

CCNews

Newsletter of the
California Council on Teacher Education

Volume 18, Number 3, Fall Issue, September 2007

Sherrye Smith, Editor (California Baptist University)

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

In This Issue of CCNews . . .

CCTE Fall 2007 Conference Announcement.....	2	Commentary—Adaptation Pedagogy	15-19
CCTE Fall 2007 Conference Tentative Program.....	3	CAPSE/TED Fall 2007 Meeting at CCTE.....	19
Fall Conference Registration Form	4	Meetings of Associated Organizations.....	19
CCTE SIGs Meeting at Fall Conference.....	5	CCTE Leadership Directory	20
CCTE Spring 2008 Conference Announcement.....	6	Fall 2007 BTSA Conference	21
Note on Spring 2007 Conference Materials.....	6	CCTE Financial Contributions	21
Dates of Upcoming CCTE Conferences	6	CCTE Policy Framework	22
Message from the CCTE President.....	7-8	CCTE Publications.....	23
CCTE Financial and Budget Report	9	CCTE Website	24
Fall 2007 CAPEA Conference	9	From CCTE Executive Secretary.....	25
From the CCTE Vice President for ATE.....	10	CCTE Membership	26
CCTE Legislative Report.....	11-13	Call for Proposals for CCTE Conferences.....	27
CCTE Opposition to AB 1415	13	CCTE Call for Awards Nominations.....	28
Commentary—Examining the Teaching for America Act..	14		



Mexican school mural by Jose Olague reflecting cooperative work of students and teachers. See President's Message, pages 7-8.



Newsletter of the California Council on Teacher Education

CCTE Fall 2007 Conference: "Assessment in the Service of Learning"

The theme for the Fall 2007 Conference of the California Council on Teacher Education will be "Assessment in the Service of Learning." The Conference will be held at the Kona Kai Resort (formerly the Shelter Pointe Hotel and Marina) in San Diego on October 18-20, and this Fall co-sponsors for the event include the Association of Independent California Colleges and Universities (AICCU), the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Educational Administration (CAPEA), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET).

The purpose of the 2007 Fall Conference is to thoroughly examine the role that assessment plays in schools and education, with particular attention to teacher education and teacher induction. How is assessment best utilized as a tool that serves the goals of learning at all levels of education? How do we assure that the means and methods of assessment are consistent with and appropriate to those educational goals? How do we understand and evaluate research and thereby inform educational policy at the state and federal levels to curtail and avoid assessment mandates that are not consistent and appropriate?

Fall Program Highlights

The keynote speaker on Thursday afternoon, October 18, will be **Mary Diez** of Alverno College, and a wide range of educators from colleges and universities, K-12 schools, and professional organizations will participate in panels later on Thursday, Friday and Saturday.

Ted Mitchell of the New Schools Venture Fund, formerly the president of Occidental College and dean of the Graduate School of Education and Information Studies at the University of California, Los Angeles, will speak at the Friday awards luncheon.

Panelists during the three days will include State Assembly Members **Julia Brownley** and **Gene Mullin**, CCTC Director **Dale Janssen**, former State Superintendent **Delaine Eastin**, and many others.

Saturday morning will feature affinity group discussions on the nature and impact of assessment, focusing on various fields related to teacher education and professional development, including administrator preparation, teacher performance assessments, special education, alternative assessment, induction, and bilingual education.

On Friday evening there will be a reception at and tour of the new building for the School of Leadership and Education Sciences at the University of San Diego.

The three-day program will also feature policy sessions, special interest groups, research and poster sessions, a reception and banquet on Thursday, a buffet continental breakfast on Friday courtesy of National Evaluation Systems, an awards luncheon on Friday, a silent auction, and ample opportunities for networking and meeting teacher education colleagues from across the state.

How To Register?

To register for the Fall Conference, complete the registration form on page 4 of this newsletter (pre-registration deadline is September 28, 2007) and return it with pre-payment to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

You must make your own hotel reservations for the Conference. Call the Kona Kai Resort at 800/566-2524 and tell them you are attending the CCTE Fall 2007 Conference. Reservations must be made by September 17 to be assured of rooms within our reserved CCTE block, although some rooms may still be available after that date.

Be sure to register and reserve your room now.

Fall Conference Committee

The Planning Committee for the Fall Conference includes: Magaly Lavadenz (Loyola Marymount University) and Ronald Solorzano (Occidental College), co-chairs; Adelina Alegria (Occidental College), Susan Bentley (Point Loma Nazarene University), Alice Bullard (BTSA Cluster 2), James Cantor (California State University, Dominguez Hills), Ellen Curtis-Pierce (Chapman University), Arlinda Eaton (California State University, Northridge), Cindy Grutzik (California State University, Dominguez Hills), Deborah Hamm (California State University, Long Beach), Caryl Hodges (University of San Francisco), Alan Jones (CCTE Executive Secretary), Virginia Kennedy (California State University, Northridge), Helene Mandell (California State University Office of the Chancellor), Margaret Olebe (Commission on Teacher Credentialing), Sherrye Smith (California Baptist University), Mona Thompson (California State University, Channel Islands), Veronica Villalobos (University of Southern California), and Ann Wood (California State University, Los Angeles).

Tentative Fall 2007 CCTE Conference Program

Wednesday, October 17:

Noon to 5 p.m. - Meeting of **Board of Directors** of the California Council on Teacher Education.

Thursday, October 18:

8:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room Is Open**, Start of Two-Day Silent Auction.

9:00 a.m. to Noon - Meeting of the **California Association of Professors of Special Education/Teacher Education Division**.

9:30 a.m. to Noon - **Independent California Colleges and Universities Council on the Education of Teachers**.

(begins with continental breakfast; meeting starts at 10:00 a.m.).

10:00 a.m. to Noon - Meeting of the **California Association of Bilingual Teacher Educators**.

11:45 a.m. to 12:15 p.m. - **Newcomers Meeting** (for first-time or recent new attendees).

Noon to 12:30 p.m. - Pick up box lunches (for those who ordered them).

Noon to 1:00 p.m. - **First Set of Special Interest Groups:**

Arts and Education, Educational Foundations, International/Global Teacher Education, Lives of Teachers, Special Education, and Technology and Teacher Education.

1:00 to 4:00 p.m. - **Opening Session:**

Introductions and Conference Orientation.

Keynote Address by **Mary Diez** (Alverno College).

Panel Presentation on assessment in higher education featuring among others **Janet Cannings** (California Department of Education) **Richard Duran** (University of California, Santa Barbara), **Ken Futernick** (California State University, Sacramento), and **Robert Yinger** (University of Cincinnati).

4:00 to 4:15 p.m. - Break.

4:15 to 5:45 p.m. - **Policy Session and Delegate Assembly**, focusing on state and national policy issues.

6:00 to 7:00 p.m. - **Joint Presidents' Reception & Social Hour**.

7:00 to 9:00 p.m. - **Conference Banquet**, followed by songfest led by CCTE song-writers and minstrels, all voices welcome.

Friday, October 19:

7:30 to 8:45 a.m. - **Teacher Education Quarterly Editorial Board Meeting**.

7:30 to 8:45 a.m. - **Issues in Teacher Education Editorial Board Meeting**.

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**, Silent Auction Continues until 1:45 p.m.

8:00 to 8:30 a.m. - Buffet Continental Breakfast, courtesy of National Evaluation Systems.

8:30 to 10:30 a.m. - **Panel Presentation** on assessment in K-12 in relation to teacher education, featuring among others **Shelly Spiegel Coleman**, **Robert Douglas**, **Gino Flores**, and **Chris Riesing**.

10:30 to 10:45 a.m. - Break.

10:45 to Noon - **Research and Practice Sessions**.

Noon. to 1:30 p.m. - **Conference Luncheon**, featuring CCTE semi-annual awards presentations and address by **Ted Mitchell** of the New Schools Venture Fund.

1:30 to 1:45 p.m. - Break and final opportunity to bid in Silent Auction.

1:45 to 3:15 p.m. - **Policy Panel Presentation** on role of assessment and accountability in teacher education and K-12 schools, featuring **Julia Brownley** (California State Assembly), **Delaine Eastin** (Mills College), **Dale Janssen** (Commission on Teacher Credentialing), **Ted Mitchell** (New Schools Venture Fund), **Gene Mullen** (California State Assembly), and **Ronald Solorzano** (Occidental College) as moderator.

3:15 to 3:00 p.m. - Break.

3:30 to 4:15 p.m. - **Second Set of Special Interest Groups:**

BTSA and Induction Programs, Case Methods, Coalition for Educational Renewal, Coordinators of Credential Programs, Deans and Directors of Teacher Education, and Equity and Social Justice.

6:00 to 7:30 p.m. - Special Reception and Tour at New Education Building at the **University of San Diego**.

Saturday, October 20:

8:00 a.m. to noon - **Conference Registration and Exhibits Room Is Open**.

8:00 to 8:30 a.m. - Coffee & Danish and **Poster Sessions on Measurement**, featuring best practices, performance-based assessment, exchange and share documents, and implementation/collaboration/problem-posing.

9:00 11:00 a.m. - **Round Table Discussions** on developing a policy agenda around issues of assessment in teacher education:

Administrative Preparation Table with Kathy Cohn, Deborah Erickson, and Mona Thompson; Teacher Performance Assessment Table with Caryl Hodges, Helene Mandell, and Susan Sullivan; Special Education Table with Virginia Kennedy, Irene Nares-Guzicki, and Jan Jones Wadsworth; Alternative Assessment Table with Don Cardinal and Ellen Curtis-Pierce; Induction Table with Alice Bullard, LaRie Colosimo, and Chris Reising; PACT Table with Arlinda Eaton, Nancy Farnan, and Kendyll Stansbury; and Bilingual Education Table with Adelina Alegria and Magaly Lavadenz.

11:00 to 11:45 a.m. - **Round Table Reports and Final Conference Discussion**.

11:45 a.m. to Noon - **Final Comments and Conference Adjournment**.

California Council on Teacher Education Fall 2007 Conference Registration Form

October 18-20, 2007, Kona Kai Resort, San Diego

Please register me for the Fall 2007 CCTE Conference!

Name _____

Preferred Mailing Address _____

_____ (include ZIPcode)

Telephone _____ E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$250 (will be \$275 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Students - \$100 (will be \$125 on site)

Food Service (check those desired):

- Thursday Box Lunch - \$25
- Conference Banquet (Thursday evening) - \$45
- Conference Awards Luncheon (Friday noon) - \$35
- Check here if you wish vegetarian meals.

