governor's 2015-16 Budget proposal initiates negotiations between the Legislature and the Governor about what should be in the final budget. The 2015-2016 budget must be finalized before July 1.

#### **K-14**

Funding will increase by more than \$3,000 per student in 2015-2016 over 2011-2012 levels—up 45% over four years for K-12 schools. The May Revision increases spending for K-12 schools and community colleges by \$6 billion (\$5.5 billion General Fund) above the Governor's January budget. Funding for the Local Control Funding Formula—which directs education money to students in poverty, English learners and foster youth—stands at \$53.1 billion this coming year. With more than \$3.5 billion in total discretionary funding, schools will be able to continue to make the necessary investments in professional development, provide teacher induction to beginning teachers, and purchase instructional materials and technology to prepare both students and teachers for success. In response to the recommendations of the California Statewide Special Education Taskforce, the

May Revision proposes \$60.1 million Proposition 98 General Fund (\$50.1 million ongoing and \$10 million one-time) in 2015-16 to implement selected program changes recommended by the taskforce, and makes targeted investments that improve service delivery and outcomes for all disabled students, with a particular emphasis on early education. The May Revision also fully repays past-year school deferrals.

### *Higher Education*

The May Revision maintains flat tuition at the state's universities for California undergraduates and increases opportunities for students to transfer to the universities. It commits \$38 million in ongoing funding for California State University, for a total of \$158 million in new funding. As part of an agreement with the University of California, the state will provide temporary funding from Proposition 2 debt funds to assist in paying down its unfunded pension liability (with \$440 million over the next three years)—as it imposes a pension cap consistent with the state's 2012 reform law. For community colleges in 2015-2016, the May Revision provides more than \$600 million above the Governor's January proposal to expand student success. The CSU has indicated that it would use the additional resources proposed in the Governor's Budget for the following:

- Fund existing obligations, such as increased costs for pensions and health benefits.
- Increase employee compensation system-wide by 2%.
- Support the costs of the enrollment of about 4,000 additional students.
- Address backlogs in critical maintenance and infrastructure.

### *Commission on Teacher Credentialing*

The May Revision includes \$4.5 million in additional funding to address increased costs. To address the structural pressures on the Commission's budget in the near term, the May Revision proposes to increase the teacher credential fee to \$100 for initial and renewal credentials in an effort to provide the Commission with additional revenue necessary to support mission-critical activities. Even with this proposed increase, teacher credential fees would remain lower than renewal fees charged to professionals in a number of other occupational fields.

### *CCTE Policy Contacts*

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

Mona Thompson at [almothomp@gmail.com](mailto:almothomp@gmail.com)  
Susan Westbrook at [suew447@aol.com](mailto:suew447@aol.com)

# Update from the Commission on Teacher Credentialing

## Work Nearing Completion on Strengthening and Streamlining the Accreditation Process

The six Task Groups formed to help the Commission on Teacher Credentialing strengthen and streamline its Accreditation System to focus more on program and candidate outcomes and reduce the document-intensive reporting burden on programs are well underway, with expected completion in the coming months. At its April 2015 meeting the Commission took action to delay Program Assessment for the Yellow Cohort from December 2015 to Fall 2016. This will allow the Commission to consider a revised Program Assessment process. Watch the PSD E-News for more information once the Commission takes action on the revised Program Assessment process (subscribe by sending an email to [psd-news-subscribe@lists.ctc.ca.gov](mailto:psd-news-subscribe@lists.ctc.ca.gov)). Work from the Task Groups is now being prepared. Here's a look at what the six Task Groups have accomplished to date:

Task Group	Accomplished to Date	Planned Input
Preliminary Standards	<ul style="list-style-type: none"> <li>• Revised Teaching Performance Expectations</li> <li>• Revised Preliminary Program Standards</li> <li>• Additional recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Field surveys for input beginning in late May 2015</li> <li>• Initial review by the Commission in June 2015</li> </ul>
Induction	<ul style="list-style-type: none"> <li>• Revised Induction and Clear Credential Standards</li> <li>• Guidance Document for Induction Programs</li> <li>• Recommendation on Transition for current Induction programs to revised Induction Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Field surveys for input beginning in late May 2015</li> <li>• Initial review by the Commission in June 2015</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>• Revised TPA Design Standards</li> <li>• Revised TPA Program Implementation Standards</li> <li>• Initial draft Administrator Performance Assessment Standards</li> <li>• Initial draft Administrator Performance Assessment Program Implementation Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Revised TPA Design Standards adopted February 2015</li> <li>• Revised TPA Program Implementation Standards adopted April 2015</li> <li>• Initial Administrator Performance Assessment Standards still in progress</li> <li>• Initial Administrator Performance Assessment Program Implementation Standards still in progress</li> </ul>
Outcomes/Surveys	<ul style="list-style-type: none"> <li>• Developed outcomes surveys for Preliminary MS, SS, Ed Sp teaching and Administrative Services programs</li> <li>• Developed survey for Clear Teaching Program Completers (General Ed-MS and SS, as well as Special Education)</li> <li>• Developed master teacher surveys for cooperating teachers</li> <li>• Discussed implementing employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation in Spring/Summer 2015 for the Preliminary and Clear completer surveys.</li> <li>• Planning for implementation of the master teacher and employer surveys in 2015-2016</li> </ul>
Public Access/ Data Warehouse	<ul style="list-style-type: none"> <li>• Identification of data elements for the data warehouse</li> <li>• Identification of focus for a variety of data dashboards</li> </ul>	<ul style="list-style-type: none"> <li>• Field surveys for input beginning in late May 2015</li> <li>• Initial review by the Commission in June 2015</li> </ul>
Accreditation	<ul style="list-style-type: none"> <li>• Reorientation of the Accreditation System to focus on outcomes</li> <li>• Revised Common Standards</li> <li>• Revised Program Assessment and Initial Institutional Accreditation processes</li> <li>• Consideration of a process for recognizing exemplary programs</li> <li>• Revised criteria for Initial Institutional Approval</li> </ul>	<ul style="list-style-type: none"> <li>• Field surveys for input beginning in late May 2015</li> <li>• Initial review by the Commission in June 2015</li> </ul>

## Update from the Commission on Teacher Credentialing\ (continued)

Staff will be presenting the Accreditation-related work at the June 2015 Commission meeting. Public input is also welcome at the meeting. Stay tuned!

### Additional Commission Work

In addition to the extensive work to strengthen and streamline the Accreditation System, the Commission is also working on a variety of related projects and initiatives. Here's an overview of some of this work:

- The report from the **Statewide Special Education Task Force** (<http://www.smcoe.org/about-smcoe/statewide-special-education-task-force/>) was presented to the Commission at the April 2015 meeting (<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-3J.pdf>). Task Force Co-Directors presented the recommendations from the task groups other than the Educator Preparation and Professional Learning task group. Staff presented the recommendations from the Educator Preparation and Professional Learning task group. The recommendations focus on one education system and that all educators need to be prepared to work with all students. The group recommends that both general education and special education preparation programs require all aspiring teachers to master content standards, evidence-based strategies, pedagogy, intervention strategies, and collaboration among teachers and across assignments. The group also recommends that the authorization for special education teachers should focus on the level of service provided to the students rather than the federal disability category of the students. The full report from the Educator Preparation and Professional Learning report is available here: <http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Ed%20Prep%20-%20Final%203.3.15.pdf>)

- **Program reviewers for Initial Program Proposals** are desperately needed. This is a wonderful professional learning opportunity to assist the Committee on Accreditation with its vital work to review and accredit programs. Reviewers are particularly needed for General Education Induction programs and Clear Education Specialist Induction programs. One day review sessions will be scheduled in Sacramento; some travel expenses can be reimbursed. Contact: [IPR@ctc.ca.gov](mailto:IPR@ctc.ca.gov)

- **Program reviewers for Program Assessment.** Although the Program Assessment process will be changing, there are still documents from the Blue and Green cohorts that need to be reviewed prior to the upcoming site visits. We really need readers who can read Designated Subjects and Pupil Personnel programs—but expertise in any credential area is welcome. If you could assist in reviewing a document please contact [ProgramAssessment@ctc.ca.gov](mailto:ProgramAssessment@ctc.ca.gov)

- **Two Consultant positions are 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.

### 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



# CCNews

Newsletter of the  
California Council on Teacher Education

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

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## 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 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, an evening dinner event on Thursday (stay tuned for further details on the “Un-Banquet” being planned for this Conference), 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.

The formal announcement of the Fall Conference with a 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*.

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 will be welcomed. If you are interested, please contact Magaly Lavadenz ([mlavaden@lmu.edu](mailto:mlavaden@lmu.edu)) or CCTE Executive Secretary Alan Jones ([alan.jones@ccte.org](mailto:alan.jones@ccte.org)).



**Sonia Nieto**  
*CCTE Fall 2015 Keynote Speaker*

## Retrospective 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 this 70-year history was celebrated at the Spring 2015 Conference held March 19-21 at the Sainte Claire Hotel in San Jose. The Conference was 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 was Gary Fenstermacher, who with this appearance holds the distinction of keynoting five CCET/CCTE conferences over a span of five decades. Gary, a professor emeritus from The University of Michigan and former dean of the College of Education at the University of Arizona, spoke about “Nobility, Competence, and Disruption in Teacher Education.” Gary was introduced by Tom Nelson of the University of the Pacific. The text of Gary’s address will appear as the lead article in the Spring 2015 issue of *Teacher Education Quarterly*.

The Conference program also featured a significant gathering of past and current presidents of CCET/CCTE. Those who participated 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 took part in a series of panel discussions examining the history of the organization, identifying challenges and accomplishments that have marked that history, and exploring future directions for CCTE.

In conjunction with the Spring 2015 Conference, the Spring 2015 issue of *Issues in Teacher Education* features

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 was distributed to the membership a few weeks prior to the Spring Conference, and all Conference attendees were encouraged to read up on the past, present, and future of CCET/CCTE.

The Spring 2015 Conference also included 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 luncheon.

The Saturday institute at the Spring 2015 Conference was an all-day event featuring reports from the 37 research studies that comprise the CCTE Quest for Teacher Education Research. There was also a one-day institute on the Wednesday prior to the Conference sponsored by the Collaborative for Reaching and Teaching the Whole Child of San Jose State University.



Left to Right: Tom Nelson, Gary Fenstermacher, and Alan Jones, following Gary’s keynote address at the CCTE Spring 2015 Conference in San Jose.

# Rekindled Memories of Cal Council

By **Elaine C. Johnson**  
*CCTE President, 1996-1998*

When Alan Jones emailed me so many months ago, probably the first part of 2014, about writing about my CCTE presidency for *Issues in Teacher Education*, I had the same response Dave Georgi had: now when was that? I had to search back through my memory images to dredge something up, and never did manage to write anything. After trying and failing several times to come up with something, anything, about those action-packed years, I threw my hands up and told him I couldn't do it, which blessedly, Alan understood.

Weeks after the 9/1/14 deadline, as I was rummaging through a stack of papers, the perfect starting place fell out at my feet—my remarks at the banquet at the end of my presidency! I immediately emailed Alan but of course knew it was too late; the journal had already gone to press.

After the recent Spring Conference, I realized I had a lot more to say than before the Conference. After all, I hadn't attended a CCTE conference in nine years! It all began to come back to me, reminding me of the place of CCTE in my professional life.

A lot has happened since I stepped off the CCTE Board as past president in 2000: I retired from the California Federation of Teachers 10 days before 9/11. Both my beloved parents died. But at last March's Conference, sharply etched memories came flooding back.

I had forgotten how open and transparent the delegates and officers could be, sharing their ideas and thoughts as they commented on various aspects of teaching and learning. Andrea Maxie's comments about her mother's career as a teacher moved her audience, and provided an important historical perspective for the teacher in society. When I told Alan last spring that I couldn't write anything, that all I could come up with were memories that were "too personal," he told me that quite a few of the past presidents had written fairly personal pieces. And they all did, drilling down into themselves for their deepest insights.

At the Conference, I spoke about the term "team effort" the Golden State Warriors use to describe their style of basketball. But I didn't drill down to strengthen the analogy between professional basketball and teacher preparation. Others spoke of the need for all to contribute as we develop effective teachers for the future. Just as one player can shoot the long ball, another can shine at defense, yet another can rebound, so different individuals and indeed entities need to pool their varied strengths in this effort. Just as the program of teacher preparation is rarely if ever to blame for a teacher's failure, the entire range of individuals and institutions that should contribute to a teacher's success is rarely credited.

I had forgotten how, at Cal Council conferences, the

keynote address is really a keynote, setting the tone and framework for the conference. It informs discussion and thinking in all that follows it. That was not different last March. We mulled over Gary Fenstermacher's remarks, kept going back to them, and reviewed them in our minds and hearts in the ensuing days. "Competence, nobility, disruption"—these will always have quite a heightened resonance.

I was reminded how important Cal Council has been to all the impressive professionals with whom I shared the dais at the conference. It's really amazing that such a small organization has lasted so long and has managed to put on two conferences a year for 70 years.

At the conference, I was reminded of some very important parts of my work for CCTE that had grown dim in memory. I had forgotten how much we did on policy during those years. I co-chaired the Policy Committee, and worked to develop the 11-point Policy Framework. How thrilling to see that long and wordy statement distilled to its essence, an attractive graphic easily grasped by legislative staff people, yet not losing its sense! I also remembered, at the end of Vicki LaBoskey's presentation, that we instituted a practice at the conferences of having one person in each session make note of all the references to books and articles that came up in that session. It was much more difficult then: no one had the electronic devices that make life and communication so much easier now. These days it would be a cinch. And the valuable lists could be part of this publication, *CCNews*, as well as included in subsequent conference publications.

