

CCNews

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

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Jo Birdsell, Editor (National University)

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Awards Presented at CCTE Fall 2016 Conference



The California Council on Teacher Education presented three awards at the Friday luncheon during the Fall 2016 Conference at the Kona Kai Resort in San Diego.

The CCTE Outstanding Dissertation Award for 2016 was presented to Karen Lafferty for her study “Practices of Cooperating Teachers Contributing to a High Quality Field Experience” completed in the San Diego State University/Claremont Graduate University Joint Doctoral Program.

The CCTE Award for Conducting Research and/or Practice in Support of the CCSS was presented to the Single Subject Credential Program in the School of Education at California State University, San Marcos, in collaboration with the Escondido Union High School District.

The CCTE Distinguished Teacher Educator Award was presented to James S. Cantor for outstanding and dedicated service to CCTE and teacher education in California.

The CCTE Awards Committee is chaired by Eric Engdahl of California State University, East Bay.

Photo at left: James Cantor receives the CCTE Distinguished Teacher Educator Award from CCTE President Sharon Russell.



CCNews

Newsletter of the
California Council on Teacher Education

Teacher Education in California and a Changing Federal Landscape

A Message from CCTE President Sharon Russell

As a teacher education professional organization, the California Council on Teacher Education serves as an inclusive public agora to support the dissemination of teacher education best practices, to create a research venue for emerging and established scholars through our conferences and journals, to mentor graduate students and junior faculty, and to advocate for teacher voices and all children's achievement. Being a well-established entity with over 70 years of history, our membership has experienced many elections and worked in varied contexts created by the changing political and educational landscape. Cal Council espouses no political party but it does advocate policies that support the preparation of high quality teachers for California's children. It appears that the recent election has left California teacher educators with a rather unique set of contexts.

On the one hand, in the continuation of a trend of support for public education, voters in California approved all three education-related initiatives on the November 8 ballot: Proposition 55, extending the state income tax on high-income earners to provide stability in funding for PK-12 schools and community colleges; Proposition 58, ending restrictions on bilingual education; and Proposition 51, providing bonds for construction and renovation of schools and other education facilities. Furthermore, the California Commission on Teacher Credentialing in collaboration with principal stakeholders persists in its efforts to streamline and modernize teacher and educational leader preparation. Consequently, we California teacher educators can feel that we are an important part of an unbroken tradition to improve the quality of public education and professionalize teaching in our state.

On the other hand, the nation witnessed the election of a presidential candidate who has no previous experience in government and public service and who has put forward a brief education policy initiative which, for instance, would increase federal funds for school vouchers, support home schooling, and decrease the size of the federal Department

of Education. As California teacher educators, we do not know the scope of the new administration's plans for teacher education and how federal policy may change the Californian context.

In sum, I urge all CCTE members to come to our Spring 2017 Policy Action Network Conference as a way to stay informed about the California context and to communicate with policy makers to continue the traditional California support of public education and quality teacher preparation.



Sharon Russell

Intersegmental Collaboration

The CCTE Board of Directors at its October 19 meeting endorsed a proposal for an intersegmental collaboration to develop a statewide curriculum for mentor and master teaching preparation to meet the new Multiple and Single Subject Educator Preparation Standards.

The idea behind this collaboration would be a curriculum that each segment of teacher education could approve. It could perhaps involve eight hours of a common curriculum that is completed with two hours of program-specific curriculum. The training could be web-based. A certification could be generated after the completion. This completion certification could be portable. An invitation to participate in this collaboration will be sent to all segments of the CCTE membership in the near future.

Editorial Change at *Teacher Education Quarterly*

This past spring Kip Tellez informed the CCTE leadership that he would not seek reappointment as editor of *Teacher Education Quarterly* when his three-year appointment ended on December 31. As a result the editor position was announced to the CCTE membership and in June a *TEQ* Editor Search Committee was convened to review applications, create an interview protocol, and interview the finalists. The

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Message from CCTE President Sharon Russell

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Search Committee, as stipulated in the CCTE by-laws, consisted of two members of the CCTE Executive Committee and two members of the *TEQ* Editorial Board. The applicants were quite strong and the interviews were very informative. The Search Committee's recommendation was made to the CCTE Board of Directors at the October 19 meeting and the Board approved appointment of Mary Christianakis of Occidental College to a three-year term as editor of *TEQ* starting January 1, 2017.

Mary has previously served on the *TEQ* Editorial Board and has a strong research record as both an author and editor. Please join the CCTE Board in welcoming Mary to the editorship and also in thanking Kip for his excellent editorial service these past three years.

Amendment to the CCTE By-Laws

At the October 19 CCTE Board of Directors meeting an amendment to the CCTE bylaws was proposed in order to formalize the status of the Vision and Communication Committee and change its name to the Communications Committee. This amendment was needed to correct an oversight when the by-laws were last revised in 2014, at which time this particular committee was inadvertently left out of the by-laws.

The proposal was then sent to the membership via an e-mail ballot this past month, and it received a resounding

98.6% approval to change the name and establish the Communications Committee as a standing committee of the organization.

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

CCTE Seeks Member Expertise

As institutional memberships are received this year, 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.

Upcoming CCTE Conferences

Spring 2017

The Citizen Hotel, Sacramento

March 30-31

Theme: "SPAN: Spring Policy Action Network"

Fall 2017

Kona Kai Resort, San Diego

October 19-21

Theme: "Equity and Social Justice"

Update on AACTE & CCTE

By **Linda Hoff**

CCTE Vice President for AACTE
Fresno Pacific University

Twenty years ago, I traveled to San Diego to attend the fall conference of the California Council on Teacher Education. As the newly appointed Director of Teacher Education at Fresno Pacific University I knew I had a lot to learn. I found a welcoming and supportive community of teacher educators. I have been deeply indebted to CCTE colleagues throughout my years; together we have navigated the high waters of policy changes in California. As a new director I quickly discovered the “alphabet soup” of professional groups that support teacher educators: AACTE, ATE, NCTE, CABE, AERA and many more. The American Association of Colleges for Teacher Education (AACTE) caught my interest. Over the years I have attended AACTE’s yearly national conference. Last spring when I was invited to consider a CCTE Board position as CCTE Vice President for AACTE, I was happy to serve in this capacity.

In my early months as VP for AACTE I have learned a lot about the benefits of the national organization to our CCTE members. While not all of the institutional members of CCTE also maintain an institutional membership in AACTE, CCTE is the official California State Chapter for AACTE. Through conversations with AACTE staff I have

been convinced that AACTE is eager to support CCTE. Those of you who attended our Fall 2016 Conference may have participated in the group telephone conversation with AACTE staff members Sungti Hsu and Mark Lacelle-Peterson concerning the many benefits that AACTE offers our professional organization and individual teacher educators. We look forward to having Sungti and Mark with us again in person next spring when CCTE members gather in Sacramento for our next conference on March 30-31.

Whether your institution is a member or not, AACTE offers you access to much up-to-date policy information (www.AACTE.org). For example, working as advocates for our profession, AACTE has contributed substantially to the development of the Federal Regulation for Teacher Preparation Programs. Aaron Goldstein, AACTE Manager for State Policy and Relations, has suggested that CCTE members whose institutions are not members of AACTE may take advantage of several policy-related links on their national website, most particularly State Policy Tracker, State Directions, and EdPrepMatters. I can personally highly recommend the value of the AACTE Leadership Academy held each summer for new deans and department chairs (next one is June 25-29 in Providence, Rhode Island).

I already have my plane ticket to the 2017 AACTE Annual Conference (March 2-4 in Tampa, Florida). I hope to see you there!

CCNews Call for Articles and News

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

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

jbirdsell@nu.edu

The deadline for materials for the Spring 2017 issue is February 15.

CCNews is also engaged with the current explorations of the CCTE Communications Committee to help define what kinds of information are desired by the CCTE membership and how best to utilize the newsletter, the website, and other potential vehicles to keep our members informed. Suggestions from members and delegates to that end will be welcomed by both the newsletter editor and the Communications Committee.

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

Report from the Association of Teacher Educators

By **Sue Westbrook**
 CCTE Vice President for ATE
California Federation of Teachers

ATE Joins Broad Coalition Objecting to the Teacher Preparation Regulations

On October 20, a broad coalition of higher education, PK-12, and state-level organizations disseminated a statement citing concerns about the final teacher preparation program regulations released by the U.S. Department of Education. ATE's Board of Directors voted to include the Association of Teacher Educators as one of nearly 30 organizations signing on to the statement.

Among the organizations' concerns are that the new regulations will decrease the likelihood of every student having access to a fully prepared teacher, disadvantage programs serving the communities that most need well-prepared teachers, and impede progress toward increasing the diversity of the teaching profession.

The regulations require that each of the 26,000 teacher preparation programs nationwide be rated annually—a demanding and costly enterprise—and that the ratings be used to determine access to federal student financial aid (specifically TEACH grants)—an unprecedented move in higher education policy.

The full statement, along with the list of signing organizations, is available on the ATE website.

ATE 2017 Election Information Now Available

Elections for ATE Board of Directors and Second Vice President positions will be held in the spring of 2017. Applications are due January 1, 2017. The following positions are open: Second Vice President (who will take office as First Vice-President at the end of the February 2018 Annual Meeting in Las Vegas, NV and as President at the end of the February 2019 Annual Meeting); and one Board of Directors PK-12 Representative (to take office at the end of the February 2018 Annual Meeting in Las Vegas, NV and serve through 2021).

