



CCNews

Newsletter of the
California Council on Teacher Education

Fall 2004 Conference Planning Underway

The Fall 2004 Conference of the California Council on Teacher Education will take place October 7-9 at the Shelter Pointe Hotel and Marina in San Diego. The theme for the Conference will be "Intended and Unintended Consequences of Legislative Action for All Learners."

The Fall Conference will feature both national and California speakers, policy sessions, research and best practice sessions, meetings of Special Interest Groups, a Thursday reception and banquet, a Friday awards luncheon, and a variety of other activities. The Fall Conference will be co-sponsored by the California Association of Professors of Special Education and the Independent California Colleges and Universities Council on the Education of Teachers, and both of those groups will hold meetings on Thursday morning.

The Planning Committee for the Fall 2004 Conference is co-chaired by Judith H. Sandholtz and Athena Waite (University of California, Riverside), and also includes Linda Childress (Riverside County Office of Education), Judy Conroy (University of California, Irvine), Cindy Grutzik (Pacific Oaks College), Elizabeth Jimenez (CCTE Legislative and Educational Policy Analyst), Alan H. Jones (CCTE Executive Secretary), Virginia Kennedy (California State University, Northridge), Vicki K. LaBoskey (Mills College), Andrea Maxie (California State University, Los Angeles), Susan Meyers (University of California, Riverside), Reyes Quezada (University of San Diego), Chris Renne (California State University, Fullerton), and Susan Westbrook (California Federation of Teachers).

A formal announcement of the Fall Conference, including a tentative schedule for the three days and registration materials, will be mailed to all CCTE delegates and members in early August.

If you have comments or suggestions for the Fall Conference, please direct your ideas to Judith H. Sandholtz and Athena Waite, School of Education, University of California, Riverside, Riverside, CA 92521. E-mail either judith.sandholtz@ucr.edu or athena.waite@ucr.edu

Please put the October 7-9 dates on your calendar now, and plan to join us in San Diego for another provocative, exciting, and informative CCTE conference.

* * *

Put the Spring 2005 Conference on your calendar now as well. It will be held March 31-April 2 at the Hyatt Sainte Claire Hotel in San Jose.

Join CCTE To Stay on Newsletter List

For the past few years the California Council on Teacher Education has mailed each issue of *CCNews* not only to CCTE delegates and members, but also to many other teacher educators at the college and university and K-12 levels across the state, as a means of announcing our CCTE activities and sharing information as broadly as possible.

During the past year, however, CCTE has undertaken such new commitments as the hiring of a part-time Legislative and Educational Policy Analyst, the re-establishment of our website, the further development of our two journals, and fine-tuning of our semi-annual conferences. In order to focus available CCTE funds on these new activities, future issues of *CCNews* will be mailed only to CCTE delegates and members.

We hope that all of you who receive this Summer 2004 issue of *CCNews* will wish to receive the Fall issue in September and further issues during the coming academic year. To do so, we urge you to become a delegate or member of CCTE for the 2004-2005 membership year (July 2004 through June 2005).

Delegates are appointed by institutional members of CCTE. If you are affiliated with a college or university, school district, county office, research institute, government agency, or professional association that is an institutional member of CCTE, ask if you can be appointed one of the six delegates from that institution. If the educational entity with which you are affiliated is not currently an institutional member, encourage it to join.

The other way to join CCTE is as an individual member. Membership is open to all interested persons, and annual dues for the 2004-2005 year are \$80, with special rates of \$60 for retired persons and \$50 for students. In addition to receiving *CCNews* during the coming year, members and delegates also receive issues of our two journals—*Teacher Education Quarterly* and *Issues in Teacher Education* (a \$100 value if you were to subscribe individually to both journals)—and are eligible to vote in delegate assemblies at our semi-annual conferences and in the annual CCTE election of officers.

An individual membership form for 2004-2005 appears on page 2 of this issue of the newsletter. Don't let this be the last *CCNews* that you receive. Join CCTE for the coming year now. If you need further information about CCTE membership, please contact CCTE Executive Secretary Alan H. Jones (see leadership directory on page 15).

Join the California Council on Teacher Education

If you are not already an institutional delegate or individual member of CCTE, you are encouraged to join now for the 2004-2005 membership year (July 2004 through June 2005). 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 a \$100 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. Membership also entitles you to vote at delegate assemblies at the semi-annual conferences and in the annual CCTE election of officers.

Individual Membership for 2004-2005 Academic Year (July 2004 to June 2005)

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 mail it with your dues to the address noted below.