Some things I'll never forget, and didn't need the 70th anniversary conference to remind me of. I'll never forget the day at the Commission on Teacher Credentialing meeting in Sacramento when Carolyn Ellner, then Dean at California State University, Northridge, asked me to participate in the CCTE conference she was chairing. Every fiber of my being said NO, but out of my mouth came YES. How glad I am that I did agree. I had made friends at CTC with so many CSU folks, who often referred to the CCTE (then CCET) conferences. I'll never forget those convivial Thursday dinners at CTC with impressive professionals such as Carol Barnes, Beverly Young, and many others.

I'll never forget the meeting in San Diego during my presidency when a resolution was coming before a legislative committee the following week. It had been many years, as was revealed in the comments at the recent March conference, since the organization had taken any part in the legislative process. The background was fraught, and the mood was wary. Previously I had wondered why teacher educators didn't speak in Sacramento. As a union executive and long-time activist, I knew the importance of political activity and representation. That motivated me to get involved in CCTE policy at the beginning. That evening, at the San Diego conference, the delegates in table groups

## Rekindled Memories of Cal Council (continued)

discussed various aspects of the potential legislation. After the discussion time was up, I called for order. I stood there for a moment, not knowing what to say. Then I asked them, “Should I go to Sacramento?” They called out “yes!” And that was the rebirth of CCTE’s now-vibrant participation in policy development. As I left the meeting with David Wright, then staff director at CTC, he commented on what a breakthrough this direction was. I told him I felt like Joan of Arc. And that following week, I spoke before an Education committee in Sacramento as the voice of teacher educators.

I will also never forget Joe Galbo, a teacher educator from CSU Stanislaus. He died very untimely while serving as CCET Vice-President. That precipitated my stepping up from the Board to the Presidency. We all missed Joe, whom I was just beginning to know when he passed away. His would have been an effective presidency. I’ll also never forget the board meeting after he died, when Grace Grant took the time to have each of us speak of Joe and process his death and our grief.

I could go on about other aspects of CCET I’ll never forget, but instead will present the speech I made at the banquet at the end of my presidency, March of 1998. At that time, the Academy Awards presentations were still held in March, so there are quite a few “Oscar Night” references!

*I assume no music will crescendo to get me away from the microphone, nor will we cut to commercials—so I’d like to take a few minutes to thank some people, to talk about what I’ve learned, and finally to share some observations.*

**Thanks.** *I have a long list of people I want to thank—at least as many as Ben Affleck and Matt Damon. All five boards I’ve worked with, the leadership of other organizations such as CTC, the CCET subcommittees, all rekindled with each meeting my energy and enthusiasm for the organization and what it can do for teacher educators and teacher education. If I said each name we’d be here for hours, so I will identify only a few people: Carolyn Ellner, who got me involved in the first place; Grace Grant, who showed me how to be president; Dave Wampler, who made our conferences and business affairs run so smoothly; Jean Treiman, who, after she taught me so much about policy, told me to lighten up; Dennis Tierney, public speaker extraordinaire, who does so much for the organization; Alan Jones, who has his part of the work finished while I’m still shuffling my papers; Jean, Larry Birch, Bev Young and Carol Swain, such responsible conference chairs. Thank you all!*

*I must end thanks by including my brothers and sisters in the California Federation of Teachers, all our delegates, but Mary Bergan in particular, who saw my work for Cal Council as part of my job and took other responsibilities from me during these last two years. Our CFT secretary Josie Gloria deserves all our thanks.*

**What I’ve Learned.** *I’ve learned so much of importance that again I’ll have to hit the high points. All of you taught me a great deal about teacher education, from the very first conference I attended. If teachers’ jobs are misunderstood, teacher educators’ jobs are grossly misunderstood. This organization’s work shows us what teacher education rests on: the function of research, the importance of standards, the value of theory and foundations—Gary Fenstermacher said at one of our conferences, “Nothing is as practical as a good theory.”*

*I finally understood that the tension between theory and practice in preparing teachers will always be present. I see it as a powerful tension that teacher educators have accepted as a healthy part of the profession. In fact, I think of it as a strength, but this tension appears to others as vacillation or weakness. As we move into the future, we have to admit that outsiders view this tension negatively, and we must understand some of their more egregious proposals in that context.*

*My ex-officio status on the Teacher Education Quarterly board and my participation on the journal’s Panel of Reviewers has been very instructive. Listening to and participating in discussions of submitted articles or the process of reviewing itself has shown me the insights and understandings teacher educators have. This breadth of knowledge about teaching underlies the TEQ and makes it an impressive publication.*

**Observations.** *As you might imagine, I’ve given some thought to term limits over the past few months. I always knew I didn’t like them, but now I have a whole new perspective on them. It’s sad to step down as your president, mostly because I’ve finally learned how to do the job! I’ve enjoyed thinking about the organization as a whole. I’ve particularly enjoyed speaking as someone outside the university context, who could support the higher education perspective without sounding defensive or self-serving. I’ve felt very much the pioneer when speaking on your behalf in Sacramento, where I think some legislators now recognize the name ‘Cal Council.’*

*As much progress as we’ve made in the policy arena, there’s much more to do. I look forward to continuing work on policy issues, and, as directed by the president, to speaking for the organization. I’m sure I’ll get other duties assigned.*

*Finally, I have to think back to the banquet in Berkeley at the end of Carolyn Cogan’s presidency. Some of you will recall that we went around the room saying what we valued about Cal council. Fay Haisley said, ‘Mate time,’ in her Australian accent. It’s mate time—the friendships we’ve formed and the exhilaration of working together—that comes as a gift to those who work for and with Cal Council. Thank you.*



## Testimonials from New Members on Participation in CCTE

Leaders of the California Council on Teacher Education Graduate Student Caucus are inviting their graduate student colleagues and other new members of CCTE to write brief testimonials about their participation in the organization. Two of these testimonials appear below and others will be included in future issues of *CCNews*.

By **Karen Lafferty**  
*Claremont Graduate University  
and San Diego State University*

My first California Council on Teacher Education experience was at the 2012 conference in San Diego when I walked into the graduate student caucus meeting on Thursday morning not knowing a soul. The co-coordinators for the caucus—and my future friends—Robin Perry and Charlane Starks, had arranged for Ken Zeichner, the conference keynote speaker, to speak with graduate students about his

experiences in teacher education. Over the next two days I would meet many more graduate students, faculty members, and educational leaders deeply involved in teacher education across the state. I had found my home.

Since 2012 my involvement in CCTE has grown from succeeding Robin and Char as a graduate student caucus co-coordinator to presenting my research at conferences and in *Issues in Teacher Education* to now serving on the CCTE Board of Directors. Participation in CCTE has opened doors to conducting research and building relationships with teacher educators in California and beyond. I appreciate the opportunity to meet twice a year with like-minded people who share my passion for teacher education and look forward to many years of membership to come.

By **Charlane Starks**  
*University of the Pacific*

In spring 2012, Dr. Tom Nelson invited doctoral students to attend the next Cal Council Conference coming that fall. Tom thought it would be good idea for us to meet some folks in the field and experience a conference dedicated to teacher education. So I took him up on the offer to attend the fall conference.

Upon arrival at the San Diego conference in October 2012, the openhearted setting struck me immediately as I began to navigate my way through different conference activities. I went to the Newcomers Meeting and Lives of Teachers SIG and attended the Friday evening Research and Practice Poster Session as well. Everyone was incredibly gracious with their time and leadership. After attending the San Diego conference, I began promoting CCTE to fellow doctoral program students and encouraged their attendance at the next conference.

Since the fall 2012 semester, I have attended every Cal Council Conference. Over the years, I have been a presenter and served the organization as a past Graduate Student Caucus Co-Coordinator. Each Cal Council Conference is bookmarked on my calendar because I look forward to attending the bi-annual meetings. In addition, I equally enjoy meeting new participants to pay forward all the kindness shared when I was a first-time, doctoral student attendee. See you in San Diego!

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## News from ICCUCET

The Spring meeting of the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) was action packed with updates from the Commission on Teacher Credentialing's Mary Sandy and Cheryl Hickey on their efforts with the Accreditation Advisory Panel and six workgroups to strengthen and streamline requirements and CTC processes.

Association of Independent California Colleges and Universities' Veronica Villalobos updated the group on AICCU's efforts to move the CAEP state agreement forward in addition to their efforts to secure a Gates Foundation grant to support a one-day teacher led "California Teachers Convening" for Common Core implementation support.

Finally, the meeting ended by paying special tribute to outgoing ICCUCET President Jo Birdsell in a modified version of "Take me out to the Ballgame." "Take me out to ICCUCET" highlighted her significant accomplishments over the past two years. The group is thrilled to have her focus on policy during these turbulent times now as immediate Past President. Thank you Jo!

The next ICCUCET meeting will be at 9:30 a.m. on Thursday, October 22, on the first morning of the Fall 2015 California Council on Teacher Education Conference at the Kona Kai Resort in San Diego. We look forward to attendees from all private and independent colleges and universities.

—**Christine G. Zeppos**  
*ICCUCET President*  
*Dean, School of Education, Brandman University*



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 26, Number 2, Summer Issue, June 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 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 either of the co-editors:

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

The deadline for materials for the Fall 2015 issue is August 15.

—Jo Birdsell & Judy Mantle, National University, Co-Editors 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.

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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 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.)

## **Nominations Sought for the CCTE 2015 Outstanding Dissertation Award Competition**

The deadline for nominations for the California Council on Teacher Education Outstanding Dissertation Award for 2015 is August 1, 2015.

Following are specifics related to this award:

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

(2) The award will be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference.

(3) A special sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. The members of the sub-committee are all faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field. Additional sub-committee members and reviewers will be recruited as needed.

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year; (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such potential quality that it may be considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The nomination deadline for 2015 is August 1. Those nominations received will be reviewed for potential selection of an awardee at the Fall 2015 Conference. Similar annual deadlines will occur on August 1 of each future year, again with potential presentations at Fall Conferences.

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

alan.jones@ccte.org.

(7) Each recipient of the award will be honored at a CCTE Conference awards luncheon, will be reported on in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Conference when the award is presented, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized by CCTE at the awards luncheon.

There is no formal nomination form for this award. Nomination letters and nominated dissertations should be submitted as described above.



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 26, Number 2, Summer Issue, June 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

### **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 this 2014-2015 academic year. CCTE issued a call last summer 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 is also receiving guidance from a mentor appointed from CCTE.

The research has 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 2015-2016 year, while others will be 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 appear on the following pages of this issue, and other reports will be included in future issues of the newsletter. 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 is being issued this summer for new studies in hopes that we will again have a total of 30 or so research studies involved this coming 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**

“Comparative Study of Explicit-Direct Instruction vs. Collaborative Groupings” by Dennis Eastman & Dawn Lewis - pages 25-28

“Implementation, Sustainability and Professional Development Measures Utilized for a K-12 English Language Development Program” by Sarah Graham & Carlos Nevarez - pages 29-31

“Practices of Cooperating Teachers Contributing to a High Quality Field Experience” by Karen Elizabeth Laffety - pages 32-34

“First-Year California Teachers of the Deaf: Preparations for the 21st Century”  
by Maura Martindale & Diane Rodriguez-Kiino - page 35

“Developing and Assessing 21st Century Skills across Teacher Education Programs” by Rosemarie Michaels,  
Shadi Roshandel, Elizabeth Truesdell, & Jacquelyn Urbani - pages 36-37

“Factors Influencing Inter-Rater Reliability of TPA-PACT” by Kent Peterson & Scott A. Lyness - pages 38-40

“The Benefits and Impact of Annotated Video Feedback for Clinical Supervision” by Georgianna Ravenna - pages 41-44

“Assessing Predictive Validity of Teacher Performance Assessment (TPA) for Teaching Credential Candidates: A Case Study”  
by Tseh-sein Kelly Vaughn, Stephanie Demaree, & Kim Tolly - pages 45-47 & 48

“Retention is in the Details: How Mentors, Support, and Relationships Help Retain Beginning Teachers”  
by Shawn Vecellio - page 48

**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):

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Other Scholars Involved in Project:

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Topic of Research (Prospective Title of Study):

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

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

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Please return completed form (or an electronic file containing these same items) by August 1, 2015 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](mailto:alan.jones@ccte.org)



# Comparative Study of Explicit-Direct Instruction vs. Collaborative Groupings

By **Dennis Eastman & Dawn Lewis**  
*Biola University*

(A Final Report of a Project in the CCTE Quest for Teacher Education Research, 2014-2015)

The study of effective teaching is an ongoing focus of educators around the world. Traditional secondary classrooms in America have a teacher to student ratio of approximately 1:35. To effectively deliver content to so many individuals requires a multitude of strategies and approaches. Because many factors influence student learning, teachers must design instruction that meets the needs of all students. This task is not easy nor does it come without intentional planning and preparation of each instructional element. Because all students have different needs, varying background knowledge, and diverse skills and abilities, teachers must match their instruction with the approach that will help all students access the curriculum. Teachers have many options to choose from when designing lessons, and explicit-direct instruction and cooperative learning are only two of the options teachers consider.

One approach to teaching is the use of explicit-direct instruction (EDI). EDI is a systematic model that guides students through the learning process, often through gradual release that takes students from direct instruction to guided practice and into independent work. The teacher acts as guide through planned activities that work toward students achieving the stated objective(s). According to Kousar (2010), "Direct Instruction is a behaviorist approach that states if concepts are presented in a clear, well-organized, and systematic way, children will learn." EDI is a highly sequenced approach to teaching where each element of the lesson is directed by the teacher in terms of timing, pacing, and content. Koziuff, LaNunziata, Cowardin, and Bessellieu (2001) explained that direct instructional approaches are instructivist in nature and developed as a result of work done by Becker and Carnine in the 1980s and later by Adams and Engelmann (1996). Although EDI is often associated with "drill and kill" negative connotations, in actual practice teachers plan activities that allow students to grasp material in a step-by-step manner, gradually releasing students to more independent work as they gain understanding of key concepts.

