

CCNews

Newsletter of the
California Council on Teacher Education

Volume 26, Number 4, Winter Issue, December 2015

Jo Birdsell, Editor (National University)

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Keynote speaker Sonia Nieto addresses CCTE Fall 2015 Conference

Photo by Cindy Grutzik



CCNews

Newsletter of the
California Council on Teacher Education

Feedback from the Fall 2015 Conference

A Message from CCTE President Juan Flores

It is always enjoyable to attend our California Council on Teacher Education conferences and reconnect with our colleagues, many of whom we only get a chance to see at those semi-annual events. It is also exciting to hear and feel all of the warm affirmations of people enjoying our conferences. The conference planning committee and Alan Jones, our Executive Secretary, do all of the hard lifting, but it feels good to hear all of the positive comments from the conference attendees and know that we all had a part in its success.

The last session of each conference on Saturday, the Conference Closing, is probably the least well attended, mostly because of people who have early flights to catch or who are in a hurry to get home. Fortunately, we had a very successful Research Quest Institute on Saturday this Fall, and, as a result, we had more than the usual “suspects” staying around for the concluding session.

I always like to gather input from the participants of the Conference Closing session on Saturday and get a sense of the more memorable and more successful aspects of the conference. I would like to share with you some of my reflections based on this feedback. They don't represent an actual evaluation of the conference because the conference planning committee is doing that. These are only anecdotal comments, but they are still very special and meaningful.

I received some very positive comments regarding the publishing talk at the Research Quest Institute that was provided by the editors of our journals, Kip Tellez of *Teacher Education Quarterly* and Brad Porfilio of *Issues in Teacher Education*. Their guidance to the Institute participants was very helpful in better understanding the process of getting published and the benefits of serving as a reader for our journals. People identified the publishing session and the Research Quest Institute as examples of how CCTE is building our profession.

I consistently get very positive comments about the value of the Poster session at each conference, not only about the satisfaction of seeing the research of our up and coming researchers, but also the opportunity of interacting and connecting with colleagues and sharing wine and cheese together. Conference participants regularly comment that one of

the values of the conference is that it gives us the opportunity to see colleagues from around the state and hear them share their work. The Poster session is a great place to participate in this interaction and camaraderie, as are the Special Interest Group meetings.

I was extremely gratified by the comments about how the CCTE leadership went out of their way to welcome and support new faculty. This has clearly been an important focus of our association. We have a very responsive and committed Board of Directors, and these comments are a reflection of our very positive leadership.

The beautiful locale of the conference was also identified as a definite plus. We have been having our Fall conferences at the Kona Kai Resort for many years, and perhaps the Fall conference's consistently higher attendance compared to the Spring conference may in part be because of the beautiful locale.

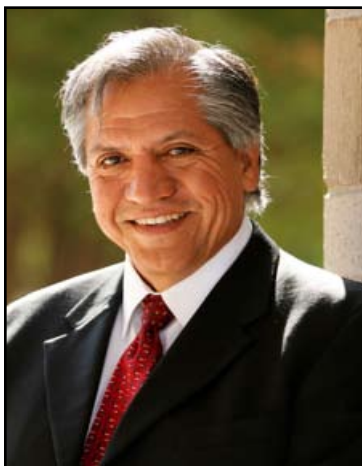
State Senator Marty Block's presentation at the Friday policy session was especially appreciated. The respondents praised the information that he provided on how to submit ideas for legislative consideration. He was very helpful and open to our questions and suggestions, and we look forward to future interactions with him.

The deans' Wednesday afternoon meeting, which was attended by education deans and directors from the University of California, California State University, and the private and independent colleges and universities, was historically significant for us, and an event that should be repeated. State Superintendent Tom Torlakson's attendance and participation at the deans' meeting was identified as “very powerful” and contributed to the success of that event and the conference overall.

Respondents particularly identified the value of having the staff of the Commission on Teacher Credentialing and the California Department of Education together at the conference as especially meaningful and relevant, considering the important educational initiatives that are currently going on at the state level in California.

Participants also shared a recommendation that we provide a future workshop or institute focused on how to iden-

—continued on next page—



Juan Flores

Message from CCTE President Juan Flores

(continued)

tify resources of money and grants to support their research, perhaps through panel presentation of experts in the field or foundation representatives discussing how to find funding sources to support teacher education research. We did hold a grant development Institute a few years back and it was very well received. Perhaps it is time to offer another grant development institute or workshop. We will pursue this further.

A few respondents identified the EdCamp session and other interactive sessions as examples of “good teaching.” These sessions engage the participants in listening to each other, are small-group based, and encourage everybody to

move around and chat with new people. This approach was very well received!

There were many new features of our Fall conference that struck a very positive note with the conference attendees, and likewise, there were some “tried and true” conference features that continue to please our attendees. We will study the conference evaluations and build on our successes to continue to provide you with the best conference experiences possible in the future.

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

Update from ICCUCET

By **Christine Zeppos**
President of ICCUCET
Brandman University

The Independent California College and University Council on the Education of Teachers (ICCUCET) most recent general assembly meeting was held October 22, 2015, at the Kona Kai Resort in San Diego with a packed house of members attending. The new ICCUCET Board was introduced followed by a brief review of the purpose of ICCUCET, which is to support non-profit independent California colleges and universities committed to preparing teachers, administrators, counselors, and other educators working in P-12 educational settings. ICCUCET assists teacher educators in becoming more effective within the profession; facilitates communication and dissemination of information on the education of teachers; and provides opportunities for collaboration on relevant policies and issues of concern to institutional members.

At the meeting, the membership received an update of the intersegmental deans meeting which occurred the previous day and discussed the impact of the issues discussed by

the deans on independent nonprofit institutions of higher education. In addition Cheryl Hickey and Teri Clark from the Commission on Teacher Credentialing (CTC) shared important changes which will both strengthen and streamline the state accreditation system as well as an update regarding the significant changes in special education as a result of the CTC Special Education Task force recommendations.

Veronica Villalobos Cruz, Association of Independent California Colleges and Universities (AICCU) Vice President of External Relations, and Dean Shane Martin of Loyola Marymount University, the AICCU CTC Commissioner, provided legislative and Commission updates and highlights from recent meetings.

The meeting ended with the membership participating in an activity which solicited feedback of areas they would like for ICCUCET to prioritize and focus on during the upcoming year. We are looking forward to sharing those results at our ICCUCET meeting at the Spring CCTE conference in San Jose!

Dates of 2016 CCTE Semi-Annual Conferences

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

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

CCTE 70th Anniversary Appeal

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

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

Dear CCTE Members, Delegates, and Friends,

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


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

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

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

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

Thank you,



Juan M. Flores, CCTE President

How to Make a 70th Anniversary Donation to CCTE

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

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

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

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



CCTE 70th Anniversary Appeal Form

Name _____

Address _____

E-mail address _____

President (2016)

Juan Flores

California State University, Stanislaus

President-Elect (2016)

Sharon Russell

CalStateTEACH

Vice-President for AACTE (2016)

Lettie Ramirez

California State University, East Bay

Vice-President for ATE (2016)

Deborah Hamm

California State University, Long Beach

Past President (2016)

Cynthia Grutzik

California State University, Long Beach

Board of Directors

Eric Engdahl (2017)

California State University, East Bay

Cynthia Geary (2018)

University of Redlands

Keith Howard (2016)

Chapman University

Virginia Kennedy (2016)

California State University, Northridge

Karen Lafferty (2018)

Claremont Graduate University

& San Diego State University

Zaida McCall-Perez (2016)

Holy Names University

Lyn Scott (2017)

Humboldt State University

Jared Stallones (2018)

California State University, Long Beach

Mona Thompson (2017)

California State University,

Channel Islands

Teacher Education Quarterly

Kip Tellez, Editor

University of California, Santa Cruz

Issues in Teacher Education

Bradley Porfilio, Co-Editor

California State University, East Bay

& Richard Kahn, Co-Editor

Antioch University, Los Angeles

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Jo Birdsall, Editor

National University

California Association of Bilingual

Teacher Educators

Zaida McCall-Perez, President

Holy Names University

California Association of Professors

of Special Education

Irene Nares-Guzicki, President

California State University,

Monterey Bay

Independent California Colleges

and Universities Council

on the Education of Teachers

Christine Zeppos, President

Brandman University

Executive Secretary

Alan H. Jones (2016)

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3145 Geary Blvd. PMB 275

San Francisco, CA 94118

415/666-3012

alan.jones@ccte.org

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

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

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

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

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

Thank you for your support.

