

CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 27, Number 3, Fall Issue, September 2016

Jo Birdsell, Editor (National University)

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CCTE Fall 2016 Conference



Front entrance at Kona Kai Resort, site of CCTE Fall 2016 Conference in San Diego, October 20-22. See preview on page 12.



CCNews

Newsletter of the
California Council on Teacher Education

Return, Renewal, and Reinvention

A Message from CCTE President Sharon Russell

The quality of light has changed, twilight comes earlier, the harvest is near, and we return to the opening of a new academic year with convocations, new and familiar colleagues, rote tasks, and new initiatives. I want to welcome you back to the California Council on Teacher Education and share with you the Council's summer work and provide the briefest of previews of the coming year.

Let me thank our generous and committed officers and board members who stepped down this year. Cindy Grutzik gave 6 years of service to CCTE in the presidential cycle. She helped us to prepare for the future, modernize our organizational structures, grow new leadership, and find our voice in the public arena. She remains a vibrant part of the organization and is a Co-Chair of the spring 2017 Conference Planning Committee. Leaving the board are Keith Howard of Chapman University, Virginia Kennedy of California State University, Northridge, Zaida McCall-Perez of Holy Names University, and Jared Stallones of California State University, Long Beach. They were outstanding board members, leaders of SIGs, committee members, and co-chairs of conference planning. We simply could not operate without the contributions of such outstanding colleagues.

I want to welcome our new officers and board members: President Elect Virginia Kennedy of California State University, Northridge; Vice President for AACTE Linda Hoff of Fresno Pacific University; Vice President for ATE Susan Westbrook of the California Federation of Teachers; and new Past President Juan Flores, who assumes that role after the past two years as CCTE President. I look forward to his guidance and advice. The three new members of the CCTE Board of Directors elected in the 2016 election are Donald Cardinal of Chapman University, Deborah Hamm of California State University, Long Beach, and Pia Wong of California State University, Sacramento. The CCTE Board has appointed Raina Leon of Saint Mary's University to fill the vacancy caused by Jared Stallones' departure for the University of Kentucky.

Transparency in Communication

To gather the membership's opinion about possible sce-

narios for potential variations of the spring conference and move to Sacramento, a survey was sent out in May seeking member feedback on the SPAN (Spring Policy Action Network) proposal. Respondents represented both the geographic and professional diversity of our organization. As reflected in the summary below, only about 13% were not supportive of the move to Sacramento while 72% were and 14% could support either venue.

Do you have any general comments on moving CCTE's Spring Conference to Sacramento?



Sharon Russell

I support this move to Sacramento and I plan to attend these meetings in spring 2017 and in the future. —53.1%

I support this move to Sacramento, but I will probably not be able to attend.—19.4%

I am fine either way. —14.3%

I need to learn more before I can decide. —5.1%

I do not support this move to Sacramento. —4.1%

Other. — 4.1%

Option A in the survey put forward the new concept of a two-day conference, more affordable for both the membership and the organization, and dedicated to policy, advocacy and research. Option B proposed holding the three-day traditional CCTE conference in Sacramento. As reflected in the summaries below about 9% were not supportive of Option A while 64% were and 28% could support either option. Around 14% supported the implementation of the traditional conference, Option B, in Sacramento, 53% were ready for a change in Sacramento and 24% were fine with either option.

Feedback on Option A. This option provides a new structure for the Spring meeting. All meals are included in conference registration. The timing allows travel over two days, with a one-night stay.

I think this is an exciting plan, and I look forward to participating. —52.6%

I think this is interesting, but I have suggestions. —11.3%

—continued on next page—

Message from CCTE President Sharon Russell

(continued)

I am fine either way. —27.8%

I do not think this is interesting to me. —6.2%

I have strong objections to this plan. —2.1%

Feedback on Option B. This option mirrors the traditional San Jose conference plan.

I prefer this traditional program, and would like to see it replicated in Sacramento. —4.4%

I would like to see this traditional program used in Sacramento with some MAJOR modifications. —2.2%

I'm fine either way. —24.2%

I would like to see this traditional program used in Sacramento with some MINOR modifications. —7.7%

I like this traditional program for San Diego, but am ready for a change in Sacramento (Planning Option A). —53%

Other. —3%

In addition, many suggestions and concerns were presented in the survey response. The survey was presented to the Board of Directors at the June Retreat/Board Meeting.

June Retreat-Board Meeting

The June Retreat-Board Meeting is where new members of the board choose their committees and the Board sets its goals for the year.

Discussion of the survey related to the Spring Conference and move to Sacramento led to the agreement by the Board to maintain the Spring 2017 Conference name with the SPAN idea as the theme for the two-day schedule in Sacramento. In addition, the Board approved holding the Spring Conference in Sacramento for the next three years, each with the SPAN theme. It was decided that the co-chairs for the Spring Conference—Cindy Grutzik, Karen Lafferty, and Pia Wong—would further develop the proposal and report to the Executive Committee in August, and then to the Board in early September, so that further decisions can be made at the October Board meeting.

Following further discussion, the Board endorsed the 2016-2017 goals matrix related to the work of all of the CCTE committees.

After the review of a periodic evaluation, the Board offered a new three-year appointment, from July 2016 through June 2019, to our current Executive Secretary, Alan Jones.

As a follow-up to the Boards' directive, The Citizen Hotel in Sacramento has been confirmed as the spring 2017 Conference venue.

Teacher Education Quarterly Search Committee

Kip Tellez, the current editor of *Teacher Education Quarterly*, shared with us this past spring that he would not

be seeking reappointment when his term as editor ends on December 31. Thus, a call for applications and nominations for editor was issued in May and this summer a four-person Search Committee made up of two CCTE Board members and two TEQ editorial board members reviewed the applications, developed a questionnaire protocol, and interviewed the finalists. A recommendation will be sent to the CCTE Board of Directors for action at the October board meeting.

Fall 2017 Conference Plans

Our CCTE Equity and Social Justice SIG is planning the Fall 2017 Conference, and SIG co-chairs Shannon Stanton and Charlane Starks will make an initial report at the October 2016 Board of Directors meeting. Stay tuned for more details as the plans evolve for what will most certainly be another excellent CCTE conference.

And This Fall

I look forward to seeing you at the Kona Kai Resort on October 20-22 at the exciting Fall 2016 Conference that awaits us all. The preview, tentative program, and registration form are included in this issue of the newsletter. Please send in your registration soon if you have not already.

Have a great beginning at your respective institutions and let us know how we can best serve you.

—Sharon Russell, CCTE President
CalStateTEACH
sharonrussell@calcouncil.com

CCTE Seeks Member Expertise

As institutional memberships are received this summer and fall, the delegates listed for each institution are being sent an e-mail message from the CCTE Membership Committee, welcoming them into their service as delegates and also asking each person who wishes to share with CCTE the fields of teacher education expertise which they have to offer.

Such information will be utilized when CCTE is asked by policymakers or others for assistance with topics and issues that may surface.

All CCTE members, delegates, and friends are asked to join this new "bank of expertise." Even if you didn't get a direct request, just send an e-mail message to both CCTE Membership Chair Deborah Hamm (deborah.hamm@csulb.edu) and CCTE Executive Secretary Alan Jones (alan.jones@ccte.org) with your name, institution, and areas of expertise.

Report from the Association of Teacher Educators (ATE)

By Susan Westbrook
CCTE Vice President for ATE

ATE Annual Meeting

The Association of Teacher Educators 2017 Annual Meeting will be held February 10-14 at the Orlando Caribe Hotel, Orlando, Florida.

ATE Clinical Fellows 2017: The Role of Practitioner Research in Clinically Rich Teacher Education

The Association of Teacher Educators is holding a special pre-conference symposium beginning Friday evening, February 10, 2017 through noon on Sunday, February 12, 2017 in Orlando, Florida. Now in its third year, the ATE Clinical Fellows program provides the opportunity for researchers and educators across the nation interested in clinically rich teacher education to discuss local work and build national momentum to place clinical experiences at the center of teacher education.

In addition to general topics related to clinically rich teacher education, this year's symposium will explore the theme—The Role of Practitioner Research in Clinically Rich Teacher Education—and include several sessions presented by nationally recognized teacher education programs related to their practitioner research work with teacher candidates and practicing teachers and principals.

Diane Yendol-Hoppey will deliver the symposium keynote on the problems and possibilities inherent in creating and sustaining clinically rich teacher education. She is a teacher educator, professor, and Dean of the College of Education and Human Services at the University of North Florida. Diane held prior positions at the University of Florida, West Virginia University, and the University of South Florida, where she developed and implemented clinically rich teacher education programs. She is a member of the American Association of Colleges for Teacher Education's Commission on Clinical Practice as well as the Council for the Accreditation of Educator Preparation Research Committee. Her work has united practitioners, university faculty, and community members in creating and sustaining nationally recognized school-university partnerships, and her research has focused on facilitating teacher and student learning within urban contexts through clinically rich teacher education, partnerships, job-embedded professional development, and teacher leadership. She has co-authored four books and published over 50 studies, appearing in such journals as *Teachers College Record*, *Educational Researcher*, *Action in Teacher Education*, and the *Journal of Teacher Education*.