A second approach teachers utilize is collaborative groups (also known as cooperative learning, or CL). In this model of instruction, students often facilitate the learning process through group discussion, group work, group research, group presentations, and more. According to Rutherford, Mathur, and Quinn (1998), cooperative learning positively impacts academic progress while also promoting social skills. As students interact and discuss course content, they are able to construct ideas and voice opinions that deepen understanding. Bennett (2015) asserted that "Allowing stu-

dents to partner on a particular assignment can engage them in the subject matter they are studying, help them improve their skills, and teach them the value of teamwork...group work can go a long way in reinforcing content knowledge" (33). Research shows that cooperative learning is a valuable part of the learning process, especially if groups get to work together over time (Hsiung, 2012). To truly represent cooperative learning, all students must collaborate together so that the process and products reflect both learning and work completed by all group members.

## The Study

In an effort to understand best practices in secondary classroom instruction, this study examined the impact of two instructional models on student learning and achievement. Explicit-Direct Instruction and Cooperative Learning are commonly used in secondary education to deliver content to students in all subject areas. Typically, teachers utilize these approaches by incorporating a mixture of strategies throughout each unit of instruction to ensure that students of different abilities, needs, and learning styles can have access to the curriculum, meet learning goals and objectives, and benefit from instruction. This study sought to isolate classroom instruction, limiting it to one approach, and then analyze assessments results.

The study took place during two weeks of instruction in February 2015 at Richard L. Graves Middle School located in Whittier, California. Graves Middle School has a total school population of approximately 807 seventh and eighth grade students, with approximately 95% of Hispanic or Latino background. It was recently named a California Gold Ribbon School.

## Methods

*Participants:* Two English classes of seventh grade students were involved in this study that took place during the regular school day. The number of students involved in the study was 23 in Class A and 26 in Class B, for a total *N* of 49. These classes meet daily Monday through Friday, with a 32-minute class on Monday and 45-minute periods Tuesday through Friday. These students were beginning a poetry unit that would be approximately 4-5 weeks in length.

*Procedure:* Data was collected from three primary sources. The first was a pretest. Students were given a pretest to determine their understanding of poetry terms prior to instruction. The poetry pretest consisted of 12 multiple-choice questions that focused on student knowledge of poetic devices, such as personification, onomatopoeia, alliteration, simile, and metaphor. The pretest also asked two multiple-choice questions related to students' preferred instruction methods for learning and engagement. The classroom teacher administered all instruction and assessments through the course of the study. Names of all student participants were covered

## Comparative Study of Explicit-Direct Instruction vs. Collaborative Groupings (continued)

with labels with random numbers assigned per student. Students in one class were labeled A001-A023 and students in the second class were labeled B001-B026. Researchers had no contact with the students to ensure anonymity and protection of student identities throughout the research process.

The next two sources of data were quizzes. Following the pretest, each class had one week of EDI and one week of CL instruction with an assessment at the end of each week. Class A received EDI during week 1 while Class B received CL during week 1. In the second week of instruction, Class A received CL instruction and Class B received EDI. Quantitative data from these poetry quizzes at the end of each week of instruction will help determine which instruction benefited students the most. Students in both classes were given the identical quiz at the end of the week of instruction.

During week one, students read Edgar Allen Poe's *An-nabel Lee*, and during week two students read Alfred Noyes' *The Highwayman*. Instructional strategies used during the EDI week included close reading, annotating, PowerPoint, lecture, whole-class discussion, think-pair-share, subtext worksheet, graphic organizers, and video. Strategies used during the CL week included group close reading, group annotation, group mini-research assignment, group worksheet, group discussion, group subtext worksheet, video, and group graphic organizer.

The two poetry assessments were administered each Friday of the two consecutive weeks of the study. The quizzes consisted of open-ended questions related to the poem studied that week. Students were asked to identify basic poem information, such as author and setting. Additionally, students were given lines from the poems and asked to identify poetic devices (metaphor, simile, alliteration, imagery, and more) and explain their meaning. Class A and Class B were given the same assessment on Friday of each week but received different instructional approaches throughout the preceding days.

Quantitative data was also collected, indicating which strategies students believed were the most helpful. Students answered one open-ended question on the poetry quiz at the end of each week of instruction that asked which teaching strategies helped them the most. These strategies were identified by the teacher in a list so that students could label them with consistency for survey purposes.

### Results

*Quantitative:* On the pretest, students in Class A scored an average of 9.65 on 12 questions and students in Class B scored an average of 9.48 on those questions. With an average of 79% on the pretest, these scores indicate that the students in each class have approximately the same understanding of poetry prior to instruction. The median score of both classes was 10, with a mode of 10 in both Class A and Class B.

On Quiz 1 (*Annabel Lee*), students in Class A, who received EDI instruction scored an average of 9.48 (79%), with a median of 10 out of 12. The scores ranged from 4-12. Stu-

dents in Class B who received CL instruction scored an average of 9.08 (76%) with a median of 9. Scores ranged from 6-12 out of 12 points.

On Quiz 2, Class A who received CL instruction scored an average of 13.61 (76%) with a median of 14 out of 18. The scores ranged from 10-17. Class B who received EDI instruction scored an average of 14.12 (78%) with a median of 14.5. The scores in this class ranged from 9-17 out of 18 points.

On the surface, these scores indicate that varying instruction may have had little effect on student learning and performance since both classes had almost the same average. However, a closer look at the breakdown and comparison of scores is needed to fully understand student achievement and the effect of instructional methods on student outcomes.

*Wide range of scores between weeks:* One key area to note is that 59% of students in the total study population had a significant (10% or more) differential between their EDI quiz score and their CL quiz score. The breakdown is as follows: 20% of students had a 10-15% difference; 27% had a 20-25% difference; and 12% had a 30-40% difference.

These numbers may indicate that students perform differently based on the type of instruction received. Almost two-thirds of students had inconsistent scores on the same topic regarding the same types of devices. The two variables that need to be considered are the poem change and the instructional change. Because the average scores remain consistent, the poem change may be less of a factor than the instructional approaches used throughout the week.

*Comparison of scores after each type of instruction:* In Class A, 65% of students scored an A or B on the quiz following EDI. However, 39% of students in this class scored an A or B on the quiz after CL. These numbers are significant in showing that students in Class A may learn better after receiving EDI. However, 52% of students in Class A performed higher on the quiz after EDI whereas 43% performed higher after CL (one student scored the same on both quizzes). This data shows that Class A is split in regards to which type of instruction led to greater results.

In Class B, quiz data revealed the same pattern as in Class A. Exactly 50% of students performed higher on the quiz after EDI and 42% of students performed higher on the quiz after CL (two students earned the same score on both quizzes). This repeated spread of scores shows that students in each class may have had learning preferences that led to greater or lesser success on learning assessments.

*Selected response versus constructed response:* The majority (75%) of students performed well on the selected response (multiple-choice) pretest given at the beginning of the unit, with only seven students (14%) total (from both classes combined) failing. These pretest scores indicated an understanding of poetic devices and a readiness to increase depth of knowledge through extended instruction and activities

## Comparative Study of Explicit-Direct Instruction vs. Collaborative Groupings (continued)

that required higher level thinking. However, the constructed response quizzes required students to display critical thinking as they applied their understanding of literary devices to a specific poem. On the *Annabel Lee* quiz, 27% of students failed. This discrepancy between the ability to select a correct answer and the ability to construct a correct answer demonstrates the disparity in thinking and skill level necessary for the different types of assessment questions.

*Qualitative:* Students completed open-ended responses identifying and explaining the three strategies that contributed the most to their learning. The answers confirm the variety of needs that students have. Each class is made up of a unique mixture of students and no two classes of students are the same. The diversity of responses mirrors the diversity of student needs and learning styles that teachers must consider as they deliver instruction.

During EDI instruction, 74% of Class A versus only 27% of class B cited lecture/PowerPoint as one of the most effective strategies. Mirroring this information is the data that shows that 67% of students who scored an A or B on the quiz after EDI instruction indicated lecture contributed to their learning as opposed to only 38% of Class B students who scored an A or B. Therefore, students who performed high on the quiz perceived different instructional methods as helpful to them in the learning process.

Higher performing students (those with A or B on the quizzes) favored the use of close reading, writing, and graphic organizers during CL instruction. During EDI, higher performing students preferred the use of lecture and PowerPoint. This information is helpful for teachers as they design lessons that promote student learning. Of the six (26%) students in Class A who indicated close reading helped them, five of the six (83%) earned an A or B on the quiz following EDI instruction. This data shows that a structured, step-by-step reading through the text was beneficial toward understanding the material and earning a high score on the assessment. Of the 12 students in Class B who indicated that close reading was a helpful strategy, only five (42%) scored A or B on the EDI quiz. The difference in data shows that while many students may deem a strategy as beneficial, it may not translate to learning content or higher quiz and test scores.

Many students indicated that watching a video contributed to their learning. After EDI instruction, 53% of both classes of students combined indicated that the use of video contributed to their understanding of the poem. Of these students, only 19% earned an A or B on the quiz. Similarly, after CL instruction, 55% of both classes of students combined stated that the video helped them understand the content. However, only 20% of these students scored an A or B on the quiz. Thus, this data suggests that while students perceive videos to be contributing factors to their understanding of content, they may simply be a preferred learning method versus effective tools. Since most students who identified video as a

strategy that helped them scored C or below, it is possible that video input is the preferred style of lower-achieving students.

### Limitations of the Study

Because this study took place in a limited amount of time with only two classes of students, its findings would benefit from a repeated study using the same methods. Additionally, the pretest consisted solely of selected response questions versus the poetry assessments, which only consisted of constructed response. Although both of these types of assessments are valid measures of student learning, the inconsistency in types of questions between the pretest and quizzes may affect the findings of this study. The disparity in scores between the selected response pretest and the constructed response poetry assessments suggests that test formatting may have had an impact on student achievement results for this study.

Moreover, a key variable in this study is that two different poems were used. It is possible that one poem was easier and another was more difficult for students to understand, which may affect assessment results. Also, the nature of poetry is subjective, and open-ended questions can cause difficulty and inconsistency in grading. Because some opinion is involved in grading student responses, it is important to take into consideration human error and bias in the poetry quiz results.

### Discussion

This study shows that different methods of instruction had different impacts on student achievement. The fact that approximately 50% of each class scored higher after EDI and 50% scored higher after CL indicates that teachers need to use a blend of EDI and CL, among other instructional methods, in order to instruct all students in their favored modalities and learning styles. If teachers fail to blend instruction using a wide variety of instructional approaches, they may set their students up for failure.

While students displayed knowledge of poetry terms on the pretest, they were not always able to demonstrate critical thinking and depth of understanding of these same terms (e.g., metaphor, imagery, simile, alliteration, etc.) in a constructed response format. This inconsistency among scores may indicate that test formatting impacts student achievement. When given options to choose from, students can eliminate incorrect options and choose from the remaining answers. Sometimes chance (guessing) enters into the equation, and these multiple-choice assessments may not accurately reveal student understanding of material. Therefore, teachers need to be intentional as they design and utilize assessments to measure student learning. Solely using one approach (in this case, selected response) as assessment may skew results and produce inaccurate understanding of student learning. Instead, teachers need to create assessments that most accurately reflect instruction and measure the necessary learning targets and objectives.

## Comparative Study of Explicit-Direct Instruction vs. Collaborative Groupings (continued)

Moreover, this disparity among scores shows the increased level of rigor of open-ended questions that require student writing and higher-level thinking, such as application and analysis. Because the average on each quiz was approximately the same, this indicates that using only one approach in instruction is not enough to elicit deeper levels of thinking. It is possible that combining EDI, CL, and other approaches will increase students' understanding of content and enable them to produce work that displays higher-order thinking and depth of knowledge. With the Common Core State Standards (CCSS) in effect in many states, the emphasis in education has shifted to deeper understanding versus breadth of content covered.

Moreover, the adoption of standardized tests like the Smarter Balanced Assessment Consortium (SBAC) exam has changed the face of assessment in American schools. The SBAC requires students to move beyond multiple-choice into multiple-multiple-choice, constructed response, and performance tasks. These three new types of test questions challenge the traditional model of test taking and demand a higher level of thinking from students. Thus, teachers must use a wide variety of instructional approaches to ensure students are learning material and developing skills in deep and lasting ways that will enable them to display their learning in multiple means. Because districts, schools, teachers, and students will be judged by student performance on the SBAC and similar standardized tests, teachers must strive each day to help students develop the critical thinking, reading, and writing skills required by the more difficult test structure. Many educators perceive this move to depth vs. breadth as an advancement, but this shift requires educators to redesign and rethink their teaching strategies, curricular choices, and assessment designs.

### Conclusion

Secondary teachers today face many decisions as they organize curriculum to be meaningful and impactful. With the addition of technology and more ways to deliver content to students than ever before, educators must be intentional and skilled in their planning and delivery of information. Teachers have 180 days each year to help students meet learning goals and objectives and prepare them for the demands of college and the work place. Using one method of instruction will likely only help a limited population of students. Therefore, teachers must have a broad range of tools to use when choosing curriculum, designing lessons and units of instruction, and assessing student learning. Teacher education programs need to train teachers in EDI, CL, inquiry-based approaches, and more while emphasizing the importance of blending instruction to help all learners.

In light of the fact that each classroom is made up of students with differing skills, needs, interests, and attitudes, teachers must first know and understand their specific students and then design instruction to meet their specific

needs. In some cases, students may benefit from explicit-direct instruction as teachers guide them through the learning process. In other classes, students will make great gains in learning through collaborative processes, such as problem-based or inquiry-based approaches. The critical factor is for teachers to spend time collecting and analyzing assessment data to ensure that instruction matches student needs and promotes student success. To assure that all students are served, best practice indicates that teachers need to use a variety of approaches and assessments so that students interact with content in their preferred learning style and are able to display their understanding through various means—objective tests, constructed responses, performance tasks, group presentations, visual/artistic models, and more. No one strategy will meet all student needs, and no one assessment type will reveal student learning.