Laurie Curtis, Chair of ATE's Nominations and Elections Committee, states,

An organization is only as strong as its leadership and the active participation of its members. Please consider putting your name forth or encouraging others you feel have leadership potential to serve as our next 2nd Vice President or as an ATE Board Member (PK Representative or College/ University Representative). Requirements for the positions and application materials can be downloaded and/or completed via our online link. All materials, including letters of reference, are due January 1,

2017. Interviews for all qualified applicants will be held at the ATE February Conference in Orlando.

For information and downloadable/online nomination forms for the ATE elections, visit the ATE website.

Information on the Annual ATE Conference February 10-14, 2017, Orlando, Florida

1. The Conference Theme, "Teacher Educators: Inspiring the Future, Honoring the Past," was chosen by ATE President Shirley Lefever as a way of focusing on the powerful past and the promising future of teacher educators.

2. There will be great pre-conference workshops, including: CAEP, Jerome Kagan, Dave Lazerson, and NASA.

3. A New Conference Feature: ATE Authors' and Editors' Roundtable. ATE members will have the opportunity to share with you some of their publications.

4. Inspiring and provocative keynote speakers.

5. Challenging but practical thematic and multiple paper sessions.

6. A full line-up of Featured Sessions, many presented by national organizations which collaborate with ATE for the good of the profession, including: Kappa Delta Pi, AACTE's Clinical Practice Commission, National Education Association, and National Teacher Hall of Fame.

7. A fantastic facility! The Caribe Royale boasts an all-suite design, its own conference center (which is exceptionally easy to navigate and all on one level), and, of course, a heated pool with a waterfall!

8. Great opportunities to re-connect with your ATE friends.

Information on the ATE conference is available on line here:

http://www.ate1.org/pubs/2017_Annual_Meetin_1.cfm

Contacting ATE

Information on all of the items mentioned above is available at ATE's website:

<http://www.ate1.org/pubs/home.cfm>

From the Desk of the CCTE Executive Secretary

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

Membership Remains Strong

To date CCTE has received membership renewals for the 2016-2017 year from over 60 institutions (colleges, universities, county offices, and educational associations and agencies) and 50 individuals. Several new memberships have also been received, and additional renewals and new members are anticipated and will be welcomed.

Annual Sponsorship Program

CCTE is also seeking to expand our annual sponsorship program. We appreciate the renewal of institutional co-sponsorships from California State University, Long Beach, Loyola Marymount University, and the University of Redlands for this 2016-2017 year and we hope other institutions will sign on as sponsors as well.

Spring Conference in Sacramento

As you have already heard via a survey to the membership last spring, reports in previous issues of the newsletter, and a recently e-mailed announcement, the Spring 2017 CCTE Conference will be held in Sacramento on March 30-31 under the theme "SPAN: Spring Policy Action Network." You will find a preview of the Conference, the tentative program, a registration form, and a call for proposals in this issue of *CCNews*. All CCTE delegates, members, and friends are encouraged to join us in Sacramento in March.

Quest for Teacher Education Research Continues

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 initial 2014-2015 year involved 37 different research studies with support from a State Chapter Grant from the American Association of Colleges of Teacher Education. The program expanded to 42 studies during 2015-2016. We are hoping for many more studies to participate during 2016-2017 and currently a survey of all Quest participants is underway to gather information to share with the CCTE membership. See further information in this issue.

CCTE New Faculty Program

The CCTE New Faculty Support Program is enjoying its sixth year during 2016-2017. The program is open to any teacher education faculty in their first five years of 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 in this issue.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is 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, mentorship from a CCTE leader, and participation in the CCTE Graduate Student Caucus. See further information in 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, last year we added a special section to the CCTE website for posting of such announcements. Having such announcements posted is one of the benefits of being a member institution of CCTE. There are currently about 100 announcements on the website. Please be sure to log in and check the announcements at www.ccte.org

CCTE Annual Election Soon

The 2017 CCTE election will involve election of three new members of the CCTE Board of Directors to replace three members whose terms will expire this coming March. The CCTE Nominations and Elections Committee, under the leadership of Past President Juan Flores, is currently seeking candidates for those positions and an election announcement will be sent to the membership early in the new year followed by an e-mail ballot prior to the Spring Conference. The newly elected Board members will be announced on March 31, the final day of the Conference.

New Teacher Education Quarterly Editor

Mary Christianakis of Occidental College has been appointed as the next editor of *Teacher Education Quarterly* by the CCTE Board of Directors. She will assume that role in January 2017 for a three-year term. Congratulations to Mary and many thanks for Kip Tellez of the University of California, Santa Cruz for his service as editor the past three years.

—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 the CCTE Policy Committee

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

Budget Update

On June 27th, Governor Brown signed the 2016-2017 State Budget. Overall, the Education Budget will continue to see increased revenue in 2016-17, although not as much of an increase as in recent budget years. Proposition 98 funding is \$71.9 billion in 2016-2017, a \$2.8 billion increase from the revised 2015-2016 level of \$69.1 billion.

Teacher Workforce Package

The Budget provides \$10 million in one-time General Fund dollars for the Integrated Teacher Preparation Grant Program to provide grants to California postsecondary institutions to develop four-year integrated teacher credentialing programs.

There is also \$20 million in one-time Proposition 98 funding for The Classified School Employee Credentialing Program. The Classified School Employee Credentialing Program provides grants to K-12 local educational agencies to support recruitment of non-certificated school employees to become certificated teachers in California schools. The funds are available for five years.

Lastly, the Budget provides \$5 million in one-time Proposition 98 funding to reestablish the California Center on Teaching Careers to strengthen recruitment of teachers.

California State University

The California State University system received three significant adjustments:

Funding for Enrollment Expectation—An increase of \$12.5 million General Fund to increase enrollment by at least 5,194 full-time equivalent students in 2016-2017 compared to 2015-2016.

One-Time Funding to Improve Graduation Rates—An increase of \$35 million General Fund on a one-time basis contingent upon the Trustees adopting plans and timeframes for graduation rates that meet the state's expectations. An additional increase of \$15 million General Fund for use as determined by the Trustees.

Student Success Network—An increase of \$1.1 million General Fund ongoing for support of the CSU Student Success Network led by faculty, staff, and administrators across campuses and administered by the Education Insights Center at CSU Sacramento.

University of California

The Budget includes the following items specific to the University of California:

Funding for Expectations Related to Resident and Non-resident Enrollment—An increase of \$18.5 million General Fund support if the University demonstrates it will increase

resident undergraduate enrollment by 2,500 students in 2017-2018 compared to 2016-2017. The Regents have already adopted a policy that limits enrollment of nonresident students.

Innovation and Entrepreneurship—An increase of \$22 million from the General Fund on a one-time basis for innovation and entrepreneurship activities at the campuses.

Support Services—An increase of \$20 million one-time from the General Fund for support services for low-income students and students from underrepresented minority groups.

A-G Success Initiative—An increase of \$4 million from the General Fund on a one-time basis for the development of high-quality middle school and high school online classes and curriculum that satisfy the "A-G" subject requirements.

(Budget information reported here was taken from the CFT Budget Brief 2016-2017 and the website: ebudget.ca.gov)

Legislative Update

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

Financial Aid

No Student Financial Aid bills made it through the legislature this year.

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. The 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

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Update from CCTE Policy Committee

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from previous participants, and creating 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, 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.

Highlights of the New Teacher-Prep Rules from Education Week

The U.S. Department of Education's already-controversial final teacher-preparation regulations build on the annual reporting requirements established under the Higher Education Act in an effort to gather more discrete information on the performance and impact of individual teacher education programs. The final regulations also include a number of changes from the proposed rules issued in November 2014, as follows:

Reporting Requirements. Under the new rules, states will be required to use federally set criteria to evaluate individual teacher-preparation programs, including alternative-route and distance-learning programs. The criteria include

feedback from graduates and employers, candidate-placement and -retention rates, and graduates' impact on student learning. The final rules give states flexibility in determining relevant measures of student learning, as well as flexibility in weighing the various criteria to determine program ratings. In developing their reporting systems, states must consult with a diverse range of stakeholders involved in or affected by the teacher-prep field.

Program Ratings. Based on the results, states will be required to categorize programs in one of at least three performance tiers: "low-performing," "at-risk," or "effective." The final rules remove the requirement to use a fourth tier, "exceptional." States must provide technical assistance to programs rated as low-performing.

Deadlines. States are expected to develop their reporting systems during this academic year and are permitted to use the 2017-2018 year to test them. The systems must be fully in place in 2018-2019. Results must be reported on institution report cards and state report cards annually in October and April, respectively, based on data collections from the previous year. Institutions must post their report card information prominently on their websites.

Financial-Aid Penalties. Effective in 2021-2022, only programs that were rated effective in at least two of the previous three years will be eligible to offer federal TEACH grants (for students who commit to teach in low-income schools or high-need fields). In a change from the proposed regulations, there will not be a separate TEACH-grant-eligibility classification for STEM programs.

Program Standards. In another change from the proposed rules, the final regulations will not require programs to establish selective-admissions standards. That change is intended to help students enroll diverse student bodies. However, the final rules maintain a requirement for "rigorous exit standards."

Distance-Learning Programs. The rules clarify a state must issue ratings for any distance-education program—defined as a program in which 50 percent or more of the required course work is offered online—that has produced 25 or more certified teachers in the state in the reporting year.

More information is available at:

<http://www.edweek.org/ew/articles/2016/10/26/final-us-teacher-prep-regs-create-data-demands.html>

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

Updates from the Commission on Teacher Credentialing

Elementary Subject Matter (ESM) Programs

With the passage of the Every Student Succeeds Act (ESSA), states are no longer federally mandated to require all teachers of core academic subjects to be “highly qualified” as defined in accordance with NCLB. The Highly Qualified Teacher (HQT) requirement has been eliminated in favor of allowing states to set their own teacher standards, and as a result, prospective Multiple Subject teachers in California will once again have the option to complete a Commission-approved Elementary Subject Matter (ESM) program to satisfy the subject matter requirement in addition to the *California Subject Examinations for Teachers* (CSET) examination option.