For more information and to apply to be a 2017 ATE Clinical Fellow please visit:
http://www.ate1.org/pubs/2017_Annual_Meetin.fm#Clinfel

ATE Election Results

The results of the 2016 ATE Election have been certified and announced by Nominations and Elections Committee Chair Laurie Curtis. The following people have been elected to ATE's Board of Directors: Second Vice President—Patricia Tate; Board of Directors At Large Position (to take office following the 2017 Annual Meeting, term through 2020)—Linda Austin; Board of Directors College-University Position (to take office following the 2017 Annual Meeting, term through 2020)—Elizabeth Ward. Check the ATE website for profiles of the new Board members.

Apply for ATE's Distinguished Program in Teacher Education Award

ATE's award for the Distinguished Program in Teacher Education has been established to recognize and honor outstanding teacher education programs that exemplify collaboration between local education agencies and institutions of higher education in program development and administration. The Association stands committed to recognizing this critical connection. This award is designed to stimulate development and innovation, which will bring into harmony all those agencies which have direct involvement in the preparation of teachers. It also is intended to emphasize the Association's concern for quality in teacher preparation. The winner of this award agrees to make a Distinguished Program in Teacher Education special session presentation at the ATE Annual Meeting, and a plaque will be presented to the representative of the winning program at the ATE 2017 Awards Dinner. The deadline to submit an application is September 30, 2016. See the ATE website for details.

The information in this report was taken from
ATE's emails and the ATE website:

<http://www.ate1.org>

Information on AACTE

The California Council on Teacher Education serves as the California state chapter of the American Association of Colleges for Teacher Education (AACTE) and all CCTE delegates, members, and friends are encouraged to utilize the resources that AACTE offers. Many colleges and universities in California are members of AACTE, and those that are not are invited to consider joining.

The AACTE website describes a wide range of activities and benefits of membership, as well as information that is available to any teacher educator or teacher education institution. Everyone is encouraged to visit the AACTE website at:

www.aacte.org

Time to Renew CCTE Memberships for 2016-2017 Year

The 2016-2017 membership year for the California Council on Teacher Education runs from July 1, 2016, to June 30, 2017, and it is time to renew or join for the year. Renewal notices were sent to all previous individual and institutional members during May and everyone is encouraged to send in their memberships at their earliest convenience to assure that they do not miss any membership benefits.

A 2016-2017 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 very modestly by the Board of Directors, so that a basic individual membership for 2016-2017 is \$120, a retired membership is \$90, and a student membership is \$60. Institutional memberships are \$700 for the 2016-2017 year.

To submit an individual membership for 2016-2017, 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 2016-2017 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 2016-2017 should e-mail CCTE Executive Secretary Alan Jones (alan.jones@ccte.org) to obtain the two membership forms.

CCTE Seeks Annual Sponsors for 2016-2017 Year

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 are listed as co-sponsors of our Fall and Spring Conferences during their years of sponsorship, are given the opportunity to display information about their institutions and teacher education programs in the conference exhibits and through complimentary advertisements in our conference programs, and also are 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.

Institutional co-sponsors for this 2015-2016 year now being completed have been 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 College of Education at California State University, Long Beach, and the School of Education at the University of Redlands have already renewed their sponsorships for the 2016-2017 year.

The Annual Sponsorship Form for 2016-2017 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 2016-2017 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, 2016-2017**
(Membership Year July 2016 through June 2017)

President (2018)
Sharon Russell
CalStateTEACH

President-Elect (2018)
Virginia Kennedy
California State University, Northridge

Vice-President for AACTE (2018)
Linda Hoff
Fresno Pacific University

Vice-President for ATE (2018)
Susan Westbrook
California Federation of Teachers

Past President (2018)
Juan Flores
California State University, Stanislaus

Board of Directors

Donald Cardinal (2019)
Chapman University

Eric Engdahl (2017)
California State University, East Bay

Cynthia Geary (2018)
University of La Verne

Deborah Hamm (2019)
California State University, Long Beach

Karen Lafferty (2018)
San Diego State University

Raina Leon (2018)
Saint Mary's College of California

Lyndy Scott (2017)
Humboldt State University

Mona Thompson (2017)
California State University, Channel Islands

Pia Wong (2019)
California State University, Sacramento

Teacher Education Quarterly
Kip Tellez, Editor
University of California, Santa Cruz

Issues in Teacher Education
Bradley Porfilio, Co-Editor
California State University, East Bay
& **Richard Kahn**, Co-Editor
Antioch University, Los Angeles

CCNews
Jo Birdsall, Editor
National University

California Association of Bilingual Teacher Educators
Karen Cadiero-Kaplan, President
San Diego State University

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

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

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

Member Name _____

Institutional Affiliation _____

Preferred Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

email address _____

Type of CCTE membership for 2016-2017:

- Individual (\$120)
- Retired (\$90)
- Student (\$60)

You may also include an individual membership in the California Association of Professors of Special Education/Teacher Education Division for 2016-2017:

- 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:

Membership Renewal Time

As described in the article on page 4, renewal letters have been sent to all CCTE institutional and individual members in hopes that everyone will renew for 2016-2017 in the near future. And, of course, memberships will be welcomed from new institutions and individuals as well.

Annual Sponsorship Program

CCTE is also seeking to expand the annual sponsorship program, which is described on page 4. We have enjoyed four institutional co-sponsors during 2015-2016 and hope for others during the coming 2016-2017 year.

CCTE Conferences

The Fall 2016 CCTE Conference, to be held October 20-22 in San Diego, will feature the theme "Together We Work Better: Partnerships in Teacher Education." See a preview on page 11 of this newsletter, the tentative program on page 14, and a registration form on page 15.

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 expanded to 42 studies during 2015-2016. We are hoping for many more studies to participate during 2016-2017. See further information on page 22.

Focus on Increasing Diversity

CCTE has enjoyed a State Chapter Support Grant from the American Association of Colleges of Teacher Education during the 2015-2016 year to augment efforts of our New Faculty Support Program and Graduate Student Support Program to increase diversity in the teacher education community in California. We will continue to encourage new faculty and graduate students representing diversity to participate in those programs during the 2016-2017, both of which are mentioned below and described elsewhere in this newsletter.

CCTE New Faculty Program

The CCTE New Faculty Support Program will enjoy

its sixth year during 2016-2017. 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 as well as mentorship from an experienced CCTE leader. See further information and an application form on pages 18 and 19 of this issue.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program will be in its seventh year during 2016-2017. The program is open to graduate students at any CCTE member institution. The benefits include discounted CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, and participation in the CCTE Graduate Student Caucus. See further information and an application form on pages 20 and 21 of this issue.

Position and Event Announcements

Over recent years CCTE has distributed announcements of available positions and special events at member institutions via e-mail to all members and delegates. Because of a rapidly increasing number of announcements, this past fall we added a special section to the CCTE website for posting of such announcements. Announcements are added to the website listing on a regular basis whenever we receive a request and information from any CCTE member institution. Having such announcements posted is one of the benefits of being a member institution of CCTE. There are currently over 80 announcements posted to the website, most providing information on new faculty positions currently seeking applicants as well as several announcements about upcoming events of interest to teacher educators. Please be sure to log in and check the announcements regularly at www.ccte.org

Spring in Sacramento

Our Spring 2017 Conference will be held in Sacramento on March 30 and 31 at The Citizen Hotel. A planning committee co-chaired by Cindy Grutzik, Karen Lafferty, and Pia Wong are developing a conference format and program that will focus on policy and advocacy in the setting of the State Capitol while also retaining many of the popular features of our semi-annual conferences. See their preview report on pages 16 and 17 of this newsletter.

—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

August Legislative Deadlines

- August 12 was the last day for fiscal committees to meet and report bills.
- From August 15-31 there were floor sessions only. No committee could meet for any purpose (except the Rules Committee and Conference Committees in the Assembly).
- August 19 was the last day to amend on the Floor.
- August 31 was the last day for each house to pass bills, except bills that take effect immediately or bills in Extraordinary Session. Final Recess begins upon adjournment.

Much can still happen with the bills below before the end of the session. Bills may be amended in committee or on the floor, they may be gutted and filled with other content (gut and amend), they may not have enough support to survive the house they are in, or the Governor may veto them.

Legislative Update

The information about the following legislation is from leginfo.legislature.ca.gov. Use that link if you are interested in following education and teacher education bills.

Financial Aid

SB 15 (Block) Postsecondary Education: Aid: Incentive Grants

This bill increases the total number of Competitive Cal Grant A and B awards granted annually and increases the maximum tuition award amount for Cal Grant A and B for students at private nonprofit postsecondary institutions for the 2015-16 award year and each award year thereafter. Establishes the Graduation Incentive Grant Award. Provides matriculating undergraduate students at the California State University with a specified maximum number of college years of aid. Requires an annual report on the program. This bill is in the Assembly Higher Education Committee.