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

Total from boxes checked above (please enclose check for this amount payable to CCTE): \$ _____

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference; However, if you are not already a delegate or member, please consider joining (use the membership form in this issue of *CCNews*, and include membership dues in your check).

CCTE Special Interest Groups, all attendees are urged to attend a SIG of their choosing during each time slot (check the ones you plan to attend):

SIGs meeting at Noon on Thursday:

- Arts and Education
- Educational Foundations
- International /Global Teacher Education
- Lives of Teachers
- Special Education
- Technology and Teacher Education

SIGs meeting at 3:30 p.m. on Friday:

- BTSA and Induction
- Case Methods
- Coalition for Educational Renewal
- Credential Program Coordinators
- Deans and Directors
- Equity and Social Justice

Send completed form with check payable to "CCTE" to: Alan H. Jones, CCTE Executive Secretary,
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Pre-registration deadline is September 28; no refunds after that date. On-site registration will be available at the Conference. If you are paying for multiple registrants by institutional check, please complete a copy of this form for each person.

CCTE Special Interest Groups (SIGs) Which Will Meet at the Fall 2007 Conference

Twelve CCTE Special Interest Groups will meet at the Fall 2007 Conference in San Diego. The SIGs will meet concurrently, at two different times, during the Conference. All CCTE SIGs are open to any interested persons. Each person attending the Fall Conference is encouraged to attend SIGs of his or her choice. The twelve SIGs are:

Arts and Education: This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinator: Della Peretti, University of California, Berkeley.

BTSA and Induction: This SIG provides an avenue for continuing exploration of the work of BTSA programs and the role of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education. SIG coordinator: LaRie Colosimo, Claremont Unified School District.

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: Keith Walters, Biola University.

Coalition for Educational Renewal: This SIG explores issues related to implementation of the ideas of the national educational renewal movement in California. SIG coordinator: William Rich, California State University, Chico.

Coordinators of Credential Programs: This SIG offers an opportunity for coordinators of credential programs to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands.

Deans and Directors of Teacher Education: This SIG seeks to offer deans, directors, and chairs of schools, colleges, and departments of teacher education an opportunity to exchange information and perspectives on administrative, fiscal, and policy issues. SIG coordinator: New coordinator to be selected.

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 SIG 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 co-coordinators: Anaida Colon-Muniz, Chapman University, and Heidi Stevenson, University of the Pacific.

International/Global Teacher Education: This new SIG will explore issues and practices related to teacher education in the international/global context. SIG coordinator: Reyes Quezada, University of San Diego.

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 teacher 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.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education. SIG co-coordinators: Virginia Kennedy, California State University, Northridge.

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education. SIG coordinator: Heidi Stevenson, University of the Pacific.

Please Contribute Items for the CCTE Silent Auctions

All members, delegates, and friends of the California Council on Teacher Education are encouraged to contribute items for the silent auctions at the semi-annual CCTE Conferences. Highly successful silent auctions have been held at the last three Conferences, with such items as books, gift baskets, art works, and get-away weekends at beach houses and condos receiving enthusiastic bids from Conference attendees.

If you have such items available to contribute to the CCTE silent auction at the Fall 2007 Conference, please contact either Deborah Hamm (e-mail dhamm@csulb.edu) or Caryl Hodges (e-mail hodges@usfca.edu). Two-or-more-day stays at attractive locations have proven to be the best fund-raisers at the silent auctions.

Your contribution of any item to CCTE for a silent auction is tax-deductible, since CCTE is a non-profit organization.

CCTE Spring 2008 Conference: “Got Accreditation?”

The Spring 2008 Conference of the California Council on Teacher Education will be held March 8-10 at the Sainte Claire Hotel in San Jose around the theme “Got Accreditation?” The Conference will again be co-sponsored by the California Association of Bilingual Teacher Educators, the California Association of Professors of Educational Administration, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers.

The objectives for the Spring 2008 Conference, as articulated by the Conference Planning Committee, are:

1. To familiarize participants with accreditation as a process from a national perspective as well as the literature/research relevant to accreditation of teacher education programs.
2. To provide accrediting bodies (CTC, NCATE, TEAC, WASC) with a forum for discussing their accreditation processes.
3. To showcase the revised California Accreditation System.
4. To provide dialogue, understanding, and support for institutions going through accreditation,
5. To create linkages from the Fall 2007 Conference on “Assessment in the Service of Learning.”
6. To examine the role of performance assessment in accreditation.

The keynote speaker on Thursday afternoon will be Randy Hitz, dean of the Graduate School of Education at Portland State University and chair of the Board of Directors of the American Association of Colleges of Teacher Education. He will offer a national perspective and background on accreditation as it relates to teacher education in California. Other special sessions related to accreditation during the three days will include representations from state, regional, and national accreditation agencies and organizations.

The Spring Conference will also include meetings of the co-sponsoring organizations, meetings of the CCTE special interest groups, policy sessions, research sessions, a Thursday reception and banquet, and a Friday awards luncheon.

The Planning Committee for the Spring 2008 Conference is co-chaired by Joel Colbert (Chapman University) and Arlinda Eaton (California State University, Northridge), and other members include Larry Birch (Commission on Teacher Credentialing), James Cantor (California State University, Dominguez Hills), Teri Clark (Commission on Teacher Cre-

dentiaing), Lynne Cook (California State University, Dominguez Hills), Barbara Ford (San Francisco State University), Cesar Gonzalez (Chapman University), Alan Jones (CCTE Executive Secretary), Jose Lalas (University of Redlands), Helene Mandell (California State University Chancellors Office), Erin Steele (Chapman University), and Heidi Stevenson (University of the Pacific).

Distribution of Materials from Spring 2007 Conference

Information from the Spring 2007 Conference on the California Council on Teacher Education around the theme “The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development” has been distributed widely in the months since that event. Copies of the Spring 2007 issue of *Teacher Education Quarterly*, around that same theme, were distributed to persons who attended the Conference, and have since been mailed to all CCTE delegates and members.

Individual articles from that issue of *Teacher Education Quarterly* have been included in the “PEN Weekly Blast” from the Public Education Network and on Susan Ohanian’s website, and the entire collection of articles from that issue have been posted on the Educators Roundtable website.

Efforts are also underway to produce a video of the keynote address by Bruce Jones and the discussion among the other invited speakers at the Spring Conference. Information on how to order those videos will be shared with all CCTE members and delegates as soon as the tapes are available.

Dates of Upcoming CCTE Conferences

Fall 2007, October 18-20
“Assessment in the Service of Learning”
Kona Kai Resort, San Diego

Spring 2008, March 8-10
“Got Accreditation?”
Sainte Claire Hotel, San Jose

Fall 2008, October 16-18
“International and Global Teacher Education”
Kona Kai Resort, San Diego

Message from the CCTE President: Quality Teacher Characteristics Observed First Hand! All Educated in California

As I write this President's message I am also in the middle of unpacking the many boxes that need to be organized in my office in our beautiful new state-of-the-art School of Leadership and Education Sciences (SOLES) building at the University of San Diego. It is with awe that I reflect and compare the differences between our new facility and La Escuela Normal in Atacamulco (Teacher Training School) and the two elementary schools in Mexico where I spent this summer leading and learning from a group of twenty-one biliteracy teachers from California who participated in San Diego State University's Bilingual International Teacher Education Program (ITEP).

The students all completed a situated learning practicum in two elementary schools in indigenous semi-rural low resource communities near Atacamulco, Mexico (two hours north of Mexico City). While these elementary schools and La Escuela Normal and our new USD building may be opposite in terms of beauty and resources, the technology in all of the buildings and schools is comparable. An example, one elementary school had approximately 20 classrooms, but it also had a computer lab, a television and VCR in every classroom, and all of the upper grades had LCD projectors, a smart board, and computer as well as being connected to the internet in each classroom. It is amazing to demystify what some or many of us perceive to be the conditions of schools in other countries, particularly in low resource schools.

Although I would love to describe our new USD building to you in this issue of *CCNews*, instead I invite you to attend the Reception and Tour on Friday, October 19th, during our CCTE Fall Conference. On that evening we will introduce you to the University of San Diego's new School of Leadership and Education Sciences (SOLES) building. Our Dean, Paula Cordeiro, and our faculty will personally welcome every one of you and provide guided individual tours of our new facilities.

My message here, however, is not to discuss and compare the buildings themselves, but to share and attest to the *high quality* of our California teachers who hold degrees and teaching credentials from the three types of institutions of higher education that comprise CCTE—California State University campuses, University of California campuses, and independent/private colleges and universities. I observed these twenty-one teachers passionately teach over four hundred Mexican Mazahau indigenous children in grades second through sixth for three weeks. I witnessed how these twenty-one teachers transformed twenty-one empty classrooms with minimal resources into flourishing multiple literacy environments, supported by culture, visuals, realia, science experiments, and trilingual vocabulary (Spanish, English and



Reyes L. Quezada

Mazahua). Not only was I impressed with the transformation of the classrooms, but also with how the students flourished under the direction of these biliteracy teachers.

I believe the quality of their teaching stems from their respective teacher training programs at their respective institutions, as well as their prior experiences and philosophical underpinnings as they read and studied Paolo Freire's teachings regarding learning and teaching. In this case it was teaching Mazahua indigenous students. I observed what Freire describes in one of the chapters in his book *Cartas a los quien pretenden enseñar—Letters to Those Who Pretend To Teach*: teachers teaching with “*Amorosidad* (Love), *Tolerancia* (Tolerance), *Humildad* (Humility), *Respeto* (Respect), and *Inpaciencia/Paciencia* (Impatience/Patience).”

It is these five quality characteristics that I hope your teacher education program has embedded within the training of new teachers. What do these five quality characteristics look like? Here is what I observed from the twenty-one teachers through their practice:

“*Amorosidad*” (Love)—I saw these teachers take genu-

—continued on next page—

Message from the CCTE President

—continued from previous page—

ine interest in their children’s language and culture as well as their families. They transformed their students from being passive and not acknowledging their cultural and language roots to being proud and sharing conversations with their elders and bringing in a wealth of Mazahua vocabulary.

“*Amorosida*” (love) was clearly evident as Jose Olague’s (professional artist) classroom transformed conversations about the Mazahua culture by having each child share experiences about what they value about their culture by drawing it on paper and later taking the drawings and conceptualizing them into a school mural in which each child and their teachers had an opportunity to paint throughout the last two weeks in a large wall as you enter the school (see photograph of mural below). The mural will be there forever, reminding each child the importance of their indigenous language and culture and the California teachers who modeled that love.