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

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

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

CCTE Memberships for 2015-2016 Year Now Being Collected

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

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

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

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

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

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

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

CCTE Seeking Annual Sponsors for 2015-2016

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

The program has been repeated with similar success each year since. 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.

Among the benefit of sponsorship is the opportunity to have institutional advertisements included in each CCTE semi-annual conference program.

Current institutional co-sponsors for this 2015-2016 year are the College of Education at California State University, Long Beach, the College of Educational Studies at Chapman University, the School of Education at Loyola Marymount University, and the School of Education at the University of Redlands. CCTE is deeply appreciative of the special support from those institutions, and we hope that other colleges and universities across the state will also become annual co-sponsors of CCTE this year and in the future..

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

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



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

President (2016)
Juan Flores
 California State University, Stanislaus

President-Elect (2016)
Sharon Russell
 CalStateTEACH

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

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

Past President (2016)
Cynthia Grutzik
 California State University, Long Beach

Board of Directors

Eric Engdahl (2017)
 California State University, East Bay

Cynthia Geary (2018)
 University of Redlands

Keith Howard (2016)
 Chapman University

Virginia Kennedy (2016)
 California State University, Northridge

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

Zaida McCall-Perez (2016)
 Holy Names University

Lyn Scott (2017)
 Humboldt State University

Jared Stallones (2018)
 California State University, Long Beach

Mona Thompson (2017)
 California State University,
 Channel Islands

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CCNews
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 National University

*California Association of Bilingual
 Teacher Educators*
Zaida McCall-Perez, President
 Holy Names University

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

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

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

Member Name _____

Institutional Affiliation _____

Preferred Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

email address _____

Type of CCTE membership for 2015-2016:

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

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

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

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

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

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

Thank you.

From the Desk of the CCTE Executive Secretary

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

CCTE Conferences

The CCTE Fall 2015 Conference around the theme "Joyful Teaching" proved to be the most well attended Conference in our history, with over 300 participants over the four days. A special feature of the Conference was a meeting of education deans and directors from the University of California, California State University, and private and independent colleges and universities. See a report on that meeting on page 14 of this issue of *CCNews*.

The Spring 2016 Conference, to be held March 30 to April 1 in San Jose, will focus on special education and is being planned jointly by CCTE and CAPSE (California Association of Professors of Special Education). See a preview on page 12 of this newsletter.

70th Anniversary

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

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

Membership & Sponsorship

CCTE is enjoying the support of over 65 institutional and some additional 40 individual members during this 2015-2016 year and it is hoped that membership will continue to grow during the year. The CCTE Membership Committee is always on the lookout for prospective new members, so if you have any suggestions please let committee chair Deborah Hamm know (email deborah.hamm@csulb.edu). Membership information and a membership form appear on pages 6 and 7 of this issue.

CCTE is also seeking to expand the annual sponsorship program, which is described on page 6. We currently have four institutional co-sponsors for this 2015-2016 year and we will welcome others.

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 is to encourage and support research on teacher education in

our state in order to increase the knowledge base and better inform teacher education practice and policy. The Quest during the 2014-2015 year involved 37 different research studies with support from a State Chapter Grant from the American Association of Colleges of Teacher Education and the program is continuing this year with 42 studies involved. Please see additional information and one project report on pages 19 and 20 of this issue of *CCNews*.

Focus on Increasing Diversity

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

CCTE New Faculty Program

The CCTE New Faculty Support Program is enjoying its fifth year 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 15 and 16 of this issue.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is now in its sixth year during 2015-2016. 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 17 and 18 of this issue.

Position and Event Announcements

Over recent years CCTE has distributed via e-mail to all members announcements of available positions and special events at member institutions. This fall we have added a special section to the CCTE website for posting of such announcements. Please be sure to check that out at www.ccte.org

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

Update from CTE Policy Committee

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

Legislative Action

The California Council on Teacher Education Policy Committee is very disappointed that some of the promising education bills we were monitoring earlier this year were either vetoed by the Governor or have become two-year bills. Two-year bills are bills that were introduced at the beginning of the two-year legislative cycle, passed from their house of origin (either Assembly to Senate or Senate to Assembly), but did not make it out of committee and on to the floor for an up or down vote by that second house. Such bills will be taken up in the second year of the legislative cycle, starting in January of 2016.

The two-year bills of particular interest to CTE are as follows:

The student financial aid bills, related to Cal Grants (AB 200 Alejo and SB 15 Block) and APLE grants (SB 62 Pavley), have become two-year bills.

The three teacher evaluation bills, (AB 575 O'Donnell and SB 499 Liu and De Leon) have also become two-year bills.

The bill which CTE supported that was vetoed by the Governor is as follows:

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

This bill would have required a school district to provide an induction program for beginning teachers. The bill also would have prohibited a local educational agency from charging a fee for this service. This bill was passed out of the legislature (enrolled) and was then vetoed by the Governor.

Changes in the U.S. Department of Education

Arne Duncan, current Secretary of Education, has announced his resignation effective this December. During his service in the Obama Administration, he has significantly expanded the footprint of the U.S. Department of Education. He has shifted education lawmaking from Capitol Hill to the Department of Education and he involved education in major party politics, resulting now in a growing bipartisan consensus that the Department and the Secretary need to be reined in.

John King, currently Deputy Secretary of Education, will replace Duncan as acting Secretary for the remainder of the Obama Administration. King was the Commissioner of New York state public schools for several years. He has gone to battle with teachers unions over education policy and teacher evaluations. He previously founded a charter school in Massachusetts. He helped open several other charters in New York City and elsewhere as the managing director of Uncommon Schools, a nonprofit charter management organization.

ESEA Reauthorization

Senate and House education committee leaders announced November 13 that they have developed a framework on a final Elementary and Secondary Education Act (ESEA) reauthorization bill. Conference committee members were expected to be appointed November 16, with a formal meeting to take place November 18, with votes in the House and Senate by the week of November 30th. There will be considerable pressure on Congress, by teachers and their unions, until both chambers have passed a bill that is a significant improvement on No Child Left Behind, which has been the iteration of ESEA for the past several years.

Following is the congressional education committees leadership's statement:

We believe we have a path forward that can lead to a successful conference, and that is why we are recommending to our leadership to appoint conferees to take the next step in replacing No Child Left Behind. This is a law that everyone wants fixed, and teachers, parents, and students are counting on us to succeed. Our efforts to improve K-12 education will continue to reflect regular order, providing conference members an opportunity to share their views and offer their ideas. Because of the framework we've developed, we are optimistic that the members of the conference committee can reach agreement on a final bill that Congress will approve and the president will sign.

CTE Policy Contacts

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

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

Update from the Commission on Teacher Credentialing

Transition Plan to the Revised Accreditation System

At the August 2015 Commission meeting, the Commission took action to approve a transition plan for institutions to move to the revised accreditation system. Program Sponsor Alert 15-05 (<http://www.ctc.ca.gov/educator-prep/PS-alerts.html>) describes the plan for transition. Please see page 4 of the alert to see what accreditation activities will take place in 2015-16, 2016-17 and 2017-18.

New Streamlined Common Standards Adopted

On October 8, 2015, the Commission adopted five new Common Standards that will replace the nine Common Standards adopted in 2008. Transition to the new Common Standards will begin with the 2016-17 academic year, with full implementation expected in time for the 2017-18 year. The five new Common Standards retain those aspects of the Common Standards the Commission felt were critical, eliminated those that were duplicative or unnecessary, and a couple of new concepts were added. The five Common Standards are as follows:

- 1) Institutional Infrastructure to Support Educator Preparation,
- 2) Candidate Recruitment and Support,
- 3) Coursework, Fieldwork and Clinical Practice,
- 4) Continuous Improvement, and
- 5) Candidate Assessment and Program Impact.

The Commission will sponsor numerous technical assistance efforts in 2016-17 to assist institutions to move to the new Common Standards. The Commission anticipates that further information about the Common Standards, such as specific evidence expectations, will be forthcoming in the transition year of 2016-17. For information on the 2015 Common Standards, please see PSA 15-06 at: <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>. The Commission thanks the members of the accreditation task groups who helped develop, review, and revise the Common Standards.

Expanded Credential Examinations Test Center Options

In California, there are 182 individual testing locations for computer-based testing, including military bases. In the United States, there are testing locations in all 50 states where candidates can take California credential examinations.