While this conclusion is not new information in the field of education, it is critical that teacher education programs continue to emphasize the importance of collecting student data and reflective teacher practices. Understanding students' prior knowledge, interests, learning preferences, and skills will help teachers design instruction that promotes student learning and achievement. Teacher education programs need to prepare teacher candidates for the diversity of modern classrooms by showing them how to not only collect student data but how to interpret, use, and reflect on data as they sequence learning activities and create assessments. Data must drive instruction; otherwise, educators are swimming in a sea of ideas and tools with no compass to guide their curricular and academic choices.

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

By Sarah Graham

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(A Final Report of a Project in the CCTE Quest for  
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## Introduction

The student population in American schools is rich with diversity and continues to grow in respect to the language and cultural variety of the students entering into the school system (Banks, 2006; Passel & Cohn, 2008b). According to Passel and Cohn (2008b), "If current trends continue, the population of the United States will rise to 438 million in 2050, from 296 million in 2005, and 82% of the increases will be due to immigration" (p. i). With such population growth, schools will see an increase in English learners (EL) (Passel & Cohn, 2008b). Education Data Partnership (2011) stated that during the 2009-2010 school year, 31.6% of students in California schools were considered English learners, and this number continues to grow throughout the entire nation.

The academic achievement gap between English learners and their native English-speaking peers is an issue receiving much attention from educators since reporting of all students' standardized test scores became legally required (National Assessment of Educational Progress, 2011). National Assessment of Educational Progress (2011) reported that 61% of fourth-grade ELs scored below basic on state standardized tests, compared to 31% of non-ELs. The gap grew even more when comparing eighth grade students' test results: 75% of ELs scored below basic whereas only 24% of non-ELs scored within that range. The fact that the achievement gap between ELs and their fluent English-speaking peers widens through the years substantiates the need for educational reform to ensure ELs get access to an education to which they connect and from which they can learn. One component to consider when implementing an ELD program is educators' professional development. Ensuring professional development is an ongoing and effective component of an implemented program will enhance the likelihood that it is effectively implemented and sustained.

This research project was an extension of Sarah Graham's dissertation entitled *An Analysis of a K-12 Grammar-based English Language Development Program*. The findings from the dissertation indicated the district participating in the study adopted Kevin Clark and Consulting ELD program with some push back, but the sustainability and the language growth showed mainly positive results. In other words, the study revealed that the program was effective in this particu-

lar district. Students' CELDT scores rose significantly from year to year, indicating they acquired more English skills from one year to the next. In addition, the district's mean growth from one year to the next was much higher than both its county and its state mean differences, indicating their approach to EL instruction was partly due to this higher success in language acquisition.

Furthermore, the dissertation suggested the program be implemented in a way that fosters collaboration and individual growth within the classroom and schools as well as blend with the grade level standards and state expectations of the students (i.e., writing). "Educators have also known for quite some time that building a collaborative culture in which people work together interdependently to fulfill their shared purpose and achieve their common goals is an essential strategy for sustained school improvement" (DuFour et al., 2008, p. 171). Having daily support makes teaching much more effective and problem solving more manageable; this is the most essential element of effectively implementing this as a new program. Therefore, a cultural shift that focuses on collaboration, support, and professional growth to most effectively reach all students in the district will increase the effectiveness of the implementation. As Fuller, Loeb, Arshan, Chen, and Yi (n.d.) stated, "Without collectively held goals or shared school culture to link accountability to student learning, the new procedures may seem mechanical, whereby each teacher works alone inside their classroom with little collegial support or broader sense of purpose" (pp. 13-14). Therefore, the extension to the dissertation aimed to evaluate the professional development practices from the teachers' perspectives.

## Methodology

The setting of this study was a small kindergarten through twelfth grade school district in Northern California. A quantitative approach was used to gather data from willing ELD teacher participants. The teacher population of this study was comprised of those ELD teachers who volunteered to participate in the survey ( $n = 10$ ). All teachers who participated were part of the analyzed sample unless they asked to be left out of the study.

The survey was emailed out to all ELD teachers who agreed to participate, they then anonymously placed the filled out survey in an envelope, which I gathered once the window for completion closed. The survey was cross-sectional using a numerical Likert-type scale and analyzed using IBM SPSS statistics. It was a one-group pre-experimental design used to generalize the information to a larger population (Creswell, 2009). The researchers used descriptive statistics to explain the survey question findings.

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

### Findings

The findings from the ELD teacher survey indicated that teachers felt most of the professional development components were at least somewhat necessary.

Table 1 shows the percentage of response based on how necessary teachers felt each PD component was in successfully implementing and sustaining the program.

Table 1 illustrates the response percentage to each question on the teacher survey. The respondents indicated that the initial professional development conducted by Kevin Clark and Consultants, prior to implementation and directly after implementation were absolutely necessary. The individuals conducting these PDs were very competent in the material because they were consultant from the program; therefore the information was coming first hand from the company, ensuring all information was relevant and necessary. A majority of teachers also found that the in-class coaching conducted by the consultant team was absolutely necessary to successful implementation. It was the in-district professional development that resulted in teachers identifying less of a need. However, they did still indicate there was at least somewhat of a need for the various styles of in-district professional development. Teachers may have felt these PDs were less necessary because they were conducted by in district personnel and unnecessarily linked ELD to other curricula. In other words, the professional development focused on linking ELD to core content not simply how to implement the program. The only style of professional development that teachers indicated there being little need for was visiting other ELD classes. This could be due to the lack of structure when conducting the visits.

### Policy Implications

The findings in this study and the prior dissertation suggest the district analyzed in this study implemented a highly successful program. The EL students in the district were acquiring English at a faster rate than the county and state overall growth as measured by CELDT results, suggesting the implemented ELD program was successfully teaching English to second-language learners. Federal and state poli-

cymakers must look at the success rate of programs implemented throughout the nation and the state to ensure only effective programs are adopted.

Policymakers should identify the programs schools can adopt to meet the requirements for second-language learner English instruction. Although the policies that must be followed are in place, the programs used are not mandated. Therefore, by identifying various effective ELD programs schools and districts can use, educational leaders will be able to choose and implement a program that will meet the needs of their population. When identifying the programs that can be adopted, policymakers must consider the implementation and sustainability of the program, the students' first language, subordinates' roles, necessary leadership approaches, and professional development utilized throughout. By identifying all components necessary for a successful implementation of each program, the educational leaders will be able to identify the best program to fit their schools' culture, mission, vision, and needs.

### Future Research

Table 2 illustrates future action research recommendations that the researchers developed directly from the findings of this professional development study.

### Professional Development as a Key Component in Program Adoption

The findings from this study indicate that professional development is a key component to program adoption and implementation. More specifically, the professional development should be conducted by individuals who are experts in the program being adopted. By planning to include professional development into the implementation of a new program administrators are enhancing the likelihood of a successful implementation. A successful implementation will also enhance the sustainability of a program, helping it sustain effectiveness for years to come. Potential research may look at the structure of the PDs that teacher indicated were absolutely necessary in order to identify components that would benefit other programs. In addition, future research

**Table 1**  
*Teacher Survey Responses*

	<i>Absolutely</i>	<i>Very</i>	<i>Somewhat</i>	<i>Fairly</i>	<i>Very Little</i>	<i>Not at all</i>
Initial PD (with consultants)	100%					
Ongoing PD (with consultants)	100%					
In class coaching (with consultants)	80%	20%				
Refresher PDs	50%	50%				
Linking ELA and ELD grammar		50%	50%			
Visiting other ELD classes		20%	40%	40%		
Collaboration time	10%	70%	20%			

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

should look into how long and how often PD should happen in order to effectively sustain a program?

### Implementing Structured Classroom Visits

Teacher survey results indicated that the classroom visits were the professional development component they found the least beneficial. This could be due to the way they were structured; therefore suggested action is for districts to develop a plan for conducting classroom visits effectively and guiding collaborative conversations afterward. If goals and processes are clear, the individuals participating in the classroom visits will be more likely to gain insight that can be used to drive their own instruction. Future research should look into what this type of structure should look like in order for districts to have a plan to reference. In addition, other PD opportunities for implementing and sustaining an ELD program would benefit districts and teachers because the variety of effective opportunities would give districts more options to choose from when designing their PD plan.

### Limitations

It is important to note that this analysis was conducted in only one district implementing this ELD program; therefore, the results and structure of the program may vary from other districts' implementation. In addition, the positive impact could have been due to other components such as the districts' focus on ELD or the teachers' abilities. Therefore, the data analysis here may not be transferable to all districts. However, it will be beneficial for educational leaders to consider this program if they are considering implementing a new ELD program.

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**Table 2**  
**Recommendations for Action and Future Research**

Findings	Recommended Action	Response	Stakeholder Responsibility	Future Research
1. Teachers felt PD was absolutely necessary before and during initial implementation	Support teachers with direct PD before and during program implementation	Plan for quality PD prior to adoption of a new program	Program adopter	~What type of structure to implementation PD is most effective? ~How long should program PD continue for?
2. Teachers felt the classroom visits were the least beneficial PD	Develop structured classroom visits	Have goals and structure set up when conducting classroom visits as a components of PD.	Program adopters	~What are other PD opportunities that are effective after implementation? ~What does the structure of effective classroom visits look like?

# Practices of Cooperating Teachers Contributing to a High Quality Field Experience

By **Karen Elizabeth Lafferty**

*San Diego State University/Claremont Graduate University*

(An Interim Report of a Project in the CCTE Quest for Teacher Education Research, 2014-2015)

Although the cooperating teacher is often cited as the most influential person in preservice teacher education (Guyton & McIntyre, 1990; Valencia, Martin, Place & Grossman, 2009), selection of field placements can be “haphazard” (Lortie, 1975). Even when universities make placements with willing cooperating teachers, they may lack skills for working with novices (Zeichner, 2005). Few credentialing programs offer training (Butler & Cuenca, 2012), and while many cooperating teachers may view themselves as mentors, definitions vary widely in the literature and in practice (Feiman-Nemser, 1996; Hall, Draper, Smith & Bullough, 2008).

This study interrogates mentoring constructs to explore specific elements of cooperating teacher practice contributing to what student teachers perceive as a high quality field experience. Framed within communities of practice (Lave & Wenger, 1991), the study draws on cognitive apprenticeship theory to examine how expert thinking can be made visible to novices (Brown, Collins & Newman, 1989). When cooperating teachers model strategies, share rationales for their decisions, and prompt preservice teacher reflection, they are enacting principles of cognitive apprenticeship. One gap in the literature on the field experience is how cooperating and preservice teachers perceive these practices; another is identifying the most effective ones.

## Method & Preliminary Findings

This study employs mixed-methods to pose questions about how cooperating and preservice teachers perceive the cooperating teacher’s role, the differences in their perceptions, the relationship between cooperating teachers’ practices and preservice teachers’ rating of the field experience, and the degree to which cooperating teacher practices contribute to a high quality field experience. Cooperating and preservice teachers each respond to a 16-item survey asking about practices such as modeling, providing feedback, and allowing for independent teaching. The interview protocols ask about practices while allowing for deeper exploration of interactions within the dyad and the larger school community.

## Interviews: Sample and Preliminary Coding

To date, four cooperating and five preservice teachers have participated in semi-structured interviews, including one joint interview of a student teaching dyad. Four interviews were conducted face to face with the remaining four conducted over the phone. Length ranged from 28 to 60 minutes. Each interview was recorded and transcribed, then read for initial codings.

Emergent themes from preservice teacher interviews include learning about the real life of schools, the desire for autonomy, and how modeling of practice is or is not made explicit by their cooperating teachers. Elementary level preservice teachers described integration into the school community through observing other teachers, taking part in professional development and staff meetings, and participating in school events. They talked about the real life of being a teacher as extending beyond the school day and being “hard work.” Preservice teachers also expressed the desire to have more ownership, talking about how they will teach differently in their future classrooms. Finally, when asked how their cooperating teacher models practices for them, all participants agreed that modeling occurred, however for some this modeling was sometimes explicit—“almost like because I’m in the classroom she almost feels like she needs to be like a good example”—while at other times they needed to pick up on the modeling themselves, “so she’s indirectly modeling but...she wouldn’t tell me, Okay, I want you to look at this.”

Cooperating teacher responses echoed the theme of gaining a sense of the real life of schools and also surfaced the tension between responsibility for teaching students and supporting preservice teacher learning. Three of the four cooperating teachers mentioned the role of requirements like the edTPA and PACT in the student teaching experience. Cooperating teachers described spending time outside of contract hours to show the reality of classroom teaching. One said, “Here’s one more thing to model. As a master teacher that your job is not from being in school and out of the school when kids get out.” Although there was not a direct question about student learning in the protocol, cooperating teachers emphasized that their primary responsibility was in teaching their students, an issue described as the two-worlds pitfall (Feiman-Nemser & Buchmann, 1985). Teachers also noted how the teaching events, where preservice teachers take full responsibility for instruction over an extended period, and other requirements seemed more stringent than their own credentialing processes.

## Survey: Methodology and Preliminary Results

This report presents an interim sample of 93 preservice teacher and 116 cooperating teacher responses from eight university credentialing programs in California. Participants responded to an online survey based on an existing instrument (Stalmeijer, Dolmans, Wolghagen, Muijtjens & Scherpbier, 2010) and adapted for this study. The Cognitive Apprenticeship Teaching Questionnaire (CATQ) is a 16-item scale asking about practices of cooperating teachers. The Cronbach’s alpha for the preservice teacher CATQ was calculated as .95, and for the cooperating teacher scale as .85, indicating acceptable reliability for the instrument.



