



CCNews

Newsletter of the
California Council on Teacher Education

Fall 2003 CCTE Conference Summary:

“Beyond Collaboration:
Fostering Communities of Practice”

By Jaime Romo, Cindy Grutzik, & Hillary Hertzog,
Fall Conference Co-Chairs

Community Evolved Meaning

The California Council on Teacher Education has sponsored bi-annual conferences for several decades. These conferences have tended to mirror the pertinent issues of the day for teacher educators. For example, during the implementation process of SB2042, conference topics reflected concerns about conformity vs. innovation, and honoring the depth of professional wisdom among us.

Lately, as SB2042 programs are going through their first and second years, teacher educators are moving into the next level of complexity: partnerships and collaborations that extend beyond teacher education programs to include Community Colleges, Arts and Sciences faculty, K-12 programs, BTSAs, and even policy-makers. The Fall 2003 Conference pushed us to explore current implications of conference evolution using the “Communities of Practice” framework of Etienne Wenger.

Day One (Thursday, October 30): In keeping with a well-known planning model, Day One was the “Into” day. The highlight was a dialogue with Assemblywoman Carol Liu, who sits on the Assembly Higher Education committee as well as several other educational and budgetary committees in the California State Assembly. Before opening up the floor to questions, she encouraged the CCTE to reflect our collective concerns and needs for the future of teacher education, and move this policy back to legislators in specific ways.

Following this energetic exchange, we began our small table work as communities of practice in a session called, “Developing the Attitude of an Advocate.” Before the banquet, which included a playful, creative mask making activity, we held our first policy session in which we heard from our president, Andrea Maxie, regarding a strategic planning framework for CCTE. We began the work of clarifying our key issues, which would be shaped into policy or action plans Friday.

Meaning Influenced Practice and Identity

The Fall Conference Planning Committee built a flow

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Spring 2004 Conference Planned around Theme “Furthering Social Justice through Teacher Education Policy and Practice”

The Spring 2004 CCTE Conference, to be held April 1-3 at the Hyatt Sainte Claire Hotel in San Jose, will feature the theme “Furthering Social Justice through Teacher Education Policy and Practice.” This Spring Conference theme serves to continue CCTE exploration of policy and practice from previous semi-annual conferences, and to bring full circle the discussion from last spring when CCTE delegates and members conducted a self-examination of teacher education in California and identified key themes for CCTE long-range planning. A special committee and the CCTE Board of Directors have worked with those themes since, and specific long-range plans will be brought back to the delegates and members at the Spring 2004 Conference.

The keynote speaker for the Spring 2004 Conference will be Gloria Ladson-Billings, and other sessions will involve Kevin Kumashiro, Eric Rofes, Christine Sleeter, and Suzanne SooHoo as well as numerous other CCTE delegates and members. The Conference will include meetings of the Special Interest Groups, policy sessions, research and best practice sessions, a Thursday banquet, and the Friday awards luncheon. Saturday morning will include another policy workshop by CCTE Legislative and Educational Policy Analyst Elizabeth Jimenez.

The formal announcement and registration materials for the Spring 2004 Conference will be mailed out to all CCTE delegates, members, and friends in January. Information on the Special Interest Groups, a call for research and best practice proposals, and an invitation for awards nominations appear elsewhere in this issue of *CCNews*, as does a discussion of the CCTE long-range planning process by CCTE President Andrea Maxie.

The co-chairs of the Spring 2004 Conference Planning Committee are Vicki LaBoskey and Tom Nelson, and other members of the Planning Committee are Paul Ammon, Harriet Arnold, Karen Benson, Sally Botzler, Jim Cantor, Magaly Lavadenz, Andrea Maxie, Della Peretti, Ron Solorzano, and CCTE Executive Secretary Alan Jones. Suggestions for or questions about the Spring Conference may be addressed by e-mail to Vicki (vickil@mills.edu), Tom (tnelson@pacific.edu), or Alan (caddogap@aol.com).

Fall 2003 CCTE Conference Summary

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into the three days, creating opportunities to reflect on our own practice and asking Etienne Wenger to work with us throughout the second day. We asked participants to identify themselves with colored dots to raise awareness of our inter- and cross-group conversations.

Day Two (Friday, October 31): As Thursday was an “Into Communities of Practice” day, Friday was the “Through” component of the conference. We began early with SIGs and the first of two Research/Best Practice sessions. Both sessions were visited by our guest speaker, Etienne Wenger. Dr. Wenger’s first presentation then introduced his framework for looking at ways that groups work together, using a slide presentation and several illustrations emphasizing the social nature of learning and the importance of meaningful and ongoing collaborative work. Later that morning, Dr. Wenger engaged us in activities to help us to answer the question, “Acting as advocates, how do we build communities that have the capacity to advocate?”

Friday reflected the working nature of the conference. After lunch, we enjoyed another opportunity to work with Dr. Wenger to think about specific ways to sustain our own communities of practice. This primed us for the second policy session, in which we took advantage of the opportunity to bring issues and ideas to the body for either approval as CCTE policy to be brought to legislators or for further discussion by the policy committee, to later be brought to the body for approval. The body approved a resolution challenging ABCTE, and a resolution that the executive board produce guiding principles with which to evaluate TPAs.

Meaning and Practice Changed Identities

A workshop was designed for Saturday’s session to emphasize practice, set expectations for advocacy, and create goals for the CCTE. While the recent transition in Sacramento changed the original plans for interaction with a panel of policymakers, this practical session met the goals of the planning committee by providing opportunities to carry the new meanings and group identity forward.