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 this completed individual membership form along with your 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 415/666-3552; 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, research institutes, 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 the newsletter and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you wish to take out an institutional membership for 2004-2005, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Dates of Upcoming CCTE Conferences

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
 Fall 2005 — October 20-22, Shelter Pointe Hotel and Marina, San Diego

Spring 2004 CTE Conference Focuses on “Furthering Social Justice through Teacher Education Policy and Practice”

With Keynote Speakers Gloria Ladson-Billings and Joyce Carol Thomas

The Spring 2004 Conference of the California Council on Teacher Education was held April 1-3 at the Hyatt Sainte Claire Hotel in San Jose around the theme “Furthering Social Justice through Teacher Education Policy and Practice.” This Spring Conference theme served to continue the CTE exploration of policy and practice from previous semi-annual conferences, and to bring full circle the discussion from last spring when CTE delegates and members conducted a self-examination of teacher education in California and identified key themes for CTE long-range planning. A special strategic planning committee and the CTE Board of Directors have both worked with those themes since, and specific long-range plans were discussed further by the Board the day prior to the Spring Conference and reported at the First Delegate Assembly on Thursday of the Conference.

The keynote speakers for the Spring 2004 Conference were Gloria Ladson-Billings on Thursday and Joyce Carol Thomas on Friday. Both spoke to the Conference theme and its intersection with the 50th anniversary of the *Brown vs. Board of Education* decision. Ladson-Billings teaches and writes extensively in the field of multicultural education, while Thomas is an author whose work has recently focused on Linda Brown of *Brown vs. Board of Education*.

A special Friday panel session involved Ann Berlak (San Francisco State University), Eric Rofes (Humboldt State University), Christine E. Sleeter (California State University, Monterey Bay), and Suzanne SooHoo (Chapman University) in a panel exploration of progressive teacher education, and Saturday morning featured a presentation by the Oakland branch of the Association of Community Organizations for Reform Now and a workshop on teacher education organization by Eric Rofes.

The Conference also included meetings of the Special Interest Groups (see list on page 8 of this newsletter), policy sessions including discussions of CTE strategic planning and adoption of a resolution on BTSA funding (see page 13 of this issue of *CCNews*), research and best practice sessions, a Thursday banquet, and the Friday awards luncheon.

The Spring 2004 Conference was once again co-sponsored by the California Association of Professors of Special Education and the Independent California Colleges and Universities Council on the Education of Teachers. Both of those organizations held meetings on Thursday morning of the Conference.

The co-chairs of the Spring 2004 Conference Planning Committee were Vicki K. LaBoskey (Mills College) and Tom Nelson (University of the Pacific), and other members of the Planning Committee were Paul Ammon (University of California, Berkeley), Harriett Arnold (University of the Pacific), Karen Benson (California State University, Sacramento), Sally Botzler (Humboldt State University), Jim Cantor (California State University, Dominguez Hills), Magaly Lavadenz (Loyola Marymount University), Susan H. Marston (St. Mary’s College), Andrea Maxie (California State University, Los Angeles), Della Peretti (University of California, Berkeley), Ron Solorzano (Occidental College), and CTE Executive Secretary Alan Jones.

The Spring Conference was attended by almost 150 people from some 60 different institutions across the state. Some of the feedback from the attendees included:

- * Keynote presenters were excellent.
- * The *Brown* presentation was inspirational.
- * The structure of the Conference was wonderful—like having your favorite authors over for a conversation.
- * Relevant, pertinent issues.
- * Gloria Ladson-Billings was an excellent choice for the first-day keynote speaker.
- * The activist panel was both enlightening and informative.
- * We need to spend more time on social justice discussion—it was just getting interesting.
- * Great Saturday morning workshop sessions.
- * Thank you for bringing us two African American women as keynote speakers.

Congratulations

At the Spring 2004 Conference, the CTE Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers was presented to the Lodi Unified School District and the University of the Pacific Collaborative Multiple Subjects Program, and the CTE Distinguished Teacher Educator Award was presented to Wendy Weichel Murawski of California State University, Northridge.

Message from CCTE President Vicki LaBoskey

As I assume the role of President of CCTE two years later than originally scheduled, I do so with a combination of gratitude, humility, trepidation, and commitment. I am, first of all, enormously grateful to the organization, and most particularly to Andrea Maxie, for allowing me to postpone my duties for a term. It could not have been easy for Andrea to shift gears so suddenly and step into a position for which she should have had two years to prepare. I can never thank her enough. Fortunately, due to her wisdom, skill, grace, and professionalism, Andrea rose to the occasion and gave us all two years of extraordinary service.