In addition, candidates can also take California credential examinations in at least 21 countries: France, England, Germany, Spain, Greece, Turkey, Israel, South Korea, Saipan, Guam, Canada, India, Singapore, Mexico, China, Japan, Brazil, Virgin Islands, Puerto Rico, Australia, and South Africa. Only the exams that require special equipment such as languages, video, etc. are not offered outside the U.S. Plus, candidates can also take exams at foreign U.S. military bases

Expanded Options to Meet the Basic Skills Requirement

Candidates who need to meet the Basic Skills Requirement have 6 options, including:

- Passing the CBEST.

- Passing the CSET: Multiple Subjects plus Writing Skills Examination.
- Passing the CSU Early Assessment Program or the CSU Placement Examinations.
- Achieving a qualifying score on the SAT or ACT.
- Passing with a score of 3 or higher on certain Advanced Placement examinations.
- Passing a basic skills examination from another state.

For details on these options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>

Update on Work Relating to the Next Generation Science Standards

Work is continuing on revising and updating the Subject Matter Requirements (SMRs) for all of the Science content areas. Draft revised SMRs are expected to be presented to the Commission for information in February 2016, with a field review and validity study to follow. It is anticipated that the revised SMRs will be presented to the Commission for adoption in late Spring 2016. Both the CSET: Science examinations and the Science Subject Matter Program Standards will be updated following the Commission's adoption of the revised SMRs.

Institutions Responsible for Updating Leadership and Contact Information

Each Commission-approved institution (college, university, school district, county office of education or other entity) is responsible for updating its leadership information, including contact information. PSA 15-04 (<http://www.ctc.ca.gov/educator-prep/PS-alerts.html>) provides information on how to submit updates. This information is what the Commission uses to contact institutions and if the information is not up to date, important information might not be received by program leadership. Please review your institution's information and make sure it is current—<https://info.ctc.ca.gov/fmp/program-sponsors-contact/all.php>.

Director of Administrative Services Branch—Employment Opportunity!

As a member of the Commission's executive management team and under the direction of the Executive Director, the CEA B directs, manages, organizes, implements and evaluates the activities of the department's Administrative Services Branch. Through subordinate managers, the incumbent is responsible for overseeing the Office of Human Resources, Fiscal and Business Services, and Office of Governmental Relations. The incumbent is responsible for directing all activities related to the Commission's budget and fiscal programs. Incumbent must be familiar with all aspects of personnel and labor relations. The incumbent participates in departmental planning, policy making and decision making as well as the development, implementation and evaluation of the department's strategic and operational plan. The incumbent oversees and directs governmental and external relations functions to ensure consistency with policies of the Administration and the Commission. For more information see the employment bulletin for this position: http://jobs.spb.ca.gov/bull2/ceaexbulletin2.cfm?bid=11062015_5&view=p



CCNews

Newsletter of the
California Council on Teacher Education

Volume 26, Number 4, Winter Issue, December 2015, Section 2

Jo Birdsell, Editor (National University)

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

Preview of CCTE Spring 2016 Conference

“Shared Goals, Shared Dreams: Teaching Students with Disabilities”

By **Irene Nares-Guzicki**

CAPSE President

California State University, Monterey Bay

& Virginia Kennedy

California State University, Northridge

The Spring 2016 California Council on Teacher Education Conference will be held March 31 to April 2 at the Sainte Claire Hotel in San Jose around the theme “Shared Goals, Shared Dreams: Teaching Students with Disabilities.”

The Conference will focus on today and tomorrow in the education of children and adolescents with disabilities. Teacher preparation standards are becoming more inclusive and the field of Disability Studies more influential, while data, technology, and emerging evidence-based practices inspire new ways of teaching and supporting students with disabilities. This Conference will be an opportunity for the educator preparation community to learn, share, challenge, and take leadership in evolving views and substantive changes in principles and practice.

The first day of the Conference will focus on state and national perspectives on (dis)ability in our schools, featuring the voices of students, parents, teachers, administrators and researchers. The second day will delve into implications for educator preparation and lessons learned from programs that are integrating general education and special education preparation. Saturday’s program will include an interactive tech fest of resources and assistive and instructional technology that advance inclusion.

The Spring Conference will feature keynote speakers, discussion sessions, concurrent research and practice sessions, the Friday late afternoon poster session, policy sessions, Special Interest Group meetings, and meetings of the associated organizations (California Association of Bilingual Teacher Education, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, the California State University Field Coordinators Forum, and the CCTE Graduate Student Caucus). Another CCTE Quest for Teacher Education Research Institute will be held on Saturday morning of the Conference.

The Planning Committee for the Spring 2016 Conference is spearheaded by CAPSE (California Association of Professors of Special Education) and welcomes other CCTE members and delegates interested in assisting with the conference planning and implementation. Please contact Irene Nares-Guzicki, CAPSE President, at inares-guzicki@csun.edu or Virginia Kennedy at virginia.kennedy@csun.edu for further information.

The formal announcement of the Spring 2016 Conference will be distributed to all CCTE members and delegates in early January, along with tentative program plans, registration form, and the call for proposals for conference presentations.

All are encouraged to submit proposals for concurrent sessions and poster presentations, especially teacher educators who are already engaged in relevant efforts. The proposal deadline will be January 30, and proposals can be submitted at any time prior to that date using the standard format described on the CCTE website (www.ccte.org). Proposals should be e-mailed to Laurie Hansen, chair of the CCTE Research Committee, at hansenl@uci.edu

Announcement from the CCTE Awards Committee

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

The first of these awards was presented at the Fall 2015 Conference and nominations are invited for similar awards to be made at future CCTE conferences. Please submit nominations by e-mail to Eric Engdahl, Chair of the CCTE Awards Committee at:

eric.engdahl@csueastbay.edu

Retrospective of CCTE Fall 2015 Conference

“Joyful Teaching: Enacting Ambitious Pedagogies in Regulated Eras”

The Fall 2015 Conference of the California Council on Teacher Education, held October 21-24 at the Kona Kai Resort in San Diego, was packed with exciting and thought-provoking events. Here following is a brief retrospective:



Sonia Nieto

Photo by Cindy Grutzik

CCTE Fall 2015 Keynote Speaker

(1) The actual Conference was preceded on Wednesday by a meeting of education deans from across the state (see accompanying article on page 14). The deans also met again for lunch on Thursday.

(2) The California State University Field Coordinators Forum, the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education, the Independent California Colleges and Universities Council on the Education of Teachers, and the CCTE Graduate Student Caucus also met prior to the Conference.

(3) Ten Special Interest Groups met during the Conference, five on Thursday late morning and the other five on Friday afternoon.

(4) The opening session on Thursday featured a keynote presentation by Sonia Nieto, who also participated as a respondent at several other points during the Conference.

(5) A panel of K-12 classroom teachers spoke following the keynote and again during the Thursday banquet.

(6) Two Policy Sessions were held during the Conference, one on Thursday offering presentations from the Commission on Teacher Credentialing and the CCTE Policy Committee, and the other on Friday with State Senator Marty Block as our guest speaker.

(7) There were 12 research & practice presentations, six on Thursday and six on Friday.

(8) Friday morning featured a panel addressing “Ambitious Teacher Preparation in Regulated Times” followed by an EdCamp conversation.

(9) At the Friday luncheon the first CCTE Award in Advancing Current Pedagogy for the Common Core State Standards was presented to the Mathematics Leadership Corp at Loyola Marymount University.

(10) The Friday late afternoon poster session had 25 different presentations for Conference attendees to visit and engage with.

(11) The first half of Saturday morning was a CCTE Quest for Teacher Education Research Institute, offering an opportunity for reports from a dozen different research studies.

(12) The second half of Saturday morning was a publishing workshop featuring *Teacher Education Quarterly* editor Kip Tellez, *Issues in Teacher Education* editor Brad Porfilio, and *CCNews* editor Jo Birdell, each offering ideas on how to prepare submissions for publication.

CABTE News

California Association of Bilingual Teacher Educators

By **Zaida McCall-Perez**
President of CABTE
Holy Names University

The California Association of Bilingual Teacher Educators (CABTE) is privileged to be an “associate” of the California Council on Teacher Education (CCTE) as well as an “affiliate” of the California Association of Bilingual Education (CABE). We derive our non-profit status through our affiliation with CABE, and our outreach to university Bilingual educators through CCTE. Both CCTE and CABE create space in their conferences for CABTE to hold its business meetings and reach out to educators throughout the state of California who are engaged in the preparation of bilingual teachers.