Day Three (Saturday, November 1): On Saturday, the “Beyond” day, Elizabeth Jimenez, our CCTE Legislative and Educational Policy Analyst, led approximately forty participants through a legislative workshop. Participants heard about the post-recall political landscape that resulted from voters electing not just a governor but a team of fourteen hundred appointees who will influence teacher education. We heard the rumor then that Richard Riordan was slated to be the Secretary of Education, as well as the idea that the CCTC and the State Board of Education may eventually be merged. Elizabeth’s legislative overview included information about a current bill in the legislature that proposes to study the efficacy of the CCTC. We also heard that the State

Board now meets every two months, not monthly. Therefore, more decisions are made by staff behind the scenes. In addition, many decisions are made before Board meetings and CCTC meetings. What that means, she explained, is that teacher educators need to work closely with SBE staff. We need to take an active part in informing legislators, like Assemblywoman Carol Liu and her staff, about what we know and believe about educational policy.

We learned that the Legislature is currently working on the Master Plan, to which Carol Liu is loyal. Therefore, any legislation (e.g., letter of intent to block ABCTE) must gel with the Master Plan. As the session drew to a close, each participant listed three legislation-related advocacy actions that they would commit to doing individually, and as a group listed items that the CCTE should do as an organization. This CCTE list included the following ideas:

- ◆ Holding a CCTE Board meeting in Sacramento, so board members can meet with legislators;
- ◆ Establish a voluntary e-mail list so Elizabeth can contact members with particular expertise and communicate to members quickly;
- ◆ Hold another Advocacy Workshop, led by Elizabeth, at the Spring Conference; and
- ◆ Increase CCTE membership from particular constituencies, including BTSA, Community Colleges, County Offices of Education, subject matter programs, and administrators.

Summary

Overall, the conference was engaging, productive, and represented a shift in the CCTE organization to work more effectively and proactively as an inclusive organization committed to advocacy. High points of the conference were:

- ◆ the dialogue with Assemblywoman Carol Liu;
- ◆ the development of issues over all three days;
- ◆ the keynote speaker, Etienne Wenger, and the fact that he stayed throughout the day Friday;
- ◆ the mask making as social mixer;
- ◆ the outcomes of advocacy (information, development of group discussion, agreement of resolutions re: ABCTE, NCLB, and principles for TPA);
- ◆ 40 people attending on Saturday;
- ◆ Juanita Chavez’s leading us in “si se puede”;
- ◆ The newcomer session (10 people got supported); and
- ◆ Elizabeth Jimenez’ presentation/workshop.

A Message from CCTE President Andrea Maxie:

CCTE's Strategic Planning Priorities for 2003-2004

At the Fall 2003 Conference, I reported on nine priority areas that, along with a general conversation about the process of strategic planning, frame this year's strategic planning deliberations and actions undertaken by a special planning committee and the CCTE Board of Directors. It is important to note that these priority areas are recommendations that emerged from work sessions and policy sessions held at the Spring 2003 Conference. While CCTE's strategic planning is not delimited to these areas, they are central to our current work. The following priority areas were presented to the First Policy Session at the Fall 2003 Conference:

Define Quality Teaching

No Child Left Behind has highlighted a debate concerning the value of teacher education in the practice of teaching and in student learning. It is recommended that CCTE craft a position on quality teaching.

Clarify the Value of Pre-Service Teacher Education

Related to a position on quality teaching is a clarification of the value of pre-service teacher education. It is recommended that CCTE clarify pre-service teacher education as integral to high quality teaching.

Build Alliances with Organizations of Similar Interests

The CCTE membership has recommended that CCTE work closely with organizations that share CCTE interests, goals, and positions.

Support an Ongoing Dialogue on Social Justice

It is recommended that CCTE promote dialogue concerning principles and practices of equity, justice, and fairness as these apply to schooling, teaching, learning, and teacher education.

Develop a Strategic Plan

It is recommended that CCTE consider actions, positions, and a process for ongoing strategic planning and organizational self-study.

Inform National Policy Frameworks

It is recommended that CCTE develop positions on national and state issues and work with liaisons to communicate these positions to ATE and AACTE.



Develop a Policy Response Structure

There is a need for rapid response to pressing legislation and policy discussions in the state. This priority area considers mechanisms in CCTE that can provide rapid response. It also relates to the role of the Policy Committee, the Legislative and Educational Policy Analyst, and the development of CCTE positions.

Develop Technology in CCTE

This priority refers to the use of technology to advance the goals and activities of CCTE. It considers the organization, management, usage, and analysis of the CCTE web site and the infusion of technology in all CCTE conference activities.

Develop CCTE's Role in External Grants and Contracts

This priority emanates from discussion around PT3 grants and the potential of CCTE as a partner in cost sharing. The area also emerges from discussions on procuring external funding for organizational activities.

These nine priority areas shape long and short-term actions and provoke overall organization self-study. Based on discussion by the CCTE Board of Directors at the Fall 2003 Conference, these priority areas are viewed in three categories. Three are seen as central topics for decision and action this year, and thus it is planned that the planning committee and the CCTE Board of Directors will craft position statements on quality teaching, pre-service teacher education, and social justice for consideration by the delegates and members at the Spring 2004 Conference.

On a more immediate time table, it is anticipated that the CCTE Policy Committee and the Board of Directors will cooperate in developing a policy response structure that will be in place by early 2004. Also of immediate import is the restructuring of the CCTE website, also anticipated by early 2004. The other priority areas will also receive attention of the CCTE Board of Directors when that group next meets on January 23 at Loyola Marymount University, and all of these priority areas will be reported on, updated, and discussed at the Spring 2004 Conference.

I welcome suggestions from any and all CCTE delegates and members as we continue with this important exploration.