Under her watch the organization made great strides. She presided over the hiring of Elizabeth Jimenez as the newly created and most able Legislative and Educational Policy Analyst, thereby moving CCTE further in the direction of influencing, rather than simply responding to, policy. Furthermore, Andrea initiated, and nearly completed, the very important process of developing a new Strategic Plan for the organization that will influence its nature and operation for the next several years. I take the reins from Andrea, therefore, with great humility and some trepidation. The good news, of course, is that she will continue to work with me in this endeavor as Past-President and a member of the Board. I will also have the help of an impressive group of newly elected and continuing board members, and, of course, the mainstay of CCTE, Alan Jones, our tireless, knowledgeable, and most capable Executive Secretary.

The trepidation I feel in assuming this role is exacerbated by the times in which I do so. The challenges to providing all children with the opportunity to learn at equitable and excellent levels have seldom been greater. The barriers to attracting, preparing, and retaining a diverse population of truly capable and caring teachers continue to proliferate. Student assessment operates more and more as a means to punish and deny, rather than as a way to inform and enhance teaching and learning. Such conditions require those of us with professional knowledge and practical experience—teachers and teacher educators—to actively engage in efforts to seek and support solutions most likely to benefit all of California's children.

CCTE has, in recent years, begun to respond to this mandate. This move has not, and indeed cannot be, without

its challenges; some folks both within and outside of the organization will inevitably disagree with and/or misunderstand particular decisions and positions arrived at via the messiness of the democratic process. Ironically, when teacher educators speak up on behalf of teacher education because we know the complexity of the work and the necessity for high quality professional preparation and on-going support, particularly for teachers of underserved populations, we are often accused of acting out of self-interest, self-pres-

ervation—when indeed the opposite is true. We know we would be better served, more likely to be left alone, if we remained silent and simply did as we were told. But when we are asked to support policies we know might be harmful to many teachers and students in the short or long-term, we must raise questions and suggest other possibilities.

I am committed to continuing to move the organization in this direction and to do so in responsible and inclusive ways. My hope is that CCTE can continue to build alliances with groups and individuals who are also focused on the educational well-being of every child in our state and beyond. I want to assure all members past, present, and future, that I do not

take lightly the responsibility you have entrusted to me. I understand my role to be one of representation and advocacy with regard to the will of the organization. To that end I promise to support and extend the ways in which the voices of all who have a stake in the education of California teachers can be heard, respected, and considered.

As I often say to my student teachers when they become discouraged by the enormity of the challenges facing them today, "In the end, when the history books are written, what matters most is not what we were able to accomplish, but where we stood and what we stood for." I dedicate my term of office to the memory of my child, Sara, who died of a rare form of bone cancer on July 28, 2002 at the age of 21. One of California's children, she will serve as my guide and my inspiration.



Vicki K. LaBoskey

—Vicki K. LaBoskey, CCTE President
Department of Education, Mills College
5000 MacArthur Boulevard, Oakland, CA 94613

Commentary—

CSTP, TPE, and TPA: Let's Attempt to Make Schools of Education and School Districts Use the Same Language

Jose W. Lalas

Director of Teacher Education and Professor of Literacy
University of Redlands

There is no question that developing beginning teachers who are prepared and grounded in what they know and able to do effectively in diverse classrooms in public schools is a top priority for schools of education. While it is essential to identify the most effective strategies for educating and training classroom teachers in urban settings, it is equally significant to be able to have a valid measure of teacher effectiveness in planning and implementing instructional experiences for student learning.

The most current report from the Education Commission of the States (ECS) provided a summary of research findings on several important issues related to teacher preparation: subject knowledge, pedagogical coursework, field experience, alternative route programs, teacher preparation strategies in high-poverty and hard-to-staff schools, accreditation of teacher preparation programs, and even institutional warranties for their graduates' effectiveness in the classroom. Although limited in their volume and relatively thin in their appropriate and correct implications, the teacher preparation studies reviewed provided insights as to what issues call for more and better research.

California Standards for the Teaching Profession

One of the needed important areas of research is the nexus between teacher preparation and student achievement. In our State, we have given our implied trust to the California Standards for the Teaching Profession (CSTP) in preparing teachers as a way of improving student achievement. Educators and policymakers in California recognize the diversity of students they are serving and the critical need for teachers who are sensitive and responsive to the cultural, linguistic, and socioeconomic backgrounds of all students.