At the October 2015 CCTE conference in San Diego, CABTE was fortunate to have two guest presenters. Kris Nichols, coordinator of CABE’s new professional development (PD) programs made a brief presentation and distributed information about new PD offerings by CABE, along with CABE membership application forms which include the opportunity for individuals to select the CABTE affiliate as part of the CABE membership.

CABTE was especially grateful that Paula Jacobs, a staff consultant at the Commission on Teacher Credentialing (CTC), accepted our invitation to bring us up to date on how CTC is streamlining its processes and requirements. In a friendly and animated session, participants first introduced themselves and identified issues they encounter in implementing their programs followed by much appreciated responses and clarifications from Paula. She shared with us about the revised English Language Authorizations earned by most current teaching credential candidates and the Biennial Report requirements for Bilingual [teacher] Authorization program sponsors. She encouraged us to subscribe to the CTC’s Professional Services Division (PSD) e-news and guided participants to use the resources available on the Commission’s website to stay informed regarding accreditation. To subscribe to the PSD newsletter, send an email to:

PSD-news-subscribe@lists.ctc.ca.gov

Paula also encouraged us to apply and participate in training regarding the accreditation system or become members of the Commission’s Board of Institutional Review (BIR), that conducts accreditation review activities as a part of the peer review process.

Nominations for CABTE Board officers were solicited, followed by an online election and a short survey of member priorities prepared by Juan Flores, CABTE past president. The new CABTE officers are: Karen Cadiero-Kaplan, President (San Diego State University), Margarita Berta-Avila, President Elect (Sacramento State University), Zaida McCall Perez, Secretary (Holy Names University), and Lyn Scott, Treasurer

(Humboldt State University). They will assume their duties in January 2016. Survey priorities identified by Juan’s survey were: building/supporting bilingual programs, political initiatives, recruitment/retention of bilingual faculty, bilingual professional development at k-12, coordination/communication, bilingual education research, and advocacy.

Other interests being supported by CABTE this year have included supporting selected legislation, participation of CABTE board members on the statewide Seal of Biliteracy taskforce, CABTE representative participation at the CABE board leadership meeting, and mentorship of developing researchers participating in the CCTE Quest for Teacher Education Research.

Upcoming activities include three CABTE sponsored sessions at the March CABE conference in San Francisco. Fernando Rodriguez-Valls will host a half day institute and panel addressing Spanish Academic language. He is seeking panelists from both northern and southern California. In addition, CABTE will host a reception for its membership and potential members, and another potential CABTE sponsored session will host a panel of Master’s level research thesis presentations about bilingual education by Master’s level bilingual teacher-researchers on bilingual education-related topics. University faculty leading bilingual thesis by teacher researchers are invited to contact me (drzaida@gmail.com) if they have candidates who are willing to present their study on a panel at CABE in San Francisco, March 23-26.



Photo by Cindy Grutzik

State Senator Marty Block (left) presents a Senate resolution commending the work of CCTE to CCTE President Juan Flores at the Friday Policy Session during the Fall 2015 Conference.

CCTE Hosts First Annual California Education Deans' Meeting at Fall 2015 Conference

By **Cindy Grutzik**

CCTE Past President

*Associate Dean, College of Education
California State University, Long Beach*

For the first time in many years, the California Council on Teacher Education (CCTE) hosted an intersegmental meeting of education deans and directors, co-sponsored by the Commission on Teacher Credentialing (CTC). With over 80 in attendance, the meeting was a unique opportunity for California's education leaders to identify shared concerns and goals and plan collective action.

The meeting began with an interactive panel featuring State Superintendent Tom Torlakson, State Board Vice President Ilene Straus, and CTC Executive Director Mary Vixie Sandy. Each addressed their perspective on the big-picture issues of most concern and interest to their agencies. Top on the list was the enormous teacher shortage facing the state, occurring at the same time that the state is making major changes to educator preparation. This was followed by discussion among all in attendance, which included deans from California State University and University of California campuses as well as nearly all private and independent colleges and universities across California.

In a related CCTE Conference session on Friday morning, a panel composed of deans and policy makers was asked to address the question: "How can teacher preparation redesign be structured and supported so that faculty and candidates engage in and support transformative pedagogies?" Dean Joe Johnson (San Diego State) shared insights from his work with the Center for Urban School Transformation. Dean Marquita Grenot-Scheyer (CSU Long Beach) described the Next Generation of Teachers project in the CSU, funded by the S. D. Bechtel Foundation. Dean Shane Martin (Loyola Marymount University) out-



Photo by Cindy Grutzik

Mary Sandy from the Commission on Teacher Credentialing, Ilene Straus from the State Board of Education, and State Superintendent of Public Instruction Tom Torlakson (left to right) speak to the meeting of education deans in San Diego.

lined key components of the CEEDAR work in California. Dean Andrew Wall (University of Redlands) talked about his college's efforts to make changes at many levels to improve faculty efficacy, so they can make a real difference. And Teri Clark (CTC) provided details of the Special Education Task Force work.

The deans and directors also met at lunch on Thursday, and in this follow-up session they agreed that this exchange of ideas and networking was extremely valuable. CCTE plans to host this as an annual meeting, aligned with a semi-annual conference.



Photo by Deborah Hamm

CCTE Presents New Award to Mathematics Learning Corps

The first CCTE Award in Advancing Current Pedagogy for the Common Core State Standards was presented at the Friday luncheon during the Fall 2015 Conference to the Mathematics Learning Corps founded by the Loyola Marymount University School of Education, the Cotsen Foundation for the ART of TEACHING, the Leonetti/O'Connell Family Foundation, and the Culver City Unified School District. Pictured at left: CCTE Awards Committee Chair Eric Engdahl (right) presents the award to Cara Esposito of the Leonetti/O'Connell Family Foundation, Kati Krumpke of the Culver City Unified School District, and Dean Shane Martin of the Loyola Marymount University School of Education (left to right).



CCNews

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Jo Birdsell, Editor (National University)

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CCTE New Faculty Support Program Invites Applications for 2015-2016

During the 2015-2016 academic year the California Council on Teacher Education (CCTE) will, through its New Faculty Support Program, assist new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator at a CCTE member institution, who is not now nor has in the past been an individual member of CCTE, who is not now nor has in the past been an institutional delegate to CCTE, and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become members and participants in CCTE during the 2015-2016 membership year, which runs from July 1, 2015 through June 30, 2016.

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

Participants in this program will receive a CCTE individual membership for 2015-2016 at a 50% discount, so that the individual dues are reduced to \$55.

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

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

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

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

CCNews Call for Articles and News

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

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

jbirdsell@nu.edu

The deadline for materials for the Spring 2016 issue is February 15.

—Jo Birdsell, National University, Editor of CCNews

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

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

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



Please complete all information as requested below

Name of New Faculty Member: _____

College, University, or Other Place of Employment: _____

School or Department Affiliation: _____

Preferred Mailing Address: _____

Telephone Number: _____

E-mail Address: _____

Please sign below indicating that you are applying to: ♦ have your CCTE individual membership fee for 2015-2016 reduced by 50%; ♦ that you will attend at least one CCTE Conference during that year for which your registration will be reduced by 50%; ♦ that you will be responsible for your other costs in attending that Conference; ♦ that you will submit a proposal for a research or poster session at the Conference you decide to attend; ♦ and that you will be assigned to a CCTE veteran who will meet with and mentor you at that Conference. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE/AACTE New Faculty Grant Fund.

New Faculty Member's Signature: _____

Date: _____

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

Applications may be submitted any time after June 1, 2015
and will continue to be considered until February 2016.

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

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for the 2015-2016 academic year.

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

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund will be disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted starting June 1 each year for support during the upcoming membership year running from July 1 to the next June 30, and applications will continue to be accepted throughout the membership year until all available and appropriate awards have been made.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. A form has been created and disseminated to facilitate applications. Students will be asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. To the extent that money is available each year from the CCTE Graduate Student Fund, applicants will be awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with 50% of the \$55 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.
5. No more than five students will be awarded per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee will be asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

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

**Application Form for Support
from the CCTE Graduate Student Fund
for the 2015-2016 Membership Year**

Please complete all information as requested below

Name of Graduate Student Applicant: _____

Preferred Mailing Address: _____

Telephone Number: _____

E-mail Address: _____

College or University Where You Are a Graduate Student: _____

Graduate Field of Study: _____

Degree You Are Pursuing: _____

Expected Date When You Will Receive Degree: _____

Please sign below indicating that you are applying to have your CCTE student membership fee for 2015-2016 reduced by 50%, that you will attend at least one CCTE Conference during that year for which your registration will be reduced by 50%, that you will be responsible for your other costs in attending that Conference, and that you will submit a proposal for a poster session at the Conference you decide to attend. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE Graduate Student Fund.