AB 1721 (Medina) Student Financial Aid: Cal Grant Program

This bill would express the intent of the Legislature to renew California's commitment to college affordability by increasing the aid available to needy students, and, specifically, broadening access to financial aid to students enrolled in California community college career technical education

programs leading to industry valued credentials, through expanding the Cal Grant Program. This bill has been held under submission in the Senate Appropriations Committee.

Teacher Recruitment

AB 1756 (Bonilla) Teacher Credentialing: Integrated Programs of Professional Preparation

This bill would require the intensive field experiences currently required as part of an integrated program to include student teaching. This bill includes language that explicitly authorizes a postsecondary institution to offer a 4-year integrated program of professional preparation that allows a student to earn a baccalaureate degree and a preliminary credential concurrently and within 4 years of study. Contingent upon appropriation of funds in the annual Budget Act or another statute, the bill would require the Commission to develop and implement a program to award 40 grants of \$250,000 each to postsecondary institutions for the development of transition plans to guide the creation of 4-year integrated programs of professional preparation, as provided. This bill is in the Senate Education Committee. This concept has been included in the Education Trailer Bill.

AB 2122 (McCarty) California Classified School Employee Teacher Credentialing Program

This bill would revise the provisions of the old paraprofessional program, eliminating the need to collect repayments from previous participants, and create a grant program which CTC would administer. Districts would apply for funding, and the program would be open to all school classified employees. This bill is in the Senate Education Committee. This concept has been included in the Education Trailer Bill.

SB 915 (Liu) Teacher recruitment: California Center on Teaching Careers

This bill would establish the California Center on Teaching Careers for the purposes of recruiting qualified and capable individuals into the teaching profession. From funds appropriated for that purpose the Commission on Teacher Credentialing would be required to provide a multiyear grant to a local educational agency through a competitive grant process to establish and administer the center with the concurrence of representatives of the Commission on Teacher Credentialing, the University of California, the California State University, the Chancellor's Office of the California Community Colleges, and independent institutions of higher education. The bill would require that the activities of the California Center on Teaching Careers be implemented with the active involvement of local educational agencies that elect to participate,

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Update from CCTE Policy Committee

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whenever appropriate. The California Center on Teaching Careers would be required to perform specified duties, including, among others, creating or expanding a referral database for qualified teachers seeking employment in the public schools. The bill would require the California Center on Teaching Careers, in conducting those duties, to focus on chronic teacher shortage areas, including special education and bilingual teachers, and to coordinate and work collaboratively with the Education Job Opportunities Information Network, existing teacher recruitment centers, school districts, county offices of education, and other teachers clubs and organizations. It requires the CTC, in consultation with the Legislative Analyst, to conduct an evaluation of the program by January 1, 2020. This bill is in the Assembly Education Committee. This concept has been included in the Education Trailer Bill.

SB 933 (Allen) Teachers: California Teacher Corps Act of 2016: Teacher Residency Programs

This bill would enact the California Teacher Corps Act of 2016, under which the Superintendent of Public Instruction would make grants to applicant high-need local educational agencies and consortia of local educational agencies to assist these agencies in establishing, maintaining, and expanding teacher residency programs. The teacher residency programs established by the bill would be defined as school-based teacher preparation programs in which a prospective teacher would teach alongside an experienced mentor teacher while also receiving teacher training instruction in a teacher credentialing program in a qualified institution of higher education. The bill would establish eligibility standards for persons who apply for participation in the teacher residency programs established by the bill. This bill would appropriate

the sum of \$60,000,000 from the General Fund to the Superintendent on a one-time basis, available for the 2016–2017, 2017–2018, and 2018–2019 fiscal years, to make grants to local educational agencies and consortia of local educational agencies who apply. This bill is in the Assembly Appropriations Committee and is being held under submission.

CCTE Policy Contacts

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

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

Special Fall Conference Session for Graduate Students

A special program for graduate students will be held at the CCTE Fall Conference on Friday, October 21, from 1:45 to 3:00 p.m. during the concurrent research sessions. The session will focus on job searching and writing for publication. The session is sponsored by the CCTE Graduate Student Caucus, chaired by Lisa Longoria of Claremont Graduate University.

This concurrent session has been scheduled on Friday afternoon, prior to the poster session later that day, in order to make it easier for graduate students to attend. Previously activities of the Graduate Student Caucus have been on Thursday mid-morning and early Friday morning, and attendance has been problematic for many at those times.

All students planning to attend the Fall Conference are encouraged to come to and participate in the new Friday afternoon session.

Policy Sessions at CCTE Fall 2016 Conference

Thursday, October 20, 3:15 to 4:15 p.m.

First Policy Session

Featuring a conversation with California State Senator Carol Liu

Friday, October 21, 3:15 to 4:15 p.m.

Second Policy Session

Featuring presentations by the CCTE Policy Committee and Staff from the Commission on Teacher Credentialing

All attendees at the Fall Conference are urged to attend the Policy Sessions.

If any votes on policy are conducted, only CCTE institutional delegates and individual members may vote.

Updates from the Commission on Teacher Credentialing

Update on CalTPA Redevelopment

Introduction

The CalTPA, first implemented as a requirement for a preliminary credential in 2008, is the California Commission on Teacher Credentialing's model performance assessment for teachers. When funds became available in the 2015-16 budget, Commission staff under the direction of the Commission, began the process of redeveloping the CalTPA. The performance assessment is being redeveloped to meet the newly revised Teaching Performance Assessment Design Standards adopted at the December 2015 meeting (<http://www.ctc.ca.gov/educator-prep/TPA-files/TPA-Assessment-Design-Standards.pdf>) and measures the recently revised Teaching Performance Expectations (TPEs) adopted at the June 2016 Commission meeting (<http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>). Approval of the TPEs at the June 2016 meeting allowed Commission staff, an appointed Teaching Performance Assessment (CalTPA) Design Team made up of 20 educators, and the Commission's approved technical contractor, Evaluation Systems group of Pearson (Evaluation Systems), to initiate the redevelopment of the Commission's model TPA during the spring of 2016. A pilot study will be conducted in 2016-17, followed by a field test in 2017-18. Full implementation of the redeveloped CalTPA is planned for 2018-19.

TPE Revision History

The first set of TPEs developed by the Commission, based on the *California Standards for the Teaching Profession* (CSTP), was adopted in 2001 following a comprehensive job analysis and study to determine its validity as a set of expectations for teacher knowledge and skill at the point of entry into teaching. Adjustments to the original draft have been made over the ensuing years in response to policy or changing conditions in schools. Most recently (2013), the TPEs were updated to ensure alignment with the California Common Core State Standards.

As the Commission moved to strengthen and streamline its accreditation system, update preparation standards and improve performance assessments, it was necessary to conduct a deeper review of the TPEs to ensure that as a whole, they reflected the field's evolving set of expectations for teacher knowledge and ability. Adopted TPEs highlight the following new areas of focus:

- the use of emerging technology to enhance instruction;
- integrating the use of visual and performing arts across content areas to support teaching and learning;
- updated approaches to classroom management that support social and emotional learning;
- developing students' critical, creative, and analytic thinking required to be college and career ready; and
- increased emphasis on candidates' ability to work effectively with special needs students in the general education class

room, implementing approaches such as Universal Design principles, Multi-Tiered System of Supports, and co-teaching.

At its October 2015 meeting, the Commission gave direction to staff to move ahead with revision of the TPEs for general education teachers and to conduct a validity study. At its December 2015 meeting, the Commission directed staff to develop an RFP to identify a technical contractor to support Commission staff and a Design Team to redevelop the CalTPA. Evaluation Systems group of Pearson was approved at the February 2016 meeting as a contractor to support the CalTPA redevelopment project. The first task of the CalTPA RFP outlined the requirements for a validity study of the TPEs. Based on the findings of the validity study, at the June 2016 meeting, the Commission adopted the revised Teaching Performance Expectations and directed staff to commence with the redevelopment of the CalTPA and to inform other TPA users of expectations for revisions and application for approval for the 2018-2019 implementation year. All currently approved TPAs are required to meet the revised TPA Design Standards and revised TPEs by spring of 2017.

TPEs form the foundation of what teachers new to the profession should know and be able to demonstrate at the point of initial licensure. The TPEs play an integral role in determining the design and delivery of teacher preparation program curriculum and fieldwork experiences for candidates. Consistent with statute, Commission-approved Teaching Performance Assessments (TPAs) measure TPEs and are expected to provide critical and detailed feedback that a newly prepared teacher needs to improve and enhance his/her teaching practice. At the June 2016 Commission meeting, TPEs were adopted as a foundation of knowledge required for multiple subject, single subject, and education specialist teacher preparation programs.

Organization of the Teaching Performance Expectations

The TPEs are organized into two sections; (1) TPE Standards, Narratives, and Elements, and (2) Subject Specific Pedagogy.