Proposed amendments to Title 5 Regulations that would allow prospective Multiple Subject teachers to satisfy the subject matter requirement by completing a Commission-approved ESM Program were adopted by the Commission at its September 2016 meeting. Staff was also directed at this meeting to work with stakeholders to finalize the revisions to the ESM Program Standards. These revisions were adopted by the Commission at the October 2016 Commission meeting. Subsequent to the Commission’s actions, staff developed a timeline for institutions seeking to reactivate a previously-approved ESM program and the process for institutions wishing to propose a new program. Previously-approved programs have the option to reactivate by submitting an updated course matrix, course scope and sequence, and course syllabi. New programs will be required to follow the Initial Program Review process, which includes a response to preconditions and program standards and providing the course matrix, course scope and course sequence, and course syllabi. More information can be found on the web at: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2016/PSA-16-12>

The regulatory process should be completed in early 2017. Once the regulations are approved by the Office of Administrative Law, Commission-approved ESM programs will be allowed to provide a waiver option to the CSET examination for candidates.

CalTPA Redevelopment, Selection, and Preparation for the Spring Pilot Study

The California Teaching Performance Assessment (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 2015-2016 budget, the Commission began the process of redeveloping the CalTPA to meet the newly revised *Teaching Performance Assessment Design Standards* adopted at the December 2015 meeting and to measure the recently revised *Teaching Performance Expectations* (TPEs) adopted at the June 2016

Commission meeting. Approval of the TPEs at the June 2016 meeting allowed Commission staff, an appointed CalTPA Design Team made up of 20 California educators, and the Commission’s approved technical contractor, Evaluation Systems group of Pearson (Evaluation Systems), to move forward with the redevelopment of the Commission’s model TPA. A pilot study of the redeveloped CalTPA will be conducted in 2016-2017, followed by a field test in 2017-2018. Full implementation of the redeveloped CalTPA is planned for 2018-2019.

Structure of the Redeveloped CalTPA

The CalTPA Design Team has met seven times since May 2016 to redevelop the CalTPA to reflect and align with changes in the recently updated TPEs and Assessment Design Standards. The Design Team brings a wealth of experience implementing three of the four Commission-approved TPA models (the CalTPA, the Performance Assessment for California Teachers (PACT) and the EdTPA) in a variety of teacher preparation programs. Their knowledge and experience have led to the development of a second-generation CalTPA that benefits from lessons learned over a decade of implementation. The draft redeveloped CalTPA is intended by the Design Team to be leaner and more focused than its predecessor, more effective in capturing the complex tasks of teaching, and more educative for candidates, programs, and the Commission.

The redeveloped CalTPA reflects a task-based structure with two distinct Instructional Cycles that require candidates to (a) plan a segment of instruction, with attention to the students and the content to be taught, (b) teach a segment of instruction and assessment; (c) assess student learning; (d) reflect on the effectiveness of the planning and instruction; and (e) apply what they have learned from the cycle of instruction by identifying what they would alter and what they will do next instructionally to meet the needs of each student.

Candidates will be asked to complete the two Instructional Cycles at different times during a preparation program, and will have to pass both of the Instructional Cycles in order to be recommended for a preliminary multiple or single subject teaching credential. The Design Team proposes this structure of two cycles completed over time to support an educative quality of the redeveloped CalTPA. This will allow candidates to complete a cycle of instruction during field placement, submit it for scoring, and receive assessment results including a pass or no pass status, a scaled score, and analytic feedback about specific TPEs prior to submitting their response to the second cycle. In this way, programs will be able to provide targeted support for candidates to improve their teaching practice based on their assessment results from Instructional Cycle 1.

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Updates from the Commission on Teacher Credentialing

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CalTPA Content Expert Panels

In addition to the twenty members of the CalTPA Design Team, staff has worked with Evaluation Systems to identify and appoint Content Expert Panels for multiple subject and all single subject credential content areas. The Content Expert Panels met to review the two CalTPA Instructional Cycles and rubrics. Content Experts will be reconvened online in November to review newly-developed subject-specific rubrics. The Commission's Bias Review team met to review all Instructional Cycles and rubrics and provided feedback in preparation for the pilot study.

CalTPA Pilot Study

Commission staff and Evaluation Systems have recruited CalTPA pilot study teacher preparation programs to try out the draft CalTPA. Thirty-two institutions have indicated an interest in participating in the pilot study to date, including sixteen private colleges or universities, two University of California campuses, twelve California State University (CSU) campuses, and two local education agencies.

The pilot study is planned for January through May of 2017. Candidate responses to the pilot Instructional Cycles 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 scoring process or field test, please contact Evaluation Systems at es-caltpa@pearson.com

Criteria for the Selection of Institutions to Participate in the Pilot Study

The pilot study will provide an opportunity to collect data about the teaching performance of 320-435 candidates across a sample of institutions that reflect the diversity of program types, sizes, candidates served, institutional affiliations, and service areas in California. Commission staff is seeking additional Home Economics, Business, ELD, Health, and ITE candidates to meet the target number of responses in each content area. If requests come in after the December 2016 Commission meeting, their waiver requests will be placed on the February 2017 Consent Calendar. Commission staff will work with Evaluation Systems and identified institutions to draw a sample of candidates who are diverse and broadly representative of the larger population of teacher candidates to participate in the pilot study.

An online pilot study orientation will be provided for programs in December 2016 and the pilot study will begin in January. Scoring of the pilot study will begin in April. Evaluation Systems and the Commission staff are recruiting assessors for the pilot study. To apply to become an assessor, please email es-caltpa@pearson.com. The redeveloped CalTPA requires that candidate submissions be scored by assessors matched to the specific content.

Timeline for CalTPA Redevelopment

<i>Activity</i>	<i>When</i>
TPA Design Standards adopted by CTC	December 2015
TPEs adopted by the Commission	June 2016
CalTPA Design Team Meets	April 2016 - July 2018
CalTPA Pilot Study	January 2017 - April 2017
CalTPA Field Test	2017 - 2018
Redeveloped CalTPA Full Implementation	2018 - 2019

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 4, Winter Issue, December 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 Spring 2017 Conference “SPAN: Spring Policy Action Network”

By **Cindy Grutzik, Karen Lafferty, & Pia Wong**
*Co-Chairs of the CCTE Spring 2017 Conference
Planning Committee*

After a great Fall Conference in San Diego, we now look ahead to the CCTE Spring Policy Action Network, or SPAN. This new style of conference for CCTE offers a compact schedule that allows attendees to arrive the morning of Thursday, March 30th and depart Friday afternoon on March 31st. With a one night hotel stay and registration that includes breakfast and lunch, we believe SPAN will offer a CCTE conference experience with compelling policy focus that is also economical. Read on to find out more about how we will engage with the policy process in Sacramento, our plans for coming years, and how you can get involved.

Conference Overview

The SPAN conference at The Citizen Hotel in Sacramento will enhance CCTE’s abilities to understand and communicate with our partners in the state capitol, strengthening our voice in the conversations that shape policies that so deeply affect our work.

The theme of the Fall Conference in San Diego—“Together We Work Better”—carries over into the Spring as CCTE looks to build upon partnerships in California for the purpose of shaping and influencing the policy process. For example, our link to the Commission on Teacher Credentialing (CTC) will get a boost Friday morning with an accreditation workshop and opportunity to obtain technical assistance. We also plan to take advantage of our proximity to many sister professional organizations and educational lobbying groups such as CTA, CFT, ACSA and CSBA by inviting them to sponsor (and attend) portions of our conference and share their work.

The SPAN conference begins Thursday at 9:00 a.m. with a meet and greet breakfast (included in the registration fee) and opportunities for networking. This will also be a time for the CCTE SIGs to meet. Then, from 10:00 a.m. to noon we will hold the California Priorities meeting, an opportunity to hear legislative updates, learn about the legislative process, and work in regional policy groups on issues surrounding teacher education and the teacher shortage.

Why regional policy groups? CCTE members will have more impact when speaking with representatives from their regions about concerns and goals they share. We heard loud and clear in San Diego that whereas the teacher shortage is a statewide problem, the particular issues vary across California. For example, housing affordability may be a concern in the Bay Area while rural regions need assistance showcasing the benefits of their particular context. Working in regional policy groups will allow CCTE members to strengthen working relationships with key actors who share their region’s concerns.

After an Advocacy Luncheon (included with the conference registration) featuring a guest speaker, we will return to our regional policy groups. Attendees will then have the choice to remain at the Citizen Hotel to continue research and policy analysis work, or walk over to the Capitol to become familiar with office locations, drop off materials introducing CCTE, and talk with legislators and staffers. This will not be (or feel like) a “Day on the Hill,” rather it will serve as an introduction to the important sites where we can prepare to engage at future SPAN conferences. The afternoon concludes with everyone gathering back at The Citizen Hotel to debrief and set goals for subsequent policy work before that evening’s reception.

On Friday, plans include the President’s Breakfast from 8:00 to 9:00 a.m. and then the CTC accreditation workshop followed by affiliate group meetings—California Association of Bilingual Teacher Educators, California Association of Professors of Special Education, and Independent California Colleges and Universities Council on the Education of Teachers. At noon, people will be able to get a “grab-and-go” lunch to bring to a roundtable and poster session featuring California teacher education research. We are excited to introduce a roundtable format to CCTE, with two back-to-back sessions and presentations reviewed and selected by the CCTE Research Committee (see call for proposals and proposal cover sheet on following pages).