—Andrea Maxie, CCTE President
California State University, Los Angeles
E-mail amaxie@csula.edu

CCTE Policy Framework

The California Council on Teacher Education (CCTE) supports and encourages approaches to the preparation and continuing development of teachers which:

- ◆ Work toward the integration of the professional preparation of educators into career-long professional development involving sound theory and effective practices at all stages.
- ◆ Establish and foster strong support programs for teachers at all stages of their careers, particularly at the beginning stage, to help attract and retain high-quality teachers; such programs should include a role for university-based personnel as well as practitioners from the schools.
- ◆ Recognize and support university and school personnel who work in partnerships to improve preservice preparation, induction, and professional development of educators.
- ◆ Assure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.
- ◆ Foster the strong and balanced preparation of teachers in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum.
- ◆ Assure that the guidelines, regulations, and laws governing the preparation of teachers and other educational personnel in California are based on, and are continually informed by, research and best practice; and that these guidelines, regulations, and laws reflect the considered opinions and voices of experts in the field.
- ◆ Include multiple and alternative approaches to the admission, retention, and credential recommendations for prospective teachers; and assure that all measures used to assess candidates at any point in their preparation are valid, unbiased, and relevant to teaching and learning practice.
- ◆ Support accreditation and evaluation processes which improve professional practice and which are conducted in an unbiased, collegial atmosphere by university and school professionals.
- ◆ Seek and ensure the active participation of the teacher education community in policy discussions and decisions regarding preservice education and the professional development of educators.
- ◆ Foster public and political support for education at all levels, pre-K to university.
- ◆ Recognize that quality teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources for ongoing development of effective teacher preparation programs.

—Originally adopted by the Delegate Assembly of the California Council on the Education of Teachers, April 17, 1997

All CCTE delegates, members, and friends are encouraged to copy and share the CCTE Policy Framework with others in the California education community, as well as with policymakers at all levels of government.

Dates of Future CCTE Semi-Annual Conferences

Spring 2004 — April 1-3 - Hyatt Sainte Claire Hotel, San Jose
Fall 2004 — October 7-9, Shelter Pointe Hotel and Marina, San Diego
Spring 2005 — March 31 to April 2, Hyatt Sainte Claire Hotel, San Jose

CCTE Resolution Concerning ABCTE

Adopted by the Delegate Assembly of the California Council on Teacher Education on October 31, 2003, in San Diego.

Whereas, California has been engaged for the past several years in raising the standards for pre-service teachers, the induction of new teachers, and the continuing education of teachers.

And Whereas, these standards call for candidate demonstration of a combination of basic skills, subject matter knowledge, and professional preparation in pedagogy, which includes an assessment of teaching skills in classrooms with children, in order to receive a recommendation for a California teaching credential,

And Whereas, these standards also require well-prepared candidates who are to teach California's students with special needs as well as students who are linguistically, culturally, and socio-economically diverse,

And Whereas, the recently formed group known as ABCTE, the American Board for the Certification of Teacher Excellence, proposes a national credentialing and certification system based solely on the passage of examinations rather than through demonstrated professional practice with children,

And Whereas, this latter approach appears to undermine the recent California SB 2042 legislation, and other reform legislation, that raise the standards for candidates who wish to receive an initial credential recommendation,

Therefore, Be It Resolved That the California Council on Teacher Education (CCTE) strongly opposes the use of the ABCTE examination system in California as an alternative route to the issuance of an initial credential, or issuance of such a credential based on reciprocity with other states who may have adopted ABCTE,

And Be It Further Resolved That the CCTE urges the California State Legislature, the California Commission on Teacher Credentialing, the California Department of Education, and the California State Board of Education to reject attempts to bring the ABCTE examination program into the California teacher credentialing system.

Letter Approved by the CCTE Delegate Assembly on October 31, 2003, in San Diego and Addressed to Staff of the California Department of Education on November 10

As President of the California Council on Teacher Education (CCTE), an organization with membership from more than 90 institutions that prepare the state's teachers, I am responding to your invitation to provide feedback on the *NCLB Teacher Requirements Resource Guide*. At a recent meeting of our CCTE Delegate Assembly, members expressed serious concerns with the Guide. As a consequence, CCTE takes the following positions with respect to this document.

First, it is the position of CCTE that using a single test to determine multiple subject area competence (Section 1.6, p.4) will limit the number of teacher candidates coming into our teaching credential programs and will not effectively prove depth of knowledge in the subject areas.

Second, it is the position of CCTE that the best way for individuals to become highly qualified teachers is through high-quality professional development, not simply test preparation for the CSET (Section 1.9, p.5).

Finally, CCTE opposes any definition of a highly qualified teacher that does not include both subject matter preparation and extensive pedagogical preparation.

Thank you for welcoming feedback on the *NCLB Teacher Requirements Resource Guide*. I would value an opportunity to meet with you to discuss these issues and recommendations in more detail, before your office proceeds to final approval of this document.

Sincerely,
Andrea Maxie, Ph.D., President
California Council on Teacher Education

Discussion on TPAs Referred to Policy Committee and CCTE Board of Directors

The CCTE Delegate Assembly meeting on October 31, 2003, in San Diego also discussed concerns related to the creation and implementation of TPAs and referred this topic to the CCTE Policy Committee and Board of Directors with the charge that a CCTE policy position be developed in this area.

Announcement of the 2004 CCTE Election of Officers

The offices of President Elect, Vice President for AACTE, Vice President for ATE, and three members of the Board of Directors of the California Council on Teacher Education are to be elected in the spring of 2004. The three officers will serve two-year terms from the Spring 2004 Conference to the Spring 2006 Conference, while the three new members of the Board of Directors will serve three-year terms running from the Spring 2004 Conference through the Spring 2007 Conference.

The current CCTE officers and the membership of the Board of Directors appear on the next page of this issue of *CCNews*, with the year following each name indicating the spring when each person's term of office ends. The three members of the Board of Directors whose terms expire this spring, and who will therefore be replaced through this year's election, are Steve Lilly, Margaret Olebe, and Athena Waite.