Section 1 presents a narrative description of teaching performance expectations, with specific, measurable elements, organized under each of the six CSTP domains. Organizing the TPEs explicitly around the domains of the CSTP responds to requests from the field to strengthen and align the transition from pre-service to induction. By using the CSTP domains as an organizer for the TPEs, candidates, teacher preparers, and educators involved with induction can see the direct and purposeful link between teacher preparation and induction. TPE narratives and elements describe what new teachers should know and be able to do for each of the six standards at the preliminary teaching level. TPE elements are short, measurable statements that describe the knowledge, skills, and abilities that new teachers should have the opportunity to learn in teacher preparation programs and

—continued on next page—

Updates from the Commission on Teacher Credentialing

(continued from previous page)

be able to demonstrate through completing a teaching performance assessment. Narratives align to and describe the intent of the elements and holistically what new teachers should know and be able to do within a particular standard.

Section 2 describes subject-specific pedagogy, requirements, developmentally appropriate teaching strategies, and how to support English learners moving from TK through high school. Subject-specific descriptions were, for the last 15 years, part of program standards and used in the seven-year accreditation review cycle. Given the Commission's direction to staff to streamline program standards and the accreditation system, it was determined by the Commission's Standards work group (convened during 2014-1015) that it would be more efficient and more useful to include detailed subject-specific pedagogy as part of the TPEs. A specific program standard, *Standard Two: Preparing Candidates to Master the TPEs*, indicates that teacher preparation programs must provide new teachers with the opportunity to learn and practice the knowledge, skills, and abilities described in the TPEs and that the TPA must measure the TPEs. The language related to subject-specific pedagogical skills has been reviewed and updated with the assistance of staff at the California Subject Matter Projects.

Redevelopment of the CalTPA

In March of 2016, members of the CalTPA Design Team were appointed by CTC Executive Director, Dr. Mary Vixie Sandy. The CalTPA Design Team includes twenty members representing the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. CalTPA Design Team members include:

Rebecca Ambrose, University of California, Davis
 Paul Boyd-Batstone, California State University, Long Beach
 Jorge Colmenero, RFK UCLA K-12 Community School/Los Angeles/LAUSD
 Nedra Crow, National University (San Diego)
 Brent Duckor, San Jose State University
 Karen Escalante, California State University, San Marcos
 Meredith Fellows, CalState TEACH
 Fred Freking, University of Southern California
 Donna Glassman-Sommer, Tulare County Office of Education
 Kim Harrison, Washington Unified School District
 Jose L alas, University of Redlands
 Edmundo Litton, Loyola Marymount University
 Helene Mandell, University of San Diego
 Beth Roybal, Salinas Union High School District
 Donna Scarlett, Reach Institute for School Leadership
 David Sloan, Brandman University
 Daniel Soodjinda, California State University, Stanislaus
 Emily Vazirian, Olive Crest Academy
 Mick Verdi, California State University, San Bernardino
 Patricia Wick, University of Phoenix
 Tine Sloan, Commission Liaison

The CalTPA Design Team has met five times, April 25-

27, May 24-25, June 28-29, July 26-27 and August 23-24 at the Commission offices in Sacramento. The CalTPA Design Team, Commission staff and Evaluation Systems staff plan to conduct the sixth, two day meeting, on September 20-21, 2016. The Design Team is scheduled to continue to meet every other month through June of 2018.

In addition to the twenty members of the CalTPA Design Team, staff have worked with Evaluation Systems to identify and appoint Content Expert Panels for multiple subject and all single subject credential content areas. The goal is for each panel to have five content experts. Content Expert panels are scheduled to meet in October to review all CalTPA tasks and rubrics for subject specific appropriateness. The Commission's Bias Review team is also scheduled to review all tasks and rubrics this fall in preparation for the pilot study. The CTC is seeking additional members for the Content Expert panels, particularly in low incidence single subject areas, as well as additional Bias team members to add to the current team of fifteen educators.

CalTPA Pilot Study

Currently CTC staff and Evaluation Systems are recruiting CalTPA pilot study teacher preparation programs to try out the draft CalTPA. The pilot study is planned for January through May of 2017. It is anticipated that approved teacher preparation programs would participate by inviting candidates to try out one task by embedding the performance assessment in clinical supervised teaching, or if an intern, while the intern is participating in the program as the teacher of record in a school site setting and working with students. Candidate responses to the pilot performance assessments will be scored and the information from the study will be shared with the Design Team to inform a second iteration of edits and updates to the system, including revising tasks, rubrics, the scoring process and training, and materials for programs and candidates. Teacher preparation programs will gain valuable professional development for their faculty and learn what is needed to update their programs for success on the redeveloped CalTPA during the field test and later during full implementation. For further information about participating in the pilot study or field test, please contact Evaluation Systems at es-caltpa@pearson.com.

Timeline for CalTPA Redevelopment

Activity	When
TPA Design Standards adopted by CTC	December 2015
TPEs adopted by the Commission	June 2016
CalTPA Design Team Meets	April 2016 through July 2018
CalTPA Pilot Study	January-May 2017
CalTPA Field Test	2017 - 2018
Redeveloped CalTPA Full Implementation	2018 - 2019
All TPA models updated to align with revised TPA Assessment Design Standards	June 2017



CCNews

Newsletter of the
California Council on Teacher Education

Volume 27, Number 3, Fall Issue, September 2016, Section 2

Jo Birdsell, Editor (National University)

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

Preview of CCTE Fall 2016 Conference

“Together We Work Better: Partnerships in Teacher Education”

By **Jo Birdsell**, *National University*

Eric Engdahl, *California State University, East Bay*
& **Karen Lafferty**, *San Diego State University*

The California Council on Teacher Education Fall 2016 Conference will be held October 20-22 at the Kona Kai Resort in San Diego around the theme of collaboration with the title “Together We Work Better: Partnerships in Teacher Education.”

Collaboration in both preservice and inservice teacher education occurs across a variety of contexts and in multiple ways. Teacher educators may collaborate around clinical practice, mentoring, accreditation, and professional development, among other areas. University-based teacher education programs work in conjunction with school districts to place student teachers and interns. State agencies coordinate with universities and school districts to credential teachers and offer induction programs to novices. Inservice teachers seek professional development and advanced degrees through local universities. At every stage in teachers’ professional lives some form of collaboration informs their experiences.

The Fall 2016 CCTE Conference will thus focus on effective practices in collaboration, development of partnerships, and sustainability of collaborative initiatives. Questions to be addressed during the Conference include, but are not limited to:

What knowledge, skills, and dispositions are needed in order to form, work with, and sustain collaborations?

What is the impact of organizations working together on a goal? How can they work more effectively together?

What does collaboration look like when it is effective and when it is not effective?

What does authentic collaboration look like?

What facilitates and what constrains collaboration?

Are there times when collaboration is stated as the goal, but it is more driven by one partner, party, or perspective?

What are the issues of power and control in collaboration in teacher education?

What have partners found to be useful in moving collaboration forward?

What struggles are they still confronting?

What considerations need to be given to sustainability of collaboration, particularly once the impetus of the collaboration or initial funding is over?

The conference will offer opportunities for attendees to engage with these questions and develop both personal and institutional responses.

The Fall 2016 Conference will also feature meetings of CABTE, CAPSE, and ICCUCET, and the ten CCTE Special Interest Groups; a statewide education deans’ meeting; a meeting of the CSU Field Coordinators’ Forum; concurrent research and practice sessions and the poster session; a banquet Thursday evening and awards luncheon on Friday; plus special programming on Saturday morning.

Members of the Planning Committee for the Fall 2016 CCTE Conference are Jo Birdsell (National University), Eric Engdahl (California State University, East Bay), Juan Flores (California State University, Stanislaus), Cynthia Geary (University of Redlands), Cindy Grutzik (California State University, Long Beach), Laurie Hansen (University of California, Irvine), Alan Jones (CCTE Executive Secretary), Karen Lafferty (San Diego State University), Carolyn Lindstrom (Brandman University), Sharon Russell (CalStateTEACH), Mona Thompson (California State University, Channel Islands, and Susan Westbrook (California Federation of Teachers. Others interested in helping plan and implement the Fall Conference are encouraged to contact any of the current planning committee members.

An initial announcement of the Fall Conference was distributed via e-mail to the CCTE membership in late June along with the registration form, hotel information, and the call for proposals for concurrent and poster sessions. A reminder announcement was then e-mailed to all in late July.

Additional information about Jon Snyder, the Fall Conference keynote speaker, appears on the next page of this issue of *CCNews*, along with the tentative program on page 13 and a registration form on page 14. Registrations will be accepted by mail and on line any time from now until the conference in San Diego. In conjunction with the Fall Conference there will also be a statewide meeting of education deans, as noted in an article on the next page.



Jon Snyder

Jon Snyder Will Keynote CCTE Fall 2016 Conference

The keynote speaker at the opening session of the California Council on Teacher Education Fall 2016 Conference on Thursday, October 20, will be Jon Snyder of Stanford University. Jon is the Executive Director of the Stanford Center for Opportunity Policy in Education (SCOPE). He began his career as a primary grades schoolteacher in Vancouver, Washington. He has also worked in curriculum development and as a staff developer.

Since receiving his doctorate from Teachers College, Columbia University, Jon has worked as a researcher and a teacher/educator at Teachers College; the National Center for the Restructuring of Education, Schools, and Teaching; the National Commission on Teaching and America's Future; the University of California, Santa Barbara; and as Chief Academic Officer/Dean of the College at Bank Street College of Education in New York City. He remains engaged in researching teacher learning, conditions that support teacher learning, and the relationships between teacher and student learning.