The Spring Conference will wrap up at 3:00 p.m. Friday with the announcement of new board members and the President’s closing comments. Our intent is for people to be able to catch trains and planes home for the weekend.

(continued on next page)



Preview of CCTE Spring 2017 Conference

—continued from previous page—

Three-Year Trajectory

When the CCTE Board of Directors made the decision to move our Spring Conference from San José, it also made the commitment to meet in Sacramento for the next three years. The rationale was that it would be important to phase in CCTE's presence in the Capitol over a three-year period to develop and sustain a successful move.

The 2017 SPAN conference represents the initial phase of CCTE introducing itself as a leader in teacher education to policy makers in Sacramento. It is also our opportunity to determine priorities for our membership in advocating for high quality education, commitment of state resources for teaching and learning, and our teacher education community's involvement in decisions regarding pre-service, induction, and professional development in teacher education.

In Spring 2018 we will continue building on relationships to establish CCTE members as resources for policy makers, particularly to members of the State Senate and Assembly Education Committees and sister organizations representing educators.

How to Get Involved

We are excited as well for the expanded opportunities for CCTE members to participate in planning and implementing CCTE's 2017 SPAN conference. For example, we would like to invite people to serve as regional facilitators on Thursday. You don't have to be an expert, just willing to help facilitate the morning session. And if you are interested in serving on the SPAN planning committee, let us know as well. Contact any of the co-chairs via e-mail:

Cindy Grutzik - cynthia.grutzik@csulb.edu

Karen Lafferty - karenlafferty@gmail.com

Pia Wong - wongp@csus.edu

Further Information and Registration

On the following pages of this issue of *CCNews* you will find the tentative program for the Spring 2017 SPAN Conference, a registration form that you can complete and mail in to sign up immediately for the Conference (or you can register on-line using the form you will find on the "conferences" page of the CCTE website—www.ccte.org), and the call for proposals and proposal cover sheet. The pre-registration deadline for the Spring Conference is February 15 and the deadline for submitting proposals is January 31.

Spring Conference Information

Tentative Spring Conference Program

(see next page)

Spring Conference Registration Form

(see page 14)

Call for Proposals for Spring Conference

(see page 15)

Cover Sheet for Spring Conference Proposals

(see page 16)

Tentative Spring 2017 CCTE Conference Program

Wednesday, March 29:

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

Thursday, March 30:

- 9:00 a.m. to 10:00 a.m. - Meet and Greet Continental Breakfast.
 9:00 a.m. to 10:00 a.m. - Roundtable Meetings of CCTE Special Interest Groups.
 10:00 a.m. to 10:15 a.m. - Break.
 10:15 a.m. to 11:45 a.m. - California Priorities Meeting:
 Welcome, Introductions, & Overview.
 Legislative Updates and Seminar on Legislative Process.
 Explore Policies in Regional Policy Groups with Team Facilitators (based on combinations of State Senate districts).
 Debrief and Review.
 11:45 a.m. to Noon. - Break.
 Noon to 1:00 p.m. - Advocacy Lunch with Policy Speaker:
 1:00 p.m. to 1:15 p.m. - Break.
 1:15 p.m. to 1:30 p.m. - Reconvene in Regional Groups.
 1:30 p.m. to 4:00 p.m. - Policy Activities to Build Capacity—Choose One:
 Explore the Capiaol with Your Regional Policy Group.
 or
 Policy Analysis Session with AACTE Staff Experts and CCTE Policy Committee.
 4:00 p.m. to 5:00 p.m. - Debriefing and Goal Setting:
 Policy Activity Report Outs: Highlights from Explore the Capitol and Policy Analysis Groups.
 Implications for Goals and Future Activities.
 5:00 p.m. to 6:00 p.m. - Hearing from Our Allies:
 Panel of Leaders from Other California Educational Associations on Legislative Relations.
 5:00 p.m. to 7:00 p.m. - Sponsored Reception.
 Dinner on Your Own.

Friday, March 31:

- 8:00 a.m. to 9:00 a.m. - President's Networking Breakfast.
 9:00 a.m. to 10:15 a.m.. - CTC Workshop on Accreditation.
 9:00 a.m. to 10:15 a.m. - Statewide Education Deans' Meeting.
 10:15 a.m. to 10:30 a.m. - Break.
 10:30 a.m. to Noon - Associated Organization Meetings:
 California Association of Bilingual Teacher Educators.
 California Association of Professors of Special Education.
 Independent California Colleges and Universities Council on the Education of Teachers.
 CCTE Graduate Student Caucus Meeting.
 Noon to 1:00 p.m. - Conference Luncheon.
 1:00 to 3:00 p.m. - Research Sessions:
 Research Roundtables.
 Research and Practice Posters.
 3:00 p.m. to 3:30 p.m. - President's Meeting Wrap-Up:
 Announcement of New CCTE Board Members
 Preview of Fall 2016 CCTE Conference.
 Closing Comments.
 3:30 p.m. - Conference Concludes.

California Council on Teacher Education Spring 2017 Conference Registration

Please use this form to register for the Spring 2017 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: Each Category Includes Conference Registration and Meals (check the appropriate category):

- Basic Pre-Registration - \$295 (will be \$325 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 - \$275 each (submit a form for each with combined payment)
- Note: CABTE, CAPSE, & ICCUCET will meet on Friday morning at the Spring 2017 Conference, but there is no separate registration charge for those meeting this time because all food service is included in the Conference registration.

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

- 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 your choosing during the Thursday meet-and-greet breakfast (check the one you may attend):

- Arts in Education
- Credential Program Coordinators/Directors
- RAIN
- Lives of Teachers
- Special Education
- Equity and Social Justice
- Teacher Induction
- Pedagogies for College and Career Readiness
- Technology and Teacher Education
- Undergraduate Teacher Preparation

Please indicate which Regional Policy Group You Are In (By State Senate Districts):

- Group 1 - North - Senate Districts 1, 2, 3, & 4.
 - Group 2 - Northern Central Valley - Senate Districts 5, 6, 12, & 14.
 - Group 3 - San Francisco Bay Area - Senate Districts 7, 9, 10, & 11.
 - Group 4 - Silicon Valley & Central Coast - Senate Districts 8, 13, 15, & 17.
 - Group 5 - South Central Valley - Senate Districts 16, 18, 19, & 21.
 - Group 6 - San Bernardino Area & High Desert - Senate Districts 23, 24, 25, & 32.
 - Group 7 - Ventura & San Fernando Valley - Senate Districts 20, 22, 26, & 27.
 - Group 8 - Central Los Angeles & Long Beach Area - Senate Districts 28, 30, 33, & 35.
 - Group 9 - Orange County & Riverside Area - Senate Districts 29, 31, 34, & 37.
 - Group 10 - San Diego Area & Imperial Valley - Senate Districts 36, 38, 39, & 40.
- If you would be willing to serve as a facilitator of your Policy Group, please check here

Please be sure to complete this section as it will help facilitate conference logistics.

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 February 15, 2017. 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

Call for Proposals for CCTE Spring 2017 Conference

The California Council on Teacher Education (CCTE) invites submission of research, practice, and policy proposals for the Spring 2017 CCTE Conference. While proposals are encouraged that relate directly to the theme of the conference, "Spring Policy Action Network," any proposal related to teacher education will be considered. Proposals are sought for research roundtables and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). The Spring 2017 CCTE Conference schedule includes time for these sessions on Friday afternoon.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research, practice, or policy analysis, and the preferred session format (roundtable or poster).

(The cover sheet form appears on the next page of this announcement and is also available on and may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)

- ◆ File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.

Proposals should be e-mailed to Laurie Hansen, Chair of the CCTE Research and Practice Committee at:

lahansen@fullerton.edu

Deadlines

Deadline for proposals for the Spring 2017 Conference is January 31, 2017.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy. and conclusion.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference or to other significant teacher education issues;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must register for and attend the Spring 2017 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

Miscellaneous

Following the Conference, presenters are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter.

Cover Sheet for CCTE Proposals for Spring 2017 Conference

Title of Presentation: _____

Lead Presenter Information:

Name: _____

Institution: _____

Institution address: _____

First author phone number: _____

Email address: _____

Other presenter(s) to be named in the program:

Names & Institutions: _____

Preferred Format:

_____ I am proposing a roundtable presentation.

_____ I am proposing a poster session.

Proposal Type: (choose ONE)

_____ Research

_____ Practice

_____ Policy Analysis

This is a RESEARCH proposal:

_____ I included a theoretical rationale

_____ I included a methodology section

_____ I included an analysis of the results

This is a PRACTICE proposal:

_____ I included a rationale for the innovation

_____ I included an overview of the changes made

_____ I included an analysis of the impact of the innovation

This is a POLICY ANALYSIS proposal:

_____ I reviewed and analyzed the relevant literature on the topic

_____ I used a systematic strategy for analyzing, developing, or evaluating policy

_____ I drew valid conclusions from the analysis, with clear implications for teacher education

Conference Theme: (choose ONE)

_____ My proposal relates directly to the theme of the conference.

_____ My proposal relates to teacher education, but does not directly relate to the conference theme.

Narrative Requirements:

_____ My proposal does not exceed 1,800 words (excluding references).

_____ My narrative proposal does not include presenter name(s).

_____ My narrative proposal does not include presenter affiliation(s).

When completed, e-mail form with proposal narrative to: lahansen@fullerton.edu

Exploratory Discussion on Collaboration Caps CCTE Fall 2016 Conference

By **Virginia Kennedy**
CCTE President Elect

California State University, Northridge

The Saturday morning program of the Fall Conference included a confab of CCTE's SIGs (Special Interest Groups), Associated Organizations, standing committees, and other interested parties. The conference theme of collaboration sparked a wave of enthusiasm and creative ideas for pooling efforts within and among these groups and with CCTE as a whole.