The Nominations and Elections Committee, appointed by the President and consisting this year of David Georgi (chair), Judith Crowe, and Marilyn Draheim has, as required by the CCTE by-laws, offered a slate of nominees for the offices to be elected. The persons nominated by the committee are:

For President Elect

Reyes Quezada, University of San Diego
Susan Westbrook, California Federation of Teachers

For Vice President for AACTE

Joel Colbert, University of Southern California
Tim Mahoney, California State University, Stanislaus

For Vice President for ATE

Sally Botzler, Humboldt State University

For Board of Directors

Marianne Caston, Antioch University, Santa Barbara
Cindy Grutzik, Pacific Oaks College
Deborah Hamm, California State University, Long Beach
Caryl Hodges, University of San Francisco
Lisa Kirtland, California State University, Fullerton
Jaime Romo, University of San Diego

As delineated in the CCTE By-Laws, any CCTE delegate or member wishing to nominate someone not on this slate prepared by the Nominations and Elections Committee may do so by forwarding to the Executive Secretary a written nomination containing the supporting signatures of 15 CCTE delegates or members, a brief vita of the nominee, and the signed consent and statement of the nominee. Only CCTE delegates and members are eligible to be nominated. Such additional nominations must be received by the Executive Secretary no later than January 30, 2004. (Such nominations should be sent by mail to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, California 94118).

In early February, the Executive Secretary will, as stipulated in the By-Laws, prepare an election mailing to all delegates and members that will include the final slate of nominees (those from the Nominations and Elections Committee and any others submitted as described above), statements from each nominee, a ballot to be voted, and a return envelope. Each delegate and member may vote for one candidate for each of the three offices and up to three candidates for the Board of Directors. Delegates and members may submit ballots by mail no later than March 19 or may wait to turn in ballots at the Spring Conference in San Jose. The deadline for voting at the Conference is noon on Friday, April 2, at which time the Nominations and Elections Committee will tally the ballots.

The candidate receiving the most votes for each of the three individual offices and the three candidates receiving the most votes for the Board of Directors will be elected and will take office immediately upon election on April 2.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones by e-mail at caddogap@aol.com, by telephone at 415/666-3012, or by mail at CCTE, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

CCTE Leadership Directory

CCTE Officers:

Andrea Maxie, President (2002-2004), California State University, Los Angeles; amaxie@calstatela.edu
 Vicki LaBoskey, President-Elect (2002-2004), Mills College; laboskey@hotmail.com
 Sally Botzler, Vice President for ATE (2002-2004), Humboldt State University; sjb3@humboldt.edu
 Phyllis Fernlund, Vice President for AACTE (2002-2004), Sonoma State University; phyllis.fernlund@sonoma.edu
 David Georgi, Past President (2002-2004), California State University, Bakersfield; dgeorgi@csub.edu

CCTE Board of Directors:

Paul Ammon (2003-2006), University of California, Berkeley; prammon@uclink.berkeley.edu
 James Cantor (2002-2005), California State University, Dominguez Hills; jcantor@csudh.edu
 Judith Crowe (2003-2006), California Lutheran University; crowe@clunet.edu
 Marilyn Draheim (2002-2005), University of the Pacific; mdraheim@uop.edu
 Magaly Lavadenz (2002-2005), WestEd; mlavade@wested.org
 Steve Lilly (2001-2004), California State University, San Marcos; slilly@csusm.edu
 Margaret Olebe (2001-2004), California State University, Dominguez Hills; molebe@csudh.edu
 Athena Waite (2001-2004), University of California, Riverside; athena.waite@ucr.edu
 Ann L. Wood (2003-2006), California State University, Los Angeles; awood@calstatela.edu

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 Elizabeth Jimenez, CCTE Legislative and Educational Policy Analyst, GEMAS Consulting; execjimenez@aol.com
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@uop.edu
 Steve Turley, Editor, *Issues in Teacher Education*, California State University, Long Beach; hsturley@csulb.edu
 Reyes Quezada, Editor, *CCNews*, University of San Diego; rquezada@sandiego.edu

CCTE Committee Chairs:

Awards Committee Chair:

James Cantor (see above under Board of Directors)

Spring 2004 Conference Committee Co-Chairs:

Vicki LaBoskey (see above under President Elect)

Tom Nelson (see above under Editor of *Teacher Education Quarterly*)

Membership Committee Chair:

Athena Waite (see above under Board of Directors)

Policy Committee Co-Chairs:

Ron Solorzano, Occidental College; solor@oxy.edu

Susan Westbrook, California Federation of Teachers; suew447@aol.com

Research Committee Chair:

Ed Behrman, National University; ebehrman@nu.edu

Call for Volunteers for CCTE Committees

Serving on CCTE committees is one of the best ways to get more involved in the organization and to assist in carrying out CCTE goals and activities. If you are interested in serving on any of the CCTE Committees listed above, please contact CCTE President Andrea Maxie or Executive Secretary Alan Jones to let them know of your willingness. There is almost always room for additional volunteers on most CCTE committees, and if not then you will be on the list for the next opening as current committee members complete their term of office.

Special Interest Groups (SIGs) of the California Council on Teacher Education

The California Council on Teacher Education plays host to twelve Special Interest Groups.

These SIGs meet at each Semi-Annual CCTE Conference.

All CCTE Sigs are open to all interested persons.

Case Methods in Teacher Education: This group examines the use of case methods in the preparation of teachers, including the identification and sharing of case studies and case methods, and the refinement of materials available in this field. SIG coordinator: Mary Williams, University of San Diego.