“*Tolerancia*” (Tolerance)—I saw the teachers accept the children in their classrooms as they came as well as their families. Some neat and clean in their old school uniforms, while others were less fortunate. The teachers listened throughout the three weeks attentively as they accepted the various legends and beliefs the children had learned from their families.

I observed the “*Humildad*” (Humility) portrayed by the teachers knowing how much more they each have (economy-

cally) in the United States, both on a personal basis as well as through the resources their schools have, and thus how much more they each have to work with as American teachers. Yet they were able to creatively use minimal resources as a plus to further enrich their teaching in the Mexican schools, and not once did they complain.

I saw evidence of “*Respeto*” (Respect) as they acknowledged their student’s very broken English in spoken language lessons and provided them positive verbal comments and genuine smiles throughout the three weeks.

Lastly, it was their “*Inpaciencia/Paciencia*” (Impatience/Patience) that made the teachers maintain their enthusiasm Monday thru Friday from 9:00 a.m. to 12:30 p.m. Impatient because they felt the needed to give it their all and attempt to teach as much as possible, yet patient enough to realize they had only three weeks to work with their individual classrooms. They took the children at each individual’s competence level and patiently molded them to reach their full potential.

This, my teacher educator colleagues, is “Quality Teaching” at its best!

—Reyes Quezada,
CCTE President

and Associate Professor
School of Leadership and Education Sciences
University of San Diego



CCTE Financial and Budget Report

During the 2006-2007 fiscal year for the California Council on Teacher Education, running from July 1, 2006 to June 30, 2007, the organization had income totalling \$130,355.16 and expenses totalling \$129,907.60.

The income during that year included \$34,905 from institutional memberships, \$7,900 from individual memberships, \$47,165 in registration and food service fees collected for the Fall 2006 Conference, \$30,241.15 in registration and food service fees collected for the Spring 2007 Conference, \$3,615 in gifts and contributions, and \$6,529.01 from silent auctions and book sales at the two conferences.

Expenses during the year included \$33,615.72 for *Teacher Education Quarterly*, \$16,927 for *Issues in Teacher Education*, \$500 for support of the CCTE website, \$12,000 stipend for the Executive Secretary, \$2,067.38 for printing, postage, annual audit, and banking fees, \$1,924.81 for officer and staff travel, \$2,196.34 for CCTE participation in the annual Association of Teacher Educators conference in San Diego in February of 2007, \$24,739.74 for the Fall 2006 Conference program and food service, and \$5,089.47 in partial payment for the Spring 2007 Conference program.

Also paid during the 2006-2007 year were \$30,837.04 in expenses held over from the 2005-2006 year, and as of July 1, 2007, the organization has \$32,240.60 in obligations from the 2006-2007 year yet to be paid. Those as yet unpaid obligations include additional website expenses, the retainer for services of the CCTE Legislative and Educational Policy Analyst, hotel space and food service costs from the Spring 2007 Conference, and repayment of a personal loan to the organization from the 2005-2006 year.

At the CCTE Board of Directors meeting on June 8, 2007, a budget for the 2007-2008 fiscal year was adopted that projects annual income for the organization at \$164,500 and annual expenses of \$162,500. Those expenses include paying off the \$32,240.60 deficit from the 2006-2007 year and maintaining all other activities and expenses at levels similar to the year just completed. In order to project and implement a balanced budget, the Board approved modest increases in both membership dues and conference fees. Neither dues nor conference fees had been raised since 2001, so the increases are consistent with general cost of living and the increased costs of maintaining CCTE activities.

A CCTE Budget Committee consisting of the President, President-Elect, Past President, and Executive Secretary was created in the Fall of 2006 and has monitored income and expenditures during the past year and drafted the new budget approved by the Board for the 2007-2008 year. In addition to adopting the new budget, the Board also approved a series of directives that will strengthen the role of the Budget Committee during the 2007-2008 year to assure that expenditures do not exceed the approved budget.

Overall during the 2006-2007 fiscal year just concluded

the membership levels, both institutional and individual, have grown, and CCTE activities have remained strong. The budget plans and directives for the 2007-2008 year should assure that organizational growth will continue while at the same time restoring balance between income and expenditures.

Any CCTE members or delegates wishing additional information on the organizational budget and finances should address such questions to CCTE Executive Secretary Alan H. Jones.

—Reported by Alan H. Jones

CCTE Executive Secretary
3145 Geary Boulevard, PMB 275
San Francisco, CA 94118

Telephone 415/666-3012, Fax 415/666-3552

E-mail caddogap@aol.com

Fall 2007 CAPEA Conference

The California Association of Professors of Educational Administration will hold its Fall 2007 Conference on October 12 and 13 at the Kona Kai Resort in San Diego, the same location at which the California Council on Teacher Education will meet the following week.

The theme for the CAPEA Conference is "Leadership and the Future," and the keynote speaker will be Karen Dyer of the Center for Creative Leadership, who will discuss the generation of millennials who are now entering the leadership workforce.

Larry Birch of the Commission on Teacher Credentialing and Jo Birdsall of Point Loma Nazarene University will describe the new California state accreditation process and discuss how the data collected can be used to guide continuous improvement of administrative credential programs.

Other speakers will include Stephen Hunt-Davis who will lead a conversation about his research on school leaders and Ken Magdaleno and Noni Mendoza-Reis who will present information on equity issues and how our programs can better equip school leaders to deal with diversity.

The Conference will include a pool-side dinner on Friday evening.

CAPEA is particularly interested in involving new educational administration faculty in the Fall Conference.

Conference registration materials may be obtained from Phyllis Hensley at California State University, San Bernardino, and individuals wishing CAPEA membership information should contact Wayne Padover at National University.

Other questions about CAPEA may be addressed to Deborah Erickson, CAPEA President, at California Lutheran University.

From the CCTE Vice President for ATE

By Ann L. Wood,
CCTE Vice President for ATE,
California State University, Los Angeles

The Association of Teacher Educators 2007 Summer Conference was held July 28-August 1, 2007 at the Hyatt Regency Milwaukee in Milwaukee, Wisconsin. The theme for the conference was: *Multiple Realities in Teacher Education: Exemplars that Address Dilemmas, Conundrums, and Processes*. Keynote speakers included Martin Haberman, professor at the University of Wisconsin-Milwaukee, Ron Cowell, former Pennsylvania House Representative and now President of the Education Policy and Leadership Center, and Senator John Lehman, a former high school history and economics teacher.

All three speakers gave provocative presentations that generated much discussion about quality teaching and learning and good educational legislation. Haberman met personally with the ATE Leadership Academy and the conversation was so lively that it lasted an hour longer than scheduled. Cowell challenged teacher educator/conference participants to inform politicians of research-based: (1) definitions of student achievement not based on tests; (2) definitions and measurements of quality teaching; (3) multiple assessments of student learning, (4) meaningful parent/school communication and partnerships, and (5) means to build and sustain school districts with adequate and equitable resources.

I represented the California Council on Teacher Education at the Council of Unit Presidents (CUP) meeting. We discussed an ATE membership drive. ATE has a strong record for retaining memberships over the years, but will lose many retiring members in the near future. The new CUP President, Mary Selke, reported on a past literature review she had conducted on reasons educators join professional associations. Research shows that educators join professional organizations because of: (a) job-related reasons; (b) personal intrinsic rewards from the organization not available at their jobs; (c) pressure from university superiors, and (d) requirements to make presentations. Mary is going to update this literature review for the CUP meeting at the annual conference next February. I think CCTE will be interested in this topic, too.

CUP also asked me to report on CCTE's use of its Legislative and Educational Policy Analyst and how our Board of Directors uses e-mail to vote our stance on proposed educational legislation to which we are alerted. Many ATE units are intrigued by this process and want to follow our model.

As a "graduate" of the ATE Leadership Academy, I joined them for a field trip to Alverno College. Mary Diez was not there, but her associates gave an informative talk about Alverno's assessment work. After reading her work and awaiting her keynote presentation at our CCTE Fall 2007 Conference, it was great to see her campus and meet with her colleagues.

The ATE Summer Conference was not all serious busi-

ness. Attendees were invited to participate in an evening event at Milwaukee's famous Santiago-designed Art Museum. It is built in the shape of a ship from pieces all imported from Spain. Everyday it changes shape as it flutters its "sails." Haberman called it "the single-most noteworthy thing about Milwaukee." It may be the most beautiful building that I have ever seen in the U.S. It was breathtaking, and everyone enjoyed the exhibition of Pisaro art. Other conference attendees took in an evening baseball game between the Milwaukee Brewers and New York Mets.

Upcoming ATE Events

- The 88th ATE Annual Meeting will be held February 23-27, 2008, in New Orleans at the Sheraton New Orleans Hotel. It is in the heart of the French Quarter. Registration is available online at www.ate1.org
- The 2008 ATE Summer Conference will be held next August 2-4, at the Capital Hyatt Hotel in Washington D.C. I am on the Summer Conference Planning Committee.

New ATE Website Offerings at www.ate1.org

- Free professional (IHE & K-12) opportunities postings;
- ATE Publications Marketplace—30% off everything until October;
- Technology resource links for teacher educators;
- Three ATE Commission reports; and
- *Draft Standards for Teacher Educators*—Feedback is requested by Commission Chair, Robert Fisher at rlfisher@ilstu.edu

ATE Announcements

- Call for manuscripts for the summer 2008 issue of *Action in Teacher Education* with the theme, "Teacher Education and the Law." E-mail Guest Editor Perry Zirkel at perry.zirkel@lehigh.edu
- ATE is looking for Guest Editors for the summer 2009 *Action in Teacher Education* and nominations for joint editors of the *ATE Teacher Education Yearbook Series* for four years, 2011-2014. Contact Nancy Galavan at ngallavan@uca.edu
- ATE's new office is located at: 8503 Euclid Avenue, Suite 4, Manassas Park, VA 20111-2400. (703) 331-0911; fax: (703) 331-3666. The cost-saving move to Manassas seems to be working well according to ATE Executive Director, David Ritchie (dritchey@ate1.org)

—Ann L. Wood, CCTE Vice President for ATE
California State University, Los Angeles
awood2@socal.rr.com

Report of the CCTE Legislative and Educational Policy Analyst

Highlights of the 2007 California Budget

By Martha Zaragoza-Diaz
CCTE Legislative and Educational Policy Analyst

On August 21, 2007, the California Senate narrowly approved a long-overdue 2007-2008 State Budget Bill (Ch.171, Statutes of 2007), along with implementing legislation. Senate Republicans Ackerman and Maldonado joined Democrats to provide the minimum number of votes needed for passage of the budget bill (27-12 vote). The Senate Republicans held back approving the budget bill for 52 days, demanding more program cuts and the protection of infrastructure bonds from being entangled in greenhouse gas emissions lawsuits. The Governor then promised to cut some \$700 million from General Fund appropriations in the budget bill, and ultimately the total reductions made by the Governor were \$703 million—primarily cuts made to health, social services, and transportation services.

