

CCNews

Newsletter of the California Council on Teacher Education

Volume 20, Number 1, Spring Issue, March 2009

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CCTE Board of Directors Meeting on February 13, 2009, at Chapman University



Left above, clockwise from front: Alan Jones (CCTE Executive Secretary, Suzanne SooHoo (Chapman University), James Cantor (California State University, Dominguez Hills), and Magaly Lavadenz (Loyola Marymount University).

Right above, clockwise from left: Cindy Grutzik (California State University, Dominguez Hills), Irene Oliver (Loyola Marymount University), Alan Jones (CCTE Executive Secretary), Suzanne SooHoo (Chapman University), James Cantor (California State University, Dominguez Hills), Magaly Lavadenz (Loyola Marymount University), Joel Colbert (Chapman University), Mary Sandy (University of California, Davis), and Virginia Kennedy (California State University, Northridge).



CCNews

Newsletter of the
California Council on Teacher Education

The CCTE Spring 2009 Conference Will Examine “Teaching and Learning: Past, Present, Future”

The Spring 2009 CCTE Conference, to be held at the Sainte Claire Hotel in San Jose on March 26-28, will address the theme, “Teaching and Learning: Past, Present, Future.” The Planning Committee for that Conference has assembled an exciting and diverse group of presenters and related activities.

Dr. Larry Cuban, Professor Emeritus, Stanford University will serve as the Keynote Speaker on Thursday and will offer his insights into the historical aspects of teaching and learning and present ways of conceiving future educational contexts.

Dr. Etta Hollins, Professor and Chair of the Teacher Education Program at the University of Southern California, will be the special Friday morning guest, focusing her presentation on the future of teaching and learning in urban and culturally diverse school settings.

Dr. Michael Gose, Pepperdine University, will host an intimate Friday evening Fireside Chat focused on his recent book, *What It Means to be a Teacher: The Reality and Gift of Teaching*. Conference participants may want to read this most wonderful collection of teacher stories prior to attending. (See additional information on this book on page 20 of the Winter 2008 issue of *CCNews*).

Kendall Haven, a nationally prominent master storyteller, author, and educator, will lead the Conference attendees in exploring stories as pedagogical practice on Friday afternoon. This highly interactive presentation will focus on the implications of teachers’ stories as a context for analyzing historical and future aspects of teaching and learning.

In addition, CCTE will welcome the George Lucas Educational Foundation and contributors to its *Edutopia* publication, who will guide the audience, through film and digital technology, to discover the intersection between cognitive sciences, how younger generations are wired for learning, and project-based learning. The Lucas Foundation staff will present a short film festival at the Thursday evening banquet and they will coordinate the Saturday morning program in conjunction with collaborative K-12 programs.

The Spring 2009 Conference will also include meetings of associated organizations, Special Interest Group meetings, a policy session featuring reports from the CCTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday banquet, and the Friday awards

luncheon. There will be two sets of concurrent research sessions, one on Thursday and one on Friday, and a special time for poster sessions on Friday afternoon, again with wine and cheese as an added feature.

The Conference will be co-sponsored by 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 CABTE, CAPSE/TED, and ICCUCET groups will hold meetings on Thursday morning of the Spring Conference, and the CalTPA Coordinators and the California State University Field Coordinators Forum will both meet on Wednesday prior to the Conference, also at the Sainte Claire Hotel in San Jose.

A special introductory session for first-time and recent attendees will be held at the beginning of the Conference on Thursday, and the CCTE Graduate Student Group will meet at breakfast on Friday. The tentative program for the Spring Conference appears on the next page of this issue of *CCNews*.

The Spring 2009 Conference Planning Committee is being co-chaired by Tom Nelson of the University of the Pacific and Andrea Whittaker of San Jose State University. If you wish to assist with Conference activities, please contact Tom (tnelson@pacific.edu) or Andrea (akwhitt@comcast.net).