Coalition for Educational Renewal: The California Coalition for Educational Renewal is the state arm of the national network inspired by the work of John I. Goodlad. Coalition meetings focus on activities at California campuses which operate as part of the national network. SIG coordinator: Sally Botzler, Humboldt State University.

Credential Program Coordinators: This SIG offers an opportunity for coordinators of credential programs at colleges and universities across California to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Reyes Quezada, University of San Diego.

Democratic Classroom Management: This new SIG, which met for the first time at the Fall 2000 Conference, is exploring ways to prepare teachers to exercise and reflect upon safe, productive, and equitable classroom management practices that foster democratic learning environments.

Educational Foundations: What do we mean when we say that we teach Educational Foundations? What are our purposes? How do we teach it? The range of interpretations, purposes, and approaches varies from instructor to instructor and by institution. Given this milieu, we come together at CCTE to share with and learn from each other. SIG coordinator: Karen D. Benson, California State University, Sacramento.

Equity and Social Justice: This new SIG, which met for the first time at the Fall 2000 Conference, is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG coordinator: Magaly Lavadenz, Loyola Marymount University.

Lives of Teachers: This SIG is intended for educators interested in conducting research, doing writing, or just discussing topics related to: (1) the evolution of teachers' careers, including the stages or "passages" that mark various phases of this evolution; (2) teacher biography and autobiography, with special emphasis on the stories that teachers tell about their professional lives; and (3) teacher professionalism, i.e., those features that distinguish teaching from other professions. SIG coordinator: Jerry Brunetti, St. Mary's College.

National Board Certification: This SIG considers issues in California related to National Board Certification of teachers. SIG coordinator: Judith Shulman, WestEd.

Portfolio Assessment: This SIG examines and shares information on the evolving use of portfolios in teacher education and the potential for portfolios as a form of assessment of teacher candidates and inservice teachers. SIG coordinator: Irene Oliver, Loyola Marymount University.

Service Learning: This SIG is exploring the use of service learning and other means of evaluating and recognizing prior and current experience in the field of teacher education. SIG coordinator: Silva Karayan, California Lutheran University.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested and involved in the field of special education. SIG coordinator: Lanna Andrews, University of San Francisco.

Technology and Teacher Education: This SIG explores issues and developments in educational technology and applications in the teacher education field. SIG coordinator: William Dwyer, University of Redlands.

Call for Proposals for Research and Best Practice Sessions at the Spring 2004 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and best practice proposals for the Spring 2004 Conference to be held April 1-3 at the Hyatt Sainte Claire Hotel in San Jose. Proposals are encouraged which address: (1) Research related to teacher education, including policy issues, classroom-based issues, teacher effectiveness, or other related topics; (2) Projects or programs reflecting best practice; and (3) Other innovative sessions related to teacher education. The research and best practice presentations will take place in concurrent sessions at the Conference.

General Procedures: CCTE is interested in receiving proposals from faculty directly involved in teacher education programs, county and school district personnel engaged in BTSA and other teacher induction and professional development efforts, and graduate students conducting research related to teacher education. Presenters will be selected from each of these categories to assure balance in the Spring Conference program.

How To Submit Proposals: Proposals must be submitted electronically. Submit (a) an email file cover sheet listing the names, affiliations, addresses, work and home telephone numbers, and email addresses, along with requested audiovisual equipment; and (b) an email file attachment (preferably in Microsoft Word or Microsoft Office) of a maximum 3-page, single-spaced proposal without names of the presenters. Proposals should be e-mailed to CCTE Northern Section Research and Best Practice Committee Chair Ed Behrman at:

ebehrman@nu.edu

Content of the Proposal: Include the following: A brief overview of the study/project/program session including purpose/objectives, theoretical framework, methods, data source, results/conclusions/points of view, and significance to the field of teacher education.

Deadline: Proposals for the Spring 2004 Conference must be received by February 1, 2004.

Criteria for Selection: The selection criteria are: the proposal contributes to the knowledge base of preservice and inservice teacher education; the proposal is methodologically or theoretically sound; and the proposal clearly states its significance for teacher educators.

Scheduling: The concurrent research and best practice sessions will be scheduled on either Thursday or Friday, April 1 and 2, at times to be determined. Persons submitting proposals should be planning to attend the Conference on both of those days in order to be available once proposals are accepted and sessions are scheduled.

Miscellaneous: All presentations at CCTE Conferences are eligible for inclusion on the CCTE website following the Conference, and for submission to the ERIC Clearinghouse on Teacher Education. Papers resulting from accepted proposals will also be considered for publication in *Teacher Education Quarterly* or *Issues in Teacher Education*, the two CCTE journals.

For further information, contact CCTE Research and Best Practice Committee Chair Ed Behrman at National University, 9920 South La Cienega Boulevard, Suite 404, Inglewood, California 90301, telephone 310/258-6719, e-mail ebehrman@nu.edu; or contact Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118, telephone 415/666-3012, e-mail caddogap@aol.com

Looking ahead to Fall 2004 Conference

The Fall 2004 CCRE Conference will be held October 7-9 at the Shelter Pointe Hotel and Marina in San Diego. The deadline for Research and Best Practice proposals for the Fall 2004 Conference is August 1, 2004. Such proposals, based on the same format and criteria as above, should be submitted via e-mail to Ed Behrman at ebehrman@nu.edu

CCTE Calls for Nominations for

“Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers”

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee invites nominations (and self-nominations) from programs in Northern California for the “Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers” that will be presented at the Spring 2004 Conference in San Jose. Next summer the Awards Committee will seek nominations of programs in Southern California for the award to be presented at the Fall 2004 Conference in San Diego.

Nominations must be submitted via e-mail.