## Practices of Cooperating Teachers Contributing to a High Quality Field Experience (continued)

In Figure 1 the responses of cooperating teachers are compared to those of preservice teachers. For all 16 items the mean for cooperating teacher responses was higher than that for preservice teachers. The 16 items were summed for both the cooperating and preservice teacher scales. A test for difference in means of the summed scales found a significant difference between cooperating teacher ( $N=116$ ,  $M=57.48$ ,  $SD=5.90$ ) and preservice teacher responses ( $N=93$ ,  $M=52.39$ ,  $SD=10.21$ ) at the  $p<.001$  level

As shown in Table 1, in response to the item *I have had a high quality student teaching experience*, the mean was 3.49 ( $SD=.74$ ) on a 4-point scale, indicating general agreement with the item. Correlation with the preservice teacher CATQ was strong ( $R=.754$ ). To examine differences based on the rating of the field experience, the mean of the preservice teacher CATQ was used as a cut point for an independent samples t-test comparing responses on six items related to the field experience. On all six items, preservice teachers whose CATQ scores were above the mean of 52.39 had significantly higher means ( $p<.001$ ) for the field experience items as well.

Next, multivariate analysis was used to examine five factors, or composite variables, affecting the preservice teachers' perception of a high quality field experience: mod-

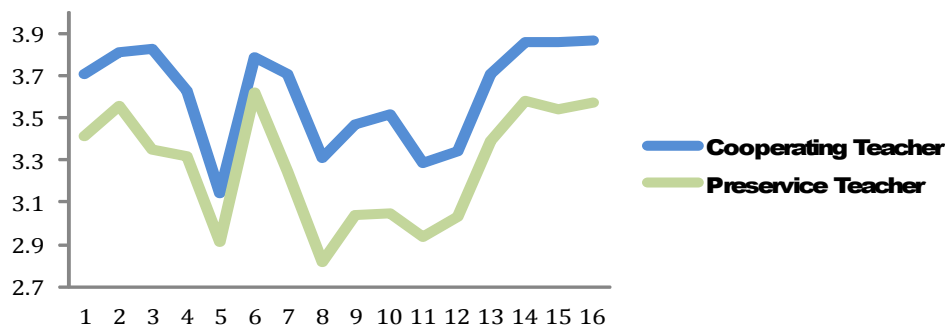
eling, coaching, articulation, exploration, and safe learning environment. In Table 2, results of a stepwise regression are presented. Two factors entered the model, explaining 58.1% of the variance in preservice teachers' perception of a high quality field experience.

### Discussion

Preliminary coding of interview data reveals emergent themes consistent with the literature on the field experience. Both cooperating and preservice teachers view student teaching as where novice teachers learn about the real life and practicalities of teaching, contrasting that knowledge with the theory taught in university classes. Cooperating teachers have noted the lack of preparation offered to them in working with student teachers (Butler & Cuenca, 2012) and report relying on their own student teaching experience for guidance (Kim & Danforth, 2012).

The interim survey results indicate a significant gap between what cooperating teachers report of their practice and the perceptions of preservice teachers. One possibility is that lack of a common language around teaching has precluded preservice teachers from recognizing the practices of cooperating teachers (see Grossman & McDonald, 2008). The lowest item mean for the cooperating teacher version of

**Figure 1**



Comparison of means for: 1. Modeling, 2. Providing opportunities to observe, 3. Serving as a role model, 4. Giving feedback, 5. Adjusting level, 6. Providing opportunities to teach independently, 7. Providing rationale for actions, 8. Asking for rationale, 9. Asking questions, 10. Encouraging exploration, 11. Encouraging goal setting, 12. Encouraging pursuit of goals, 13. Allowing risk-taking, 14. Creating safe environment, 15. Showing interest in preservice teacher, 16. Showing respect.

**Table 1**

*Independent Samples T-test for Field Experience Items*

Item	All Respondents $N = 93$		CATQ above 52.39 $N = 55$		CATQ below 52.39 $N = 38$	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The climate of the school is welcoming and supportive.	3.40	.77	3.67*	.55	3.00	.87
I am getting a realistic sense of the life of schools and classrooms.	3.65	.54	3.82*	.39	3.39	.64
My classroom has adequate equipment and supplies.	3.31	.70	3.45*	.63	3.08	.75
My placement is compatible with what I am learning in my university courses.	3.24	.88	3.64*	.56	2.66	.94
My cooperating teacher and university supervisor have a good working relationship.	3.24	.71	3.53*	.66	2.84	.60
I have had a high quality student teaching experience.	3.49	.74	3.89*	.32	2.89	.80

Note: \* indicates significant difference at  $p < .001$  level

## Practices of Cooperating Teachers Contributing to a High Quality Field Experience (continued)

the CATQ was for scaffolding, or adjusting to the level of the preservice teacher ( $M = 3.14$ ,  $SD = .78$ ), which may explain some of this disconnect. There is also a clear distinction between the perceptions of preservice teachers whose cooperating teachers engaged in cognitive apprenticeship practices at a higher level and those who did not. Preservice teachers whose responses to the CATQ were above the mean gave significantly higher ratings not only for their overall field experience but also for factors beyond the direct control of the cooperating teacher (e.g., adequate resources, school environment). The strong correlation (.754) between the CATQ score and the overall rating confirms the claim in the literature that the cooperating teacher has significant influence during the field experience (Guyton & McIntyre, 1990; Valencia et al., 2009). Finally, the regression analysis indicates that the most influential factors are coaching and modeling, suggesting possible directions for future research and design of professional development

### Next Steps

Data collection for the study—both survey and interviews—will continue through May 2015 and will ultimately include respondents from 10 credentialing programs with representation from private universities, the California State University, and the University of California. A mechanism within the survey will allow for analysis of a subset of responses from cooperating and preservice teachers who opt to have their responses paired. Additional statistical analyses are planned including t-tests and ANOVAs based on level, type of credentialing institution, and demographic characteristics of respondents. Further analysis of interview data will allow for more refined coding and identification of themes. It is anticipated the final report will be available in August 2015 with completion of the full dissertation study in October 2015.

### Implications

If we can determine the factors contributing most to preservice teachers' perception of a high quality field experience, it becomes possible to design targeted professional development to support cooperating teachers in their work as classroom-based teacher educators. Carefully designed professional development may also help mitigate the influence of mediocre placements (Hoff, 2013). Further research into effective practices of cooperating teachers offers the pos-

sibility of improving field placements and preservice teacher education in California.

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**Table 2**  
*Multivariate Analysis of Factors Contributing to Quality of Field Experience*

Independent Variables	$\beta$	$t$	Sig. $t$
Coaching	.421	3.82	.000
Modeling	.386	3.51	.001

Note.  $R = .76$ ,  $R^2 = .58$ , sig.  $F < .000$ ,  $N = 93$

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

By **Maura Martindale**, EdD.  
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(An Interim Report of a Project in the CCTE Quest for Teacher Education Research, 2014-2015)

As part of the evaluation process of California Lutheran University's OSEP personnel prep grant (5 years; \$1.2 million for tuition support), Dr. Rodriguez-Kiino conducted in-depth interviews with our program credential completers following their first full year of teaching (summer 2014). Qualitative data gathered provided us with three pieces of information: (1) data for program improvement, (2) information for us to learn more about their overall experiences as new teachers, and (3) issues related to teacher retention. We plan to conduct similar interviews with all grant recipients & program completers (a total of 50+) in the years ahead.

We conducted a review of relevant literature (peer-reviewed studies of beginning general educators, beginning special ed. teachers, sped teacher retention, and new teacher supports). We found very little on the perceptions or experiences of D/HH specific teachers (3 studies), but none on the perceptions of D/HH beginning teachers. Ten first-year teachers of the deaf who made up our first grant cohort were asked 19 questions in an hour-long semi-structured interview (phone or in person):

9 female, 1 male  
7 White, 3 Latinas  
1 with hearing loss  
6 interns, 4 student teachers

Questions were drawn from similar qualitative studies in published literature on novice teachers. The participants were employed as teachers of the deaf in schools and programs throughout the state of California (3 multi-grade special day classes, 3 parent-infant/early intervention, and 4 itinerant) situated in urban, suburban and rural settings. The data were transcribed, coded and analyzed for overarching themes.

Program improvements included requiring Spanish (57% of CA students who are deaf/HOH are Latino), more information and strategies for multi-grade classes, more prep on IEPs and litigation, and the more hands-on, the better. Positive experiences were working with the students and watching them make progress and growth as well as the collaborations and connections with other teachers and clinicians.

The respondents all identified challenges that were similar to all SPED teachers (time-consuming, stressful, useless paperwork; unsupportive administrators; uninvolved families; lack of materials; and school climate and issues with gen ed teachers). A challenge unique to new D/HH teachers were struggles with litigation. They also identified challenges that were assignment specific. For example, itinerant teachers stressed ever-increasing caseloads which in turn increased the paperwork. Early intervention teachers cited lack of resources, funding and poverty. For those candidates who were interns, there was a lack of administrative understanding of the internship credential requirements. Finally for teachers in special day settings, there was a feeling of marginalization within their schools.

# Developing and Assessing 21st Century Skills across Teacher Education Programs

By **Rosemarie Michaels, Shadi Roshandel, Elizabeth Truesdell, & Jacquelyn Urbani**  
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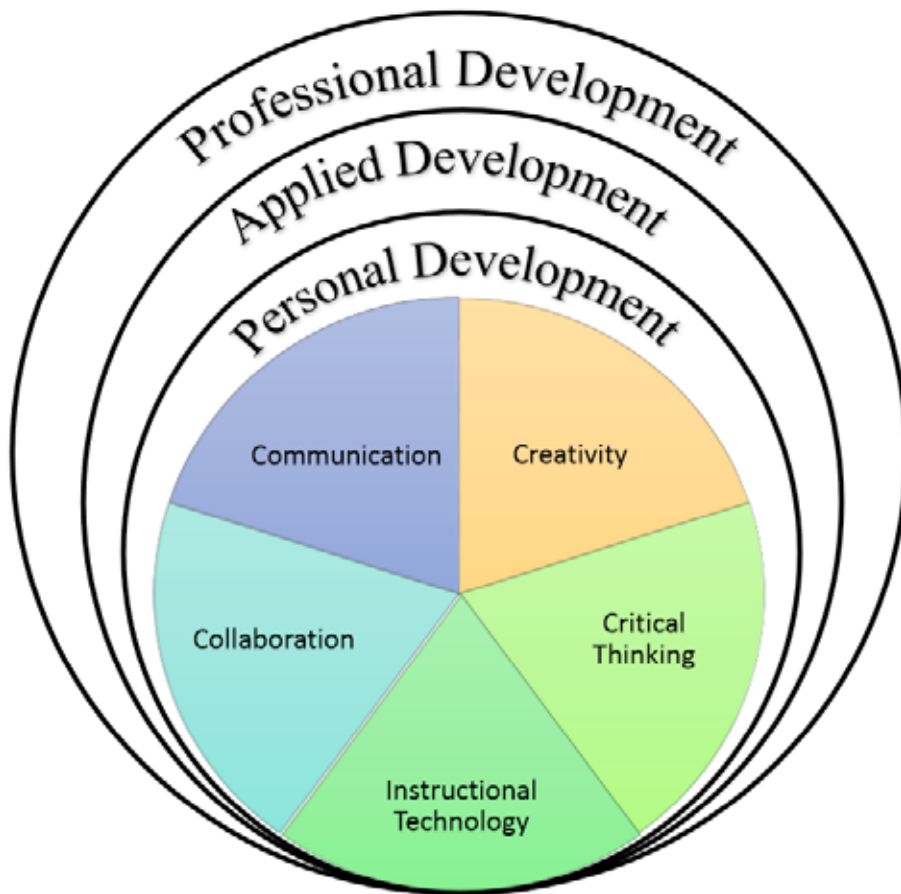
(An Interim Report of a Project in the CCTE Quest for Teacher Education Research, 2014-2015)

Michaels, Roshandel, Truesdell, and Urbani designed a collaborative project between three teacher education programs (Multiple Subject, Single Subject, and Special Education) that explores how and to what extent we are developing, modeling, and assessing 21st Century Skills in preservice teachers. This endeavor began with researching how teacher preparation faculty members are teaching and modeling the four C's (creativity, collaboration, communication, and critical thinking), instructional technology (IT), and Common Core State Standards (CCSS), as well as preservice teachers' perceived competency in learning and applying them.

Historically, American public school systems were designed to create a skilled workforce and to facilitate active

citizenship. The modern accountability movement led by the *No Child Left Behind Act* has emphasized mastery of English Language Arts (ELA) and mathematics. The CCSS represents a shift away from rote learning and memorization of basic facts to the development of the four C's and IT. Today's business and political leaders recognize the need to address those core competencies necessary for our 21st century landscape (Ravitch, 2010). The 21st century proficiencies have surfaced as equally important as ELA and mathematics (Darling-Hammond, 2006). There is, however, a paucity of research detailing how to facilitate development of the 21st Century Skills in preservice teachers and if/how that development then leads to successful implementation of those skills within classrooms, both in student teaching placements and places of employment.

A recent report identified the need to focus on teaching transferability of these broad skills in teacher preparation programs and professional development (Pelligrino & Hilton, 2012). Preservice teachers need to learn how to address the demands of standardized testing while simultaneously



*Model of 21st Century Skills in Teacher Preparation and Induction*

## Developing and Assessing 21st Century Skills across Teacher Education Programs (continued)

teaching students how to communicate and apply creative higher order thinking skills to complex problems. This has resulted in restructuring the purpose and the organization of preservice and professional learning opportunities (Darling-Hammond, 2006; Garrick & Rhodes, 2000; Webster-Wright, 2009). Teacher preparation programs need to model, assess, and promote transferability of those skills to preservice teachers.