CCTE currently has 10 SIGs: Arts & Education, Coordinators of Credential Programs, RAIN (Respect, Alliance, & Identity Network), Lives of Teachers, Special Education, Induction, Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, and Undergraduate Teacher Preparation.

CCTE also collaborates continually with three Associated Organizations: the Independent California College and University Council on the Education of Teachers (ICCUCET), the California Association of Bilingual Teacher Educators (CABTE), and the California Association of Professors of Special Education (CAPSE). In addition, CCTE is itself an affiliate of AACTE and ATE, serving as the state chapter for both national organizations.

During this informal capstone discussion at the Fall Conference, we realized that there are many opportunities for innovative and productive collaborations. Participants noted that "in SIGs you can talk about issues you're passionate about, and these interests may have a life outside the conference." SIGs can also bring issues forward to all of CCTE, as will be seen in the current planning of the Fall 2017 Conference by the Equity and Social Justice SIG.

We also loved the idea that "collaboration could be the sharing of resources that come out of SIGs, e.g. the Tech SIG." This sharing could be promoted across SIGs as well as with CCTE's entire membership. A small group eagerly volunteered to create a means for making this happen.

Collaborations with SIGs and associated organizations widen the diversity of ideas we can develop, articulate, and act upon. They benefit the professional development of new and experienced teacher educators and broaden everyone's professional networks. We look forward to next steps in activating this broad collaboration of voices and expertise at the CCTE Spring 2017 SPAN Conference in Sacramento. I look forward to seeing you there and again in San Diego next Fall.

Update from ICCUCET

By **Christine Zeppos**
ICCUCET President
Brandman University

The Independent California College and University Council on the Education of Teachers (ICCUCET) general assembly meeting was held October 20, 2016, at the Kona Kai Resort in San Diego with a packed house of members attending. At the meeting, held on the morning of the first day of the California Council on Teacher Education Fall 2016 Conference, the membership received an update of the intersegmental deans' meeting which occurred the previous day and discussed the impact of these issues on independent nonprofit IHEs. From the Commission on Teacher Credentialing, Teri Clark and Katie Croy shared important changes at the Commission and technical assistance they are providing in implementing the new standards.

Veronica Villalobos Cruz, Association of Independent California Colleges and Universities (AICCU) Vice President of External Relations, and Dean Shane Martin, AICCU CTC Commissioner, and Diane Fogerty, ICCUCET/AICCU representative, provided legislative and Commission updates and highlights from recent meetings. The meeting ended with the ICCUCET membership participating in an activity which solicited feedback on areas in which the membership would like support and networking opportunities around best practices in implementing the new standards.

In addition, volunteers were solicited for the formation of a committee to explore enhancing the independent sector voice in collaboration with AICCU. Finally, we have open board spaces for an ICCUCET President-Elect and an at large representative for Central California; if interested, please contact Jo Birdsell at jbirdsell@nu.edu. We are looking forward to seeing you all at the Spring CCTE SPAN conference in Sacramento! There will be an ICCUCET meeting on Friday morning of the Spring Conference, March 31, but this time there will be no extra charge for the ICCUCET meeting since all food service will be included in the basic CCTE conference registration.

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.

Education Deans Meet at CCTE Fall 2016 Conference

By **Cindy Grutzik**

California State University, Long Beach

For the second time, Education Deans from all three segments—the University of California, California State University, and the independent colleges and universities—met for a day and a half at the CCTE Fall Conference in San Diego. Over 65 deans and directors were in attendance, with 49 institutions represented. Of those, 20 were CSU campuses, 22 were independent campuses, and 7 were UCs.

The goals of this annual meeting, co-sponsored by CCTE and the Commission on Teacher Credentialing, are to provide a forum for Deans across segments to interact and share ideas; explore similar concerns, issues, and goals; identify ways to have a collective impact over time; and provide an opportunity for state policymakers to get input and feedback from California's Education Deans.

The meeting opened with a brief presentation by Mary Sandy on data from CTC's new Data Dashboards (see www.ctc.ca.gov/reports/data/) related to teacher supply and demand, as well as student enrollment statewide, that clearly outlined the teacher shortage across the state. Next, a panel of state policymakers shared their insights. Panelists were Tom Adams, Deputy Superintendent of the Instruction and Learning Support Branch of the California Department of Education; Ilene Straus, Vice Chair of the State Board of

Education; and Jose Gonzales, CTC Commissioner and Superintendent of Planada USD. This was followed by a larger panel consisting of four "teams" of Deans and their partner Superintendents, who were invited to share how they collaborate around teacher recruitment and retention, and teacher preparation. On this panel were Shane Martin (Loyola Marymount University) and Tom Johnstone (Wiseburn USD); Carlos Ayala (Sonoma State University) and Patrick Sweeney (Napa USD) who unfortunately was unable to attend due to illness; Christine Zeppos (Brandman University) and Craig Wheaton (Tulare COE); and Tom Smith (UC Riverside) and Kyley Ybarra (Riverside USD). Their presentations sparked lively table talks and thoughtful questions. The deans enjoyed a reception sponsored by LiveText at the end of the day.

The consensus at the end of the meeting, which concluded with a luncheon on the second day, was that this intersegmental gathering is not only energizing, but essential for addressing the common challenges and learning about innovative practices across the state.

This meeting will be held again in San Diego in October 2017. There will also be an opportunity for all Education Deans to participate in the CCTE Spring 2017 SPAN Conference in Sacramento, March 30-31, with time set aside for a California Education Deans' meeting on Friday March 31.



Table conversations during the California Education Deans' meeting at CCTE Fall 2016 Conference in San Diego.



CCNews

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Jo Birdsell, Editor (National University)

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CCTE By-Laws Amended to Confirm Role of Communications Committee— Expect Survey Soon

Through an e-mail vote by the membership of the California Council on Teacher Education conducted during November 2016, the CCTE Communications Committee was formally approved as a standing committee which is “responsible for development and implementation of organizational communications as set forth by the Board of Directors.”

This amendment of the by-laws was requested by the CCTE Board of Directors to correct an oversight when the by-laws were last revised in 2014. Even though a CCTE Committee on Vision and Communications had existed for the past 10 years it was inadvertently omitted in the 2014 by-laws revision. Therefore, Lyn Scott of California State University, East Bay, a member of the Board of Directors and chair of the committee requested two things: first, that the word “Vision” be dropped from the committee name since that responsibility more properly belonged to the full

Board of Directors; and second, that the Communications Committee be properly recognized in the CCTE by-laws.

Those two requests have now been fulfilled through the by-laws amendment approved by the membership this past month.

In the meantime, the Communications Committee has been active in assessing and exploring the communications needs of the CCTE membership and the options for meeting those needs. In the near future the link to an on-line survey to further assess communications needs will be sent to all CCTE members and delegates. Among other questions, the survey will seek membership input on the roles of the CCTE website, the quarterly *CCNews* newsletter, and the potential for utilizing social media. Please keep an eye out for that survey and please respond. The ongoing work of this new standing committee will be based in large measure on the membership’s response to the survey.

CCTE Standing Committees

With the recent amendment of the California Council on Teacher Education by-laws mentioned above, there are now five standing committees involved with primary CCTE activities. Those committees are:

Awards Committee

Communications Committee

Membership Committee

Policy Committee

Research Committee

All CCTE committees are composed of volunteers from the membership. If you are interested in joining any of these committees, please e-mail CCTE Executive Secretary Alan Jones at alan.jones@ccte.org

CCTE New Faculty Support Program Currently Involves Five, Invites Additional Applications

Each academic year the California Council on Teacher Education (CCTE), through its New Faculty Support Program, assists 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 run from July 1 through June 30.

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 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 attend at least one CCTE Conference during the year (either the Spring 2017 Conference in Sacramento or the Fall 2017 Conference in San Diego) and the registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference.

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

Participants are 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 available on the CCTE website.

Currently there are five participants in the CCTE New Faculty Support Program during this 2016-2017 membership year. They are:

Nirmla Flores (University of Redlands)

Nicol Howard (University of Redlands)

Andrew Kwok (California State University, San Bernardino)

Kimi Wilson (California State University, Los Angeles)

Christiane Wood (California State University, San Marcos)

Please join the CCTE leadership in welcoming these new faculty to the organization and making them feel at home at our semi-annual conferences.

CCTE Graduate Student Support Program Involves Four during 2016-2017, Welcomes Additional Applicants

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 any academic year.

The CCTE Graduate Student Support Program was established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. The program operates in the following manner:

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. Students are asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. Program participants are 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 support 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 CCTE website to apply for participation in the program.

Currently during this 2016-2017 membership year there are four Graduate Student Support Program participants:

Lisa Longoria (Claremont Graduate University)
Melissa Navarro (San Diego State University/Claremont Graduate University)
Christine Powell (California Lutheran University)
Leslie Young (Claremont Graduate University)

Please join the CCTE leadership in welcoming these graduate students to CCTE.

CCTE Quest for Teacher Education Research Currently Conducting Survey of Participants and Also Welcoming New Studies

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 and 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 others appeared in the Spring, Summer, and Fall 2016 issues. 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. Currently articles from some of the Quest studies have been accepted for publication by the editors of both CCTE journals (*Issues in Teacher Education* and *Teacher Education Quarterly*) as well as other journals in the field.

Many of the current Quest projects have extended into the 2016-2017 academic year, while an invitation remains open for new participants for this 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 CCTE semi-annual conferences, 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.