Student's Signature: _____

Date: _____

Endorsement by Faculty Advisor

Name of Faculty Advisor (please print): _____

Telephone Number: _____

E-mail Address: _____

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

Faculty Signature: _____

Date: _____

Please mail completed, signed, and endorsed form to:
Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275, San Francisco, CA 94118
(Applications may be submitted any time after June 1, 2015
and will continue to be considered at any time during the 2015-2016 membership year.)



CCNews

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Jo Birdsell, Editor (National University)

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Additional Background on the CCTE Quest for Teacher Education Research,

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

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

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

In addition to the continuation of some of the current Quest projects into the 2015-2016 academic year, a call was issued this summer and we currently have 42 research studies involved this 2015-2016 year. Any CCTE members, delegates, or friends who have a research study related to teacher education either underway or about to begin, please submit your proposal to join the Quest (see form on the next page of this issue).

Report on a Quest Study on Following Pages

“Pedagogy of the Biliterate” (presented here in both English and Spanish)

By **Fernando Rodríguez-Valls**, *California State University, Fullerton*,

Josefa Salvador, *Ministerio de Educación, Cultura y Deporte*,

Rosario Outes, *Ministerio de Educación, Cultura y Deporte*,

& **Eduardo Muñoz**, *Stanford Graduate School of Education*

See pages 20-21

Other Studies Presented at CCTE Fall 2015 Conference

“Mapping Joyful Teaching and Learning: Multiple Perspectives on the Active, Collaborative Learning Environment”

By **Marni E. Fisher**, **Kevin Stockbridge**, **Meredith Dorner**, **Charlotte Achieng Evensen**, **Kimiya Maghzi**, **Holly Pesron**,

& **Elisbeth Cuddy**, *Chapman University*

See pages 22-24

“Culture of Creativity: Implementing Subjectivities and Voice to Change Classroom Culture”

By **Kevin Stockbridge**, **Marni E. Fisher**, **Charlotte Achieng Evensen**, **Meredith Dorner**, **Kimiya Maghzi**, **Holly Pearson**,

& **Anat Herzog**, *Chapman University*

See pages 25-28

“Finding Joy in Teaching through Faculty Collaboration and Mentorship in a Clinical Teacher Preparation Program”

By **Deborah Hamm** & **Felipe Golez**, *California State University, Long Beach*

See pages 28-29

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

Please Name Researchers Involved in Project:
(in each case please provide name, academic title, institutional affiliation, address, telephone, and e-mail address)

Primary Researcher (Contact Person for Project):

Other Scholars Involved in Project:

Topic of Research (Prospective Title of Study):

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

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

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

Pedagogy of the Biliterate

By **Fernando Rodríguez-Valls**
California State University, Fullerton

Josefa Salvador
Ministerio de Educación, Cultura y Deporte

Rosario Outes
Ministerio de Educación, Cultura y Deporte

Eduardo Muñoz
Stanford Graduate School of Education

Report in English

The implementation of California's Seal of Biliteracy has had an impact on the demand for bilingual teachers. This demand is a positive factor with regard to supporting biliteracy. The need to have more teachers and to ensure the quality of bilingual and dual immersion programs requires a reflection and dialogue about these teachers' qualifications.

Our research explores this topic with a question in mind: what characteristics must the biliterate teacher have so that the students become proficient, multilingual and global individuals? We are specifically focusing on the Spanish-English bilingual teachers. While the answer to the previous question could be applied to other languages, it is nonetheless necessary to clarify that we are aiming at the Spanish-English biliterate teacher.

In our preliminary analysis we first evaluate what kind of teachers have the intended profile in (1) bilingual authorization programs in California and (2) visiting teachers program in California. Once the assessment is over, we open a dialogue to determine the prospective areas that we should be focusing on so that school districts, county offices, and other agencies and educational organizations are involved.

The three areas that we discovered in this first phase of our research defined the profile of the 21st century teacher as an educator with (a) a committed pedagogy; (b) linguistic and cultural sensitivity; and (c) proficiency in the languages of instruction. We now develop briefly each of these aspects. A more detailed description will be included in an article to be published in the spring.

A bilingual and global classroom where committed pedagogy is put into practice is a space of cooperation where the students and the teacher analyze language within a specific economic and social reality. This collaboration between teachers and students fosters the linguistic enrichment of students and teachers within their educational community and in the global village.

Linguistic and cultural sensitivity conceives and empowers languages as links among their speakers. The teacher employs a methodology that allows the students to assess the differences and similarities between both languages at the linguistic, cultural and social level.

Last, we highlight the importance of the teachers' proficiency in the languages of instruction. The proposed profile includes the need for the teacher to speak, write, read, think and understand both languages at a similar level. Teachers are proficient in the languages used for teaching and know how to build bridges among them so that the students can utilize their skills in one of them to improve learning in the other.

Summing up, in the first phase of our research we have found the basic traits of an aspect—the bilingual teacher profile—which we consider of paramount importance to ensure the success of California's Seal of Biliteracy and the re-emergence of biliteracy instruction. As explained by Marcelo Cea (2013) in his analysis of Fernando Savater's *The Value of Educating* (1997), a good teacher seduces without hypnotizing. In our study, the 21st century biliterate teacher stimulates the students' learning, appreciation and use of new languages, animating the desire to learn and grow intellectually in the global classroom.

Report in Spanish

La implementación del Sello Estatal de Bilingüidad (State Seal of Biliteracy) en California ha tenido un impacto en la demanda de maestros bilingües. Sin duda, esta demanda es un factor positivo en términos de apoyo a la alfabetización en dos lenguas. La necesidad de tener más maestros y asegurar la calidad de los programas bilingües y de doble inmersión conlleva que se reflexione y se dialogue sobre las características que estos docentes deben tener.

Nuestra investigación indaga en este tema teniendo como referencia la siguiente pregunta: ¿qué características ha de tener el maestro bilingüe para que el estudiante llegue a ser un individuo global, multilingüe y competente? En particular, nos centramos en los maestros bilingües en español-inglés. Aunque la respuesta a la anterior pregunta pudiera aplicarse a otros idiomas, conviene matizar que lo que proponemos a continuación refleja el perfil del maestro bilingüe: español-inglés.

En nuestro análisis preliminar, primero evaluamos de manera individual qué tipo de maestros tienen el perfil deseado en: (1) Programas de Autorización Bilingüe en California y (2) Programa de Maestros en California. Una vez concluida esta autoevaluación, dialogamos entre nosotros para determinar de una manera prospectiva cuáles son las áreas en las que nos debemos enfocar y así poder expandir e involucrar en un diálogo más amplio a los distritos escolares, a las oficinas del condado y a otras agencias y entidades educativas.

Las tres áreas que descubrimos en esta primera fase de nuestra investigación definen el perfil del maestro del siglo XXI como un educador con: (a) una pedagogía comprometida; (b) una sensibilidad lingüística y cultural; y, (c) un

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Pedagogy of the Biliterate

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dominio de las lenguas vehiculares. A continuación desarrollamos brevemente cada uno de estos aspectos. Una descripción más detallada se incluirá en un artículo con fecha de publicación para la próxima primavera.

La pedagogía comprometida dentro del salón bilingüe y global se visualiza bajo el concepto del aula como un espacio de cooperación en el que los alumnos y el maestro analizan la lengua dentro de una realidad económica y socialmente específica. Esta colaboración entre maestros y estudiantes facilita el enriquecimiento lingüístico de estudiantes y maestros dentro de su comunidad educativa y de la aldea global.

La área de sensibilidad lingüística y cultural abarca y potencia la idea de las lenguas como nexos de unión entre sus hablantes. El maestro emplea una metodología que permite a los estudiantes evaluar las diferencias y similitudes que existen entre las dos lenguas tanto a nivel lingüístico, cultural y social.

Por último, destacamos la importancia del dominio de las lenguas vehiculares por parte del maestro. El perfil que se propone incluye la necesidad que el maestro pueda hablar, escribir, leer, pensar y comprender las dos lenguas por igual.

Se propone un perfil maestro que domine las lenguas en las que imparte clase y sepa cómo construir puentes entre ellas para que los estudiantes puedan utilizar sus destrezas en una de ellas para mejorar el aprendizaje de la otra.