The budget package authorizes total General Fund spending of \$102.3 billion, essentially the same as revenues, with a reserve of \$4.1 billion. “Our budget reflects the values of California; we fully fund education, public safety, and pay down debt, including more than \$1 billion in early payments that make California even more financially stable” stated the Governor at his press conference on the state budget.

Key Features

The 2007-2008 state budget includes the following major provisions:

Governor’s Vetoes. The Governor vetoed \$703 million in General Fund expenditures from the budget passed by the Legislature:

- \$332 million reduction in the state’s Medi-Cal program.
- \$72 million reduction in the amount provided for higher state employee compensation costs.

Social Services Savings. Ongoing savings of approximately \$247 million from suspending a California Work Opportunity and Responsibility to Kids cost-of-living adjustment (COLA) for one year and permanently delaying the state Supplemental Security Income/State Supplementary Program COLA for five months.

Transportation. Uses \$1.3 billion in Public Transportation Account funds to reduce General Fund expenditures and assumes a \$596 million in General Fund benefit for 2008-09.

Revenue Assumptions. Assumes a \$1 billion in one-time revenues from the sale of EdFund, the state’s nonprofit student loan guaranty agency.

- \$293 million in new General Fund revenues from amended tribal gambling compacts.



Martha Zaragoza-Diaz

- Accelerates the transfer of \$600 million in tobacco securitization funds to the General Fund. These funds were originally scheduled to be transferred in 2008-09 and 2009-10.

Proposition 98. Due to uncertainty regarding the Governor’s May Revision revenue forecast, the budget does not provide \$411 million in 2006-07 Prop 98 “settle-up” funds. As a result, the budget also assumes the 2007-08 minimum guarantee will be lower by \$427 million, thus creating a General Fund savings. If the Governor’s May Revision revenue forecast proves accurate, the state would owe more than \$800 million in additional funds to education under the Prop 98 minimum guarantee. These funds would come from the \$4.1 billion reserve.

Highlights of Higher Education Budget

Total Funding. Per the Department of Finance, in accordance with the Higher Education Compact, the Budget provides stable funding to the University of California (UC) and California State University (CSU) for enrollment growth and basic budget support.

The budget provides a total of \$11.3 billion in General Fund support for higher education in 2007-08, reflecting an increase of \$375 million or 3.4 percent above the amount provided in 2006-07. The budget provides UC with \$3.3 billion in General Fund support, which is \$191 million or 6.2

—continued on next page—

Highlights of the 2007 California Budget

—continued from previous page—

percent, more than the 2006-07 level. For CSU, the budget provides \$3 billion in General Fund support, which is an increase of \$176 million or 6.2 percent.

The budget provides the California Community Colleges (CCC) with \$4.2 billion in General Fund support for 2007-08, which is \$61 million less than 2006-07. (With the exception of approximately \$30 million, all of this amount counts toward Prop. 98.) These figures reflect vetoes by the Governor of \$47 million in CCC Prop 98 ongoing funding, due to a base reduction in the basic skills program (\$33 million) and the veto of a legislative augmentation for certain noncredit courses (\$14 million).

\$873 million in General Fund support is provided to the California Student Aid Commission (CSAC) for support of the state's Cal Grant and other financial aid programs. This figure is \$70 million, or 8.7 percent, above the 2006-07 level.

Student Fees. There is a 7 percent undergraduate fee increase to \$6,636 for UC and a 10 percent undergraduate fees increase to \$2,772 for CSU, and a graduate fee increase of 7 percent for UC (\$7,440) and 10 percent for CSU teacher preparation students (\$3,216), and 10 percent for other CSU graduate programs (\$3,414). These fee increases are expected to provide UC with an additional \$105 million and CSU with an additional \$98 million in revenues. Fees at the community colleges would remain unchanged at \$20 per unit.

Enrollment Growth. The budget provides funding for enrollment growth of 2.5 percent per year (\$117 million). For UC, this growth represents an increase of 5,000 FTE students and for CSU the increase is 8,355 FTE students. For CCC, the budget provides \$114 million to fund enrollment growth of 2 percent, approximately 22,000 FTE students. The budget also reverts \$80 million associated with enrollment slots that were unfilled in 2006-07. It is projected that with this unused enrollment growth, combined with the funded growth, CCC could accommodate a total of 34,000 additional FTE students in 2007-08.

Basic Budget Support. A 4 percent general increase is provided to "help preserve and enhance the quality of university instruction" by addressing competitive faculty and staff salaries, health benefits, maintenance, inflation, and other cost increases.

Career Technical Education (CTE) Initiative. This Governor's initiative was begun in 2005-06. The purpose of the initiative is to "reenergize" high school vocational programs through curriculum enhancements, course sequencing, and articulation between K-12 tech prep programs and community college economic development programs. A specific 2007-08 expenditure plan is currently being finalized by the Chancellor's Office in conjunction with the California Department of Education, and is anticipated to include new

grant opportunities with financial incentives for high schools to enroll additional students in high quality career programs that are linked with business, a career advancement academy pilot program for drop-outs and other adults lacking basic and vocational skills, and new projects to enhance CTE leadership development and business partnerships, as well as substantial increases in CTE teacher recruitment and professional development.

For these efforts \$52 million is provided in the Budget, \$20 million in ongoing funds in the Community Colleges budget, and the first increment of \$32 million from the CTA vs Schwarzenegger settlement appropriated by Ch. 751, Statutes of 2006 (SB 1133).

CCC Student Success Initiative. \$33.1 million in Prop. 98 General Fund monies is set aside in the Budget for the Community Colleges in anticipation of legislation that would appropriate this amount to increase the rate of successful outcomes for students who are not adequately prepared for college-level work. The administration proposes funding to enhance counseling and other student services, including improved aptitude assessments, development of a meaningful academic plan for each student, and hands-on tutoring, as necessary, to ensure these students complete that plan.

Sale of EdFund. Budget Trailer legislation (SB 89 and 91) provides for the sale of EdFund, which is a nonprofit public benefit corporation that acts on behalf of CSAC to administer federal loan guarantee programs. The budget assumes that the sale of EdFund would provide \$980 million in one-time revenue to the state. With the sale of EdFund, CSAC would give up its status as California's federally designated guarantor for the Federal Family Education Loan program.

Other Higher Education Budget Appropriations

- A \$500,000 increase to UC for the COSMOS program that provides summer enrichment for talented K-12 students in math and science.
- A \$1,125,000 million increase to UC for the science and math resource centers to implement the Science and Math Teacher Initiative begun by the Governor in 2005.
- \$19,300,000 to UC for student academic preparation and education programs (SAPEP).
- \$2,713,000 to CSU to enhance the capacity of science and math teacher credential programs to implement the Science and Math Teacher Initiative.
- \$ 52 million to CSU for student academic preparation and student support services programs of which \$45 million is to support the Early Academic Assessment Program and the Educational Opportunity Program.
- \$10 million to CCC to be made available for noncredit

—continued on next page—

Highlights of the 2007 California Budget

—continued from previous page—

instruction to prepare students to pass the CAHSEE. First priority is to be given to students who failed the CAHSEE in 2007.

- \$1.9 million for the Puente Project to support up to 75 colleges.
- \$2.5 million for the MESA Program with the requirement that for each dollar allocated, the recipient district shall provide \$1 in matching funds.
- \$1.8 million for the Middle College High School Program.
- \$33 million to CCC for Basic Skills and Apprenticeship which includes \$1.6 million for faculty and staff development to improve curriculum, instruction, student services and program practices in the areas of basic skills and ESL programs.
- \$31.5 million for allocation by the Chancellor to community college districts for improving outcomes of students who enter college needing at least one course in ESL or basic skills.
- A \$21.2 million increase to CCC for categorical program enrollment growth and COLA (2 percent and 4.53 percent, respectively) for Basic Skills, Matriculation, Disabled Students Programs and Services, Campus Childcare Tax Bailout and Extended Opportunity Programs and Services.
- Authorization to CCC for 600 new warrants for a total of 8,000 for the APLE to help increase the teacher supply in critical shortage areas including math and science (payments estimated to begin no sooner than 2009-10).

California Commission on Teacher Credentialing

Key appropriations for CCTC within the budget include, but are not limited to:

- A one-time appropriation of \$248,000 from federal Title II funds, through an interagency agreement with the California Department of Education, to support specified staff associated with the development of the Teacher Database System.
- \$227,000 and 2 permanent positions to support implementation of the revised accreditation system.
- \$113,000 and 1 limited-term two-year position to support review and revision of the specialist credential authorizing the teaching of special education, the specialist credential in reading and language arts, the reading certificate and the designated subjects vocational education teaching credential and revisions of the standards related to intern and induction programs.
- \$237,000 to support 2 positions associated with the development and implementation of the Teacher Performance Assessment by July 1, 2008.
- For the Alternative Certification Program an appro-

priation of \$31,723,000, of which \$6,800,000 is available to increase intern grants for school districts and county offices of education that agree to enhance internship programs and address the distribution of beginning teachers.

- \$7,850,000 for the California School Para-Professional Training Program at a per participant rate of \$3,500 to school districts and county offices of education participating in the program.

Conclusions

In summary, public education fared rather well in comparison to other public sectors. However, due to the 2007-2008 budget plan's key features and assumptions, it is predicted that the state will once again face operating shortfalls of more than \$5 billion in both 2008-09 and 2009-10. This is because many of the solutions enacted in the budget bill are of a one-time nature.

—Martha Zaragoza-Diaz

CCTE Legislative and Educational Policy Analyst
Zaragoza-Diaz and Associates
3009 K Street, Suite 202, Sacramento, CA 95816
Telephone 916/395-2616; Fax 916/421-1099
E-mail madiaz@earthlink.net

CCTE Board Opposes AB 1415

The California Council on Teacher Education Board of Directors adopted an oppose position on Assembly Bill 1415 during the summer of 2007, and a letter outlining the CCTE position was delivered to the Bill's sponsor, Assemblywoman Julia Brownley, on August 6.