In an effort to compile information on all of the Quest studies to date a survey has recently been developed by Kelly Vaughn at Notre Dame de Namur University, one of the original Quest participants. The survey, which seeks a variety of information about the various studies, has been disseminated to all Quest researchers from the 2014-2015 year forward, and the expectation is that based on the survey responses CCTE will be able to assemble a report which will contain individual research study summaries as well as an overview of the implications of the Quest effort for both educational practice and policy in California. It is hoped that this report, which will be distributed to all CCTE members and delegates in electronic format, will be completed in the Spring of 2017.

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 or in the future. 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



CCNews

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

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Jo Birdsell, Editor (National University)

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Reports from the CCTE Conference Presentations

Presenters at concurrent and poster sessions at California Council on Teacher Education semi-annual conferences invited to submit reports on their research and practice for publication in CCNews.

Following are two such reports:

“Teaching 21st Century Integrated Science Education: Opportunities and Obstacles of a Collaborative Effort between a University and Public School District.”

by Sabina Giakounis, Anaheim Union High School District, & Frank Frisch, Chapman University

“Beginning Teachers’ Professional Learning as Experiential Learners in the Era of Common Core.”

by Loy Dakwa, Antelope Valley Union High School District

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

Teaching 21st Century Integrated Science Education Opportunities and Obstacles of a Collaborative Effort between a University and Public School District

By **Sabina Giakoumis**
Anaheim Union High School District
and **Frank Frisch**
Chapman University

Overview of the Study

A midsized private university embarked on a three-year science teacher education grant in which science teachers from a local school district received interdisciplinary science education tools to use in their classrooms in conjunction with a project based learning approach. This study followed 52 middle and high school teachers through 144 hours of science education with the goal of providing teachers with interdisciplinary science theory and resources that would permit them to be innovative in their teaching design. An intensive lesson design study was also implemented in which teachers taught lessons they had designed with their peers and received feedback based on their ability to implement the project based learning design that included aspects of inquiry science and engineering practices.

As public school districts in California move towards implementation of the Next Generation Science Standards, they need time to prepare their classrooms and lessons to reflect the science and engineering practices and crosscutting concepts that are implicit in the new standards. The NGSS has shifted science teacher education towards a project based learning approach, improving science teacher pedagogical knowledge, a focus on inquiry science, and allowing teachers to teach their core science subject with an emphasis on an integrated science model of instruction. As Science, Technology, Engineering and Mathematics (STEM) education progresses, there is a concurrent need to examine its impact in the classroom.

The purpose of this study was to conduct a quantitative analysis of the university-public school professional development (PD) program. The science PD grant created a partnership between the University and the Public School District in order to provide science education PD to middle and high school teachers. The aim of the grant was to provide in-service science teachers with enhanced science content knowledge and time to collaborate with colleagues within the district to create innovative lesson design plans that employ Project Based Learning (PBL) and NGSS.

Results from pre- and post-teacher surveys about the teachers' perceived ability and confidence to teach science contents outside of their credentialed area provided evidence that the intensive professional development did not change the teachers' confidence to teach content across the sciences. Classroom observations provided results that may provide evidence that some teachers in their second year of PD

changed their teaching styles and ability to increase students depth of knowledge, move students from passive learning environments to active learning stations and were better able to engage students in lessons that wove together science disciplines through a unit of study.

Review of the Literature

Research has shown that students who make connections between content areas by means of project-based learning, and scientific lab-based experiences that allow for cross-curricular integrated science (Adler, Flihan, & National Research Center on English Learning and Achievement, 1997; Basista & Mathews, 2002; Harrell, 2010), are able to make meaning of science content because they can apply the knowledge to real life experiences. The Next Generation Science Standards (NGSS), completed in April of 2013, represent a change to how states have traditionally approached educating science teachers to address science content in their classrooms.

Instead of approaching science as a single subject or one-dimensionally, teachers are now asked to embrace performance expectations, disciplinary core ideas and cross-cutting concepts (Pruitt, 2014). As Pruitt (2014) pointed out, within NCLB, teachers were judged based solely on the student's discrete knowledge of science topics from a single science subject. Inquiry science may have been tested separately and no state was pushing for the integration of inquiry because the standardized test only required specific content knowledge. The vision of the NGSS is to have students use scientific and engineering practices as a means to show that they can apply science concepts.

The NGSS include new areas of study intended to be woven into the existing curricula and, for the first time, all science teachers are asked to cover topics across their subject areas that apply to concepts in climate change, earth and space sciences, and engineering (Pruitt, 2014). Integrated science is not a new concept, however with the adoption of the NGSS and the recommendations from the National Research Council, teachers now have the mandate to help students develop an integrated understanding of the "big ideas" in science to allow them to problem solve and explain their ideas and findings (Fortus & Krajcik, 2012).

As public school districts begin to prepare for full implementation of the Next Generation Science Standards, many issues need to be taken into consideration in order to make the transition effective for teachers and students. Project Based Learning has been shown to benefit students in learning discipline-based content (Embry, 2001). Embry (2001) suggested that the approach of using PBL in a science classroom brings

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Teaching 21st Century Integrated Science Education Opportunities and Obstacles of a Collaborative Effort between a University and Public School District

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critical thinking to the student's learning process. Any curriculum including science using a PBL approach is structured to foster group work, self-directed learning, critical thinking and self-reflection (Hmelo-Silver, 2004).

A teacher's ability to implement PBL is reliant on their capability to assume a facilitative role, transition students into more accountable roles, their ability to create assessments of student growth, and to have confidence in their own STEM content knowledge (Ertmer, Schlosser, Clase, & Adedokun, 2014; Glazewski & Ertmer, 2010; Grant, 2011; Hmelo-Silver, 2004). A recent research study conducted by Ertmer (2014) detailed the successes and challenges of helping teachers learn and teach science via a PBL approach. Twenty-one science teachers attended a two week summer PBL workshop in which the goal was to create an immersive PBL unit related to sustainable energy. Data were collected regarding the teachers' changing knowledge, and confidence relating to both content knowledge and implementing PBL.

The researchers administered a pre- and post-content knowledge test related to sustainable energy to the 21 pre-service and in-service teacher participants. The participants also completed a pre- and post-PBL survey to gauge their confidence with implementing a PBL lesson design. The results indicated that the teachers' confidence moderately increased. Lesson units created by the teachers indicated that they were able to apply the knowledge gained from the workshop. Even though some lessons were more complex than others, all the teachers were able to include primary training components such as a driving question, student activities, implementation strategies and creating an effective evaluation plan.

In most states, middle and high school teachers who teach science are required to have a bachelors degree, pass a standardized test, and complete a state specific teacher education program (www.teach.org), which allows them to teach a single science subject. In California, the four domains of science are geosciences, biological sciences, chemistry, and physics (California Commission on Teacher Credentialing 2015). Teachers can obtain a credential one of two ways. The first is to major in one of the above four sciences and apply for a specific science credential. One may also be a non-science major but hold at least 32 semester credits in a specific science to apply for a science credential (California Commission on Teacher Credentialing-Subject Matter Authorizations, 2012). The second way to achieve a science credential is to complete the California Subject Examination for Teachers (CSET) which was developed by the California Commission on Teacher Credentialing. Any prospective teacher or current teacher may add a single science subject to their credential by passing this subject matter competence exam that as-

sesses the teacher's content knowledge in science based on the NCLB subject matter (California Educator Credentialing Examinations, 2015).

The NGSS has shifted science teacher education to not only increase teacher content knowledge but to increase science teacher inquiry application and pedagogical knowledge. With new standards being implemented in science classrooms, the California state science credentialing process is outdated and the CSET test does not reflect a teacher's ability to teach inquiry and problem based science (National Council on Teacher Quality, 2014). This is a major reason why there has been a dramatic shift in science teacher education in the United States since 2012. With most states adopting the new Common Core standards and the NGSS, teacher educators are now focusing on pedagogical content knowledge.

The objective of this research was to address how to educate middle and high school science teachers to apply interdisciplinary science concepts in their own classrooms so that students can make connections between various branches of scientific study. The professional development grant goal was to provide teachers with the theory and resources that will permit them to be innovative in their teaching design. The research purpose was to highlight the opportunities and obstacles that collaborative efforts between a private University and a public school district faced as they worked together to achieve a platform for NGSS implementation.

Methodology

In December, 2013, the University received funding from the California Department of Education. Beginning in the spring of 2013, the PD grant began implementation of the three-year process. The data gathered for this study focused only on the year one and two implementation, which included 144 hours of intensive PD. Year one and two focus of the PD grant included four undertakings. These activities included: (a) helping teachers develop engaging inquiry labs using the Mathematics, Engineering, Science Achievement (MESA) programs style of learning, (b) allowing teachers to develop common chapter/lessons assessments and rubrics, (c) helping teachers understand and appreciate deeper understandings of mathematics and statistics, and (d) giving teacher science professional learning community (PLC) teams time to develop 2-3 lessons that included common assessments. The school district gave all 148 middle and high school teachers an opportunity to apply for participation in the three-year PD grant. Fifty-two science teachers accepted and agreed to participate in the program.

During the 2014-2015 and the 2015-2016 school-years,

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all teachers participating in the PD grant engaged in summer intensive hours in which they were given instruction by university professors and science curriculum specialists about science content, NGSS and PBL. In addition each teacher was part of a peer group who observed at least one teacher in their lesson study group as they implemented their PBL lesson. Throughout the 2014-2015 and 2015-2016 school-years, the PD team met with the 52 teachers for two hours each month. The purpose of these two-hour meetings was to ensure that they were moving forward with their PBL lessons, to develop science mentor support, and to continue to provide science content lessons to improve teacher content knowledge.