To this end, the researchers piloted a project for a longitudinal study by creating and administering pre- and post-surveys of preservice teachers' perceived competency in applying the 21st Century Skills and CCSS. In addition, preservice teachers participated in focus groups to elucidate how the current programs developed their skills personally and assisted in transferring them professionally. The figure accompanying this report interprets the model, highlighting the trajectory of preservice teachers' transferability of 21st Century Skills. For fall 2015, faculty are also revising student teaching observation forms and current rubrics of anchor assignments in four key courses to deliberately measure the effective application of those 21st Century Skills. This pilot will develop into a longitudinal study to track graduates' application of 21st Century Skills as they move to teaching in their own classrooms. In addition, this

research will allow faculty members to reflect and improve upon their own practice.

This study builds a model for other teacher education programs by purposefully integrating and assessing the development of 21st Century Skills, including self-reflective practices by both faculty and preservice teachers. Due to our efforts, we expect preservice teachers will be better prepared to facilitate the learning of today's diverse student population.

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# Factors Influencing Inter-rater Reliability of TPA-PACT

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(An Interim Report of a Project in the CCTE Quest for Teacher Education Research, 2014-2015)

The TPA-PACT (Teaching Performance Assessment-Performance Assessment for California Teachers) is an authentic teacher performance assessment that addresses candidate abilities in five tasks to plan, instruct, assess, reflect, and create opportunities for students to understand and use academic language in an authentic manner (Pechione & Chung, 2006). Simultaneously, teacher candidates have to incorporate student need into all five tasks in terms of context, whole class learning, and individual student achievement. Each of the five tasks includes two or three rubrics (see Table 1), which are each scored 1, 2, 3, or 4: 1 = Fail, 2 = Basic (pass), 3 = Proficient, 4 = Advanced. The PACTs are scored by trained and calibrated scorers and take about 2 to 3 hours to score.

Teacher candidates in California must pass a TPA (Teacher Performance Assessment) to be recommended for a preliminary teaching credential. Accredited schools in California are required to double score at least 15% of candidates' TPAs for inter-rater reliability. The failed TPAs are automatically double scored and passing TPAs are randomly selected until at least 15% of TPAs are double scored.

For the past seven years, the University of Southern California (USC) has been using the TPA-PACT as their chosen teacher performance assessment. Starting in Spring 2015, USC will start using the edTPA, the latest iteration of the TPA-PACT, as their teacher performance assessment due to its national recognition and reciprocity. Even though there are some notable differences between the TPA-PACT and the edTPA, the essential elements of what constitutes basic teacher competency are similar, making the current study's preliminary findings transferable to other teacher performance assessments, including the edTPA.

Reliability is the degree to which an assessment tool

produces stable and consistent results. An instrument cannot be valid if it is not reliable, even if the construct or criterion validity is strong. Therefore, studying the inter-rater reliability (IRR) of complex teacher performance assessments, such as the TPA-PACT, is necessary to determine whether these high stakes assessment instruments are being evaluated with adequate fairness and fidelity.

We found only a few studies published concerning IRR of TPAs. Riggs, Verdi, & Arlin (2009) examined the IRR for the California Teacher Performance Assessment (CalTPA) in a pilot project. The CalTPA consists of 4 tasks (Subject Specific Pedagogy, Designing Instruction, Assessing Learning, and the Culminating Teaching Experience), which are used to measure 12 TPEs (Teacher Performance Expectations). Each task is scored ordinally with either a 1 (low score), 2, 3, or 4 (high score). IRR was computed using intra-class correlations (ICCs). Of the 20 scores reported, 17 were below .40 (poor) and 3 were in the .40 to .59 (fair) range. The authors concluded that IRR for the CalTPA was "inadequate" (p. 24).

Specifically for the PACT, Pechione and Chung (2006) reported data for the first 2 years of the pilot project. For the 2002-2003 pilot study, 163 out of 395 TEs (Teaching Events) were double scored for IRR. Interrater agreement percentages were 90% (score pairs were exact matches or within 1 point). For the 2003-2004 pilot study, 203 out of 628 TEs were double scored for IRR; interrater agreement percentage was 91%. The problem with percentage agreement reported in this way is that, as reported above, a score of 1 = Fail, whereas a score of 2, 3, or 4 = Pass. So one rater could score a rubric as failed and another rater could score the same rubric as passed, with say a 2, and this would be considered to be an agreement between the two raters. The lack of rigor of a percentage agreement analysis does not provide the nuance necessary to make the conclusion that the TPA-PACT pilot study had a high degree of inter-rater reliability.

In a dissertation by Porter (2010), and a later article (Porter & Jelinek, 2011), IRR was assessed by Cohen's kappa and was "poor to moderate, depending on whether a candidate passed or failed." Porter (2010) and Porter and Jelinek (2011) demonstrated that it is important to separate the failing and passing TEs because the magnitude of the kappa coefficient varies from "poor" for the failed PACTs to "moderate" for the passing PACTs.

In summary, the literature suggests that the inter-rater reliability of the TPA-PACT and other performance assessments is either poor or inadequate, and that its measurement methodologies could be improved.

In the present article, we report IRR for 19 candidates; 18 TPAs were double scored and 1 TPA was triple scored (initial fail, pass, and a final tie-breaker). IRR is reported for the overall results, as well as for the failing and passing TPAs. We report where discrepancies between raters most frequently

**Table 1**  
**PACT Rubrics**

<i>Task</i>	<i>Rubric</i>
Planning	Establishing a balanced instructional focus
	Making content accessible
	Designing assessments
Instruction	Engaging students in learning
	Monitoring student learning during instruction
Assessment	Analyzing student work from an assessment
	Using assessment to inform teaching
	Using feedback to promote student learning
Reflection	Monitoring student progress
	Reflecting on learning

Note. Academic Language consists of two rubrics (Understanding language demands and resources, Developing students' academic language repertoire) and is assessed throughout the teacher performance event.

## Factors Influencing Inter-rater Reliability of TPA-PACT (continued)

occurred on the 1 to 4 rating scale. Raters were interviewed to try to discern reasons for variation in IRR. To our knowledge, this is the first time such data have been reported.

### Method

IRR was assessed for 19 TPAs (18 were double scored and 1 was triple scored). Of these, 5 failed and were automatically double scored per CTC (California Commission on Teacher Credentialing) protocol; 14 passing TPAs were randomly selected. Four TPAs were in the multiple subject area and focused on math; fifteen were in the single subject area: history ( $n = 4$ ), math (2), science (5), and English language arts (4).

IRR is shown in two ways so that our results can be compared to prior reports. First, Cohen's kappa coefficient of agreement,  $k$ , (Cohen, 1960) was computed, which is directly interpretable as the proportion of agreement with chance agreement excluded. Kappa ranges from -1 (perfect disagreement) to 1 (perfect agreement). Table 2 shows the range of kappa and corresponding strength of agreement. Because the scores for each rubric are ordinal (1 to 4), a weighted Cohen's kappa was computed. Computations were made using GraphPad QuickCalcs (GraphPad Software). Second, we also computed percentage agreement as perfect agreement or within 1 point.

### Results

We first present the overall IRR, followed by the IRR for those candidates who initially failed versus those who passed. We then report where on the scale from 1 to 4 the raters had the most discrepancies. We also report percentage agreement as perfect agreement or within 1 point. Finally, we interviewed raters ( $n = 5$ ) to try and discern reasons for variations in IRR.

The overall results for the 19 candidates are presented in Table 3.

The 1 to 4 scores on the PACT were aggregated for all candidates. There were several trained and calibrated PACT scorers ( $N = 22$ ). The first rater of each candidate ("Rater 1") is displayed in the rows, and the second rater ("Rater 2") is displayed in the columns. Because 12 rubrics (see Table 1) were rated for each of the 19 candidates, Table 3 shows a grand total of 228 (19 x 12). The diagonal represents perfect agreement whereas the off-diagonal represents disagreement between the two raters. As an example of how to interpret the data in the table, the two paired raters assigned 23 1s (agreed perfectly with one another) across the 12 rubrics for the 19 candidates. An example of disagreement is where Rater 1 assigned two 4s at the same time Rater 2 assigned two 2s across the 12 rubrics for the 19

candidates. As can be seen in the marginal row and column, overall, the two raters were similar in their assignment of 1s, 2s, 3s, and 4s, with 2s being assigned the most often whereas 4s were rarely assigned.

Kappa's ranged from -0.286 (worse than expected by chance) to 0.538 (fair agreement) for the 19 candidates. The majority of coefficients ( $n = 11$ ) fell in the poor or worse than expected by chance strength of agreement;  $n = 8$  coefficients fell in the moderate strength of agreement range (see Table 2). Overall, weighted kappa = 0.348 (fair).

When the TPAs were separated into those that initially failed ( $n = 5$ ) versus those that initially passed ( $n = 14$ ), weighted kappa = 0.205 (fair strength of agreement) for the failed TPAs and kappa = 0.302 (fair strength of agreement) for the passed TPAs.

Across all candidates, the raters disagreed most on the distinction between a 2 and a 3 rating (e.g., Rater 1 gave 29 3s at the same time Rater 2 gave 29 2s), and more importantly, between a 1 and a 2 rating—the difference between failing and passing (e.g., Rater 1 gave 19 1s at the same time Rater 2 gave 19 2s).

### Percentage Agreement

So that we could compare our results to prior findings, we also computed percentage agreement. Using the methodology of Pecheone and Chung (2006), we defined percentage agreement as an exact match and a match occurring within 1 point. Table 4 shows the results for all 19 candidates and for those who initially failed versus those who initially passed. Note that a high percentage of agreement is achieved only after combing the exact and within 1 point data.

### Interviews

Three main themes emerged: assessment processes, challenges, and suggestions. Interview data suggested that the processes evaluators used to evaluate TPA-PACTs varied in a few notable areas, particularly in the time it took to assess each TPA-PACT event. Data showed the time to assess one TPA-PACT ranged from 1 to 3.5 hours over the course of 1 to 3 days. In addition to variation in time allotment, other assessment processes that had considerable variation included: (a) documenting evidence methods, (b) hard copy versus computer review of the artifacts and com-

**Table 2**  
Cohen's Kappa ( $k$ ) and Corresponding Strength of Agreement

$k$					
-1 to <0	0 to .20	.21 to .40	.41 to .60	.61 to .80	.81 to 1
Worse than expected by chance	Poor	Fair	Moderate	Good	Very good to perfect agreement

**Table 3**  
Cross Tabulation Showing Aggregated Ratings (N = 19 Candidates)

Rater 1	Rater 2				
	1	2	3	4	
1	23	19	3	0	45
2	22	79	20	2	123
3	0	29	25	2	56
4	0	2	2	0	4
	45	129	50	4	228

Note. Weighted  $k = .348$  (fair agreement)

## Factors Influencing Inter-rater Reliability of TPA-PACT (continued)

mentaries, (c) the importance given to certain rubrics over others, (d) how evaluators addressed context throughout the 12 rubrics, and (e) the depth to which evaluators used the “Thinking Behind the Rubrics” document, with almost all of the interviewees saying they did not reference it.

Interview evidence also showed significant discrepancy regarding how evaluators interpreted the language of the TPA-PACT rubrics, particularly the Academic Language rubrics. Fatigue was also mentioned as a factor when evaluating, especially in the later rubrics.

Challenges regarding assessing TPA-PACTs were also consistently mentioned. For example, Academic Language was consistently mentioned as the most challenging to assess. Another challenge frequently mentioned was there was often a mismatch between the Planning and Instruction evidence, and that this was difficult to reconcile with the rubric language. Evaluators also shared that the evidence candidates submitted often had very weak links between theory and practice, and that the rubric language often did not provide much guidance for how to address this gap.

Interviewees suggested improvements. The primary area where evaluators saw a need for improvement was in the culture of evaluating TPA-PACTs. Evaluators mentioned a desire to have more collaboration with their peers, and that this collaboration should be something that is embedded as a consistent practice, not just something that is done during calibration and training. Context was also mentioned as something that evaluators felt should be a heightened area of importance within the rubrics, and that the Academic Language rubrics should have clearer expectations.

Initial interview data suggest that these factors might play a role as to why the IRR of TPA-PACT assessors is weak.

### Discussion

Reliability is an integral component of an assessment’s validity. Initial data indicate that the reliability of TPA-PACT scoring is weak, bringing into question the usability of such assessments for high stakes credentialing purposes. Study limitations include a small sample size, but our data corroborate prior findings (Pechione & Chung, 2006 [overall percentage agreement]; Porter, 2010; Porter & Jelinek, 2011; Riggs et al., 2009). The variation in the data from the interviews suggests that these factors might play a role as to why the IRR of TPA-PACT assessors is weak. Future data collection and dissemination of the results are imperative to continue the vital discussion regarding TPA inter-rater reliability.

**Table 4**  
**Percentage Agreement for Failed and Passed TPAs**

	Exact Matches	Within 1 Point	Combined
Overall ( $N = 19$ )	55.7%	41.2%	96.9%
Failed ( $n = 5$ )	53.3%	45%	98.3%
Passed ( $n = 14$ )	56.5%	39.9%	96.4%

Having gone through both TPA-PACT and edTPA training and calibration, I (K.P.) can say for certain that there are inconsistencies concerning the rubric language and what “basic teacher competency” means. During TPA-PACT and edTPA training, as I was given events to score and then compare with benchmarks, the rubric language that I was given often did not match the subsequent explanations for the scores provided. In fact, during my edTPA training in particular, I successfully argued that my score was more accurate than the benchmark on 5 of the 15 rubrics. My overall TPA training experience certainly is not isolated as I have received similar feedback from other trainees. The data presented in the current study, in combination with the literature and my own experiences and the experiences of others, leads me to believe that there are serious challenges associated with making TPAs in general appropriate instruments for high stakes assessment for teacher credentialing.