Jon has written extensively on issues related to teacher preparation practice and policy. Much of his work has been focused on teacher development—from preparation and induction through retirement—performance assessment, and progressive pedagogy. Jon served for five years as a commissioner on the California Commission on Teacher Credentialing and as a consultant to several states and national organizations on their teaching policy agendas. While at UC Santa Barbara Jon also served as an elected member of the CCTE Board of Directors and as a member of the Editorial Board for *Teacher Education Quarterly*.

Education Deans to Meet at CCTE Fall 2016 Conference

Education deans from the California State University, University of California, and private independent college and university campuses across the state will meet again during the California Council on Teacher Education Fall 2016 Conference in San Diego. The deans' meeting is being planned by a special committee drawn from the three higher education sectors, and is being co-sponsored by CCTE and the Commission on Teacher Credentialing.

The format for the statewide deans' meeting will be similar to last fall, starting with a joint lunch with the CCTE Board of Directors on Wednesday, October 19, a meeting that afternoon followed by a social hour, attendance at the associated organization meetings on Thursday morning, October 20, and a working luncheon on Thursday prior to the start of the CCTE Conference.

Registration for the deans' meeting is available on the registration form for the CCTE Fall Conference, and can be paid by check or using the on-line registration form on the CCTE website.

In addition to the statewide meeting of deans from the three sectors there will be some separate segment-focused meetings of deans. The University of California deans and directors will meet on the afternoon of Tuesday, October 18, as well as Wednesday morning, and the California State University deans will meet Wednesday morning and again on Thursday morning and early afternoon. All of the meetings will be at the Kona Kai Resort in association with the CCTE Fall Conference.

For further information on the statewide deans' meeting contact Cindy Grutzik: cynthia.grutzik@csulb.edu

Groups Meeting at the CCTE Fall Conference

California State University Field Coordinators Forum
Wednesday, October 19

Statewide Meeting of Education Deans
Wednesday & Thursday, October 19 & 20

California Association of Bilingual Teacher Educators
Thursday, October 20

California Association of Professors of Special Education
Thursday, October 20

Independent California Colleges and Universities
Council on the Education of Teachers
Thursday, October 20

Meeting of CEEDAR IHES
Thursday, October 20

Tentative Fall 2016 CCTE Conference Program

Wednesday, October 19:

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

Thursday, October 20:

- 8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
- 8:00 a.m. to 9:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
- 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
- 9:00 a.m. to 11:15 a.m. - Meeting of the Independent California Colleges and Universities Council on the Education of Teachers.
- 9:00 a.m. to 3 p.m. - Meeting of California State University Education Deans.
- 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
- 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
- 11:30 a.m. to 12:45 p.m. - Lunch Meeting of California Education Deans.
- 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, Coordinators of Credential Programs, RAIN (Respect, Alliance, & Identity Network), Lives of Teachers, & Special Education.
- 12:45 to 1:00 p.m. - Break.
- 1:00 to 3:00 p.m. - Opening Session:
 - Introductions with CCTE President Sharon Russell (CalStateTEACH) presiding.
 - Conference Orientation by Jo Birdsell, Eric Engdahl, and Karen Lafferty, Co-Chairs of Fall Conference.
 - Keynote Address by Jon Snyder (Stanford University).
 - Response Panel of California Educators Involved in Collaborative Programs.
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:15 p.m. - First Policy Session, featuring a conversation with California State Senator Carol Liu.
- 4:15 to 4:30 p.m. - Break.
- 4:30 to 5:45 p.m. - First Set of Concurrent Research and Practice Sessions.
- 5:45 to 6:00 p.m. - Break.
- 5:45 to 7:00 p.m. - Meeting of CEDAR IHEs to continue plans for sustainability and scaling up in support of "One System." Other interested IHEs are welcome to attend.
- 6:00 to 7:00 p.m. - Joint Presidents' Reception & Social Hour Sponsored by CABTE, CAPSE, ICCUCET, & CCTE.
- 7:00 to 9:00 p.m. - Conference Banquet featuring educators from Sweetwater Union High School District speaking about a local collaborative effort, followed by Songfest.

Friday, October 21:

- 7:30 to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
- 7:30 to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
- 8:00 a.m. to 6:00 p.m. - Conference Registration/Exhibits Room Is Open.
- 8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.
- 8:30 to 11:45 a.m. - Morning Session featuring Lena Rodriguez (National University) and other presenters, with Jon Snyder as respondent
Opportunity for table conversations and dialogue around conference theme.
- 11:45 a.m. to Noon - Break.
- Noon to 1:30 p.m. - Conference Luncheon.
- 1:30 to 1:45 p.m. - Break
- 1:45 to 3:00 p.m. - Second Set of Concurrent Research Session.
- 1:45 to 3:00 p.m. - Special Program for Graduate Student Caucus (all students welcome).
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:15 p.m. - Second Policy Session, featuring presentations by the CCTE Policy Committee and the Commission on Teacher Credentialing.
- 4:15 to 4:30 p.m. - Break.
- 4:15 to 5:30 p.m. - Second Set of Special Interest Groups: BTSA & Induction; Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.
- 5:30 to 5:45 p.m. - Break.
- 5:45 to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

Saturday, October 22:

- 8:00 a.m. to noon - Conference Registration.
- 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
- 9:00 to 10:15 a.m. - CCTE Quest Institute featuring research reports, comments from mentors, and discussion of implications.
- 10:15 to 10:30 a.m. - Break.
- 10:30 to 11:45 a.m. - Interactive discussion featuring representatives of all CCTE SIGs and Associated Organizations, providing comments on their sessions at Conference and goals for the future involving collaboration and partnerships.
- 11:45 a.m. to Noon - Closing session with conference summary and brief preview of Spring 2017 Conference. Noon - Adjournment.

California Council on Teacher Education Fall 2016 Conference Registration

Please use this form to register for the Fall 2016 CCTE Conference and return by mail with payment by check;
Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____

_____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

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

Special Events (check those desired):

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

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

- Special Fee for Those Attending - \$25

Meeting of California Education Deans (Wednesday Afternoon & Thursday Morning, including 2 lunches)

- Special Fee for Those Attending - \$125

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

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

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

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

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

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

Pre-registration deadline is September 23, 2016. No refunds after that date. Registration after that date and on-site at the Conference will be available at the on-site rate. For on-line registration and payment via credit card, access the form on the "Conferences" page of the CCTE website: www.ccte.org



A Message to the CCTE Membership

From **Cindy Grutzik, Karen Lafferty, & Pia Wong**
CCTE SPAN Co-Chairs

Greetings from the SPAN Planning Group. Our purpose in this article is to share plans for CCTE's move to Sacramento for Spring 2017 and communicate our vision for this new style of conference.

CCTE has decided to change the venue for its Spring Conference to Sacramento beginning Spring 2017, March 30th and 31st. There are four main reasons for this change. First, we want to position CCTE as an expert voice in teacher education policy at the state level. This move allows CCTE to become a stronger advocate for our candidates, faculty, and institutions, and aligns with our mission of being "active toward advancing research, practice, and policy for quality teaching."

We also want to energize our membership by offering a new kind of meeting—a Spring Policy Action Network (SPAN)—that features legislative visits, California-based education research, a CTC document workshop, and opportunities for networking with colleagues and policymakers.

Additionally, we want to build the annual San Diego Fall conference into CCTE's primary scholarly conference, with the traditional structure of keynote(s), research and best practice sessions, policy sessions, SIG meetings, poster session, and awards luncheon.

Finally, it is important for CCTE to be a good steward of membership dues by offering a second annual meeting that is more affordable and brings resources to the organization.

In May the CCTE membership received a survey about these proposed changes. We would like to thank the 97 people who took the time to respond. Their responses and thoughtful comments have guided our work. A majority of respondents (72.2%) support the move, with 53.1% seeing it as an exciting opportunity. We also recognized from survey comments the need to balance membership interests in networking with meetings with affiliate groups and opportunities to both present and learn from research.

Respondents to the survey communicated explicitly

about their desire to maintain a balance between current conference practices that make CCTE such a special event, and excitement about charting new directions. As the Planning Group, we recognize the value in offering a mix of opportunities for members. The Spring 2017 Conference has been planned taking into account the thoughtful feedback offered by CCTE membership. Conference evaluations will be an important venue for providing ongoing input and preferences.

Considering this conference's focus on policy, people asked about how CCTE will support members' advocacy skills. The Planning Group is exploring a range of options—from existing online modules used by national organizations to informational speakers and opportunities for mock legislative conversations. Our intent is to provide members with many avenues to build their capacity in this arena, and to do it in a way that is relevant, collaborative, and productive. There were also logistical questions about whether legislators or their staff would be available to meet during the conference. We are working with a coordinator in planning visits.