AB 1415 concerns assessment procedures for the Administrative Services Credential, and the CCTE letter in part stated: "We understand that AB 1415 seeks to assure high quality preparation for administrators of California's public schools by mandating new evaluation procedures on the part of the California Commission on Teacher Credentialing. We believe, however, that strong procedures for the assessment of preparation programs for school administrators are already in place through the Commission, and that mandating an additional evaluation system would be duplicative, unnecessarily expensive, and burdensome."

In taking this position, CCTE joined the Association of Independent California Colleges and Universities, the California Association of Professors of Educational Administration, the California State University, and the University of California in opposing AB 1415.

Commentary—

The Teach for America Act: Is It in the Best Interests of the Teaching Profession?

By Joel A. Colbert

There is a shortage of highly qualified teachers in the nation's impoverished schools. In order to address this problem, Senator Hillary Rodham Clinton recently introduced legislation, the Teach for America Act, to dramatically expand federal funding for Teach for America (TFA), an organization that places novice teachers in poor, urban schools across the nation. While well-intentioned, community members, parents of school children, and school board officers should all be concerned about the dubious track record that TFA has accrued in its past efforts. As someone deeply invested in the highest standards for the training of teachers, I oppose the allocation of federal tax dollars for this legislation.

Clinton's bill is intended to address the needs of inner city schools "facing significant shortages of qualified teachers." This is a very real and pressing concern, but Clinton's strategy for meeting these schools' needs will only exacerbate the problems they and their students face.

TFA corps members commit to two years of teaching in public schools and receive five weeks of training during the summer prior to placement. They receive additional support from TFA staff during the school year, including four classroom visits, instructional support materials, and small group meetings with other TFA corps members.

The TFA model puts its recruits and their students at a disadvantage as corps members are placed in very challenging schools with little training and support. While TFA provides some additional support to new recruits during the school year, it does not provide the continuous support that new teachers need and that is provided by most high quality certification programs.

In addition, five weeks of summer training cannot adequately prepare anyone for the classroom, nor can it fully equip students with the swift and complex decision-making skills necessary for effective daily operation in the teaching profession. Moreover, when given the opportunity to review the TFA summer curriculum a few years ago, I asked who developed the curriculum, and was told it was developed by former TFA corps members—members who were no longer teaching.

As a professor of education, I have taught TFA corps members concurrently enrolled in teacher credential programs as required by California law, and while in general these students were excellent, their commitment to the teaching profession was fleeting and their teaching skills minimal. As a result, it is not surprising that at least three published research studies tracking the effectiveness of TFA teachers have found that their students do significantly worse in learning to read than those of fully trained and certified beginning

teachers. The most positive finding is that uncertified TFA recruits do about as well as other uncertified teachers in the same schools.

More significantly, the fact that TFA corps members commit to only two years of teaching is antithetical to the very goal we are working for—to provide an excellent education with strong, committed teachers to the students who need them most. There is ample research demonstrating that teachers are significantly less effective in their first two years of teaching than they are later, and that it takes three to five years to become an effective teacher.

Although TFA recruits appear to become more effective as they become trained and certified, between 70 and 100 percent have left by their third year of teaching. The cost of such beginning teacher attrition is very high. For each teacher who leaves, school districts lose \$15,000-\$20,000 in replacement costs and lost productivity. TFA corps members, who generally leave after two years to get a "real" job, merely add to the instability and high turnover that diminishes high quality education. Districts waste money on a revolving door of ineffective teachers, when such resources could be used instead to recruit and hire well-prepared, career-committed teachers who would improve children's learning and life outcomes.

Teach for America's missionary approach is unprofessional and a disservice to children. A better approach is to follow the lead of states such as California, Kansas, Indiana, North Carolina, and Kentucky that provide service scholarships and well-designed residency programs to fully prepare teachers who pledge a specified number of years of service in high-need schools, so that those schools gain a more effective long-term teaching force as a result.

With two bills currently working their way through the House and Senate, it's up to teacher educators and other voters to let their representatives know that these bills (HR 1971 and S 959), while well-intentioned, are counteractive to policies needed to improve education. Instead, legislators like Senator Clinton should examine the research and craft policy in support of powerful teacher education that will truly serve the nation's most vulnerable children.

Joel Colbert is a professor of education at Chapman University, where he directs the University's Ph.D. Program in Education. He has been a high school teacher in Los Angeles and a teacher educator at California State University, Dominguez Hills. His research focuses on beginning teacher induction and the integration of technology in teacher preparation programs. He is also the CCTE Vice President for AACTE.

Commentary—

Adaptation Pedagogy: What, Why, and How?

By Jose W. L alas

Let's get real and take our obligation of providing academic access to all learners into action! Outstanding experienced teachers "make adaptation" all the time to provide meaningful information and to ensure that all students have access to academic content. They do all kinds of creative learning experiences to make sure their students achieve higher and better. There should not be excuses now for not discovering explicit ways of facilitating learning and connecting classroom experiences more effectively with all students including the growing number of English learners (EL) and special needs students in our public schools.

Through making academic content adaptation, what I call "adaptation pedagogy," we can provide equity solutions to meet the instructional needs of all students and, hopefully, narrow the achievement gap (Barone, 2006; Portes, 2005; Singham, 2003; Haycock, Jerald, & Huang, 2001). Adaptation pedagogy as an equity solution goes beyond "recipes," "quick-fixes," or "add-ons" in providing the English language and special needs learners access to academic content. It is a mind-set, a conscious decision-making event that a teacher engages in when working with diverse students.

What Is Adaptation Pedagogy?

To develop adaptation pedagogy as a consistent intentional teaching strategy among preservice and inservice teachers, *teacher educators* need to consciously connect and ground it to relevant theory and best practice in the areas of teacher efficacy (Ashton, 1984) and "ethic of caring" (Collier, 2005; Noddings, 1992), teacher learning (Darling-Hammond & McLaughlin, 1999; Elmore & Burney, 1999), teaching for social justice (Michelli & Keiser, 2005; Cochran-Smith, 2004; Brown, 2004; Marshall & Oliva, 2006; Rodgers, 2006; Adams, Bell & Griffin, 1997)), working with diverse learners (Valenzuela, 1999; Nieto, 2000, 2003; Trueba, 1999; Stanton-Salazar, 2001; Moll & Gonzalez, 2001), and language, literacy, and academic language development (Lee & L alas, 2003). It must reflect the dynamic interaction among the learner, the teacher, and the classroom context (Ruddell & Unrau, 2004) and place reliance on the role of teacher reflection in making instructional decisions (Schon, 1987; Tremmel, 1993).

Adaptation pedagogy is not just a process of knowing and making relevant and appropriate plans for students who have special needs or abilities such as the English language and special needs learners to make subject matter comprehensible, engage and support students in learning, and create effective environments for learning. It is influenced by an

informed decision to create a relevant and appropriate yet challenging learning experience where all students feel safe, comfortable, trusted, confident, and respected for who they are, what identity they take on, what level of academic proficiency they bring, and the cultural beliefs and traditions they uphold. The teacher engaged in adaptation pedagogy is not only knowledgeable of subject matter content and aware of the social, economic, linguistic, and cultural factors that affect learning; he/she also recognizes the need for students to acquire a deeper understanding of the instructional material in order to make it relevant to their lives.

From the perspective of "ethic of caring" (Noddings, 1992), the caring roles of a teacher is similar to that of "mothering" which include the protection, nurturing, and shaping of the growth of the child. Collier (2005) emphasizes the importance of the "ethic of caring" as a motivating and influential force for teacher efficacy—teacher's belief in his/her ability to make a difference in student learning—as well as the purposeful and intentional instructional decisions teachers make in their classrooms. A good caring teacher is committed to his/her students, constantly improves his/her pedagogical skills and content knowledge to meet the needs of the students, establishes trusts with his/her students, and models how to care for the well being of all students.

Similarly, Darling-Hammond and Bartz-Snowden (2005, p. 5) explain that a good teacher in every classroom must acquire the following three general areas of knowledge:

- * knowledge of learners and how they learn and develop within social contexts
- * understanding of the subject matter and skills to be taught in light of the social purposes of education
- * understanding of teaching in light of the content and learners to be taught, as informed by assessment and supported by a productive environment

These three essential areas of knowledge provide teachers with a framework for understanding teaching and learning. More importantly, these areas of knowledge inform adaptation pedagogy in making learning accessible to English language learners and students with special needs.

It is also imperative in adaptation pedagogy to understand the interactive connection between a teacher's set of knowledge, skills, abilities, and disposition and the students' prior knowledge, academic, literacy, and language skills, and their overall personal abilities. This *dynamic interaction of the teacher and the learner within a diverse classroom context* is vital to acquisition of academic content knowledge

—continued on next page—

Commentary—Adaptation Pedagogy: What, Why, and How?

—Continued from previous page—

and engagement in collaborative inquiry (Ruddell & Unrau, 2004). The dynamic interplay between what experiences and academic capabilities special learners bring to the classroom and what backgrounds a teacher has plays significant roles in facilitating academic access and the construction of meaningful and purposeful knowledge.

Teacher reflection, a cognitive process that includes problem solving, inference, activation of prior knowledge and beliefs, and decision making, also plays a very important role in making adaptation that leads to academic content access, comprehension, and acquisition. It is the reflection process that allows both the teacher and the learner to deliberately connect ideas based on their beliefs and knowledge to the classroom context, evaluate past interaction or practice, assess weaknesses and strengths, and create an atmosphere of openness for instructional adaptation.

Why is Adaptation Pedagogy a Potential Equity Solution?

England (2005) describes with concrete examples the inequities plaguing our school system that may disproportionately affect the education of English language and special education students: inequity within diversity, inequity within assessment, inequity within standards, and inequity in curriculum. She asserts that “when a society treats the mass of people in this way, singling out only a few for recognition, it creates a scarcity of respect, as though there were not enough of this precious substance to go around. Like many famines, this scarcity is man-made” (England, 2005, Introduction, p. XIV).

Adaptation pedagogy is an intentional way of conveying respect to what learners bring in the instructional contexts and provides special learners with productive opportunities to engage actively with the curriculum, instructional delivery, classroom assessment, and overall academic content. Making adaptation as an equity solution starts with the recognition that there are specific cultural characteristics that all students, including the English language and special needs learners, bring to the learning process. Recent research has shown that certain factors such as “funds of knowledge,” politics of caring, and social networking have strong impacts on building resiliency, character, and self-identity for academic success for both the English learners and special needs students (Lalas & Valle, 2007).

