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Fall 2012 CCTE Conference Announcement

Theme:

“Peering into the Looking Glass— Clinical Practice and the 21st Century Educator”

The Fall 2012 Conference of the California Council on Teacher Education

Jointly Co-Sponsored by

California Association of Bilingual Teacher Educators (CABTE)

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET)

With Annual Co-Sponsorships by

Departments of Teacher Education and Special Education, Azusa Pacific University

School of Education, Loyola Marymount University

October 11-13, 2012

Kona Kai Resort, San Diego, California

Conference Theme:

“Peering into the Looking Glass—Clinical Practice and the 21st Century Educator”

The primary goal of the October 11-13, 2012 CCTE Conference at the Kona Kai Resort in San Diego is to explore the promises, limitations, and challenges connected to re-conceptualizing teacher preparation programs through an in-depth examination of clinical practice.

The conference will feature a Thursday keynote address by Kenneth Zeichner, Boeing Professor of Teacher Education and Director of Teacher Education in the College of Education at the University of Washington. Zeichner will share his expertise on the historical trajectories of different approaches to improve teacher education and establish a foundation through which participants will be able to evaluate various models shared during a panel presentation later that afternoon.

Etta Hollins, Kauffman Endowed Chair for Urban Teacher Education at the University of Missouri-Kansas City will be Friday’s keynote speaker. Hollins will challenge participants to reflect on the importance of using solid research practices as a means of examining the true impact of clinical practices. Attendees will be gently pushed to contemplate the relationship between theoretical patterns and the context of practice in which they are embedded.

Kenneth Zeichner



Etta Hollins

Check the accompanying pages for a more detailed description of the Conference plans, the tentative program, registration form, call for research and practice proposals, and invitation for awards nominations.

How To Register?

Complete the accompanying registration form (pre-registration deadline is September 10, 2012) and return it with a check (payable to California Council on Teacher Education) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

All Conference attendees must make their own hotel reservations. Call the Kona Kai Resort at 800/566-2524 and tell them you are attending the CCTE Fall 2012 Conference. Hotel reservations must be made by September 10 to be assured of rooms within our reserved CCTE block.

If you need further information contact Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118, telephone 415/666-3012, fax 415/666-3552, e-mail alan.jones@ccte.org

Preview of the CCTE Fall 2012 Conference

“Peering into the Looking Glass— Clinical Practice and the 21st Century Educator”

By **Helene Mandell** (University of San Diego)
& **Keith Walters** (California Baptist University)
Co-Chairs of Fall 2012 CCTE Conference

Introduction

From the founding of our country to the rhetoric of today, claims articulating the belief that a quality, public school education is foundational to preserving democracy and maintaining economic stability can be found. Highly qualified teachers are regularly identified as an essential element in the process of preparing students for their societal role. Unfortunately, agreement on the means to develop expert teachers has not been smooth. One of the earliest attempts to systematically train teachers within the United States occurred in 1839 with the formation of the first normal school. Eleven years later, the California legislature assumed oversight by mandating that all teachers hold a certificate of qualifications. The pendulum swings between academia and government challenges have now been expanded to include corporate American (i.e., the rhetoric and actions of the National Council on Teacher Quality).

In an attempt to synthesize research and practices related to effective teacher preparation programs, the National Council for Accreditation of Teacher Education commissioned a blue ribbon panel which published the 2010 document entitled *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. The report argues a need to engage in sweeping changes. Central to the proposal is a focus on clinical practice. The goal of the October 11-13, 2012 CCTE Conference at the Kona Kai Resort in San Diego is to explore the promises, limitations, and challenges connected to re-conceptualizing teacher preparation programs.

Keynote Speakers

The conference will feature a Thursday keynote address by Kenneth Zeichner, Boeing Professor of Teacher Education and Director of Teacher Education in the College of Education at the University of Washington. Zeichner will share his expertise on the historical trajectories of different approaches to improve teacher education and establish a foundation through which participants will be able to evaluate various models shared during a panel presentation that afternoon.

Etta Hollins, Kauffman Endowed Chair for Urban Teacher Education at the University of Missouri-Kansas City will serve as Friday's keynote speaker. Hollins will challenge participants to reflect on the importance of using solid research practices as a means of examining the true impact of clinical practices. Attendees will be gently pushed to contemplate the

relationship between theoretical patterns and the context of practice in which they are embedded.

Guiding Questions

Woven throughout the conference will be opportunities for all stakeholders in teacher preparation to engage in discussions and reviews of current activities that attempt to address four key questions:

- In what ways does clinically rich teacher preparation mirror “clinically rich” professional development in other fields (medical, pastoral, business, etc.)?
- What about the “triad”—the student teacher, university supervisor, and cooperating teacher? How are cooperating teachers selected and recruited? How do universities support and reward clinical faculty and cooperating teachers? How might we, as professional teacher educators, define the most effective approaches to supervising student teachers?
- What are the viable threats to teacher preparation programs with respect to clinical practice? We might think of these threats as representing the enduring problems of clinical practice.
- In what ways might we envision working *with* local school district and community partners to co-create clinically rich teacher preparation programs?

Other Conference Activities

The Fall 2012 CCTE Conference will begin on Thursday morning with meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers. The CCTE Graduate Student Caucus will also meet on Thursday morning.

The CCTE Special Interest Groups will meet as usual at the Fall Conference in concurrent sessions Thursday noon and Friday afternoon. A newcomers meeting will also be scheduled late Thursday morning as a conference orientation for first time and other recently new attendees.

Two policy sessions will be part of the Fall Conference program, featuring deans on Friday morning and policy reports that afternoon. Concurrent research sessions will be held Thursday and Friday and the popular poster session will conclude the Friday afternoon activities.

Conference meals for those who sign up for them will include box lunches on Thursday, the Conference banquet Thursday evening, and the awards luncheon on Friday.