In response to comments about the structure of the conference, we have revised the draft schedule to allow more time for networking as well as Thursday options for those who do not wish to engage in legislative visits. On Friday afternoon we plan to introduce roundtables as a way for researchers to engage in conversation about their work, similar to what participants in the Quest for Teacher Education Research program have done on Saturday mornings. We will have more specific descriptions of sessions in the Winter 2017 *CCNews* along with the call for proposals. The proposal deadline will be January 31.

We also heard from members with pragmatic concerns about attendance and fees. One consideration is that this new style of conference eliminates the Saturday meeting and thus an extra night's hotel stay, which was mentioned as a benefit. Also, with meals included in the conference registration fee, participants will find this a more affordable meeting. And the meeting is scheduled to allow arrival on Thursday morning and departure on Friday afternoon, resulting in just a one-night hotel stay.

—continued at bottom of next page—

CABTE Update

By **Karen Cadiero-Kaplan**, CABTE President
San Diego State University

Membership Update: CABTE leaders are pleased to report that our membership is now at 80 and at the last CABE Annual Conference Lyn Scott, CABTE Treasurer, was able to formalize CABTE's Chapter status with CABE and by doing so CABTE will now receive funding via CABE membership dues. Any teacher educator can be a member of CABTE who is currently a member of either CCTE or CABE, however if you are a CABE member and indicate you are in higher education 10 percent of your CABE membership dues goes to the CABTE Affiliate. These funds will allow us to provide scholarships for students and other activities as determined by our members. We look forward to sharing this update and ideas for growing our membership at the Fall Conference CABTE meeting.

Proposition 58 CCTE Resolution Passed: In August the CABTE President and CCTE Past President Juan Flores requested that the CCTE Board consider authoring a resolution supporting Proposition 58: The LEARN Initiative. In response, the CCTE board voted in support and has authored a resolution that has been sent to Senator Lara's office. 58-LEARN is a ballot initiative on the November 2016 ballot that will support the continued teaching of English in our schools, open the avenues to multilingual education for all students, and amend parts of Proposition 227. Proposition 58-LEARN is a result of a bipartisan vote in the Legislature sponsored by Senator Ricardo Lara (originally known as the Ed.G.E. Initiative). We will have information on this initiative at our CABTE meeting and in our sessions at the Fall CCTE Conference.

Update from ICCUCET

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

The Independent California College and University Council on the Education of Teachers (ICCUCET) next general assembly meeting will be held at 9:00 am on Thursday, October 20th, at the Kona Kai Resort in San Diego in conjunction with the Fall 2016 Conference of the California Council on Teacher Education.

At that meeting we will receive Commission on Teacher Credentialing (CTC) and Association of Independent California College and Universities (AICCU) updates and will discuss next steps in addressing our major goals for the year: (1) Communication, Dissemination, and Advocacy of Issues Affecting California Independent Teacher Preparation Units; (2) Fostering Professional Development Opportunities for Faculty, Staff, and Leadership between Institutions; and (3) Providing Opportunities for Networking and Active Communication between Member Institutions.

Also, mark your calendar for Friday, November 4th, for an ICCUCET technical assistance day provided by CTC. Details about this opportunity will be forthcoming in early Fall. We are looking forward to seeing members on October 20th in San Diego!

ICCUCET supports 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.

Message to Membership on Spring 2017 SPAN Planning

(Continued from Previous Page)

Although people said they are sad to leave San José, in general they recognized the potential in moving to Sacramento to take advantage of partnerships with organizations and programs like CTA, CFT, BTSA, CDE, and the CTC, as well as access to legislators, lobbyists, and other policy-makers. One recommendation was for a legislative reception, a suggestion we are actively pursuing.

Once again, the Planning Group appreciates the time CCTE members took to make constructive comments and suggestions as we look to make this change. Look for further updates and previews in the Winter and Spring issues of *CCNews* and come join us in Sacramento next March.

Although certain elements are now set, such as the move

to Sacramento, we continue to solicit feedback from the membership and are working closely with the CCTE Board of Directors and the CCTE Policy Committee to make sure the SPAN represents the very best CCTE has to offer in improving education at every level in California.

While further details will be shared in the Winter issue of *CCNews* due out around December 1, the formal announcement of the Spring Conference with the tentative program, registration form, and call for proposals will be e-mailed to all CCTE members and delegates around January 1, 2017.



CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 27, Number 3, Fall Issue, September 2016, Section 3

Jo Birdsell, Editor (National University)

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

CCTE New Faculty Support Program Invites Applications

Each 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 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 a member and a participant in CCTE during any membership year, which runs from July 1 through June 30. We are currently seeking participants for the 2016-2017 academic year.

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 the 2016-2017 year at a 50% discount, so that the individual dues are reduced to \$60.

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

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

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

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

CCNews Call for Articles and News

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

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

jbirdsell@nu.edu

The deadline for materials for the Winter 2016 issue is November 15.

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

**Application or Nomination Form for Support
from the CCTE New* Faculty Grant Fund
for the 2016-2017 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 upcoming membership year, which runs from July 1 through June 30.

* 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 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 agree: ♦ to have your CCTE individual membership fee for a year reduced by 50%; ♦ to attend at least one CCTE Conference during the year, for which your registration will be reduced by 50%; ♦ to be responsible for your other costs in attending that Conference; ♦ to submit a proposal for a research or poster session at the Conference you decide to attend; ♦ and to be assigned 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 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 at any time.

CCTE Seeking Applications for Graduate Student Support Program for 2016-2017

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 upcoming 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. The program operates along the following guidelines:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund is 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 at any time 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. An application form follows on the next page of this newsletter. 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 \$60 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 is 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.

Application Form for Support from the CCTE Graduate Student Fund for the 2016-2017 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 reduced by 50%, that you will attend at least one CCTE Conference during the next 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 at any time.

New Participants Invited for the CCTE Quest for Teacher Education Research for 2016-2017 Year

With support from a State Chapter Grant from the American Association of Colleges for Teacher Education, the California Council on Teacher Education first embarked on the “Quest for Teacher Education Research” during the 2014-2015 academic year. CCTE originally issued a call in the summer of 2014 for proposals for the Quest, and the response was excellent, as we 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 during that first year. Each of the projects also received guidance from a mentor appointed by CCTE.

Those initial Quest studies proceeded during the 2014-2015 year, with each study submitting an initial interim report that 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 of 2015. Some of the studies then continued into the 2015-2016 year, while others were completed at the end of the 2014-2015 academic year.

In addition to the continuation of some of the original Quest projects into the 2015-2016 academic year, a call was issued in the summer of 2015 for new studies ultimately a total of 42 research studies were involved during the 2015-2016 year.

All of the studies during the first two years of Quest have been asked to provide brief reports, many of which have been published in recent issues of *CCNews* to inform the membership of the research that has taken place. Several of those reports appeared in the Summer and Fall 2015 issues, another was published in the Winter 2015 issue, and yet another appeared in the Spring 2016 issue. It is anticipated that further such reports will appear in future issues of the newsletter. The researchers in each study are

also being encouraged to prepare articles for submission to and consideration by either of the CCTE journals or other scholarly journals in the field, and the CCTE mentors assigned to the various studies are assisting with advice related to publication.

Once again some of the current Quest projects will extend into the 2016-2017 academic year, while an invitation is now open for new participants for that year. Any CCTE members, delegates, or friends at campuses which are institutional members of CCTE who have a research study related to teacher education either underway or about to begin are encouraged to submit a proposal to join the Quest. The benefits of involvement are several. Once again each participating study will be assigned an experienced CCTE researcher as a mentor, the researchers involved in each study will receive regular communications from CCTE, all of the participating researchers will be invited to attend and present at Quest institutes at the two CCTE semi-annual conferences during the year, and encouragement and advice will be given with respect to preparing a final research report on each study as well as developing a journal-quality article once the study is complete.

To participate in the CCTE Quest for Teacher Education Research, please e-mail a description of your research plans to CCTE Executive Secretary Alan H. Jones along with an indication that you wish to be included in our Quest efforts during this 2016-2017 year. The description should include the title of your study, the names and affiliations of the researchers involved, a paragraph outlining the purpose and anticipated methodology of the study, the expected time-frame for the research, and the potential contribution to practice and policy in teacher education that will result from the study. Please e-mail your information to:

alan.jones@ccte.org

Be Sure to Check the CCTE Website Regularly

www.ccte.org

The CCTE website offers information and background on all of our activities. All delegates, members, and friends of the organization are encouraged to visit the site regularly. You will find news, announcements, membership information, previews and retrospectives on our semi-annual conferences, policy updates, and invitations for participation in such programs as the CCTE New Faculty Support Program, CCTE Graduate Student Support Program, and the CCTE Quest for Teacher Education Research. The latest feature of the website is a listing of teacher education position openings and special events at our member institutions. Be sure to check it all out regularly.



CCNews

**Newsletter of the
California Council on Teacher Education**

Volume 27, Number 3, Fall Issue, September 2016, Section 4

Jo Birdsell, Editor (National University)

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

Reports from the CCTE Quest for Teacher Education Research

Participants in the CCTE Quest for Teacher Education Research are invited to submit reports on their research for publication in CCNews as their studies reach conclusion.

Following is one such report:

“Examining Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers”
by Ryan Dippre, University of Maine & Karen Taylor, University of California, Irvine

Other reports and articles will appear in future issues of the newsletter.