Participants

Forty-six teachers participated in a demographics survey that was completed on the first day of the in-service in the spring of 2013. The survey was provided to gain insight into the years of service the teachers had been employed as science teachers, their major/minor in college, and their teaching aptitude towards teaching various contents in science. All 46 teachers surveyed held a single subject teaching credential in California which authorized them to teach a specific subject in a departmentalized class. Twenty participating teachers held a biology credential, four had obtained geoscience credentials, three teachers had chemistry credentials, four held physics credentials, 10 had acquired multiple science credentials, two received supplemental science credentials, and three teachers held credentials in something other than science but taught one or more science courses. The teachers' years of service teaching science varied from two years of experience to 28 years of experience. The mean average time teaching science was 11.3 years. Most participating teachers (N=32) held a master's degree in education or a science related field; (N=14) teachers had not completed master's degree at the start of the professional development.

Data collection focused on the science teacher pre-survey and post-survey given to science teachers attending the in-service training. The survey addressed the teachers' demographic information as well as teacher confidence questions in the form of a four-point Likert scale questionnaire about different areas of science inside and outside of their credential area. The science curricula chosen were taken from subjects that teachers may be required to teach based on the cross-cutting concepts that will soon be implemented due to the adoption of NGSS. All teachers were surveyed about their aptitude towards teaching different science subjects which asked how prepared the teacher felt to teach the following science concepts at the grade levels they currently taught. Each teacher had four choices: not adequately prepared, somewhat prepared, fairly

well prepared, and very well prepared. After the second year of the study had been completed a post-survey was given to the remaining teachers (N=38) who had continued attending the PD. The pre- and post-survey were examined quantitatively using a paired t-test.

Participating teachers were notified that they would be observed and data was collected during one class period towards the end of each of the two school years. The classroom observations were completed by PD lead staff from the school district and university. The observations included information about the teacher's ability to embed science content across science disciplines, evidence of types of writing the students were asked to prepare, whether students were actively engaged in a lesson or passively receiving information, opportunities of student communication with each other, and 21st century skills the student may have been engaged in such as group collaboration or use of technology.

Results

Results from the pre- and post science teacher aptitude survey indicated that for this particular measurement, the science teachers did not indicate their ability to teach areas of science outside their content areas had improved after the two-year training was completed. There was not a significant difference in the pre-score (M=2.761) and the post-score (M=2.618); $t(19)=3.96$, $p = 0.0008$. The p-value indicated there was a strong statistical significance that the null hypothesis (teacher's aptitude for teaching science content would stay the same) was retained. The standard errors for the pre/post-survey results were 0.082 and 0.086 respectively.

Over the two-year period, science teachers were given instruction on a range of scientific topics such as physics, chemistry, biology, robotics and engineering. There was no indication that any one group of credentialed teachers felt more confident to teach any one science discipline more confidently than they had before the start of the PD (see Table 1).

Results from comparison of year one and year two classroom observations indicated that some teachers were improving their engagement of students in project based learning assignments. These improvements were evident during the observations that noted incorporated opportunities to engage in 21st century student communication, high and low stakes writing skills, changing the classroom learning environment from a passive classroom to students actively participating and intentionally making connections to other science disciplines by using an integrated science approach. The classroom observations (N=49) conducted during the end of the first year of the grant indicated that although teachers had

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PD training about how to implement student centered project based learning, (n=14) teachers continued to have students take notes passively a majority of the class period. The year two classroom observations (N=37) improved the number of classrooms that had students passively receive information from a text book or teacher to (N=8). Table 2 shows the difference in students actively engaged in the lessons between year one and year two.

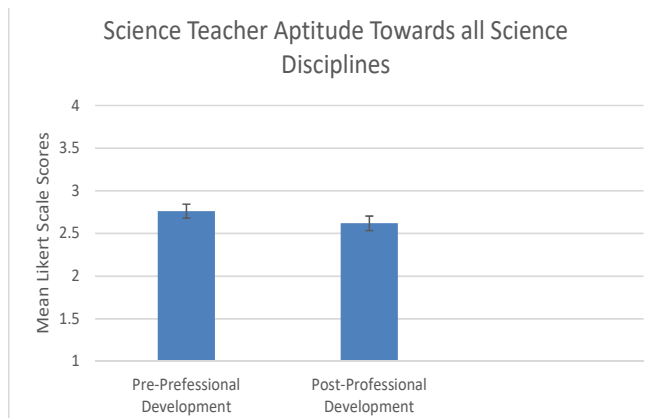
The PD lead staff recorded the evidence and implementation of high stakes writing opportunities, low stakes writing opportunities, and opportunities for student communication on a five-point scale. A score of one represented that the task of writing or communication was not evident during the lesson. A score of five represented that the writing or communication was fully implemented or a major focus of the lesson. There were moderately significant gains for each of the three categories between year one and two.

The year one mean score for smaller, low stakes writing was 2.73 (SD=1.19) compared with a year two mean score of 3.11 (SD=1.34). The year one score for larger, high stakes writing was 2.14 (SD=1.25) compared with a year two mean score of 2.30 (SD=1.52). The mean score from opportunities for student collaboration also improved from 2.73 (SD=1.11) to year two's score 3.00 (SD=1.27). Table 3 includes these three observations compared between year one and year two.

The classroom observations also recorded evidence of intentional connections that students made during the class time in which students were able to use the science information learned from the particular lesson and connect that information with other science disciplines to solve real world problems. The observations from year one (N=49) indicated that a majority of classrooms (N=31) were creating a learning environment where students were able to make connections

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Table 1



pre-score (M=2.761); post-score (M=2.618); $t(19)=3.96, p = 0.0008$.

Table 3

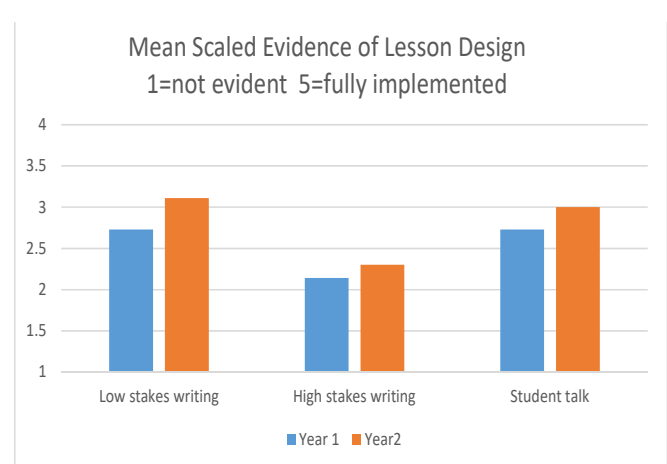


Table 2

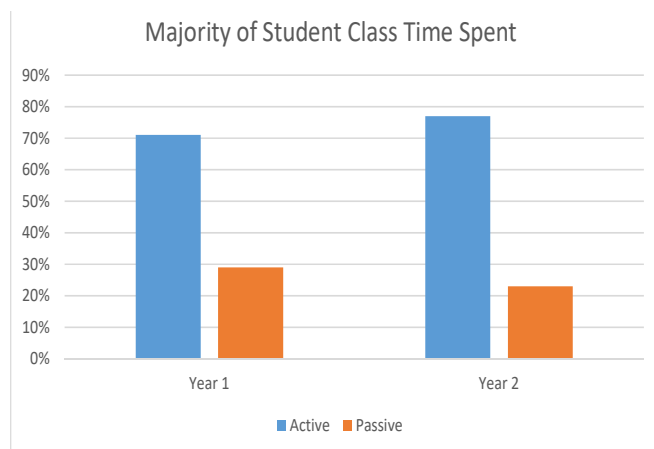
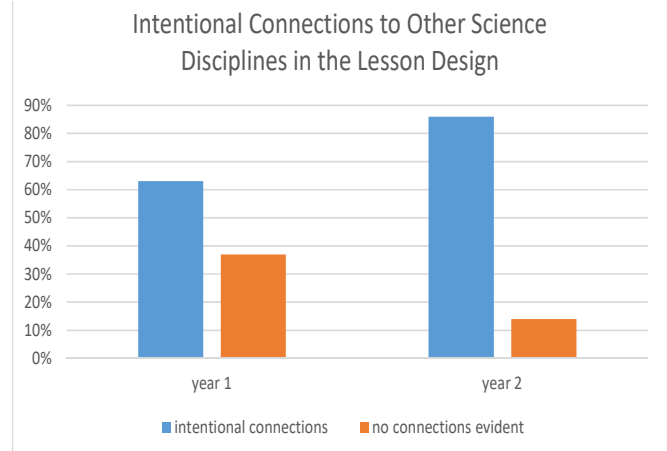


Table 4



Teaching 21st Century Integrated Science Education Opportunities and Obstacles of a Collaborative Effort between a University and Public School District

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to other science contents or real world applications of science, where as (n=18) classrooms made no connections during the lesson. In comparison, year two observations (N=37) indicated that (N=5) classrooms made no connections to other science disciplines, while (N=27) classrooms showed evidence that students were able to make the connection between the content they were learning and outside science disciplines. Table 4 represents comparison between year one and year two observations of science connections.

Significance to the Field of Teacher Education

Some research suggests that student learning outcomes are ultimately reliant on the science teacher's ability to convey specific content knowledge while implementing project based learning effectively (Ertmer, 2014). Teachers must not only be able to engross students in topics with which the teachers may only have had little experience (Wallace, 2015), but also feel confident in their own STEM knowledge (Kolodner, 2003). The idea that teachers are in need of improving their science content knowledge is repeated by multiple national committees including the National Research Council, The Committee on Prospering in the Global Economy of the 21st Century, and The National Science Board. In 2007, it was recommended that teachers increase their science content knowledge to give an advantage to American students who could potentially become STEM majors if they increased their scientific literacy (Committee on Science, Engineering, and Public Policy, 2007).