En conclusión, en nuestra primera fase de investigación hemos hallado los trazos iniciales de un aspecto—el perfil del maestro bilingüe—que consideramos de suma importancia para asegurar el éxito del Sello Estatal de Biliteracidad y el renacimiento de la alfabetización bilingüe en California. Como explica Marcelo Cea (2013) en su análisis de la obra de Fernando Savater, *El Valor de Educar* (1997), un buen maestro es el que seduce sin hipnotizar. En nuestro estudio, el maestro bilingüe del siglo XXI incita a que los estudiantes aprendan, valoren y usen nuevas lenguas sin caer en falacias que adormezcan el deseo de descubrir e instruirse en el aula global.

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Mapping Joyful Teaching and Learning: Multiple Perspectives on the Active, Collaborative Learning Environment

By Marni E. Fisher, Kevin Stockbridge,
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Transforming the classroom into an active learning community includes a pattern of student engagement and connection that can be achieved through collaborative learning, activities requiring higher level thinking skills, multimodal assignments, and integrated technology. These techniques aid in creating an atmosphere for both joyful learning and joyful teaching.

When examining teaching practices, the perspective is often that of the researcher, and, there is a danger in using only one perspective:

Returning to the metaphor of treating children as if they were made like gingerbread cookies, we need to remember that children are not made with cookie cutters; therefore, cookie cutter education is a poor fit (Kohl, 2003; Shaffer, 2001). Why, then, would we use cookie cutters to study children or education? Going in with a preset, standardized, or “cookie cutter” approach places limits and walls around what we are open to seeing. (Fisher, 2013, p. 176)

Therefore, to further examine the strengths of these forms of teaching, a prismatic lens (Fisher, 2013) calls for a multiplicity of perspectives in order to better map understanding, rather than merely trace previous paths (Deleuze & Guattari, 1987). With the goals of promoting student success at all levels, from kindergarten through college; of discussing which techniques are universal, regardless of subject or education level; and how integrating these techniques into teacher education might aid in developing teachers who integrate these qualities into their future teaching, this presentation examines the tools for and success of developing an active, collaborative learning environment from the perspectives of college professors, K-12 teachers, and students across disciplines. At the same time, this overlapping of perspectives offers a unique examination of what leads to joyful teaching and learning from the perspectives of both the teacher and the student.

Significance to the Field of Teacher Education

The significance of this study was that it explored the success of teaching practices from multiple perspectives, including those of the students. This study offers a unique examination of the importance of joyful teaching practices matched with joyful learning at all levels with the goal of student success while maintaining academic rigor. This, in turn, created what Deleuze and Guattari (1987) described as mapping, which layers and overlaps perspectives for a better understanding of a phenomenon.

Literature Review: The Key Elements of Practice

The key elements of an active learning community include practices that align with and underline a number of educational practices. The development of intrinsic student ownership of learning (Bishop & Berryman, 2006) that is democratic (Apple & Beane, 2007; Dewey, 1916; Sehr, 1997); student centered, but teacher guided (Dewey, 1916), requires higher level thinking skills (Bloom, 1956), and creativity (Ackerman, 2003; Dewey, 1916; Eisner, 2002; hooks, 1994) creates a situation where students can develop their voices (hooks, 1994; Nieto, 2005). This, in turn, promotes an atmosphere at all levels where students feel their voices are heard (Nieto, 2002), are actively engaged in learning (Dewey, 1916), and utilizing higher level thinking skills (Smith, 2014). Matching this is the celebration of a multimodal (Gardner, 2011) and diverse community for learning (Guisbond et al., 2006; Nieto, 2002; Shaffer, 2001). Additionally, students are more successful if they develop meaningful relationships with teachers and with each other (Ackerman, 2003; Apple & Beane, 2007; Dewey, 1916; Eisner, 2002; Nieto, 2002), therefore developing student connections to the class, teacher, and each other increases student success (Bishop & Berryman, 2006).

Perspectives

Utilizing multiple perspectives to examine the results of teaching and learning while using these key elements gained a sense of the connections between joyful learning and joyful teaching, areas where students have been conditioned to resist joyful learning, and how these understandings play out across the K-12 arena, at the university level, and across multiple subjects. At the same time, it also offered a space to examine these influences on teacher education, future educators, and students in general. Specific perspectives included: elementary, middle school, and high school educational coaches; Education, English, Science, and Anthropology professors; teaching from early elementary, middle school, and high school; a newly credentialed teacher, and education alumni, undergraduates, and doctoral students.

Charlotte: The Cycle of Engaged Learning

Coming from English at the high school level, including both teaching and coaching; Charlotte focused on an engaged cycle of pedagogy. Teaching and coaching from a philosophy that “Engaged pedagogy is a mode of teaching that “emphasizes well-being” and requires “that teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in manner that empowers students” (hooks, 1994). In both the classroom and in

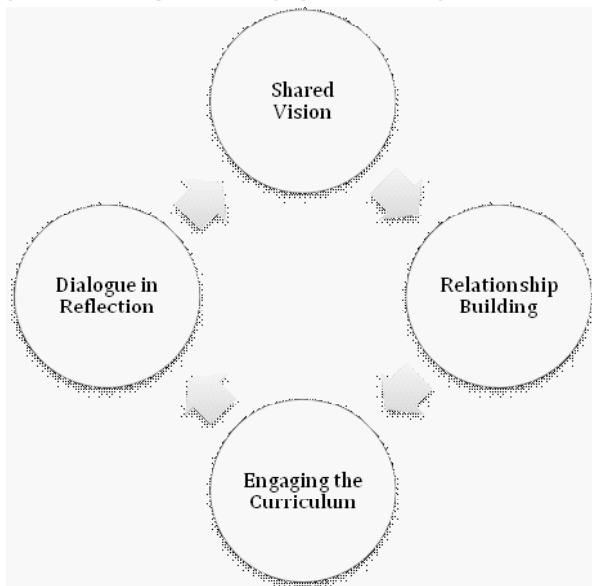
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coaching teachers, developing a process of self-actualization becomes a cycle that moves through relationship building, engaging the curriculum, dialogue in reflection, and shared vision (see figure 1).

Figure 1: The Cycle of Engaged Learning



Meredith: Collaboration In Traditional Subjects

Coming from science and anthropology at the community college level, Meredith teaches in a traditional field. She examined how the classic lecture then test cycle left many students struggling. She changed her teaching to include jigsaw activities, snowball position activities, student driven group presentations, student driven exams, and position poster presentations. As a result, student learning and performance improved. As students noted in reflection: “teaching others helps me learn,” “small groups help me ask more questions,” “small groups help me connect with other students,” “group work makes you learn more,” and “enjoy de-centered learning style, keeps us engaged.” Some students also noted, despite performance improvement, that they “still prefer teacher lectures—easier to follow.”

Kimiya: Transforming from Lecture to Engagement

Kimiya teaches education at the college level and comes from teaching special education kindergarten. Despite her background and knowledge of the advantages of active teaching and hands on learning at the primary level, when given college classes to teach, she followed the predominant method: lecture. She went into my classroom prepared to lecture to students using dry yet informative PowerPoint slides,

resulting in student complaints about how information was taught in the class. Upon connecting with the engaged pedagogy group, she began to employ digital media and learning in her college classes. This allowed collaborative groups to approach content differently while developing student voice (hooks, 1994; Nieto, 2005). This has resulted in obvious changes in student learning: students are more engaged, they have taken ownership of their learning, and are more accountable for materials which are covered in class, including preparation, reading, understanding, articulation of text.

Holly: Intentional Engagement

Coming from a background in sociology, Holly teaches in the integrated educational studies program. She has also been hearing impaired since a young age. Since she, herself, learns best from active and engaged learning, it never occurred to her to teach any other way. Examining the intentionality from one student activity involving individual student responses with post its on a poster, she noted that, for students, this: enabled everyone to participate, engaged on multiple levels, allowed students to see similarities and differences, and recycled and re-approached the concept of perception.

Kevin: *Ut unum sint*: The Joy of Community Knowing

Kevin realized that bringing joy to teaching means drawing on all that is truest and best in the classroom. Often, schooling is a repressive practice that flattens knowledge into one-dimensional nuggets of testable information. Having a classroom that honors the fullness of the student in our care means we must think outside the proverbial box into realms of creativity. He engaged students in progressively more collective forms of creative expressions of knowledge until the course became truly a communal location of learning. Beginning the year with personal statement of subjectivity, which were translated into art presentations, he presented the class with progressively more collaborative projects as assessments of knowledge. The joy that permeated the classroom came, not from a lack of conflict or difficulty, but from a collective democratic effort to re-think the learning process and knowledge in creative ways.