To have a common language that will reflect the vision of the complexity of teaching and learning and enable teachers to define and develop their practice, a set of standards that represent a developmental, holistic view of teaching is created. These standards are intended to meet the needs of the culturally, linguistically, and socioeconomically diverse teachers and students in California. The six standards are:

(1) Engaging and supporting all students in learning.

(2) Creating and maintaining effective environments for student learning.

(3) Understanding and organizing subject matter for student learning.

(4) Planning instruction and designing learning experiences for all students.

(5) Assessing student learning.

(6) Developing as a professional educator.

As school districts across the State adopted CSTP as a matter of policy, their administrators and curriculum specialists also attempted to operationally define how the elements under each of the six standards can be implemented in the classroom. For example, one school district operationally defines Standard One: Engaging and Supporting All Students in Learning this way:

Table 1
One District's Attempt to Operationally Define
CSTP
Standard One

1.1 Connecting students' prior knowledge, life experience, and interests with learning goals:

1.1.1 KWL

1.1.2 Opening Activities

1.1.3 Reflective questions

1.1.4 Into, Through, Beyond

1.1.5 Recall, Define, Identify, Label, List, Locate, Match, Spell, Tell, State, Underline

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs:

1.2.1 Cooperative Learning

1.2.2 Differentiating Instruction

1.2.3 Multiple Intelligences

1.2.4 VAK (Visual, Auditory, Kinesthetic)

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice

1.3.1 Multiple forms

1.3.2 Use of graphic organizers

1.3.3 Think-pair-share

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

1.4.1 Analyze, Categorize, Classify, Compare/Contrast, Deduct, Diagnose, Diagram (Analysis)

1.4.2 Change, Combine, Predict (Synthesis)

1.4.3 Cooperative learning

1.4.4 Hypothesis testing

- 1.5 Promoting self-directed, reflective learning for all students
 - 1.5.1 Journaling
 - 1.5.2 Independent culminating activities
 - 1.5.3 Extensions
 - 1.5.4 KWL

This was a meaningful attempt to identify CSTP Standard One and its elements in the classroom. However, the attempt dilutes the standard and its elements into a set of simplified techniques. A better approach could be the view that one of the key conditions necessary for the development of an assessment system is the establishment of achievement expectations. These teacher performance expectations may include knowledge and understanding of how to be effective in the classroom, patterns of reasoning teachers must be prepared to apply to be effective, performance skills teachers must master to teach effectively, products teachers must be able to create to promote successful learning, and dispositions effective teachers need to bring to the classroom.

Teaching Performance Expectations

Applied to the California context of preparing teachers, a more specific list of teaching performance expectations (TPEs) was created. These TPEs are imbedded, categorized, and organized into six CSTP domains. Table 2 shows the 13 teaching performance expectations (TPEs) organized into 6 CSTP domains:

Table 2
Teaching Performance Expectations

CSTP #1 Making Subject Matter Comprehensible to Students	TPE 1 – Specific pedagogical skills for subject matter instruction
CSTP #2 Assessing Student Learning	TPE 2 – Monitor student learning during instruction TPE 3 – Interpretation and use of instruments
CSTP #3 Engaging and Supporting Students in Learning	TPE 4 – Making content accessible TPE 5 – Student engagement TPE 6 – Developmentally appropriate teaching practices TPE 7 – Teaching English learners
CSTP #4 Planning Instruction and Designing Learning Experiences for Students	TPE 8 – Learning about students TPE 9 – Instructional planning
CSTP #5 Creating and Maintaining Effective Environments for Student Learning	TPE 10- Instructional time TPE 11- Social environment
CSTP #6 Developing as a Professional Educator	TPE 12- Professional, legal, and ethical obligations TPE 13-Professional growth

Teacher preparation programs in Schools of Education across the State use TPEs or teaching performance expectations as a generalized set of procedural and conceptual appli-

cations of CSTP in training beginning teachers. All teacher preparation courses must reflect some TPEs. Course assignments, projects, discussions, and other activities are designed for credential candidates to experience and meet these TPE requirements.

As you can imagine, CONFUSION is about to happen when school districts' curriculum personnel and teacher education faculty engage in a conversation that involves CSTP and how beginning teachers implement it in the classroom! School districts use CSTP with a simplified set of classroom techniques; teacher preparation programs use CSTP broken down into a set of TPEs!