Examining Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers

By Ryan Dippre & Karen Taylor

Abstract

Through a series of interviews, this study explores how teacher candidates and novice teachers' beliefs and attitudes about writing transform during their teacher education programs and their initial teaching experiences. Teacher candidates from various subject areas and grade levels will be interviewed up to four times: once during their first student teaching placement, once at the end of their teacher preparation program, once during the start of their first year of teaching, and once at the end of their first year of teaching. Data from these interviews will be used to track changes in teachers' writing beliefs and attitudes, and trace those changes back to larger institutional forces. Tentative findings indicate that teacher candidates (TCs) overlap concepts from past experience, teacher education courses, and teaching placement experiences when they develop their understandings of writing and writing instruction, and that this conceptual overlap may construct, for teachers, new vistas from which to consider their writing instruction.

Background

While research has explored how teacher candidates' entry into the field changes their viewpoints, understandings, and values (e.g., Smagorinsky et al, 2013), there is little research that tracks closely the beliefs and attitudes of teachers about writing as they encounter different teaching situations both as candidates and as first year teachers. This study provides data that allows teaching influences to be accounted for as teachers embark upon their careers, which can better inform teacher education program design.

Progression of the Study

The intention of this study is to trace, through a series of recurring interviews, the ways in which people develop as teachers of writing across their teacher preparation programs and their first year of teaching. Ideally, this study called for four interviews with each participant. Due to unavoidable difficulties, four interviews did not emerge from our first wave of participants (Nicole and Jennifer). Each was interviewed, instead, three times. Jennifer was interviewed at the beginning and end of her placements while completing her teacher education program, and at the end of her first year of teaching. Nicole was interviewed during her first placement in her teacher education program, and at the beginning and end of her first year of teaching.

The study also picked up a second wave of participants—Rick and Oscar—who are, this year, completing their

teacher preparation work. Rick and Oscar were both interviewed during their first placements. Both subjects are interested in conducting a second interview, but these interviews could not be carried out before the deadline for this report, so their data is not included.

Methodological Connections and Decisions

We explored our participants' transformations throughout their two years in the study by reversing the view that Brandt (2001; 2015) takes in the analysis of her interviews when she draws on Bertaux (2003) to treat "participants not so much as objects of study but as witnesses to socio-historical change" (Brandt, 2015, p. 8). For Brandt, in the analysis of transcripts, "what matters is what can be systematically and objectively gleaned from them about how the history of mass literacy—past, present, and future—manifests in particular times, places, and social locations; how particular members of society enter into its force; and with what effects on them and others" (Brandt, 2015, p. 8). In her analysis, Brandt is searching for the influence of the history of mass literacy on specific people in order to show her readers how that history is making itself manifest both on a local and a wider scale. In this study, however, we are less interested in the effects of mass literacy (although it certainly comes into play) and more interested in how individuals, as they shift from being trained to executing their training in the classroom, come to think differently through the new sponsors of literacy (Brandt, 2001) that are present for them as their situations shift.

Interviews were analyzed for two elements: beliefs about the teaching of writing and references to sponsors of literacy. While beliefs about the teaching of writing were fairly obvious, for the most part, sponsors of literacy could be obliquely mentioned. For example, when Jennifer mentioned, in her first interview, that students "lacked skills to write what they want to write," she did not mention a particular sponsor directly. However, the idea of treating writing as a series of discrete skills matches with several sponsors, notably the Common Core State Standards (CCSS). The problem we had with such oblique mentions was that sponsor tracing easily becomes complex, as many sponsors of literacy (Brandt, 2001; 2015) support such a position. For our purposes, however, such specificity was unnecessary, as these references stood out merely by being different from the views held by the National Writing Project, which guided the ED330 course that the students completed.

Building from 2015's Report

In the June, 2015 report, we presented our tentative find-

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Examining Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers

(continued)

ings from the first two interviews of Jennifer and the first interview of Nicole, as well as both of their ED330 Core Beliefs paper. This report will explain additional findings in our work, and use that to indicate next steps in this project. Before moving into our new findings, however, we would like to present a brief overview of our findings from 2015, to aid the reader in understanding our future analytical decisions.

Nicole, in her Core Beliefs paper and her first interview, emphasized the importance of blending art and science in her science classrooms. However, due to the situation that she was in (limited takeover times, the instructional sequence that she was stepping into), blending art and science in her classroom did not develop as she wanted it to. Nicole did emphasize that she continued to believe in the blend of art and science, the specifics of her location and her attention to the mechanics of teaching writing kept her from addressing this in great detail, at least during her initial placements.

Jennifer began her teaching (and her ED330 Core Beliefs paper) believing that writing “is a contract between the teacher who writes and the student asked to do the same.” Writing, she argued, helps students and teachers get to know one another, serving as a communicative conduit among people in a classroom. However, her work in her teaching placement led her to teach writing (and think about writing) as a set of discrete skills, as well as a social construction. This understanding persisted into her second interview.

Our theoretical takeaways, at the end of the first year report, was that our subjects were both embracing their beliefs about teaching and attempting to meet the needs of their classroom (much of which was out of their control, as they were guests in someone else’s classroom) at the same time. We mused that this was the result of these participants refining the concepts that they applied to the classroom and building new concepts as needed. We argued that this suggests multi-layered maps of concepts may shape teaching decisions, which may also, by extension, suggest the ways in which teachers perpetuate their power in the loosely-coupled systems of U.S. public education (Cuban, 1995; Weick, 1976).

June 2015-May 2016: Continuing the Study

At the conclusion of our previous report, we suggested three steps for moving forward with this project:

- (1) Continue interviews with Nicole and Jennifer;
- (2) Find additional subjects in the ED330 2015 class;
- (3) Conduct a complementary study in Maine (where Ryan Dippre began teaching this year);
- (4) Continue to refine coding and develop theoretical framework.

Of these four goals, three were carried out successfully.

Nicole and Jennifer were each interviewed during their first year; Rick and Oscar were picked up as participants during their year in a teacher education program; and the coding and theoretical framing continued (see below). The only goal that was not accomplished was to conduct a complementary study at the University of Maine. It is hoped that this goal can be accomplished in the coming academic year.

Below, we explore and analyze the interviews with Nicole and Jennifer from their first years in the classrooms. Analysis of Rick and Oscar’s interviews are being held off until the second round of interviews can be collected for them.

Further Interviews with Nicole and Jennifer

Nicole’s Moving Goalposts

Nicole, like Jennifer, found full-time work as a teacher in California shortly after graduation. Nicole jumped head-first into her work, bringing with her the commitment to creative writing that she valued so highly during her time in the program. With the backing of her principal (a former English teacher), and the support of her colleagues in the science department, Nicole launched her school year with icebreaker letters and fictional narratives. She was sent by her school to an AVID conference over the summer, so she also integrated Cornell notes into her classrooms, along with an interactive notebook model she found on TeachersPayTeachers. Nicole was looking forward, at the end of our first interview, to the writing that she was going to do next. Her first few months on the job, while involving some writing, was mostly focused on “teaching them the basics of science.” She anticipated that she could “go with more writing” later in the year, after the students had the “basics” of science down.

The next part of the year, however, proved to be somewhat different than she expected. Nicole continued with writing and creative work during the year, engaging students with poetry, debates, PowerPoints, and persuasive writing. However, unlike earlier in the academic year, when she found support for her more creative work, Nicole received some mild pushback in what she was doing. A colleague suggested that she do less “fluffy” activities and focus more on other, “science-y” kinds of activities and assignments, for example. Other kinds of pushback came in the form of her material resources for teaching and assessing writing. “I find it really difficult to grade 175 pages of writing,” she said. As a science teacher, Nicole did not have some of the advantages for teaching writing that her English teacher colleagues had—English teachers at Nicole’s school have classes capped at 25, while her classes hover near 40. This attempt by administrators to enable English teachers to engage their

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Examining Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers

(continued)

students with writing (which, in and of itself, is a good idea) has had the unexpected effect of limiting opportunities for teaching writing in other subjects, even when teachers *want* to teach writing.

Despite her difficulties, however, Nicole showed no signs of evading the issue of teaching writing. She still found creative writing important, and writing in general even more so, and took steps to integrate her logistical limits and peer pushback into a modified approach to teaching writing. In fact, she has used a particular opportunity—an upcoming rewrite of a science curriculum—to reframe several aspects of her teaching and “focus on what we want out of them as people, not just content-wise.”

What we notice in Nicole’s development throughout this academic year is, indeed, a set of competing centers of gravity, as Smagorinsky, et al (2013) note, but also a move beyond those center of gravity. As time passes, what we appear to be witnessing is not the balancing of centers of gravity, or even the capitulation one center of gravity to another, but rather a complex set of integration, after which the metaphor of “centers of gravity” breaks down. This continues a line of interesting findings that began in our 2015 report, although our additional findings shed new insight that, below, carry us in a different theoretical direction.