The term “funds of knowledge” refer to students’ lived experiences in their homes, schools, and communities including the variety of multiple identities students have, their social backgrounds, and their overall experiences (Moll & Gonzalez, 2001; Moll, Amanti, Neff, & Gonzalez, 1992). Teachers should learn how to build from the “funds of knowledge” diverse students already have by openly acknowledging diversity in language, culture, gender, ethnicity,

sexual orientation, and class backgrounds as valuable points of reference.

Valenzuela (1999) describes “politics of caring” as the potential reciprocal relations of respect and support between students and educators. She explains that diverse students and teachers need to develop positive feelings of trust and nurture meaningful relationships in order to enhance their learning and academic success. She asserts that diverse students have to be *cared for*, respected, and valued by their peers, teachers, and administrators before they can *care about* school. Research has shown that students who have strong caring connections with friends and school personnel including their teachers and counselors are “more likely to resist the pull of gangs that offer an alternative form of connection for alienated students (Oscher & Fleischman, p. 84, 2005; Goldstein & Soriano, 1994).

Stanton-Salazar (2001) explains the need for diverse students to create social connections with “institutional agents” such as teachers, counselors, and mentors who can help them navigate through the educational system for new and better educational opportunities. While student motivation and talents are important, the assistance provided by these institutional agents is important and can guide the students’ overall progress in the highly competitive and complex learning environments. Stanton-Salazar (2001) also recognizes the significant role of parents in enhancing students’ identities and social values.

Nieto (2003; 2000) cites studies that linked supportive networks of teachers and friends to academic success of Hispanic students. Personal relationships that developed between teachers and minority students serve as “protective networks” that strengthen and motivate students to achieve. Trueba (1999) explains the notion of cultural resiliency as a process by which immigrant children and their families learn to rely upon their culture, family, friends, and ethnic community as sources of support. Teachers should recognize the notion of resiliency as they build the students’ positive personal traits, self-esteem, and dispositions through their classroom interaction with students. Generally, students who maintain a strong self-identity with their social and cultural community are able to do well in school in spite of social inequities.

Why Does Making Adaptation Imply Teaching for Educational Justice?

As teachers make instructional adaptation to provide English language and special needs learners access to academic curriculum and instruction, they are serving as advocates for equity, positive behavior, caring connections, resiliency, students’ background knowledge, and effective learning for its diverse students. Subsequently, through careful attention to the needs of these diverse students and how

—continued on next page—

Commentary—Adaptation Pedagogy: What, Why, and How?

—Continued from previous page—

to engage them productively in a complex academic learning environment, English language learners and students with special needs become connected participants to the classroom culture and active users and consumers of the curriculum. Teachers have the ultimate opportunity to involve diverse students in worthy comprehensible activities that promote the recognition of the value of each individual in the classroom and create learning environments that are democratic, just, equitable, and caring. The notions of equity, diversity, and social justice should not be empty slogans in a program curriculum. They must be put into action through explicit instructional strategies that are adaptable to the needs of all students in highly diverse classrooms.

Adaptation pedagogy is an equity solution and reflects a social justice instructional agenda. Noguera (2005, p. 14) declares that “we do provide all children with access to school in this country—public education remains the only social entitlement in this country—but we get unequal education.” Cochran-Smith (2004, p. 159) asserts that teaching from a social justice perspective, is not a matter simply of transmitting knowledge and equating pupil learning to higher scores on high-stakes tests but rather engaging pupils in “developing critical habits of mind, understanding and sorting out multiple perspectives, and learning to participate in and contribute to a democratic society by developing both the skill and the inclination for civic engagement.”

Making instructional adaptations promotes social justice in schools by recognizing and honoring diversity, appreciating equity, advancing critical thinking and openness, and encouraging individual voice and unique expression (Brooks & Thompson, 2005). Preservice and inservice teachers need to understand, value, and advocate for diversity and social justice because they are the foundations for providing ALL students with educationally-just learning environments (Brooks & Thompson, 2005). It is personal commitment, passion, care, and virtue for equity and social justice that drive teachers to engage in adaptation pedagogy for English language learners and students with special needs.

Adaptation Pedagogy: Know Your Students Well!

In order for preservice and inservice teachers to upgrade their knowledge, teach with appropriate and relevant skills, abilities, and dispositions, and be able to think critically about students and their learning, they need to reflect on their own experiential backgrounds, their students’ identities and levels of academic and language proficiency, and the classroom contexts and tasks or assignments. Reflection helps teachers to look at instructional dilemmas carefully and think about what their diverse and special learners bring to the learning tasks.

Here are some *reflective questions* using Gordon, L alas, and McDermott’s learning and teaching framework (2006): Does your student work comfortably by her/himself? Does your student enjoy working with others? Do you think he or she can work productively with another student? Do you think he or she can thrive in group work situations? Does your student show eagerness in solving problems and thinking critically for solutions? Do you think he or she is a risk-taker? Does your student demonstrate independence in applying the concepts learned in the various subject matter areas? Does your student think about consequences of their actions? Do you think he or she is able to identify the strengths and weaknesses of his or her performance?

Knowledge about the students also include specific information related to their linguistic and cultural backgrounds, academic language abilities and content knowledge related to subject matter, interests, and other relevant physical, social, and emotional development information. It is important that pre-service and in-service teachers identify the necessary formal and informal assessment tools that they can use to know who their students are and what knowledge, skills, and abilities they bring in the classroom.

Adaptation Pedagogy: How?

Adaptations can be planned before the presentation of the lesson, during the lesson, and after the completion of the lesson. Adaptations are alternative means for English language and special needs learners to acquire knowledge and exhibit their knowledge and must compensate for the students’ learning needs. A colleague and I identified three categories of instructional adaptations based on the responses of preservice and inservice teachers: classroom organization adaptation, instructional presentation adaptation, and activating student motivation and response adaptation (L alas & Solomon, 2007).

Some examples of *instructional presentation adaptations* are activating prior knowledge, building background knowledge of content, relating to personal experiences, previewing information, using advance organizers, preteaching vocabulary, using K-W-L strategies, questioning strategies, activate recall, summarize, outlines, cue cards, vocabulary glossary, simplifying abstract concepts, dramatization, music, guest speakers, interactive writing, drawing or painting, journal entries, student “think-alouds,” self-monitoring checklists, and many others.

Some examples of *classroom organization adaptations* are peer partners, cooperative learning groups, physical room arrangement, seating arrangements or seat assignments, lighting, material accessibility, work space, prompting and gesturing, and many other classroom adaptive equipment and materials such as lapboard, personal computers, enlarged print, maps, and many others. Some examples of *activating*

—continued on next page—

Commentary—Adaptation Pedagogy: What, Why, and How?

—Continued from previous page—

student response and motivation adaptations that relate to response format and response procedures are completing information organizers, data chart, illustrations through posters, collages, or murals, journal entries, songs, poems, and raps, bulletin board displays, extended time, practice exercises, use of an interpreter, shorter or more frequent assessments, creating more interest, activity choice, personally meaningful activities, doable tasks, choice to work with others, student involvement in assessment activities, and many other activities that foster confidence and comfort.

Adaptation Pedagogy: A Conscious Decision-Making Process

The disposition to engage in adaptation pedagogy is a conscious effort on the part of the pre-service or in-service teachers to be explicit in the academic content standards that their instructional plan is covering, specific learning goals addressing the standards, assessment, and sequence of activities including the different categories of adaptation strategies and student activities. Teacher's instructional strategies are the set of activities a teacher does that focuses on input presentation and the instructional presentation and classroom organization categories of adaptation. Student activities are the set of activities students do that activate student response and motivation adaptations.

As you can gather from this commentary, *reflection* on what you know about your students and the academic content curriculum, your own pedagogical skills, abilities, and dispositions, categories of appropriate adaptations, and how you will manage instruction and monitor students progress plays an important role in your purposeful and intentional instructional decisions. Making adaptation is not just a mechanical process of listing and matching adaptation activities with certain student weaknesses.

It is a conscious decision-making process that involves a deep understanding of the societal factors that influence academic achievement and the dynamic interplay among the teacher, the student, and the classroom context in the learning process. It involves figuring out what the students can and cannot do and their level of comfort in recognizing their individuality, working with others, problem-solving, demonstrating knowledge, and reflecting on their own learning. It is indeed a pedagogy—adaptation pedagogy—because it drives teachers' commitment to their students and their learning, respect and care for their well being, advocacy for their future, and support for their academic challenges.

References

Adams, M., Bell, L., & Griffin, P. (Eds.) (1997). *Teaching for diversity and social Justice*. New York: Routledge.
Ashton, P. (1984). Teacher efficacy: A motivational paradigm for

- effective teacher Education. *Journal of Teacher Education*, 35(5), 28-32.
- Barone, D. (2006). *Narrowing the literacy gap: What works in high-poverty schools*. New York: The Guilford Press.
- Brooks, J., & Thompson, E. (2005). Social justice in the classroom. *Educational Leadership*, September 2005, 48-52.
- Brown, K. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational Administration Quarterly*, 40(1), 77-108.
- Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice*. New York: Teachers College Press.
- Collier, M. (2005). An ethic of caring: The fuel for high teacher efficacy. *The Urban Review*, 37(4), 351-359.
- Darling-Hammond, L., & Baratz-Snowden, J. (Eds.) (2005). *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*. San Francisco: Jossey-Bass.
- Darling-Hammond, L., & McLaughlin, M. (1999). Investing in teaching as a learning profession: Policy problems and prospects. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession*. San Francisco: Jossey-Bass.
- Elmore, R.F., & Burney, D. (1999). Investing in teacher learning: Staff development and instructional improvement. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.
- England, C. (2005). *Divided we fail: Issues of equity in American schools*. Portsmouth, NH: Heinemann.
- Goldstein, A. P., & Soriano, F. I. (1994). Juvenile gangs. In L. D. Eron, J. H. Gentry, & P. Schlegel (Eds.), *Reason to hope* (pp. 315-333). Washington, DC: American Psychological Association.
- Gordon, R., Lalas, J., & Mcdermott, J. C. (2006). *Omni-education: A teaching and learning framework for social justice in urban classrooms*. Dubuque, IA: Kendall/Hunt.
- Haycock, K., Jerald, C., & Huang, S. (2001). Closing the gap: Done in a decade. *Thinking K-16*, Spring 2001, Washington, DC: Education Trust.
- Lalas, J., & Solomon, M. (2007). *Instructional adaptation as an equity solution for English learners and special needs students: Practicing educational justice in the mainstream classroom*. Dubuque, IA: Kendall/Hunt Publishing.
- Lalas, J., & Valle, M. (2007). Social justice lenses and authentic student voices: Enhancing leadership for educational justice. *Educational Leadership and Administration: Teaching and Program Development*, Fall 2007 (accepted for publication)
- Lee, S.K., & Lalas, J. (Eds.) (2003). *Language, literacy, and academic development for English language learners*. Boston: Pearson Custom Publishing.
- Marshall, C., & Oliva, M. (2006). *Leadership for social justice: Making revolutions in education*. Boston: Pearson Allyn & Bacon.
- Michelli, N., & Keiser, D. (Eds.) (2005). *Teacher education for democracy and social justice*. New York and London: Routledge.
- Moll, L., Amanti, C., Neff D. & Gonzalez (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.
- Moll, L., & Gonzalez (2001). Lesson from research with language-minority. *Literacy: A critical sourcebook*. Boston: Bedford/St. Martin's.
- Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.