We do believe that authentic performance assessments are beneficial and can be used in worthwhile ways. We suggest that a more equitable and meaningful use of these TPAs is that they should be embedded within institutes of higher education coursework, allowing them to be more formative in nature and allow for nuanced and contextualized feedback to guide candidate improvement as they move into their induction programs in their first year of teaching. Through this lens, calibration and inter-rater reliability could also be more localized, encouraging university faculty to communicate their understandings of the rubrics that fits the context in which they teach and where their teacher candidates instruct. The CTC can make this calibration, collaboration, and TPE completion a programmatic requirement, and expect data to be produced that indicates these key aspects are being met. But due to significant inconsistencies in inter-rater reliability in the current system, the high stakes summative nature of these TPAs is certainly something that should be taken up in future policy decisions regarding what determines pre-service teacher competency.

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# The Benefits and Impact of Annotated Video Feedback for Clinical Supervision

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(An Interim Report of a Project in the CCTE Quest  
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## Introduction

The clinical practicum in teacher education programs is considered one of the most important or perhaps the most important aspect of the student teaching experience. It is through this practice that the credential candidate gains knowledge of the “conventions, constraints, languages, and appreciative systems—their repertoire of exemplars, systematic knowledge, and patterns of knowing in action” associated with the educational world (Schon, 1987, p. 37). Moreover, like an apprenticeship, the teaching practicum offers students explicit involvement in true teaching practices, habits of work, and reflection; hence, it is essential for candidates to feel supported in their training and for their practice to improve as a result of their clinical experiences (Bates, 2008). Thus, when working with teacher candidates, supervisors or mentors must ensure that the methods they choose are “relevant, effective, and efficient for both parties” (Sewall, 2009, p. 2). However, budget cuts, increased student loads, and advanced technologies have changed the nature of clinical supervision in teacher education programs (Orfield, 2011).

In an effort to address these issues, and to minimize travel costs, novel approaches to clinical supervision are being employed. One example is that teacher candidates are now being required to videotape several of their lessons and send them to their university supervisors in lieu of formal classroom observations. Although, video technologies and multimedia devices are not new to teacher education (Wang & Hartley, 2003), their use in formal clinical supervision has not been widely examined. The investigation of said supervisory practices on teacher candidates’ clinical experience preparation is therefore warranted if teacher education programs are to remain relevant and committed to continuous improvement.

## Theoretical Framework

Does a videotaped lesson truly capture the ability of the student teacher to instruct children? As Erickson notes, it is the very essence of video that also creates the challenge with the use of video analysis (2006). The positioning of the camera, the cameraperson, and the viewer of the video all play a pivotal role in video analysis. Yet, the selective focus of the human observer is even more limiting than video in capturing information. Direct observation only allows for that which can be observed, thus neglecting the underlying processes, cognitive and affective, which illustrate thought processes and indicate learning (Schunk, 2008). Moreover, all knowledge is subject to interpretation (Simpson, 2002). Hence, the only evidence of learning is related through the

reflection of the teacher candidate after watching his or her videotaped lessons, which presupposes the recognition or knowledge of competent practice, and through the direct observation of the candidate’s teaching by the university or site supervisor, thereby illustrating the constraints associated with various methods of clinical observation (Erickson, 2006).

A number of theoretical approaches have been utilized to frame the use of video in educational practice. For the purposes of this study, the most useful theories focus on teaching as a reflective practice. According to John Dewey (Dewey, 1933), reflection stems from a series of experiences, each of which relies upon the last. In essence, reflective thought comes “between observations at the beginning and at the end” (p. 70). It exists at the beginning to determine the nature of the challenge and at the end to examine the validity of a hypothetical conclusion. Therefore, it is from this process that one develops “reasoning” (p. 72).

It is this type of trained mind that understands the process of observation, idea formation, reasoning and experimentation deemed necessary in a particular case and which portends future thought based on previous errors. “What is important is that the mind should be sensitive to problems and skilled in methods of attack and solution” (p. 72). In order to attain this level of inward reflection, three attitudinal components are required. First, there lies “openmindedness,” which necessitates the constant examination of justifications for assumptions, educational and otherwise (Zeichner, 1981-1982). Next, there follows responsibility, defined as attention paid to results of actions taken. Last, there is wholeheartedness, or a commitment to the previous two attitudes.

There are researchers who claim that reflective action is not possible in the student teaching phases, because the student teacher is focused on impressing site mentors and administrators, in order to garner support via positive letters of recommendation and ultimately gainful employment. Hence, self-reflection may be undermined by the power relationship that exists between supervisor and student (Zeichner, 1981-1982). Moreover, teacher candidates are so concerned with surviving as a teacher, navigating difficult school and classroom situations, and helping their students that reflective practice is merely a far-fetched fantasy (Fuller & Bown, 1975). Thus, the question might be how to help alleviate some of these concerns in order to facilitate reflective practices.

Researchers have suggested that the student teaching experience be restructured in order to address some of the novice teacher’s basic needs (Fuller & Bown, 1975). For example, teacher candidates could spend more time studying the culture of the school and the community. In addition, the power differential could be minimized through the adaptation of more collaborative supervisory experiences (Zeichner, 1981-1982). Furthermore, students of the teaching practicum

## The Benefits and Impact of Annotated Video Feedback for Clinical Supervision (continued)

would learn through a combination of engaging in practice and interacting with peers and coaches where coaches serve as teaching models and purveyors of information about educational theories and practices. Their main focus would be “demonstrating, advising, questioning...” (Schon, 1987, p. 38). Said students will not only learn fundamentals of pedagogical practice but will also learn various forms of inquiry by which seasoned practitioners discuss problematic situations and establish connections between overall knowledge and certain cases. This type of active reflection surpasses general rules by developing new approaches to reasoning and by creating and assessing new interpretations, plans of action, and means of examining issues (Schon, 1987). These are the types of reflective conversations that coaches of the clinical practicum should evoke (p. 40). Such changes would not only attend to survival needs, but would encourage more relevant and thoughtful experiences.

### Purpose of Study

This study aims to examine alternative approaches to encouraging reflective practice through the use of annotated video supervision. The examiner will first survey the teacher candidates’ perceptions of the use of video reflection and the efficacy of annotated video feedback and also the preferences held for clinical supervision as a result of these perceptions. The study will begin on a smaller scale with a survey of a small sample of students. However, it may ultimately be expanded to include a large sample size of students and faculty, as well.

### Research Questions

1. Do credential candidates perceive annotated video to be beneficial to their learning and practice?
2. Do credential candidates prefer the use of video to in-person observations?
3. Does the use of teaching strategy identification—through the annotation of Teaching Performance Expectations (TPEs)—assist students in their ability to think about their instructional practices?

### Methods

Evaluative research methods—methods through which the effectiveness of solutions and human interventions are tested (Patton, 2002), and more specifically formative evaluations—were utilized to support the investigation and responses to the designated research questions. First, students in the fall semester (2014) were given a 15-question survey regarding the use of annotated feedback in the classroom. Surveys, according to Gray & Guppy (1994) can be used to “describe, explain, or influence some phenomenon” (p.10). In this case, the inquiry concerned students’ perceptions and preferences; hence, a survey was an appropriate instrument of measure. Questions for this survey were adapted from a large-scale study conducted by (Tesfaw & Hofman, 2012).

There were 14 closed-ended questions and one open-ended to allow for additional feedback and/or comments. The closed ended questions elicited responses regarding students’ term in the program, beliefs about the importance of supervision, and satisfaction with and preferences for video and/or on-site supervision. The last question asked students to provide additional feedback and comments. Students’ lesson plans, videotaped lessons, and corresponding annotations were also analyzed and coded according to patterns and themes that emerged from the data.

### Subjects

The participants included 25 women between the ages of 22 and 50 years, all of whom were either current students ( $N=14$ , 56%) or students who graduated within the previous two semesters ( $N=11$ /44%) of the teacher credentialing program. All had at least one or more semesters of observation experiences with both annotated video and onsite supervision.

### Data Collection

Survey questions were sent via email to students and the data was analyzed using Survey Monkey, a survey and data analysis tool (see Appendix for examples of questions). Additionally, content analysis methods were employed to identify recurring words or themes found in the feedback and comments section of the survey.

### Results

Since this is the preliminary portion of the research study, only questions one and two will be addressed in the results section.

1. Do credential candidates perceive annotated video to be beneficial to their learning and practice?

The results of the survey indicated that credential candidates found video supervision and more specifically annotated video supervision to be advantageous to their learning experience.

Seventy-six percent of students were either satisfied or very satisfied with the utilization of a video supervision, in general (See Table 1). Moreover, seventy-two percent were satisfied or very satisfied with the use of annotated videotaped supervision (See Table 2).

When students were asked the degree to which annotated

**Table 1**  
*Satisfaction Ratings with the Use of Videotaped Supervision*

<i>Answer Options</i>	<i>Response Percent</i>	<i>Response Count</i>
Not at all satisfied	4.0%	1
Somewhat satisfied	20.0%	5
Satisfied	28.0%	7
Very satisfied	48.0%	12
	Answered question	25
	Skipped question	0

## The Benefits and Impact of Annotated Video Feedback for Clinical Supervision (continued)

video helped them to reflect on their teaching practices and improve their teaching practices, 84% felt that the videotaped lessons help them in both areas. Students reported that videotaped supervision enabled their instructors to provide them with useful feedback, as well (See Table 3).

In analyzing the results of the open-ended feedback, a few commonalities were noted. First, 42% of students perceived annotated video supervision to be essential to their personal growth as teachers. Comments included “although video taping lessons may be time consuming (set up, uploading etc.) I feel it is a very valuable tool for reflection, and my own growth as a teacher;” and “the annotated video was a great tool for professional self reflection. Watching my video lessons has made me aware of things I was unaware of before.” Other students stated that they felt more comfortable with the video camera, and they were able to watch their body language and saw things they saw when they were teaching. The primary advantage of video taping a lesson is self-evaluation. How many times did I say “class, class, class?” How loud were my students? How engaged was the child in the first row?”

2. Do credential candidates prefer the use of video to in-person observations?

**Table 2**  
*Satisfaction Ratings with the Use of Annotated Videotaped Supervision*

<i>Answer Options</i>	<i>Response Percent</i>	<i>Response Count</i>
Not at all satisfied	4.0%	1
Somewhat satisfied	24.0%	6
Satisfied	32.0	8
Very satisfied	40.0%	10
	Answered question	25
	Skipped question	0

**Table 3**  
*Evaluation Statements for Annotated Video*

<i>Answer Options</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Rating Average</i>	<i>Response Count</i>
Annotated video helps me reflect on my teaching practice	1	3	0	13	8	3.96	25
Annotated video enables my supervisor to give me valuable feedback	1	2	1	12	9	4.04	25
Annotated video supervision is effective in helping me to improve my teaching practices	2	0	2	13	8	4.00	25

When asked whether or not they preferred the use of video supervision to in-person supervision, 80% of respondents indicated that they favored the use of both methods for clinical supervision (See Table 4).

However, when asked about the satisfaction with on-site supervision methods, 96% of students were either satisfied or very satisfied with their experiences. Furthermore, 88% of students felt the on-site supervision helped them to reflect on their teaching and improve their teaching practices, and 92% of students agreed that on-site supervision helped their supervisors provide valuable feedback to them on their teaching (See Table 5).

Additional comments included the following: “While video supervision is convenient and somewhat effective, I prefer in-person supervision as it allows the supervisor to understand and have a feel for all the components of the classroom environment, and “the on site supervision cannot be completely replaced by video. Receiving immediate feedback is incredibly helpful. Having a supervisor in the room also allows the supervisor to see the whole classroom.”

### Discussion

The results indicated that students preferred to experience the combination of both clinical supervision methods, annotated video and on-site. Yet, their responses also suggested that they viewed videotaped lessons as more of a tool for personal growth than for clinical supervision by their instructor. Hence, the next steps for the researcher were to find out help teacher candidates improve and indeed maximize the use of annotated video as a tool for professional growth and self-reflection.

Evidence, specifically notations, from students’ videotaped lessons (See Appendices) indicated that, although some students were able to identify teaching strategies, others were not. Furthermore, students, when asked, were unable to

## The Benefits and Impact of Annotated Video Feedback for Clinical Supervision (continued)

make the connection between specific teaching strategies and teaching performance expectations, a skill necessary in order to successfully complete the four Teaching Performance Assessment Tasks (TPAs), which is largely dependent on the ability to self-reflect.

Therefore, the next steps in this evaluative study will focus on the third research question and how to improve the quality of the annotations made on the videos. The instructor has been modeling the use of Teaching Performance Expectations (TPEs) in her annotated feedback to students. In addition, the students have been advised to follow suit in their own annotated responses. The additional data will be gathered and analyzed at the end of the fall 2015 semester.

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### Appendix Sample Video Annotation

00:03  
 CE-16 Balanced Literacy Instruction.  
 This mini-lesson is part one of major events in a narrative text. At the beginning of my lesson #1 I introduced my students our new read aloud book called, "A Turkey For Thanksgiving."  
 00:21  
 I explained to the students that I will introduce new vocabulary words (target words) that they will hear in the book. I also wrote down sight words that are in the book so the students can identify the words they already know from word wall instruction.  
 00:32  
 I introduced to the students our lesson objective. This was new to them because my MT does not write nor discuss the daily objective. I feel it's important for the students to be aware of what they are learning.  
 01:56  
 Each word is written on the board for the students to see how the words are spelled.  
 02:25  
 At this point, I introduced the target words to my students and asked if they had any background knowledge on the meaning of the word.  
 03:31  
 I had clear illustrations of each vocabulary word on my iPad, but it was being used for video taping, therefore, I utilized my cell phone to show my students the pictures. It wasn't what I had planned, but I thought it was important.  
 03:50  
 I had the students say each word a few times so they could pronounce it correctly and identify sounds of the letters (e.g., nuzzled).  
 04:20  
 Working on oral language; asking students if they have any background knowledge on the target words.  
 08:19  
 During the story, the students identified the target words and tapped the top of their heads when they heard the word in the story. This allowed me to identify which students were listening to the story and for understanding.  
 08:20  
 At the end of the lesson, students went back to their seats and started working on a sequencing worksheet to help them understand how to sequence events (pre-assessment).