Teaching Performance Assessment

By statute, all multiple and single subject preliminary credential candidates in California are required to pass a Teaching Performance Assessment (TPA) in order to be recommended for a Preliminary Teaching Credential. A relatively new system, it was created by a statute signed by the governor of California in 1998 as Senate Bill 2042, designed to be both a formative and summative assessment of a credential candidate's teaching knowledge, skills, and abilities during his/her teacher preparation program. The TPA is imbedded in the coursework and linked to the California state-adopted academic content standards.

The California Commission on Teacher Credentialing (CCTC), with the assistance of Educational Testing Service and California educators, developed the CA TPA through rigorous research, pilot testing, benchmarking, and scoring calibration. The CA TPA reflects the set of knowledge, skills, and abilities that beginning teachers should be able to demonstrate before earning their preliminary teaching credential.

Aspects of Teaching

The California Teaching Performance Assessment (CA TPA) is created to measure *aspects* of the teaching performance expectations (TPEs) that beginning teachers should know and be able to demonstrate. Aspects of the teaching performance expectations (TPEs) include:

- (a) Establishing goals/standards (GS)—establishes goals for student learning based on state-adopted academic content standards for students.
- (b) Learning about students (LAS)—learns about his or her students and uses this information to plan instruction.
- (c) Describing classroom environment (CE)—establishes a climate for learning and uses instructional time.
- (d) Planning for instruction (PFI)—uses information about students, strategies, and activities for instructional planning.
- (e) Making adaptations (MA)—adapts strategies and activities for instructional planning.
- (f) Using subject-specific pedagogical skills (PS)—knows and plans to teach the K-12 state-adopted content standards for students
- (g) Analyzing evidence of student learning and effectiveness of lesson (AESL)—obtains and analyzes evidence of student learning and analyzes the lesson.

(h) Reflecting (R)—reflects on connecting learning about students to instructional planning.

A preponderance of evidence of the teacher candidate's ability to show these aspects of teaching can be gleaned from the candidate's responses and demonstration of practice in performance assessment tasks that are assigned to him/her.

Teaching Performance Assessment (TPA) Tasks

The California Teaching Performance Assessment (CA TPA) tasks have been designed to measure aspects of the TPEs or aspects of teaching such as the GS (goals/standards), LAS (learning about students), CE (classroom environment), PFI (planning for instruction), MA (making adaptations), PS (pedagogical skills), AESL (analyzing evidence of student learning), and R (reflection). The four tasks are:

Table 3
Teaching Performance Assessment Tasks

Task #1: *Principles of Content-Specific and Developmentally Appropriate Pedagogy*. Candidates will demonstrate knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy in English/Language Arts, Mathematics, Science, and Social Studies by responding in writing to given classroom teaching scenarios. Candidates will also address assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs.

Task #2: *Connecting Instructional Planning to Student Characteristics for Academic Learning*. Candidates will demonstrate ability to learn important details about a classroom of students, an English

learner, and a student who presents a different instructional challenge and plan instruction according to student characteristics by submitting a written response to given prompts.

Task #3: *Classroom Assessment of Academic Learning Goals*. Candidates will demonstrate ability to select a unit of study and plan standards-based, developmentally appropriate student assessment activities for a group of students. They will also demonstrate ability to assess and diagnose student learning from responses to the assessment task using assessment instruments.

Task #4: *Academic Lesson Design, Implementation, and Reflection after Instruction*. Candidates will demonstrate ability to design a lesson, make adaptations for an English learner and a student with special needs, analyze evidence of student learning, and reflect upon instruction. Candidates will submit completed responses to questions, a videotape of the lesson taught, instructional artifacts, and samples of student work.

As you can glean from Table 3, TPA task #1 assesses PS, PFI, PFA (planning for assessment), and MA. TPA task #2 assesses GS, LAS, PFI, MA, PS, and R. TPA task #3 measures GS, PFA, LAS, MA, ASEA (analyzing student evidence and assessment), and R. TPA task #4 measures all the 8 aspects of teaching such as the GS, LAS, CE, PFI, MA, PS, AESL, and R.

CSTP, TPE, and TPA. These concepts are synonymous in describing or reflecting aspects of teaching that beginning teachers need to be successful in the classroom. However, we are not doing a good job yet of making them comprehensible for public consumption.

CCTE Website Now Revised, Updated, and Open for Business

The California Council on Teacher Education website — at www.ccte.org — has recently undergone a thorough revision and updating and is once again open and available as a resource to all CCTE delegates, members, friends, and other interested persons.