Nominees for this semi-annual CCTE award must reflect collaboration between college/university administration and faculty and K-12 school administration and faculty (individual schools, school districts, or county offices of education) in the planning as well as the implementation of the program to be honored. Eligible programs must have been in place for a minimum of three academic years. Such programs may involve public or private/independent colleges/universities and public or private K-12 schools. Nominations must show clear evidence that as a result of the program, all partners have benefitted — e.g., children, student teachers, beginning teachers, cooperating teachers, other teachers and/or administrators in the school or district, and college/university faculty.

Nominations must include the following information: The names of the leading participants in the collaborative effort; a description of the school/district/county office and its population; a history of the program, including original goals and/or research questions being addressed; a description of the perceived successes of the effort, including any synopses of evaluative data collected; and future plans for the project.

Nominations must be submitted jointly by the K-12 school/district/county office and the institution of higher education with a statement of verification by the appropriate college/university and school/district officials. Each official named in the document should send a separate e-mail verification statement.

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: jcantor@csudh.edu

The deadline for nominations for the award to be made at the Spring 2004 Conference is February 1, 2004.

Call for CCTE Individual Awards Nominations

The California Council on Teacher Education seeks to recognize individuals who, as part of their professional responsibility, are making significant contributions to the preparation and professional development of educators for California schools. Toward this end CCTE will, depending upon nominations received and the subsequent deliberations of the Awards Committee, continue the tradition begun by SCATE of honoring educators in the following categories at the Spring 2004 Conference:

Robert R. Roth Distinguished Teacher/Administrator New to the Profession: This award is intended for a teacher or administrator who has worked six years or less at a K-Adult school site, district office, or county office of education. The awardee must exemplify excellence in their primary assignment and in their work to improve the preparation, induction, and professional development of educators.

Distinguished Teacher/Administrator: This award recognizes and honors an outstanding teacher and/or outstanding administrator who have worked more than six years at a K-Adult school site, district office, or county office of education. The awardees must exemplify excellence in primary assignment and in work to improve the preparation, induction, and professional development of educators.

Distinguished Teacher Educator: This award recognizes and honors an outstanding teacher educator who is located at a university/college, community college, or educational agency other than K-12 districts or county offices. The awardee must exemplify excellence in work to improve the preparation, induction, and professional development of educators.

Nomination Procedure: Via e-mail (1) Submit an essay describing the work of your nominee with particular attention to evidence of excellence in primary professional assignment; history and evidence of commitment to and success in teacher preparation; and ways in which the nominee’s work reflects the goals of CCTE; (2) Include with your essay documentation/evidence (including nominee’s CV) to support your claims; (3) Cover page to include: Name of Award; Name of Nominee; Nominee’s Address, Phone, e-mail; Name of Nominator; Nominator’s Address, Phone, e-mail; (4) Send nomination information via e-mail by February 1, 2004, to: jcantor@csudh.edu

For additional information contact CCTE Awards Committee Chair James Cantor, School of Education, California State University, Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747, telephone 310/243-3775, e-mail jcantor@csudh.edu

Message from the CCTE Vice President for ATE

By Sally Botzler
 CCTE Vice President for ATE
 Humboldt State University

The Association of Teacher Educators' 84th Annual Meeting will be held in Dallas, Texas, February 15-19, 2004. The theme of the conference this year is "Promoting Quality and Professionalism" with sessions focusing on a variety of relevant topics to the teacher education community. There will be opportunities to hear and respond to speakers concerning the No Child Left Behind legislation with pro and con arguments aimed at clarifying the salient issues. There is information about the ATE conference schedule and access to registration materials at <http://www.ate1.org>.

As of December 1st, ATE has a new Executive Director. The ATE Board of Directors recently announced the appointment of Dr. David Ritchey to the position of ATE Executive Director. To see a photograph and brief biography of David, just log on to the ATE web site and click where indicated. Welcome, David!

Perhaps some of you are not really familiar with ATE. The Association of Teacher Educators was founded in 1920 and is the only national, individual membership organization devoted solely to the improvement of teacher education for both school and campus-based teacher educators. ATE members represent over 650 colleges and universities, 500 major school systems, and the majority of the state departments of education.

The ATE office is located in the Washington, DC, area where it represents its members' interests before governmental agencies and educational organizations. In addition, ATE has two voting seats on the National Council for Accreditation of Teacher Education and has representation on the ERIC Clearinghouse on Teacher Education. ATE's representational form of governance offers ATE members an unusually high level of opportunity for national leadership. If you are not currently a member of ATE, I encourage you to consider the benefits of joining!

Are you an institutional delegate
 or individual member
 of the California Council on Teacher Education?

Is your institution
 an institutional member of CCTE?

Are you also a member
 of the Association of Teacher Educators?

Is your institution a member of the American
 Association of Colleges of Teacher Education?

See information on CCTE membership on page 15.

At the meeting in Dallas in February, CCTE Board Member Ann Wood and I will once again serve as two of the delegates to the national ATE meeting. This will be an auspicious meeting since the newly proposed ATE Policy Framework, similar in scope to our CCTE Policy Framework, will be an action item for the Delegate Assembly. In the Fall 2003 issue of CCNews the complete text of the proposed framework was printed. I encourage you to review the document and to note the connections between CCTE and ATE. Ann and I are sincerely hoping our state and national organizations will continue to expand their collaboration on legislative and policy analyses and positions related to teaching and teacher education. This could truly strengthen our voice and influence where they can make a difference.

Ann and I also welcome teacher education representatives from the K-12 sector to join us as CCTE delegates to the Dallas meeting in February. There is a modest amount of CCTE travel funding supporting four delegates, so if you are interested please contact me soon!

Respectfully submitted,
 Sally Botzler, CCTE Vice President for ATE
 Telephone 707/826-5869
 E-mail sjb3@humboldt.edu

CCNEWS

The Newsletter
 of the California Council on Teacher Education

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CCNews is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are mailed to all delegates, members, and friends of the California Council on Teacher Education.