Working in a private religiously affiliated school, Kevin discovered populations marginalized by official doctrines or practices. One such group was the growing LGBTQ and gender non-conforming student population in our school. Sensing a need for safe self-expression, a spirituality group formed honoring gay and non-normative identities. With weekly meetings, the club brought new joy to the students and faculty. Compassion and companionship amidst those who shared stories of oppression transformed their work into

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something more authentic to the youth served. The impossible became real through opened minds and spaces for the reception of genuine student self-expression.

Elisabeth: Saving the World via Higher Thought Processes... and Sword Training

Elisabeth, as a former integrated educational studies student, has moved into working in the community with children. Building from the tenets learned in her education classes, she focuses on: engaged teaching; building an encouraging and immersive atmosphere promoting active learning; unique opportunities to comprehend storytelling, reading, culture, and history; collaborative storytelling, idea sharing, problem solving; story immersion; encouraged self-confidence in children through positive feedback; student input; and building a community of creativity and immersion where instructors and children play off of one another's energy so joyful teaching happens naturally.

Marni

Marni teaches English at the community college level and education at the undergraduate through doctoral level, with a background in K-8 teaching and administration. Having once transitioned from primary to middle school, she noted that the same hands on engaged learning and applied critical pedagogy that developed joyful learning in kindergarten and first grade also applied to middle school teaching across middle school math, art, technology, and writing. Transitioning to teaching college, she found that students responded positively to hands on, active learning, collaboration, and democratic voices in both education and English courses.

Findings

Overall, the community of instructors, through the mapping of their stories, noted three major points. First, active learning and engagement improved learning at all levels. Second, there is no "one way." Each instructor used different lessons appropriate to their subject and level, with the goal of improving student learning. Third, we model what we see and experience. Engaged pedagogy at all levels can change common perceptions (through experience) of what learning should look like, shifting the common societal perceptions (Tye, 2000) that hold education back from successful positive change.

Conclusion

Building an active learning community within the classroom is based upon theoretically sound pedagogy. Additionally, including a pattern of student engagement and connec-

tion integrates many of the qualities that bring joy equally back into teaching and back into learning.

A number of techniques are universal, such as those that promote intrinsic ownership of learning, active learning, and creative engagement. Extensive teacher centered learning and high stakes testing have increased student resistance to putting effort into learning, particularly at the upper levels of education and in the fields traditionally taught through lecture. Where possible, offering multiple sections allows students choice that matches their preferred learning patterns. Including collaborative learning, activities requiring higher level thinking skills, multimodal assignments, and integrated technology push students to stretch beyond set patterns of learning. This also aids in long-term knowledge retention and mastery. Furthermore, the integration of these techniques at all levels educates future generations, so we can gradually shift the societal influences within the deep structures of schooling (Tye, 2000). In addition, the example of these techniques at all levels provides a foundation for future teachers through an example of engaged pedagogy.

Examining this phenomenon from multiple perspectives underlines both the inherent issues and successes. The more thoroughly we map the guidelines of joyful teaching while integrating student voice and perspective on joyful learning, the more successful we can be in transforming education.

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Culture of Creativity: Implementing Subjectivities and Voice to Change Classroom Culture

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Introduction

The restrictive teaching patterns of the past decade (Apple, 2006; Ede, 2006) in education have produced increasing patterns of auditors described by Leys (2003):

In place of a society of citizens with the democratic power to ensure effectiveness and proper use of collective resources, and relying in large measure on trust in the public sector, there emerges a society of “auditors,” anxiously preparing for audits and inspections. A punitive culture of “league tables” developed (purporting to show the relative efficiency and inefficiency of universities or schools or hospitals). Inspection agencies were charged with “name and shaming” “failing” individual teachers, schools, social work departments, and so on; private firms were invited to take over and run “failing” institutions. (p. 70)

The effects of this have been the reduction of student ownership of learning while high stakes testing have reduced authentic learning opportunities (Gallagher & Allington, 2009a, 2009b) and promoted the illusion that children are empty vessels to be filled. Meanwhile the goal to improve

test scores “has more often than not [resulted in] a strikingly impoverished education, one in which everything is sacrificed to show “improvement” on one standard—and problematic—measure” (Apple, 2006, p. 95). Thus, schools are full of students trained to think in certain patterns, the absence of student connection to lifelong learning patterns, the loss of creative arts and creativity in schooling, and lower level thinking patterns while students learn that there is only one right answer.

We know that students are more successful when they intrinsically own their learning (Bishop & Berryman, 2006; Dewey 1916). Students come from a wealth of experience, knowledge, and ideas that good teaching should build upon (Dewey, 1916; Nieto, 2002b, 2010; Nieto & Bode, 2012), and both teaching and learning need to rediscover joy. Our inquiry explores one way to make such a learning environment possible by focusing on the creation of a culture of creativity among a group of students.

Theoretical Considerations

The development of both a culture of community and of creativity is an activity that births a complicated conversation (Pinar, 2012) in terms of social justice and curriculum. This development, when framed through the designing of creative subjectivities, creates a space for “re-storied” roles (Leavy, 2009), for developed understanding, for change, and for community building where individual backgrounds are recognized and treasured for their diversity of voice. Pinar (2012) asserts that “the collective past structures our present... It foreshadows the future” (p. 135), that writing is an attempt to “modify one’s way of being” (p. 136), and metaphor and symbolism are useful for envisioning change. The development of a culture of creativity allows space for other forms of communication beyond writing (Eisner, 1991), and the establishment of a creative standard pushes all students out of prior modes of thinking. After all, “any social arrangement that remains vitally social, or vitally shared, is educative to those who participate in it. Only when it becomes cast in a mold and runs in a routine way does it lose its educative power” (Dewey, 1916, ch. 1 sec. 2). Shifting students out of set thinking patterns while giving them permission for creative freedom transforms routine into learning while also opening them to new perspectives and ways of thinking. While the equality of discomfort promotes student bonding, the acceptance of other ways of seeing and thinking also opens a door for celebrating and sharing diversity (Guisbond et al., 2006; Nieto, 2002a).

The presentation of individual subjectivity involves an intricate play between voice and role. Voice brings in ques-

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tions of both silence and speech. In the elements of social justice connected to education, all diverse groups need to be recognized as having been oppressed and deserving a voice (Boutte, 2008; Marshall & Oliva, 2010; Rogers & O'Bryon, 2008). In taking steps away from being silenced, it has become recognized that each individual has to fight additionally on a series of fronts for freedom, voice, and power: one front each for the element of race, gender, status, education, and/or orientation that the individual carries, and one for each combination (Jipson, Munro, Victor, Jones, & Freed-Rowland, 1995; Sanders-Lawson, Smith-Campbell, & Benham, 2006). Role, on the other hand, must take into consideration the layering of identity and how that also affects relationships, positionalities, and insider/outsider positions (Bhabha, 1992; Erickson, 1980; Stevenson, 1991). Role must also consider how this layering interacts within the classroom situation. The choices made in developing a personal subjectivity may involve risk as students choose to tell about what makes them most vulnerable, thus developing an empathy for "Othering" (SooHoo, 2006). These choices allow students to find their own paths of strength, commonalities with each other, and the ability to "re-story" their own spaces while developing their changing identities.

Question

Working from within a curricular framework of a doctoral program which expects students to be able to present expressions of positionality and subjectivity, we wondered what effect non-traditional expectations might have on the greater culture of a cohort of students. Knowing that one cohort in the program had been introduced to subjectivity projects through the presentation of a non-traditional project, we asked: What is the effect on a cohort culture when the expectation of self-expression is presented through a creative example?

Method

This study is longitudinally reflexive and auto-ethnographic. It began by giving students traditional paper-style subjectivity guidelines to a small class from a single cohort. Then, the week before the assignment was due, the concepts of subjectivities were demonstrated by the unpacking of a creative Ya-llage box (Fisher, 2012) that reflected the subjectivity of the course's teaching assistant. Other examples of creative projects from other classes were shared throughout the semester, demonstrating the various ways students might "break the rules" of assignments with impunity without compromising scholarship. The class created and presented their individual subjectivities over the next couple weeks. In the spirit of creativity, they also bargained to drop the final paper,

instead creating a readers theatre about curriculum (Dorner et al., 2013). The following semester, the rest of the cohort was introduced to the subjectivity project, again, students were given the paper guidelines. The students from the previous class front lined their previously created projects along with the teaching assistant's Ya-llage box, setting a standard for creativity and the sharing of voice and ideas within the classroom culture.