As teachers in California move towards full implementation of NGSS, we can hope to expect slow but steady growth towards improving literacy and writing, increases in opportunities for student communication, and the enhanced ability of the students to make connections with the science content they are learning with other science disciplines and 21st century problem solving skills. These are not easy tasks that will happen overnight in our public schools science classrooms. These are pedagogical changes that need to be explored and practiced before they can account for positive change.

Results from pre- and post-teacher aptitude surveys about perceived ability to teach interdisciplinary science and classroom observations provided evidence that after attending 144 hours of science professional development the teachers did not perceive themselves as more capable of teaching sciences outside of their credentialed area. Classroom observations demonstrated a larger, more in-depth picture into how the students learning was adapting and changing due to the teaching of the grant. While not all teachers showed movement towards high stakes writing, and using 21st century skills of collaborative academic talk, some teachers

did change their lessons to better help students understand the connections between science content in the classroom and how that content can be used to solve problems using technology and scientific knowledge.

School districts are spending large amounts of funding on teachers' professional development needs. Partnerships between universities and public school systems are common and are aimed at increasing teacher content and pedagogical knowledge that should benefit students in the classroom. A recent study estimated that the 50 largest districts in the United States annually have spent, on average, eight billion dollars on teacher professional development (The New Teacher Project [TNTP], 2015).

In a recent large scale study of professional development programs with 10,000 teachers and over 100 administrators in three of the largest school districts in the United States, TNTP concluded that, although school districts were expending a large amount of funding on teacher training, real improvement was much harder to achieve. This article adds to the research about public school partnerships for science education. More research is needed to assess the opportunities and obstacles that come from collaborative efforts between professors and public school teachers.

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Beginning Teachers' Professional Learning as Experiential Learners in the Era of Common Core

By Loy Dakwa

Antelope Valley Union High School District

The professional learning of K-12 teachers is frequently described as episodic and generally unsupported after training events have occurred (Wilhoit, 2012). Beginning teachers, novices who have recently completed a teacher preparation program, appear to be the most vulnerable in the hierarchy of instructional personnel in school systems (Giles, Wilson & Elias, 2010). Absent a systemic change that improves professional development practices that bolster pre-service learning, beginning teachers could be shortchanged of the skills and best practices required to positively impact their careers and student achievement over time (Clayton, 2007). As school districts implement standards, such as Common Core and Next Generation Science Standards, a revitalized, inquiry-based mode of teacher development and professional learning is essential (Kesson & Henderson, 2010).

A review of the literature on beginning teachers' professional learning and their transition to Common Core implementation led to five major themes as follows:

Theme 1: Beginning Teachers and Their Professional Learning Needs: Scholars contend that the transition from pre-service to in-service is rife with challenges such as classroom management, adjustment to school site, minimal administrative support and curriculum delivery (Ingersoll, 2012; Darling-Hammond, 2010; Feiman-Nemser, 2012).

Theme 2: Beginning Teachers as Independent, Experiential Learners: New teachers are at the beginning phase of learning how to teach; this learning occurs through experience (Green & Ballard, 2011; Snyder, 2012).

Theme 3: The Role of Induction Programs: Feiman-Nemser (2001) declares, "Induction [takes new teachers] from knowing about teaching through formal study to knowing how to teach by confronting the day-to-day challenges" (p. 1027). However, Ingersoll (2012) notes that despite its perceived benefits, there is a paucity of research on professional learning that results from induction.

Theme 4: Teacher Inquiry Is a Type of Job-Embedded Professional Development: Engaging in teacher inquiry, that is, action research practices within the context of teachers' instructional environment enables collaborative and collegial inquiry for lifelong learning (Drago-Severson, 2009; Dana & Boynton, 2011).

Theme 5: Intellectual Inquiry: In the Common Core era, teachers are expected to engage in intellectual inquiry, scientific investigation and rapid advancement (Fallon, 2010). However, materials and resources are limited, and teachers need coaching for its success as reported by Zhang (2015) and Levine (2014).

Theoretical Framework

The study was undergirded by Kolb's Experiential Learning Theory (1984). This framework originated from the interpretivist theories of John Dewey (1938), Kurt Lewin (1946), and Jean Piaget (1958). Kolb (1984) combines these theories to posit learning as an iterative cycle that includes a concrete experience in an authentic situation, followed by reflective observation, abstract conceptualization and active experimentation. However, this theoretical framework is not without criticism; opponents argue that learning does not necessarily occur in discrete phases, as the theory indicates, and that it was not tested among varying demographics of people (Mettinen, 2000).

Research Questions

Overarching question: What is the induction experience for beginning teachers during the implementation of Common Core Standards in a California high school district?

Sub-Questions: What are the beginning teachers' perceptions of job-embedded, professional learning? How are the needs of beginning teachers as experiential learners met or (not met) in the induction program?

Methodology

A qualitative approach was utilized for the research methodology: an exploration of Yin's (2014) descriptive and Stake's (1995) instrumental case study. Participants were drawn from a pool of secondary teachers from five high schools in a single school district who had recently completed induction, ranging from one to two years. Ten teachers from the content areas of English, Mandarin, Spanish, math, science and special education participated in the study. Data collection occurred in three phases: primary individualized interviews, document review of inquiry plans, artifacts and reflective notes, followed by examination of mentor-recorded classroom observations. A second interview was conducted to allow member checking and follow-up questions. Member checking clarified data and enabled follow-up questioning.

Subsequent data analysis ensued, which included inductive and deductive analysis. Inductive analysis included memoing

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during interviews, iterative analysis and in vivo coding. In vivo coding was employed after the interviews were transcribed to thoroughly examine the data and identify participants' words and phrases that resonated strongly in response to interview questions. Participants' statements were summarized to identify similarities and differences across the data.

Deductive analysis included focused coding to form categories or themes. Ten primary themes emerged:

1. Transition from pre-service to induction
2. Context for teaching and learning
3. Collaboration with peers
4. Subtle shift from content standards to Common Core standards
5. Questioning and ascertaining the merits of inquiry as professional development
6. Learning by experimentation and from life experiences
7. Current practice as the ultimate payoff
8. Nurturing experiential learning
9. Obstacles to induction
10. Managing the 21st century classroom

Results' Analysis

When the findings were analyzed through the lens of the research questions, the following results surfaced. The overarching question was based on the induction experience with emphasis on the period of Common core implementation. Participants reported a set of perceived success factors and perceived inhibitors.

The success factors originated from:

- Data-gathering skills acquired through analysis of student academic performance
- Collaboration and networking
- Use of prior knowledge for Common Core integration
- Structure of formative assessment system as foundational
- Experimenting in a safe space
- Observing their professional growth over time

The perceived inhibitors originated from:

- Bureaucracy of paperwork and recordkeeping
- Length and mode of induction meetings
- Professional development that does not match developmental needs
- Differences in school climate
- Perceived non-articulation with institutions of higher education

In response to sub question #1 about job-embedded professional learning:

- Participants perceived job-embedded professional learning as "learning on the job—when they were in the aha! moment!"
- The induction program's framework of Plan-Teach-Reflect-Apply offered a mental model to compartmentalize their instructional experiences into different intervals, such as during lesson planning, direct teaching, at the end of a lesson and unit.
- Participants perceived and expressed job-embedded professional development as concrete experiences. They praised the usefulness of the formative assessment system and reflective periods that ensued. Reflective periods occurred "in-action" (during the moment) and "on-action" (after the moment) as theorized by Merriam (1998) and Schon (2007).

Sub question #2 strived to discover whether or not the beginning teachers' needs as experiential learners were met as follows:

- Participants expressed that their needs were mostly met, particularly through a blend of curricular, collaborative and experimental components.
- Inquiry projects provided autonomy to test ideas for instructional improvement with a support provider in the background to lean on.
- Collaboration enabled camaraderie and networking for a shared learning community.
- Connection with students resulted from knowing background information.
- Mentor observations enabled a third eye in their classroom, allowing them to focus on particular deficiencies.
- Current practice was the payoff, observing the ultimate benefit of having a repertoire of instructional practices to build on.
- With regard to Common Core adaptation, participants were uncertain about the success of their transition, since little emphasis was placed on the curricular shift, and they did what was deemed acceptable.
- Ostensibly, teachers from previous careers could

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have benefited from a differentiated approach to the induction program's professional development.

Based on responses to the overarching questions and sub-questions, implications were identified for practice and research:

- For practice, school districts need to be diligent in the professional development of beginning teachers. Pre-service skills can be bolstered via targeted professional development in the areas of data analysis, such as rubric design and assessment interpretation; a streamlined approach toward integrated curriculum teams; and continued support in the context for teaching and learning toward stronger student engagement.
- For research, further investigation is warranted for what a bridge phase would look like for candidates who are not yet "eligible" for induction, such as interns. In addition, teachers entering the profession from other careers may need a differentiated type of professional learning to build on the strengths they bring; and researchers need to explore how bureaucracy that is counterproductive can be eliminated or minimized.

Conclusion

Based on the emergent themes and findings to the research questions, the following are overall conclusions about beginning teachers' professional learning:

- Despite the vulnerabilities that beginning teachers bring to education, they are not empty vessels or blank slates. They come with life experience of different kinds, and induction programs do not necessarily take advantage of the rich experiences that beginning teachers bring as adult learners and the knowledge from pre-service programs (Theme 6).
- Beginning teachers resist bombardment with excessive accountability measures and bureaucracy (Theme 1).
- Beginning teachers yearn for a stress-free environment in which job-embedded PD is situational and buttressed by support from mentors and peers (Theme 8).
- Inquiry by itself is insufficient to maintain all teachers in the profession (Theme 5).
- Teachers may remain in comfort zones when not pushed to implement change initiatives, such as the Common Core State Standards (Theme 4).

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