The website has a new, attractive home page, plus the following resources:

- Information on the Spring 2004 Conference, including a registration form that can be downloaded and mailed.
 - Complete copies of the Fall 2003, Winter 2003, and Spring 2004 issues of *CCNews*,
 - A link to the *Teacher Education Quarterly* website, which contains a wide range of information about the journal, as well as several years of back issues available.
 - Links to the websites of the American Association of Colleges for Teacher Education and the Association of Teacher Educators, the two national organizations with which CCTE is affiliated.
 - A section devoted to policy activities and issues.
 - Contact information for persons wishing further information about CCTE.
 - A directory of CCTE officers, Board of Directors members, and committee chairs.
 - Information on the *Issues in Teacher Education* journal.
 - Information on CCTE committees.
 - Information on the CCTE Special Interest Groups.
 - Additional information on CCTE policy activities.

All CCTE delegates and members are encouraged to check out the revised website, and to use it regularly as a source of information on our organizational activities.

You are also invited to share your reactions to the website, as well as your suggestions for additional information that might be posted.

Please share your thoughts via e-mail with Alan H. Jones, CCTE Executive Secretary, at: caddogap@aol.com

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 CTE Conference.

All CTE 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: Michael Fanning, St. Mary's College of California.

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 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. SIG coordinator: Barbara Landau, University of Redlands.

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 CTE to share with and learn from each other. SIG coordinator: Karen D. Benson, California State University, Sacramento.

Equity and Social Justice: This SIG, which met for the first time at the Fall 2000 Conference, is closely aligned with the mission of CTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG co-coordinators: Anaida Colon-Muniz, Chapman University, & Tim Mahoney, California State University, Stanislaus.

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 Fall 2004 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and best practice proposals for the Fall 2004 Conference to be held October 7-9 at the Shelter Pointe Hotel and Marina in San Diego. 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. Poster sessions and other involving presentations styles are encouraged. 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 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, significance to the field of teacher education, and proposed style of presentation.

Deadline: Proposals for the Fall 2004 Conference must be received by August 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, October 7 and 8, 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 Spring 2005 Conference

The Spring 2005 CCTE Conference will be held March 31 to April 2 at the Hyatt Sainte Claire Hotel in San Jose. The deadline for Research and Best Practice proposals for the Spring 2005 Conference is February 1, 2005. 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 Fall 2004 Conference in San Diego. Next winter the Awards Committee will seek nominations of programs in Southern California for the award to be presented at the Spring 2005 Conference in San Jose.

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 Fall 2004 Conference is August 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 Fall 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 has 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 August 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

On May 17, 2004, we celebrate the 50th anniversary of *Brown v. Board of Education*. As noted on the Association of Teacher Educators Web site at www.ate1.org:

For millions of black Americans, news of the U.S. Supreme Court's landmark decision in *Brown v. Board of Education* 50 years ago meant—at last—that they and their children no longer had to attend separate, and almost universally unequal, schools. It was, as journalist Juan Williams says in an article in special edition of *American School Board Journal*, the ruling that changed America. The rumble of change was felt keenly in local school districts, where school boards faced up to (or shied away from) the moral imperative of desegregation, writes Sally Banks Zakariya. Numerous articles in this special volume reflect on what has been accomplished and what remains undone in the quest for true and lasting educational opportunity for all.

Articles from this special issue are online at <http://www.asbj.com/BrownvBoard/index.html>. The current issue of *Rethinking Schools* also features articles related to this historic event. I recommend them!

Thank you for re-electing me to serve another two-year term as your CCTE Vice President for ATE. I pledge my best efforts as your liaison to the Association of Teacher Educators.

Our California Council on Teacher Education was selected to receive a 2003 Unit Achievement Award from ATE. The certificate of achievement was presented to California delegates attending the Award's Ceremony in Dallas on February 17th. It is gratifying to have received this recognition and commendation from the national organization for our teacher education work in California.

CCTE and ATE are building closer connections based on the nature of the challenging state and national issues facing us today. All of us in this field need to keep abreast of the latest legislation governing teacher education so that we can become more proactive and can make informed decisions about the policies and positions we support. I applaud Elizabeth Jimenez, our CCTE Legislative Advocate, for her timely updates and advocacy.

Our work in teacher education directly affects pre-K-16 teachers, students, and families. We have an important responsibility to all of these stakeholders as we advocate for a definition of "highly qualified teacher" that takes their interests and needs into consideration. This is a diverse state, a diverse nation; we must work together to seek "liberty and justice for all"—not just for the privileged few. Access to a

high-quality education is a right of every child—not just for the privileged few. The core values of our democracy continue to be in serious jeopardy. They need our recommitment and appropriate action. Standing by is, simply, indefensible. Each of us can do something!