News, articles, commentary, announcements, and other information related to teacher education in California are invited from all interested parties. Send submissions to either Reyes Quezada or Alan Jones, addresses and e-mail as listed above. The deadline for the Spring 2004 issue, which will appear in February, is December 31, 2003.

Call for Applications and Nominations for Editor, *Teacher Education Quarterly*

The California Council on Teacher Education (CCTE) is seeking applicants and nominees for the position of Editor of its highly regarded national scholarly publication in the field of teacher education, the *Teacher Education Quarterly*. Published each winter, spring, summer and fall, the juried journal focuses on articles of research, analysis, opinion, and promising practices related to teacher education and professional development.

The Editor will appoint the Associate Editor(s) with advice and consent of the Editorial Board. Both the Editor and the Associate Editor(s) will serve six-year terms that will take effect on January 1, 2005.

Responsibilities of the Editor include the following:

(1) Oversees the contents of each issue of *Teacher Education Quarterly* (TEQ) by: (a) Receiving, sending out for blind peer review, and maintaining accurate records of manuscripts submitted to TEQ, (b) Receiving from the Associate Editor(s) articles recommended for publication by the Panel of Readers and writing letters of adjudication to authors; (c) Grouping such articles for publication in upcoming issues, determining the order of articles, and selecting overarching themes for each issue; (d) Selecting special themes, guest editors, and receiving collections of articles from guest editors for thematic issues; (e) Determining the sequence of publication of both kinds of thematic issues; (f) Preparing an appropriate editor's introduction or preface for each issue of the journal; (g) Upon final selection of materials to be published in each issue, submitting those materials to the publisher, and receiving and approving final page proofs for each issue; (h) Appraising the Editorial Board and CCET Board of Directors of such editorial plans and accomplishments.

(2) Coordinates administration of the journal by (a) Consulting regularly with Associate Editor(s) concerning the flow of submissions, operation and appointment to the Panel of Readers, and making final decisions on acceptance of manuscripts that require special attention; (c) Scheduling, announcing, and chairing the semi-annual meetings of the Editorial Board informed of publishing plans and accomplishments between meetings; (d) Appointing and monitoring a nominating committee each year for selection of the next member of the Editorial Board; (e) Attending CCTE Board of Directors meetings and reporting to that body as the representative of the journal; and (f) Serving as spokesperson and representative of the journal to the broader teacher education community.

Qualifications for the position include:

- ◆ Familiarity with state and national teacher education issues
- ◆ Strong record of professional publication
- ◆ Experience in reviewing, editing, and organizing manuscripts or other documents for publication
- ◆ Proven leadership ability
- ◆ Effective oral and written communication skills

Applicants should send a cover letter addressing relevant experience to this position, a sample of professional writing, and a vita by February 20, 2004 to:

Dana L. Grisham, Chair
CCTE Editor Search Committee
c/o San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1153

Nominations should also be sent to Dana L. Grisham and potentially interested individuals are encouraged to contact her at any time to express interest, ask questions, and discuss the position (Email: grisham@mail.sdsu.edu or telephone 619/594-7034).

The current editor of *Teacher Education Quarterly*, Tom Nelson of the University of the Pacific, is an applicant for reappointment to the position and his two Associate Editors, Jerry Brunetti of St. Mary's College of California and Barbara Levin of the University of North Carolina at Greensboro have agreed to serve another six-year term with him if Tom is reappointed.

Call for Applications and Nominations for Editor, *Issues in Teacher Education*

CCTE is seeking a Council delegate or member to serve as editor of *Issues in Teacher Education*. *Issues in Teacher Education* is a peer-reviewed journal published twice yearly by the Council. *Issues in Teacher Education* publishes original manuscripts focusing on topics, concerns, and methodologies for improving the quality of teacher education broadly defined to include preservice preparation, the induction years, and the professional development of career teachers. The term of editorship is five years, beginning with the Spring 2005 issue.

The editor of *Issues in Teacher Education* is responsible for coordinating all aspects of manuscript solicitation, reception, review, communication with authors, and editing for submission to the publisher. Responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare manuscripts for publication, readying each issue for the publisher, proofing copy, etc.

The editor of *Issues in Teacher Education* reports to an Editorial Board comprised of five at-large members of CCTE, plus the CCTE President and journal publisher, as well as to the CCTE Board of Directors. The Editorial Board meets at least twice yearly at each CCTE conference, and regularly communicates by email and telephone. The editor sits *ex officio* on the CCTE Board of Directors, which requires attendance at quarterly CCTE Board meetings. Candidates for the editorship must be delegates to or members of CCTE. Interested individuals should send a letter of application addressed to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Blvd, PMB 275, San Francisco, CA 94118 (or e-mail to caddogap@aol.com). Nominations are also welcomed, in which case please provide an address at which we can contact the nominee to ascertain if there is interest in being considered for the position.

Two CCTE Awards Presented at the Fall 2003 Conference

The California Council on Teacher Education presented two Distinguished Service Awards at its semi-annual awards luncheon during the Fall 2003 Conference on Friday, October 31.

The first award was to Dolores Huerta, with the awards plaque reading as follows:

The California Council on Teacher Education Recognizes
Dolores Huerta
The University of California's newest Regent
for her outstanding lifetime achievement as an advocate of working people
October 31, 2003, San Diego, California

Since another commitment prevented Dolores from attending the CCTE Conference, her award was accepted by her daughter Juanita Chavez, a teacher in the Los Angeles Unified School District.