—continued on next page—

Commentary— Adaptation Pedagogy: What, Why, and How?

—Continued from previous page—

- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. New York: Longman.
- Noddings, N. (1992). *The challenge to care in schools*. New York: Teachers College Press.
- Noguera, P. (2005). The racial achievement gap: How can we assure an equity outcomes? In L. Johnson, M. Finn, & R. Lewis (Eds.), *Urban education with an attitude*. Albany: NY: State University of New York Press.
- Osher, D., & Fleischman, S. (2005). Positive culture in urban schools. *Educational Leadership*, 62, 84-85
- Portes, P. (2005). *Dismantling educational inequality: A cultural-historical approach to closing the achievement gap*. New York: Peter Lang.
- Rodgers, C.R. (2006). "The turning of one's soul"—learning to teach for social justice: The Putney Graduate School of Teacher Education. *Teachers College Record*, 108(7), 1266-1295.
- Ruddell, R., & Unrau, N. (2004). Reading as a meaning-construction process: The reader, the text, and the teacher. In R. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading*. Newark, DE: International Reading Association.
- Schon, D.A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass Publishers.
- Singham, M. (2003). The achievement gap: Myths and reality. *Phi Delta Kappan*, 84, 586-591.
- Stanton-Salazar, R. (2001). *Manufacturing hope and despair*. New York: Teachers College Press.
- Tremmel, R. (1993). Zen and the art of reflective practice in teacher education. *Harvard Educational Review*, 63(4).
- Trueba, E. (1999). *Latinos unidos: From cultural diversity to the politics of solidarity*. New York: Rowman & Littlefield.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

CAPSE/TED To Meet during CCTE Fall 2007 Conference

**On the agenda:
Proposed Changes to Education Specialist Credentials**

*By Virginia Kennedy
California State University, Northridge*

A Special Education Credential Workgroup has been meeting since February to discuss possible changes to the structure of California's Education Specialist credentials. The workgroup, which includes representatives from CAPSE/TED, was empaneled by the Commission on Teacher Credentialing to respond to the charge set by the passage of SB 1209. Among its many provisions, SB 1209 "requires the Commission to report to the Legislature and the Governor on the current process and requirements for obtaining a specialist credential in special education and recommend modifications to enhance and expedite these procedures by December 1, 2007" (See <http://www.ctc.ca.gov/educator-prep/SB1209/PDF/update-2006-11-26.pdf>). In addition to the meetings of the workgroup, public forums have been held to inform and gather input from the field.

The findings of the workgroup will be presented at the fall 2007 meeting of CAPSE/TED on Thursday, October 18, from 9:00 a.m.-noon at the Kona Kai Resort in San Diego, the morning of the first day of the CCTE Fall Conference. Please bring announcements from your institution that you'd like to share. The meeting will be followed by the Special Education Special Interest Group of CCTE.

Special education will be on the CCTE Conference program as well. On Thursday, Janet Canning of the California Department of Education will participate in a panel that follows the Opening Session keynote address. Then, on Saturday morning, the roundtable discussions on developing a policy agenda around measurement in teacher education will include a table on special education issues.

Hope to see you there! For further information, please contact Jane Duckett, the new CAPSE/TED President, at jduckett@nu.edu

Associated Organizations Meeting during CCTE Fall 2007 Conference

California Association of Bilingual Teacher Educators

CABTE Meeting, Thursday, October 18, 10 a.m. to Noon

CABTE Will Also Meet on Saturday afternoon, October 20, and Sunday, October 21

California Association of Professors of Special Education/Teacher Education Division

CAPSE/TED Meeting, Thursday, October 18, 9 a.m. to Noon

Followed by CCTE Special Education SIG at Noon

Independent California Colleges and Universities Council on the Education of Teachers

ICCUCET Meeting, Thursday, October 18, 10 a.m. to Noon

(ICCUCET Continental Breakfast at 9:30 a.m.)

CCTE Leadership Directory

CCTE Officers:

Reyes Quezada, President (2006-2008), University of San Diego; rquezada@sandiego.edu
 James Cantor, President-Elect (2006-2008), California State University, Dominguez Hills; jcantor@csudh.edu
 Joel Colbert, Vice President for AACTE (2006-2008), Chapman University; colbert@chapman.edu
 Ann L. Wood, Vice President for ATE (2006-2008), California State University, Los Angeles; awood@calstatela.edu
 Andrea Maxie, Past President (2006-2008), California State University, Los Angeles; amaxie@calstatela.edu

CCTE Board of Directors:

LaRie Colosimo (2005-2008), Claremont Unified School District; lcolosim@csud.claremont.edu
 Arlinda Eaton (2005-2008), California State University, Northridge; arlinda.eaton@csun.edu
 Cindy Grutzik (2006-2009), California State University, Dominguez Hills; cgrutzik@csudh.edu
 Virginia Kennedy (2007-2010), California State University, Northridge; virginia.kennedy@csun.edu
 Jose L alas (2007-2010), University of Redlands; jose_lalas@redlands.edu
 Helene Mandell (2006-2009), California State University Office of the Chancellor; hmandell@calstate.edu
 Eugenia Mora-Flores (2005-2008), University of Southern California; moraflor@usc.edu
 Della Peretti (2006-2009), University of California, Berkeley; dperetti@berkeley.edu
 Heidi Stevenson (2007-2010), University of the Pacific; hstevenson@pacific.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2007-2010), Caddo Gap Press; caddogap@aol.com
 Martha Zaragoza-Diaz, CCTE Legislative and Educational Policy Analyst, Zaragoza-Diaz & Associates; madiatz@earthlink.net
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@pacific.edu
 Margaret Olebe, Editor, *Issues in Teacher Education*, Commission on Teacher Credentialing; molebe@ctc.ca.gov
 Sherrye Smith, Editor, *CCNews*, California Baptist University; shsmith@calbaptist.edu

CCTE Committee Chairs:

Awards Committee Chair:

Arlinda Eaton (see above under Board of Directors)

Communications and Alliance Building Committee Chair:

Virginia Kennedy (see above under Board of Directors)

Conference Coordinator Committee Chair:

Della Peretti (see above under Board of Directors)

Membership & Resources Committee Chair:

LaRie Colosimo (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik (see above under Board of Directors)

Jaime Romo, University of San Diego; jromo@sandiego.edu

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

Policy Framework Committee Chair:

Thomas Nelson (see above under editors)

Research Committee Chair:

Helene Mandell (see above under Board of Directors)

Stategic Planning and Budget Committee Chair:

Reyes Quezada (see above under Officers)

Technology and Communications Committee Chair:

Heidi Stevenson (see above under Board of Directors)

CCTE Conference Committee Chairs:

Fall 2007 Conference Co-Chairs:

Magaly Lavadenz, Loyola Marymount University; mlavaden@lmu.edu

Ron Solorzano, Occidental College; solor@oxy.edu

Spring 2008 Conference Chair:

Joel Colbert (see above under officers)

Arlinda Eaton (see above under Board of Directors)

Plan to Attend the Fall 2007 BTSA Conference

The higher education community (and CTE in particular) are very much invited to participate in and attend the Fall 2007 Statewide BTSA/Intern Directors Conference that will be held in Sacramento at the Hyatt Regency on November 14-16. The theme is "Keepers of the Future: Unlocking the Potential of Teaching and Learning." The conference planning committee is dedicated to having an inclusive conference across the learning-to-teach continuum—both paraprofessional directors and members of higher education are on the planning committee. BTSA programs are encouraged to host their IHE and Para-Professional partners, and a discount rate is listed on the BTSA website—www.btsa.ca.gov

The keynote speakers at the Conference will be Margaret Gaston of the Center for Teaching and Learning and David Haselkorn of the Woodrow Wilson National Fellowship Foundation, with a featured address by Samuel Nehemiah. Welcome remarks will be made by Dale Janssen of the Commission for Teacher Credentialing and David Long on behalf

of the state Secretary of Education. Of particular interest to the IHE community will be the opportunity to highlight their programs at a poster session. What a great way to advertise your specialness and recruit students to your programs. The guidelines for the poster session are on the website and poster board and basic supplies will be available at the conference (or you could bring/send you own poster as long as the size is standard 36X48 inches).

The California Council on Teacher Education will have a booth at the BTSA Conference to share information about our activities. All CTE delegates and members are urged to attend. Hope to see many of you there!

—Deborah Hamm

California State University, Long Beach
 CTE Representative on the BTSA Planning Committee
 Telephone 562985-5525
 Fax 562/985-7018
 E-mail dhamm@csulb.edu

CCTE Invites Financial Contributions

As was first announced in the Spring 2005 issue of *CCNews*, and repeated in subsequent issues, the California Council on Teacher Education is seeking to augment its finances, and thereby its programs and policymaking efforts, through solicitation of gifts from delegates, members, friends, and other interested persons.

CCTE is a non-profit, tax-exempt organization, and

contributions are therefore tax deductible. As the 2007 tax year moves towards an end, please consider a contribution to CCTE this fall or winter. So far CCTE has received close to \$5,000 in contributions.

Individuals wishing to make a financial gift to CCTE are asked to complete the form below and mail it with a check payable to CCTE to the address noted on the form.

Please consider supporting the California Council on Teacher Education with a financial contribution.

California Council on Teacher Education

Accompanying is my gift to the California Council on Teacher Education in the amount of \$ _____
 (Please make checks payable to CCTE)

Name _____

Address _____

City & ZIP _____

You will receive a letter of acknowledgement and appreciation that will also serve as a receipt for tax purposes.