Attendance at our state and national conferences is an excellent way to become better informed and to network with colleagues who are dealing with similar challenges. I encourage you to attend ATE's Summer 2004 Conference. If you are planning a summer East Coast vacation, perhaps you can mix business with pleasure!

The 2004 ATE Summer Conference will be held in Cambridge, Massachusetts, August 7-11, and will provide opportunities for participants to address the conference theme *Passion, Courage, Wisdom: Attaining Excellence for All Learners*. Featured speakers will include Ted Sizer, Peter Murrell, Jr., and Reg Weaver. Online registration will soon be available through the ATE Web site.

The ATE 2005 Annual Meeting will celebrate the theme "Passion, Courage, Wisdom: Attaining Excellence in Education for All Learners." The "Call for Papers" deadline for the 2005 Annual Meeting is June 1, 2004. The 2005 Annual Meeting will be held at the Chicago Hilton & Towers Hotel on February 12-16. The meeting will provide clinics, major speakers, and thematic sessions in a variety of formats. The attendance is anticipated to be 2,000 teacher educators from universities, schools, and other agencies. The call for papers is also available on the ATE Web site.

Please consider attending and/or presenting at one of ATE's next conferences!

—Sally Botzler, CCTE Vice President for ATE
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*All California teacher educators,
 at both the college and university
 and the K-12 levels, are encouraged to join
 both the California Council on Teacher Education
 and the Association of Teacher Educators.
 See the CCTE membership form on page 2
 and access an ATE membership form
 on the ATE website.*

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.

CCTE Communications & Publications

CCNews (quarterly newsletter)
Issues in Teacher Education (semi-annual journal)
Teacher Education Quarterly (quarterly journal)
CCTE Website (www.ccte.org)

CCTE Supports Maintenance of Categorical Funding for BTSA and Induction Programs

At the April 2 Delegate Assembly session during the Spring 2004 Conference of the California Council on Teacher Education the organization went on record in unanimous support of maintaining categorical funding for Beginning Teacher Support and Assessment programs in California. Based on this position, CCTE is in opposition to several current funding and budget proposals in Sacramento that would switch BTSA funds and related induction programs into block grants, and that would therefore allow school districts and other education agencies to make local allocations unfavorable to BTSA and other induction programs.

The specific wording of the CCTE resolution adopted on April 2 is:

The California Council on Teacher Education supports the retention of categorical funding for the Beginning Teacher Support and Assessment Program (BTSA) and other teacher induction programs and opposes moving BTSA and other such programs into block grants.

Copies of this resolution have been sent by CCTE to all BTSA directors across California, with the offer that we will coordinate and cooperate in efforts to persuade policymakers in Sacramento to maintain BTSA's categorical funding. Elizabeth Jimenez, our CCTE Legislative and Educational Policy Analyst, has shared the resolution with members of the education committees in both houses of the Legislature, and is working with several BTSA leaders on this issue.

All CCTE delegates and members are encouraged to share their thoughts and questions on policy issues with CCTE officers, Board members, and staff. See the CCTE leadership list on page 15 of this newsletter for relevant e-mail addresses.

CCTE Board Votes Support for SB 1419, the "Opportunity To Learn" Bill

The Board of Directors of the California Council on Teacher Education has unanimously taken a position in support of the "Opportunity To Learn" Bill (SB 1419) introduced in the Legislature by Senator John Vasconcellos. The position was taken via an e-mail vote on April 19.

The bill has grown out of the current American Civil Liberties Union class action suit asserting inequality in the impact of state programs such as the High School Exit Examination because poor students attending poorly financed schools do not have the same opportunity to learn as students who are not poor and who attend more adequately financed schools.

The bill proposes the rating of schools according to an index of accepted indicators that would hold the state accountable to provide students an equitable opportunity to learn, rather than just hold students accountable through high-stakes testing. Among the factors comprising the proposed "Opportunity To Learn (OTL) Index" is "the number of fully and properly credentialed teachers employed at the school and the number of classrooms in which teachers are not fully and properly credentialed."