The second award was presented to CCTE Executive Secretary Alan H. Jones, with the plaque reading as follows:

Distinguished Service Award
to Alan H. Jones
for outstanding and dedicated service
to the California Council on Teacher Education
October 2003, San Diego, California

CCTE delegates and members are encouraged to review the categories in which awards are usually made at our semi-annual conferences (see page 10 of this issue of *CCNews*) and to submit nominations to the Awards Committee.

From the Desk of the CCTE Executive Secretary . . .

Here are several updates on California Council on Teacher Education activities at this point of the current 2003-2004 membership year:

Memberships for 2003-2004: Almost all of the institutions that have been members of CCTE in recent years have renewed for the 2003-2004 year, as well as a few new institutional members this year. We expect that all renewals will be in by the end of this month, which will give CCTE the strongest memberships totals ever. We also have over 100 individual members, and more are always welcome. An individual membership form appears on the next page of this issue of the newsletter, and I will be happy to provide further information on institutional membership to any interested institutions.

Semi-Annual Conferences: Despite the complications posed by the serious fires across Southern California in late October, we were able to gather for a highly successful Fall 2003 Conference in San Diego from October 30 to November 1. Our registration totals were just as strong as the prior year, and less than 20 individuals who pre-registered were unable to attend, which is about average for our semi-annual conferences. All of us in CCTE extend our best wishes to those in our organization who were directly impacted by the fires. See the summary report on the Conference on page 1 of this issue of *CCNews*.

Plans are well underway for the Spring 2004 Conference, which will be held April 1-3 at the Hyatt Saint Claire Hotel in San Jose. Initial details on the Conference appear in the article on page 1, and further information plus registration materials will be mailed out in January.

CCTE Publications: The Fall 2003 issues of *Teacher Education Quarterly* and *Issues in Teacher Education* were mailed to all CCTE delegates and members in October, and the Winter 2004 issue of *Teacher Education Quarterly* is now at the printer and due to be mailed out around the first of the year.

Please note in this issue of *CCNews* the calls for applications and nominations for the positions of editor for both journals. Tom Nelson and his editorial team will complete a six-year term next year with *Teacher Education Quarterly*, and they have applied for appointment to a second term. As is required by CCTE by-laws, the position is being announced and other applicants will be considered along with the incumbents.

In the case of *Issues in Teacher Education*, Steve Turley has indicated that he will step down as editor at the end of the 2004 publication year, so a new editor will hopefully be appointed by this coming summer to assure a smooth transition. *Issues in Teacher Education* is published twice a year, each spring and fall.

All delegates and members of CCTE are also encouraged to submit manuscripts to both journals. Guidelines for submissions appear in each issue of each journal. Please also remember that we welcome announcements and other items of interest for publication in *CCNews*.

CCTE Finances: The CCTE budget for the 2003-2004 year is based on an anticipated \$144,000 in income and expenditures. We have taken in about \$90,000 so far, and our expenditures have been about \$70,000. It appears that everything is pretty much on target for the budget year.

CCTE income each year comes primarily from institutional and individual membership dues and Fall and Spring Conference registration fees, while the major expense areas are publications (two journals and the newsletter), the staging of the Conferences, and stipends for the Executive Secretary and the Legislative and Educational Policy Analyst.

Policy and Planning: CCTE activities in the areas of policy and planning continue to expand, and based on feedback at the Fall 2003 Conference it appears that our delegates and members are feeling well served by such efforts. At the Fall Conference several policy issues were discussed, and one resolution and one letter were adopted (see page 5 of this issue) while several other issues were considered for further exploration and future action. Those delegates and members who stayed for the Saturday session were treated to an in-depth look at the policy arena by our Legislative and Educational Policy Analyst Elizabeth Jimenez.

As CCTE President Andrea Maxie explains in her "Message from the President" on page 3 of this issue, our organization is also deeply involved in a strategic planning effort, based initially on issues and recommendations developed at the Spring 2003 Conference. A special committee and the Board of Directors have continued to examine those issues, as reported at the Fall 2003 Conference, and we anticipate that all of these priorities will be on the table again at the Spring 2004 Conference, with several in a form for adoption at the will of the Delegate Assembly.

If you wish additional information about any activities of CCTE, do not hesitate to contact me at any time.

—Alan H. Jones
CCTE Executive Secretary

3145 Geary Boulevard, PMB 275
San Francisco, CA 94118
Telephone: 415/666-3012
E-mail: caddogap@aol.com

Join the California Council on Teacher Education

If you are not already an institutional delegate or individual member of CCTE, you can join now. All members and delegates receive Spring and Fall Conference announcements, the *CCNews* newsletter, and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are an \$85 value themselves). While it is not necessary to be a member or delegate in order to attend the Spring and Fall CCTE conferences, membership will provide ongoing contact with CCTE as well as assuring that you receive all of its publications.

Individual Membership for 2003-2004 Academic Year (July 2003 to June 2004)

Individual membership dues are \$80 per year (with a special \$60 rate available for retired individuals and \$50 rate for students). To join please complete this form and follow the directions at the bottom of this page.

Member Name _____

Institutional Affiliation _____

Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

E-mail address _____

Type of membership:

- Individual (\$80)
- Retired (\$60)
- Student (\$50)

Please send the above completed individual membership form and CCTE dues (by check payable to CCTE) to:

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

Telephone 415/666-3012; Fax 415/666-5662; E-mail caddogap@aol.com

Institutional Membership

Institutional memberships in the California Council on Teacher Education are available to colleges and universities, school districts, county offices of education, state education agencies, professional educational organizations, and other institutions interested in teacher education. Institutional memberships are \$480 per year, and entitle the institution to designate six delegates, each of whom will receive all CCTE mailings (including issues of *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you wish to take out an institutional membership please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Quick Notes:

◆ Summary of the Fall 2003 Conference

See Pages 1-2

◆ Preview of the Spring 2004 Conference

See Page 1

◆ Reports on CCTE Activities

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