Please mail this form with your check to:

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

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 alliances that work 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.
- ◆ Recognize the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.
- ◆ 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 in evaluation of inservice teachers; and assure that all assessment measures used to evaluate teacher candidates and teachers at any point in their preservice preparation and inservice practice 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, with an equitable commitment of resources to maximize teaching and learning.
- ◆ 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 and updated and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006.

CCTE delegates and members are encouraged to reproduce and distribute the CCTE Policy Framework to all interested colleagues and friends.

Enjoy Our CCTE Publications

Issues in Teacher Education

The Editorial Board held its regular meeting at the Spring Conference in San Jose. At that time it considered applications for the vacancy created on the board by the departure of Ed Behrman. Suzanne SooHoo also stated her intention to leave the board upon the expiration of her term, though she was interested in remaining with the journal as book review editor. To accommodate this request, two persons were selected for new terms on the board. Mary V. Sandy of the University of California, Davis was elected for a five-year term beginning this Fall. Joel Colbert, of Chapman University, was elected to a five-year term beginning Spring 2008. He will replace SooHoo when her term expires. Both Mary and Joel have served as peer reviewers for the journal, and Mary has also written for it (Spring 2006 Issue). Welcome to you both!

ITE is also seeking individuals to serve as peer reviewers. Please look at the journal and at our CCTE website information, and if you are interested, please let me know via email: molebe@ctc.ca.gov. We welcome qualified educators from a variety of backgrounds.

The upcoming issue for Fall 2007 is guest edited by Cara Richards and Marquita Grenot-Scheyer of California State University, Long Beach. It commemorates the passage of PL 94-142 in 1975 with a set of articles culled from a symposium marking the 30 year anniversary of the law by four Southern California campuses. Included as well are book reviews from both K-12 and university perspectives. In working with the various editors, I was struck by how well this collection fulfilled the mission of the journal by offering readers new information as well as its application to practice. As we all engage in a discussion of how to integrate special and general education, I believe this set of articles offers guidance on how this might be done.

Finally I wish to extend a hearty thanks to Steve Turley, who stepped back in as interim editor during my illness last year, and to all of you who so generously supported me during a challenging time.

—Margaret Olebe, Editor, *Issues in Teacher Education*
Executive Office, Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95814
(916) 323-0095; molebe@ctc.ca.gov

Teacher Education Quarterly

The California Council on the Teacher Education's internationally-recognized journal, *Teacher Education Quarterly*, is published each January, April, July, and October. Questions about and submissions to the journal should be addressed to Thomas Nelson, Editor, *Teacher Education Quarterly*, Benerd School of Education, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211; e-mail tnelson@pacific.edu

CCNews

The quarterly newsletter of the California Council on Teacher Education, *CCNews*, is published on or about March, June, September, and December each year. The newsletter is posted on the CCTE website and e-mailed to all CCTE members and delegates.

Sherrye Smith, California Baptist University, is the editor of the newsletter. If you have information you want to share with your CCTE colleagues via the newsletter, please submit it via e-mail to shsmith@calbaptist.edu

Join CCTE To Get Journals

The two journals are mailed to all institutional delegates and individual members of the California Council on Teacher Education upon publication; if you are not an institutional delegate to CCTE, be sure to join as an individual member so that you will receive all issues of these significant and informative professional publications.

CCNews is distributed on a quarterly basis to all CCTE members and delegates via e-mail and is also posted on the CCTE website.

CCTE Website

Also be sure to log on regularly to the CCTE Website for updates on organizational activities and teacher education news, as well as quarterly issues of *CCNews*: www.ccte.org (see additional information on page 17).

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

Sherrye Smith, Editor, School of Education, California Baptist University, 8432 Magnolia Avenue, Riverside, CA 92504, Phone: 951/343-45425, E-mail: shsmith@calbaptist.edu

Alan H. Jones, Publisher & CCTE Executive Secretary, 3145 Geary Blvd., PMB 275, San Francisco, CA 94118, Phone: 415/666-3012, E-mail: caddogap@aol.com

CCNews is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are sent by e-mail to all delegates and members of the California Council on Teacher Education and also posted on the CCTE website.

CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website —
at www.ccte.org —
serves as a resource
to all CCTE delegates, members, friends,
and other interested persons.

The website offers the following resources:

- ◆ Information on the upcoming Semi-Annual CCTE Conferences, including registration forms that can be downloaded and mailed.
- ◆ Complete copies of the last four issues of *CCNews*, which include information on all aspects of the organization.
- ◆ A link to the *Teacher Education Quarterly* website, which contains a wide range of information about the journal, as well as several years of available back issues.
- ◆ Information on the *Issues in Teacher Education* journal, including submission guidelines and invitations for special issues.
- ◆ 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 CCTE committees.
- ◆ Information on the CCTE Special Interest Groups.
- ◆ CCTE membership information and a membership form.
- ◆ An appeal for interested persons to make tax-exempt gifts to CCTE.

All CCTE delegates and members are encouraged to check out the 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 and your suggestions for new postings. Please contact Alan H. Jones, CCTE Executive Secretary, via e-mail at: caddogap@aol.com

From the Desk of the CCTE Executive Secretary

Membership

The California Council on Teacher Education began its membership drive for the 2007-2008 membership year in late June, when renewal letters were sent to all institutional and individual members from the 2006-2007 year. The new membership year runs from July 1, 2007 to June 30, 2008, and membership renewals from both individuals and institutions have been coming in regularly during the summer months. Reminder letters will be sent during September to those who have not renewed yet, in hopes that all previous memberships will be renewed by mid-Fall.

CCTE finished the 2006-2007 membership year with over 70 institutional members and over 125 individual members, for a combined member and delegate roll of nearly 600 teacher educators.

The CCTE Membership and Resource Development Committee oversees the membership renewal efforts, and while seeking new institutional memberships from such teacher education constituencies as BTSA, community colleges, school districts, and county offices, committee members will also assist in the renewal effort by making reminder calls during the Fall. The Committee will welcome additional volunteers to assist in such efforts. An updated CCTE membership brochure is also available for use by any interested persons.

Newsletter

This is the second issue of *CCNews* for which Sherrye Smith of California Baptist University has served as editor. She was appointed to that role in the Spring of this year. The function of *CCNews*, the quarterly newsletter of CCTE, is to provide a wide range of information about the organization and the teacher education field to all of our members and delegates. The newsletter is disseminated by e-mail to all CCTE members and delegates and also posted on the CCTE website. All members and delegates are invited to submit information for publication in the newsletter.

Semi-Annual Conferences

Perhaps the major activity of CCTE each year is the planning and implementation of our Spring and Fall Conferences. The Spring 2007 Conference this past March was particularly compelling due to the in-depth exploration of issues of private sector encroachment into public education, and the implications for teacher education. As noted on page 6 of this issue, materials from that Conference have received wide national and international distribution.

The next two conferences will tackle two other issues of major significance for teacher education. As you will see from the reports on page 2 and page 6 of this issue of the

newsletter, the focus of the Fall 2007 Conference will be assessment, while the Spring 2008 Conference will examine accreditation. Both should be extremely valuable for our membership.

Website

The CCTE website, at www.ccte.org, serves as an ongoing communication exchange for our members and delegates as well as others interested in teacher education in California. We post each issue of *CCNews*, conference announcements, membership information, and other updates on the website. Let me know if you have other items that you wish posted or ideas for the further development of the website.

Finances

In adopting a budget for the 2007-2008 year on June 8, the CCTE Board of Directors approved modest increases in both annual dues and semi-annual conference registration fees. These steps, in combination with increased oversight of CCTE expenditures by the new Budget Committee, are intended to assure that the organization can quickly eliminate some deficits that have been passed along with previous years and operate in a strong and balanced manner in the future. A report on CCTE finances and the new budget appears on page 9 of this issue of *CCNews*.

Journals

CCTE sponsors two excellent scholarly journals—*Teacher Education Quarterly* and *Issues in Teacher Education*. All CCTE members and delegates receive both journals, which together make CCTE membership dues a real bargain, since the journals alone are a \$125-per-year value.

Other Information

If you have questions or wish additional information about the California Council on Teacher Education, don't hesitate to contact me by mail, telephone, fax, or e-mail.

—Alan H. Jones
CCTE Executive Secretary

Caddo Gap Press
3145 Geary Boulevard, PMB 275
San Francisco, California 94118
Telephone: 415/666-3012
Fax: 415/666-3552
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 are encouraged to join now for the 2007-2008 membership year (July 2007 through June 2008). All members and delegates receive Spring and Fall Conference announcements and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are a \$125 annual value by 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. Regardless of when during the membership year one joins, you will be sent all publications and other membership materials that have already been distributed during the membership year to date.

Individual Membership for 2007-2008 Academic Year (July 2007 to June 2008)

Individual membership dues are \$100 per year (with a special \$80 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 (\$100)
- Retired (\$80)
- 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 \$600 per year, and entitle the institution to designate six delegates, each of whom will receive all CCTE mailings (including semi-annual conference announcements and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you wish to take out an institutional membership for 2007-2008, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Call for Proposals for Research and Practice Sessions at CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for semi-annual conferences. The theme of the Spring 2008 Conference will be "Got Accreditation?" Themes for future conferences will be announced as available. Proposals that relate to the theme of the conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for several types of sessions: poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups.

How to Submit Proposals

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

- ◆ File cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research or practice, and the preferred session format (poster session, interactive session, demonstration, workshop, or formal presentation).
- ◆ File attachment of a maximum 3-page, single-spaced proposal without names of the presenters.

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

hmandell@calstate.edu

Deadline

Proposals for the Spring 2008 Conference must be received by February 1, 2008.

Deadlines for future conferences are February 1 for Spring conferences and August 1 for Fall conferences.

Content of the Proposal

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

Criteria for Selection

The extent to which the proposal:

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

Scheduling

Persons submitting proposals must be planning to register for and attend the Conference in order to be available once proposals are accepted and sessions are scheduled. Presenters are responsible for providing their own audio-visual needs.

Miscellaneous

Presentations at CCTE Conferences may be considered for inclusion on the CCTE website following the Conference, and may be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for publication consideration to either *Teacher Education Quarterly* or *Issues in Teacher Education*.

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 now 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 2008 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 2008 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: arlinda.eaton@csun.edu

The deadline for nominations for the award to be made at the Spring 2008 Conference is February 1, 2008.

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 2008 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 Address, Phone, e-mail; Name of Nominator; Nominator Address, Phone, e-mail; (4) Send nomination information via e-mail by February 1, 2008, to: arlinda.eaton@csun.edu