The CCTE position in support of the bill has been communicated to Senator Vasconcellos by Elizabeth Jimenez, our Legislative and Educational Policy Analyst, and our organization is listed as one of many educational organizations supporting the legislation. Other organizations supporting the bill are Achievement Council, Asian/Pacific Islander Youth Promoting Advocacy and Leadership, California ACORN, California Association of Bilingual Education, California Association of School Counselors, California Association of Student Councils, California State PTA, Californians for Justice, Californians Together Coalition, Civil Rights Committee of the National Lawyers Guild San Francisco Chapter, Coalition for Educational Justice, Community Asset Development Re-Defining Education (CADRE), Education Trust West, Justice Matters Institute, Mexican American Legal Defense and Educational Fund (MALDEF), National Council of La Raza, Parent Institute for Quality Education, Parents for Unity, Public Advocates, and the Robert F. Kennedy Memorial.

From the Desk of the CCTE Executive Secretary . . .

Here are several updates on California Council on Teacher Education activities as we near the end of the 2003-2004 membership year:

CCTE Election Results

New CCTE officers elected in this year's annual election are Reyes Quezada of the University of San Diego who was chosen as President-Elect, Sally Botzler of Humboldt State University who was re-elected as Vice-President for ATE, and Joel Colbert of the University of Southern California who was elected Vice-President for AACTE. Vicki K. LaBoskey of Mills College is the new CCTE President and Andrea Maxie of California State University, Los Angeles, moves into the position of Past President. All officers serve two year terms running from now to the Spring 2006 Conference.

Also elected this Spring are three new members of the CCTE Board of Directors. Deborah Hamm of California State University, Long Beach, Lisa Kirtman of California State University, Fullerton, and Jaime Romo of the University of San Diego will serve three-year terms running from now to the Spring 2007 Conference.

Congratulations to these new CCTE leaders.

Thanks were also expressed at the Spring 2004 Conference banquet to those CCTE officers and Board members completing terms this year. Phyllis Fernlund of Sonoma State University finished her term as Vice-President for AACTE, David Georgi of California State University, Bakersfield, completed his term as Past President, and Steve Lilly of California State University, San Marcos, Margaret Olebe of California State University, Dominguez Hills, and Athena Waite of the University of California, Riverside, all completed their three-year terms on the CCTE Board of Directors.

Memberships for 2004-2005

As indicated on the first page of this issue of *CCNews*, we are undertaking a major individual membership drive for CCTE for the 2004-2005 year. Our institutional membership levels have been very strong the past few years, and we hope that all current institutional members will renew for 2004-2005. But in addition to the delegates appointed by those institutions, we are hoping to involve a much wider portion of the California teacher education community as individual members this year.

I urge all of you who receive this issue of *CCNews* to join as an individual member for 2004-2005 (unless you are to be appointed an institutional delegate for the coming year). A membership form appears on page 2 of this newsletter.

Tom Nelson Reappointed as Editor

The CCTE Board of Directors at its meeting on March 31 in San Jose unanimously voted to reappoint Tom Nelson of the University of the Pacific to a second six-year term as

Editor of *Teacher Education Quarterly*. Tom will complete his first six years with the journal at the end of 2004, and his new term as Editor runs from 2005 through 2010. His two Associate Editors, Jerry Brunetti of Saint Mary's College of California and Barbara Levin of the University of North Carolina at Greensboro, will continue to serve in those roles during Tom's second term.

CCTE Website

I'm pleased to report that the CCTE website — at www.ccte.org — has been revised and expanded and is again open for viewing by CCTE members, delegates, and friends as well as other interested parties. Please check it out and use it regularly for keeping up on our activities.

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

—Alan H. Jones

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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 and members 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 Fall 2004 issue, which will appear in September, is August 15, 2004.

CCTE Leadership Directory

CCTE Officers:

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 Reyes Quezada, President-Elect (2004-2006), University of San Diego; rquezada@sandiego.edu
 Sally Botzler, Vice President for ATE (2004-2006), Humboldt State University; sjb3@humboldt.edu
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 Andrea Maxie, Past President (2004-2006), California State University, Los Angeles; amaxie@calstatela.edu

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Awards Committee Chair:

James Cantor (see above under Board of Directors)

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Judith Sandholtz, University of California, Riverside; judith.sandholtz@ucr.edu

Athena Waite, University of California, Riverside; athena.waite@ucr.edu

Spring 2005 Conference Committee Co-Chairs:

Paul Ammon (see above under Board of Directors)

Della Peretti, University of California, Berkeley; dperetti@uclink.berkeley.edu

Membership Committee Chair:

Chris Renne, California State University, Fullerton; crenne@fullerton.edu

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 Vicki K. LaBoskey or Executive Secretary Alan H. 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.

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Check out the CCTE Website at
www.ccte.org

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