**Table 4**  
**Observation Preferences**

Answer Options	Response Percent	Response Count
In person only	16.0%	4
Through video only	4.0%	1
Through a combination of video and on-site supervision	80.0%	20
	Answered question	25
	Skipped question	0

**Table 5**  
**Satisfaction Ratings with On-site Supervision**

Answer Options	Response Percent	Response Count
Not at all satisfied	0.0%	0
Somewhat satisfied	4.0%	1
Satisfied	40.0%	10
Very satisfied	56.0%	14
	Answered question	25
	Skipped question	0

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

## A Case Study

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(An Interim Report of a Project in the CCTE Quest for Teacher Education Research, 2014-2015)

### Objectives and Purpose

The first phase of this study investigated the relationship between teaching credential candidates' scores on the Performance Assessment for California Teachers (PACT) and three other measures of candidate effectiveness: (1) California Basic Educational Skills Test (CBEST) scores; (2) Grade Point Averages (GPAs); and (3) Notre Dame de Namur University's (NDNU) field-based assessment of teacher performance: the Master Teacher /Supervisor Evaluation (MTSE). The second phase of this study does not include CBEST scores due to the fact that they were not available for analysis and the first phase revealed no correlation between PACT and CBEST scores.

A number of scholars have recently called for additional research into the predictive validity of teacher performance assessment (Pecheone, 2012; Petroff & Whittaker, 2011; Riggs, Verdi & Arlin, 2009; Sandholtz, 2012). Our study aims to build upon previous inquiry and research by investigating the relationship between NDNU credential candidates' PACT scores and other academic and field-based assessment results.

### Theoretical Framework

It is important to establish the predictive validity of Teacher Performance Assessments (TPAs), as their implementation has policy implications. A recent federal initiative has addressed teacher quality by connecting the readiness of teacher candidates with the results of their TPAs (U.S. Department of Education, 2011, p. 10). This is congruent with recent national and statewide organizations that have taken similar steps (Bryk, Harding, & Greenberg, 2012; Kumashiro, 2015). The trend towards assessing the readiness of pre-service teachers has led to the support of TPAs, most notably the development and implementation of edTPA by SCALE, or the Stanford Center for Assessment, Learning and Equity (2012). The current state and national reform initiatives reflect the majority of research using TPAs as summative, which are formal measurements of pre-service teacher candidate readiness. In California, candidates that receive failing scores on the TPA cannot earn a teaching credential. The TPA thus serves as a high-stakes gate-keeping mechanism.

To address predictive validity, some scholars have outlined particular measures to assess TPAs. In 2011, Petroff and Whittaker emphasized the importance of evidence to support TPA use for accreditation and licensure decision-making. Their proposed research agenda included analysis of the

reliability between performance on the TPA and other measures, such as state teacher certification test scores. In 2012, Pecheone of SCALE proposed a research agenda that included clarification of the relationship of TPE to GPA, content knowledge examinations, value-added metrics and other measures.

There are also recent studies that address TPA predictive validity by examining the relationship of TPA scores and another measure in the candidate's teacher education program. In a 2009 study of the validity and reliability of TPAs at California State University, San Bernardino, Riggs, Verdi, and Arlin recommended that researchers move away from comparing TPA assessment to other academic measures such as GPA and test scores; and begin comparing TPA assessment to more comparable measures of teaching performance such as master teacher and/or supervisor evaluations. A 2012 study by Sandholtz and Shea compared supervisors' predicted PACT scores to actual scores in order to assess the validity of this TPA to the formative evaluations done by supervisors. In a follow up study, Sandholtz (2012) further examined candidates with the greatest differences between the supervisor's predictions and actual PACT scores. This body of research informs our study.

### Modes of Inquiry

This study builds upon previous research by comparing Notre Dame de Namur University (NDNU) candidates' PACT results with other assessment constructs, including GPA, and NDNU's MTSE. Our research addresses the following questions: (1) What is the correlation and predictive validity of PACT results with other forms of assessment used in NDNU's Multiple and Single Subject Credential Programs? (2) How can the relationship of PACT with other assessment measures inform our policy and practice as teacher educators?

The population for this study included 135 students representing all the candidates that had completed the PACT in the 2012-13 and 2013-2014 academic years, and have the GPA and completed MTSE reports available. Data analysis involved quantitative research methods. Our analysis yielded descriptive statistics, correlation coefficients, and the probability of the results.

### Data Sources

Data were collected from August 2012 through May 2014. Three data sources were used, as outlined in the following:

1. PACT: This TPA was designed to measure the candidate's knowledge, skills and ability related to California's Teaching Performance Expectations (TPEs) (California Commission on Teacher Credentialing, 2013; Pecheone & Chung, 2006). It is currently one of four TPAs approved by California Commission on Teacher Credentialing (CCTC) as requirement for all multiple (elementary) and single (secondary) subject teaching credentials to pass a TPA for teacher

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

licensure (CCTC, 2006; Merino & Pecheone, 2013). PACT encompasses five tasks that a candidate needs to complete and submit altogether as a teaching event. A trained and calibrated scorer then holistically scores the teaching event using 12 rubrics. Scorers mark each rubric by declaring a score from one to four and providing evidence to justify the score. A level one score represents a candidate that is not ready to teach but shows some understanding of the criteria; a level two score represents a candidate that is ready to teach with support; a level three score represents a candidate who is ready to teach independently; and a level four score represents candidate who is an exceptional teacher. A candidate who receives three or more scores of one fails the PACT (Pecheone & Chung Wei, 2007, p. 12).

2. GPA: Notre Dame de Namur University determines the graduate student's progress by assessing the academic and professional behavior of the student by means of letter grades. The grade point average is computed on a four-point system, allowing for plus and minus grades. In the Credential Programs, students must maintain a cumulative GPA of 3.0 or higher.

3. MTSE: At NDNU, this is a field-based assessment of the candidate's work in his/her student teaching assignment. The evaluation instrument assesses effectiveness according to 13 Teacher Performance Expectations (TPEs) identified by the California Commission on Teacher Credentialing. Master Teachers are highly experienced, having taught for a minimum of five years. During the semester, both the Master Teacher and the University Supervisor provide the teacher candidate with regular feedback concerning his/her progress. The University Supervisor is required to complete a Teacher Observation report at each visit and present one copy to the student teacher/intern. The Master Teacher may also keep written records of observations and conferences. Near the end of the semester, the Master Teacher, student teacher/intern, and the University Supervisor provide a cumulative assessment of the student teacher/intern's effectiveness by scoring each TPE on the MTSE. The MTSE also allows space for comments from the Supervisor and the Master Teacher. For this study we used candidates' final evaluations submitted at the end of their second semester student teaching (NDNU, 2013).

### Results

The predictive validity of the PACT was investigated by conducting a Pearson's test of correlation between student cumulative mean performance on PACT, GPA, and MTSE scores.

Because the development of the PACT portfolio involves a substantial amount of written work, we expected that some degree of correlation might exist between performance on the PACT and other academic measures such as GPA and MTSE. We did find a very weak correlation between students' cumulative grade point averages and their cumulative PACT scores (see correlations in Table 1).

Because NDNU's MTSE provides a more comparable measure of teaching performance to the PACT than does GPA scores, we expected to find predictive validity between the two assessment instruments. A Pearson's test of correlation was conducted to compare the candidates' mean composite scores on the MTSE to their mean composite PACT scores.

We found no correlation—and thus no predictive validity—between individual students' mean PACT scores and their mean MTSE scores. Both assessment instruments relate to TPEs and are based on actual performance in the classroom, and so this finding was somewhat unexpected.

In addition to comparing overall cumulative mean scores, we also compared sub-category scores. The PACT weights its assessment categories differently than MTSE. For example, the PACT Planning Rubric 1 "ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS" is related to TPEs 1, 4, and 9, and the PACT Instruction Rubric 4 "INSTRUCTION ENGAGING STUDENTS IN LEARNING" is based on TPEs 1, 5, and 11. To better match the weightings in subject areas, we recalculated the MTSE scores to match the PACT weightings in these two categories for the 2012-13 year. However once again, we found no correlation between PACT scores and MTSE scores, (see Table 2). Please note that as of date of this draft, we have completed comparing sub-category scores for only the 2012-13 year.

Data suggests that there is no correlation between the individual candidate scores yielded by PACT and the individual scores yielded by the MTSE. In other words, a candidate's overall score on the PACT does not predict that student's overall score on the TPE MTSE, and vice versa.

### Significance of the Study

We found that PACT has a very weak predictive validity when individual PACT and GPA scores are considered. The

**Table 1**  
*Correlations between PACT, GPA, and MTSE Cumulative Mean Scores 2012-2014. N = 135*

	PACT
GPA	0.194*
MTSE	0.010

\* p < .05

**Table 2**  
*N=80*

<i>PACT Teaching</i>	<i>Related</i>	<i>PACT</i>	<i>MTSE</i>	<i>Pearson's r</i>	
Event Rubric	TPEs	Mean Scores	Mean Scores, Re-weighted		
Planning Rubric	1	1, 4, 9	2.81	2.89	0.081
Instruction Rubrics	4	1, 5, 11	2.58	2.86	0.086

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

lack of predictive validity when it comes to individual student performance on the PACT and MTSE raises some questions. Given the high-stakes nature of PACT, this finding is troubling.

One possible explanation is that the scale of measurement between candidates' PACT and MTSE or between PACT and GPA seem different in magnitude. For PACT, it is unlikely for a candidate to receive a score of 4, given that this level represents the work of a veteran experienced teacher who has been in the field for number of years. The passing rubric standard on the PACT is a 2. In contrast, the same candidates are expected to perform at a 3.0 GPA or higher in order to successfully remain in and complete the program. As a result, it is expected that credential candidates' frequent range of GPAs would be higher, ranging from 3.0-4.0, than PACT scores that range from 2 to 3. This is an example in which the scales are not perfectly aligned. Furthermore, our candidates typically complete the PACT tasks within one semester when they are concurrently in their second semester student teaching and completing other coursework. Given these time constraints, and the fact only a "pass" score is reported to CCTC (and not a numeric mean score or individual rubric scores), it would seem logical that most credential students would aim for a score of 2 rather than for the maximum score of 4 given there is no advantage for this.

A second possible explanation is that the PACT teaching event includes only a 10-20 minute video snapshot of actual teaching. It is a portfolio in which candidates must provide evidence of meeting the TPEs. In contrast, University Supervisors and Master Teachers have many hours of direct observation of the teacher candidates. The Master Teachers have a minimum of 10 hours of contact with single subject candidates and a minimum 20 hours with multiple subject candidates weekly to observe the TPEs. A follow-up study could be conducted to survey the Master Teachers, most of whom are not calibrated PACT scorers, to uncover the reasons for discrepancies between the MTSE and PACT scores.

The above scenario leads to a third possible explanation revealing the differences in collective training between PACT scorers and Master Teachers. PACT scorers undergo a multiday training with calibration exercises, as well as recalibrate annually, in order to ensure interater reliability. These calibration and recalibration exercises are always facilitated by a PACT trainer designated by SCALE. In the context of these (re)calibration exercises, participants debrief by sharing their scores, listening to others, and discuss why there are similarities and/or differences in scores. The end result is for scorers to better understand the rationale for the benchmark scores and come to consensus. In contrast, Master Teachers meet minimum requirements but do not complete any formal training with university personnel as a whole. That is to say that individual University Supervisors and/or instructors may meet with individual Master Teachers to discuss evidence for

a student's performance in relation to the TPEs. But to date, there is not the infrastructure within our university to have a multiday training with all university supervisors and their master teachers to go through a calibration exercise.

Given these findings, it is clear that more work needs to be done to explore the relationship between TPAs like the PACT and other forms of field-based assessments like NDNU's MTSE. This may help to establish the predictive validity of TPAs. As of the date of this writing, we plan to build upon this current research report by analyzing the 2014-15 PACT, GPA, and MTSE data. Our goal is two-fold, the primary being to conduct a three-year quantitative analysis, with the examination of Pearson's correlation over that period of time. The second goal is to conduct a mixed methods analysis of the extreme polar opposite scores, such as high PACT mean score and low GPA or MTSE scores and vice versa. It will be important in the future to explore the cause of the discrepancies between the PACT and MTSE scores of individual candidates and understand how these might be addressed.

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

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(An Interim Report of a Project in the CCTE Quest  
for Teacher Education Research, 2014-2015)

### Synopsis

The present project is a follow up to an earlier study that aimed to answer the question, what helps beginning teachers make it through the first few years of teaching? Mentors, support, and relationships were the key findings. After conducting another 100+ interviews of veteran teachers, this study focuses on determining who the key providers are and what they provide. Several reviews of the data point to the following preliminary findings:

(1) Nearly 85% of respondents had at least one mentor. However, only about 25% of these mentors were assigned, meaning that 75% somehow “assumed” that role. Nearly 50% of these “assumed” mentors were in the same school as the mentee. Some of the key provisions that mentors provide include observation and feedback, help with lesson planning and classroom management, and other resources / materials.

(2) Support is reported as provided primarily by colleagues such as grade- and department-level peers, followed by administrators then mentors. The most

prominent forms of support were collaboration (or common planning time) and materials / resources.

(3) The most prominent relationships were overwhelmingly, again, those of colleagues (peers and other veteran teachers), again followed by administrators and mentors. The most common provisions were moral / emotional support followed by observation and feedback.

Data analysis will continue, focusing on comparing the providers and provisions across the three key factors.

The data interpreted thus far suggest the following tentative conclusion.

### Tentative Conclusion

Beginning teachers need different kinds of “support,” and persons in different roles (i.e. providers) may be more or less equipped to supply those provisions. The common case of multiple sources of help may suggest a “need” for a support system with varied layers.

Potential areas of exploration or focus for further study may include the following:

How does the experience of the beginner in education differ from other professions? Which providers and provisions are unique to teachers, and which show “occupational overlap”?

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

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