Three years after the completion of the subjectivity projects, the teaching assistant and members of the experimental cohort met with a member of a cohort was not presented with non-traditional examples to share how the subjectivity projects affected their progress through the program. Each of us produced a single page reflection about our experience of the subjectivity project and any effect that we have seen from the creative or non-creative route that was taken. This auto-ethnographic information was examined by the group to develop conclusions about the effects of each approach.

Data

Below are a few excerpts from participant reflections:

Traditional approach:

Looking back at this paper I wish I had known the significance of this assignment, perhaps if I had integrated different modalities of learning and expression in this assignment I would have felt more of a connection to this assignment and felt ownership over my own subjectivity. . . Perhaps this assignment could have provided the space to unify and connect the hearts and minds of students in my cohort, which unfortunately did not happen among all the members of my cohort.

Non-traditional approach:

Tapping into my subjectivity, as a key pedagogical component of the curriculum, allowed the mediums of story, song, proverbs, to inform my academic identity. Furthermore, the subjectivity project grounded my voice, preparing me so that I could wholly participate in the collaborative and collective exchanges which are part of a scholar's personal and professional being.

Seeing, hearing, and/or feeling the diverse dynamics within our cohort enlighten of the possibilities of building community and envisioning change. Engaging with drawing and text enabled me to share how my experiences and who I am shape my worldview and approach to life.

We transitioned from a group of students who had banded together to survive a tough class to a class (including the teacher) who were invested in each other. I remember the feeling of finally looking forward to come to class and work with people who had dared to be vulnerable.

I gained a deep sense of care and understanding for my class—

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Culture of Creativity: Implementing Subjectivities and Voice to Change Classroom Culture (continued)

mates that characterized the remainder of our interactions, including my ways of interacting with their scholarly journey when it was different than mine. As my understanding of my own selfhood increased, so did my ability to empathize with my classmates.

Discussion

The cohorts that did not set a standard for creativity maintained the bonding experience of the personal subjectivity, but most students wrote the standard 1000 word paper while the rare creative forms stood out as anomalies. Moving forward through the years, the creative individuals continued to be the anomalies of the programs, and the cohorts lost cohesion over time.

The bringing together of unique subjectivities within an atmosphere where creativity was encouraged, however, resulted in some unexpected surprises. Instead of a space of freedom for creativity, the demonstration of creative examples created an atmosphere of high expectation for a creative piece. The tame, 1000 word paper was abandoned, and creative collages, different types of poetry, and music were used in combination with hands on materials, PowerPoints, Prezis, and iMovies, videos, and three dimensional creations as students pushed beyond comfort zones, and collaborated on ways to break the 1000 word rules. Each creative piece reflected a unique culture, heritage, and viewpoint. The process created a terrifying bonding experience that cemented the cohort into a team, ameliorating diverse voices and roles and promoting exploration of greater social understanding. This cohort of students maintained a strong overall bond, and the ability to think creatively allowed students to later apply creative perspectives to their futures.

This study is simply the beginning of further research on the question of the ability of non-traditional expectations to be the catalyst for creating a culture of creativity and community in a class. Drawing from our own experience, we know that this research needs to continue to be expanded through scholarly efforts to understand this connection in classrooms at all levels. More questions remain to be answered: Does creativity in other (non-subjectivity) projects produce the same result? How does the use of creative subjectivity projects with future teachers affect their practice in the classroom? Can the presentation of creative options for scholarly work produce similar results of community even if the learning community chooses not to engage creatively?

Conclusions

The implementation of a culture of creativity pushes students out of comfortable modes of thought while opening possibilities. By giving students permission for freedom

within certain learning areas, then demonstrating and urging them to think “outside the box” while breaking the usual rules, students develop new modes of thought and open up to possibilities. This, in turn, brings some of the joy of learning back into students’ hands while the celebration of a culture of creativity aids in bringing joy back into teaching.

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Finding the Joy in Teaching through Faculty Collaboration and Mentorship in a Clinical Teacher Preparation Program

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This is a narrative tale of how the joy of teaching was infused back into the instructional practices of two university faculty members in a nationally-recognized site-based teacher preparation program. Teaching practices were changed by abandoning teaching autonomy and immersing all participants into mutual collaboration and mentorship to advance the teaching ability of all involved.

Our student teachers were expected to co-teach, but we as faculty had never modeled this for them. So instead of just planning together, then teaching separately, we planned and taught together—in the same room at the same time. We modeled co-teaching daily. We engaged in a co-teaching model and as a benefit rediscovered our joy of teaching! Our teaching became better and more effective.

One faculty member in particular had their teaching impacted in a significant manner at both site-based and campus-based classroom settings. Our poster session shared the tale of teaching practice changes that brought joy to faculty members and the students they taught.

The setting of this narrative takes place in a nationally-recognized clinical teacher preparation program. What occurs as students become teachers and teachers become students? This is a reflective examination of teaching practices using high levels of collaboration between resident faculty and the mentorship relationships in clinical practicums. What was revealed was the essence of how to enjoy teaching. Teaching practices underwent higher levels of examination that elevated the awareness of effective practices throughout the

program. The student teachers are placed in student teaching with a student teacher partner and expected to use co-teaching strategies during student teaching (Bacharach, Heck, & Dahlberg, 2010).

The collaboration between the clinical program faculty led to an examination of the developmental process of student teacher teaching practices and how to best model the next step in their learning to teach. This resulted in clinical program faculty engaging in often creative and theatrical demonstrations of what is best practices for all students. This in turn led to deeper examinations of the social justice issues that exist in schools.

Literature Review

What matters most is the teacher and his/her teaching. Learning to teach is very difficult—everyone is trying their best, yet still lessons fail. How do we support our novice teachers to maintain the sense of hope and joy they have when they decide to become teachers? How can we help them develop the skills they will need for the very challenging work of teaching with their students' families and faculty have identified as crucial for teaching longevity (Nieto, 2013)?

Our field based clinical program is designed specifically around collaboration as a support for teaching efficacy and teaching longevity. We believe in collaboration, and co-teaching as a model for the master teachers and student teachers (Bacharach, Heck & Dahlberg, 2010)—but we, as faculty, did not previously use it ourselves. We might plan together at the beginning of the semester, but then we taught separately. Thus, these skills had never been modeled for our students.

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Finding the Joy in Teaching through Faculty Collaboration and Mentorship in a Clinical Teacher Preparation Program

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We claim to be life-long learners but were we really? We wanted to walk the walk with them, to become vulnerable just as our students are.

As University supervisors and instructors, we are the experts and yet our supervision tasks often seemed only to be correcting student teachers (after all, we know how to teach!). But we wanted to help the students learn how to learn from their own contexts, experiences, and skill levels. Could we use co-teaching to facilitate their competence at arriving at pedagogical decisions? Could we reclaim and make use of the real teaching experiences of ourselves and our students through modeling co-teaching? Could we help them identify and capitalize on their “mistakes” and see them as truly rich opportunities to learn and enjoy teaching as a practitioner community? Could we move beyond being seen as the experts and expose ourselves to learning in a public manner? Could we help them identify that, yes, context matters (a lot) but our skills and expectations need to adapt a bit, while maintaining high expectations for all students? We could tell them these things, but could we go deeper? How would this affect our roles as experts? Could we model co-teaching? Should we?

We want our teachers to be agents of change in schools, we want them to be part of the closing of the achievement gap. We want them to teach in ways that are socially just. Changing teaching practices is difficult (Johnson, Perez, & Uline, 2013). Why not start their “practices” embracing changing practices and understanding the importance of their teacher decision making skills? We boldly went forth by sharing teaching space—in public—how scary.

We are the experts with our own styles and favorite lessons. Lo and behold, both of us experienced a renewal of the joy of teaching. We both improved and expanded our practices. We both refined what we do, discussing our thoughts in public in order to support the metacognitive skills of our student teachers (and ourselves)! One of us had previously been very deliberate about the modeling, one less obvious.

Wanting to change our practices from the beginning and setting deliberately about using collaboration and discussions about practices yielded an unintended consequence. An unintended consequence of this change is that our own teaching is better! In this partnership we both became much more aware of the many, many pedagogical practices we engaged in without really thinking about explaining them. Our student teachers became MUCH better at thinking about teaching and in taking ownership of the responsibility for student learning.

We began this public peer teaching in order to improve the teaching skills of our students and found that we did that, but also improved our own teaching and excitement/joy in the act of teaching! We and, most importantly, our students were able to thrive as teachers.

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