Jennifer’s Freedom of Action

Jennifer showed us more of the same in her interview near the end of the 2015-2016 academic year. Jennifer spent her academic year teaching English in grades 9 and 10. She came to see the teaching of writing as “one of those long struggles. It’s not a skill that you can just teach once and it’s engrained.” This represents a shift away from the skill-based ways in which Jennifer came to talk about writing instruction near the end of her teaching placements.

Drawing from available novels and plays, ERWC units, her understanding of the Common Core, Google searches, and her materials from her teacher education program, Jennifer set about creating multiple, varied opportunities for engaging students with writing that aligned well with her teacher education program’s emphasis on moving away from the academic essay but, at the same time, provided sufficient instruction and discussion about the essay to satisfy Common Core-based testing requirements.

This blending of experiences and resources is not seamless, and carries with it contradictory threads of past understanding. When asked what uncertainties remained to her as a teacher of writing, for instance, Jennifer asked “am I actually giving them, am I teaching them how to do this particular assignment or am I giving them the skills to do well

in other things? Will next year they walk into a class and be like, I don’t know what a thesis is?” Jennifer’s thinking, here, has moved beyond her own classroom and into the contexts among which her classroom operates. She is thinking about the transfer that her students will bring from one classroom to another, even if she is thinking about it through the skill sets that she brought up in her second interview.

Overall, Jennifer, like Nicole, has taken steps away from competing centers of gravity and toward an integrated (if sometimes contradictory) set of understandings about teaching writing in her first year as a teacher. Once more, the “centers of gravity” concept breaks down during the first year of teaching. Based on our findings here, we suggest individuated contexts as a theoretical lens through which to understand how these students are moving away from centers of gravity and into a newly integrated perspective on teaching.

Individuated Contexts: A Theoretical Exploration

In “Competing Centers of Gravity,” Smagorinsky, Rhym, and Moore (2013) argue that their subject, Anita, was pulled in different directions by various “centers of gravity” that had different notions of what good teaching practice was and would look like. Centers of gravity, they claim, “pull beginning teachers toward particular conceptions of teaching, often in ways that are difficult to resolve” (p. 148). These authors, drawing from Cole’s (1996) cultural psychology and Vygotsky’s (1978) understanding of concepts, use Lave’s (1988) definition of setting to help them understand the emic experience of developing as an early-career teacher. Setting refers to the way an arena is constructed and understood by participants, enabling the researchers to not just know the arena that Anita was in, but to know the arena as Anita saw it. This distinction is important, because it highlights, for the researchers, the ways in which Anita is understanding and experiencing her competing centers of gravity.

Through this attention to Anita’s experience with competing centers of gravity, Smagorinsky, et al (2013) were able to show that Anita’s “conceptual pathways involved veers and U-turns that at times took her toward conceptual and practical endpoints that she had originally rejected as bad teaching” (p. 178). Anita’s work raised once again Wertsch’s (1995) question: development toward what? What is Anita developing toward? Smagorinsky et al (2013) argue, with significant supportive evidence, that she is not developing, through the concepts that she takes up, as the Progressive teacher that her University prepared her to be.

Smagorinsky, et al’s (2013) analysis of Anita is insight-

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Examining Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers

(continued)

ful and deeply informative for the current study. However, while what we see in Nicole and Jennifer can largely be explained through the competing centers of gravity that Smagorinsky, et al have developed, there are certain interesting features in our data that seem to complicate the competing centers of gravity approach.

To better explore those interesting features, we suggest a different theoretical approach to the data: one that considers the impact of the constitutive orders (Garfinkel, 1952/2008) of work that these teachers have engaged in throughout their two years in the classroom, and develops from those constitutive orders a nuanced attention to the timing of instructor work within particular settings. This theoretical approach should be considered tentative, pending further data collection and analysis, but even a tentative foray into this approach reveals a wide range of possibilities for this investigation into teacher development.

Smagorinsky, et al (2013) lean heavily on the work of Vygotsky (1978), Wertsch (1995), Cole (1996), and Tulviste (1991) for their discussion of concepts and concept development. This theoretical lens allows Smagorinsky, et al to see a great deal from an emic perspective about how novice teachers go about moving from their roles as teacher candidates to established teachers. However, considering concepts alone does not capture the range of conscious and habitual activity around the activation and deployment of those concepts, and by extension cannot consider the subtly nuanced changes that concepts undergo over time.

A concept does not exist by itself. Concepts exist, as Bazerman (2012) claims, “in activated minds solving problems” (p. 259). A concept is a generalization, an abstraction through which we can simultaneously construct, make sense of, and respond to a given social situation. But attached to the deployment of a concept is a set of typified and untypified (Schutz, 1967) understandings of the world that have called that concept forward. Furthermore, the context within which a concept is deployed, far from being a stable backdrop, is responsive to and, in part, constituted by the deployment of a concept (Cole, 1995).

Because it is so caught up within past experiences and present contexts, concepts, as they are redeployed by actors constructing situations, are never redeployed in entirely the same way from one moment to the next. Rather, concepts transform in sometimes difficult-to-define ways across time, and in response to constantly changing social situations and ever-unfolding sets of past experiences. The development of concepts, then, should be seen as socially meaningful changes occurring atop an ever-shifting backdrop of ongoing concept transformation.

All of this is to say that a concept must be considered with its sociohistoric precedents and contextual markers

in mind, particularly when considering the development of a concept. We are not suggesting that Smagorinsky, et al (2013) have failed to account for these—rather, we are interested and excited by the possibilities that a different theoretical frame, one rooted in ethnomethodology, may have for the continued study of teacher concept development, particularly around writing.

Garfinkel (1952/2008) considered in great detail the role of information. His position—which was contrary to much other information theory in and after his time—was that central to information is the anomalous. That which is anomalous does not fit into the constitutive order of the social world as we know it. As a result, work must be undertaken to make that which is anomalous fit into the known world. This can be done by both reshaping the known (constituted) world and also transforming the anomaly.

We would like to suggest that the anomaly we are faced with on a regular basis—and that which leads to the ongoing transformation of concepts—is the anomaly of “what happens next.” The next second, the next minute, the next hour of our lives is always fraught with uncertainty. While we certainly take steps to resolve this uncertainty by deploying our concepts (i.e., things that have worked in the past), we are always deploying those concepts, in Garfinkel’s (1967) words, “for another first time” (p. 122). Every time we deploy our concepts for another first time, we are deepening our experiences with those concepts, and by extension transforming what those concepts mean for us and how we use them. This approach highlights the individuated nature of concepts while still taking into account their social origins. That is, individuals learn to work with socially-shared concepts, but each concept has a slightly different sense (Prior & Shipka, 2003) for each individual based on past experiences (as constructed through constitutive orders of action) with that concept.

This approach to thinking about concepts and concept development calls attention to the understood *context* of the individual more deeply than Smagorinsky, et al’s (2013) use of *setting*. For Smagorinsky, et al (2013), a setting is an individual’s understanding of an *arena* (the indisputable physical artifacts, etc.). This suggests a set of clearly demarcated boundaries that construct an arena. If we think of teachers as developing concepts through time via constitutive orders of action, however, *arena* becomes a nonissue: what matters more is how the setting is constructed by participants, what past experiences work their way into that setting, and how the setting, by the participant, is bound.

Considered through the bounding of participants, the work that Nicole and Jennifer have done throughout the past two years can be more deeply understood than through the concept of competing centers of gravity. As Nicole and Jennifer encounter new situations that require the deployment of

Examining Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers

(continued)

teaching concepts, they transform not only the new situations they are part of, but—through those situations—the concepts that they have deployed. As they encounter the ongoing anomaly of “what happens next?”, they are transforming their conceptual underpinnings, working to bring together elements across competing centers of gravity to form an integrated—if sometimes contradictory—understanding of what it means to teach writing at their respective schools, in their respective classrooms, and with their particular students.

What the data from these studies seem to show is that the competing centers of gravity do not continue to compete. Instead, through the ongoing work of these new teachers, competing centers of gravity are brought together—albeit in a highly individuated manner bound by personal understandings of setting—to form some sort of larger gravitational field with which future new understandings of teaching will have to contend. We are aware that our metaphor needs work.

This theoretical re-framing offers a cleaner explanation of what we see in the actions of Nicole and Jennifer throughout their two academic years of the study, and allows us to predict what we might see through the work of Rick and Oscar. It also offers hope to schools of education that their work with novice teachers will be further synthesized in the future. Of course, our analysis has just begun—in fact, our data collection is merely 2/3 completed. Continued analysis may reveal aspects of the lives of novice teachers that complicate or reject this theoretical approach. At this point, however, there are encouraging signs for continuing in this direction.

Next Steps for the Study

This study wrapped up with its current participants in May 2017, when Rick and Oscar finished their first year of teaching. Should a complementary study be started in Maine, this would extend the study for another year.

Once the data is collected from Rick and Oscar’s first year of teaching, we intend to finish our analysis and create a research report to submit to *Teacher Education Quarterly*.

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Ryan Dippre is an assistant professor at the University of Maine and Karen Taylor is a graduate student at the University of California, Irvine. This study was a participant in the CCTE Quest for Teacher Education Research during the 2014-2015 and 2015-2016 years.