Registration information for the Conference was e-mailed to all CCTE members and delegates in January and again in February, and a registration form appears on page 3 of this issue of *CCNews*. The pre-registration deadline is March 12, and on site registration will also be available at the Conference in San Jose.

All Conference attendees must make their own hotel reservations. Call the Sainte Claire Hotel at 408/295-2000 and tell them you are attending the CCTE Spring 2009 Conference. If all rooms in the CCTE guest block have been reserved, the Sainte Claire will refer you to other hotels in the immediate area.

All indications are this will be a CCTE conference no one will want to miss.

Tentative Spring 2009 CTE Conference Program

Wednesday, March 25:

10:00 a.m. to 3:00 p.m. - Meeting of the **CalTPA Coordinators**.

10:00 a.m. to 5:00 p.m. - Meeting of the **CSU Field Coordinators Forum**.

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

Thursday, March 26:

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 Bilingual Teacher Educators**.

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.).

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, Coordinators/Directors of Credential Programs, International Teacher Education, Lives of Teachers, & Special Education.

1:15 to 3:00 p.m. - **Opening Session**:

Introductions with CTE President James S. Cantor (California State University, Dominguez Hills) presiding.

Conference Orientation by Tom Nelson (University of the Pacific) & Andrea Whittaker (San Jose State University),

Co-Chairs of Spring 2009 Conference.

Keynote Address by **Larry Cuban** (Stanford University). Questions and Answers.

3:00 to 4:30 p.m. - First Set of **Research and Practice Concurrent Sessions**.

4:30 to 4:45 p.m. - Break.

4:45 to 5:45 p.m. - **Policy Session and Delegate Assembly**, including policy updates from the CTE Policy Committee and the Commission on Teacher Credentialing.

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

7:00 to 9:00 p.m. - **Conference Banquet**, featuring **Film Festival** by **George Lucas Education Foundation**, followed by songfest led by CTE song-writers and minstrels, all voices and instruments welcome.

Friday, March 27:

7:30 to 9:00 a.m. - **Teacher Education Quarterly Editorial Board Meeting**.

7:30 to 9:00 a.m. - **Issues in Teacher Education Editorial Board Meeting**.

7:30 to 9:00 a.m. - **Graduate Student 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 9:00 a.m. - Coffee, tea, juices, breads, and pastries.

9:00 to 10:30 a.m. - **Keynote Address** by **Etta Hollins** (University of Southern California). Questions and Answers.

10:30 a.m. to Noon. - Second Set of **Research and Practice Concurrent Sessions**.

11:45 a.m. to Noon - Final Opportunity to Vote in CTE Annual Election.

Noon. to 1:15 p.m. - **Conference Luncheon**, featuring CTE semi-annual awards presentations.

1:15 to 1:30 p.m. - Break and final opportunity to bid in **Silent Auction**.

1:30 to 3:00 p.m. - **Storytelling: Past, Present, and Future of Teacher Stories** with **Kendall Haven**.

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

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

BTSA and Induction Programs, Elementary Education, Equity and Social Justice, & Technology and Teacher Education.

4:15 to 5:45 p.m. - **Poster Session** for Research and Practice Topics, with wine and cheese.

7:30 to 9:00 p.m. - **Fireside Chat** with **Michael Gose** (Pepperdine University) featuring his book *What It Means To Be a Teacher*.

Saturday, March 28:

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

8:00 to 9:00 a.m. - Coffee, tea, juice, breads, and pastries.

9:00 to 11:45 a.m. - **George Lucas Education Foundation and Edutopia Program**, Chaired by **Milton Chen** (Executive Director, George Lucas Education Foundation), Featuring student and teacher demonstrations & school models.

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

Led by Tom Nelson (University of the Pacific) and Andrea Whittaker (San Jose State University), Co-Chairs of Spring 2009 Conference, with Preview of Fall 2009 Conference by Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (University of San Diego), Co-Chairs of Fall 2009 Conference.

CCTE Spring 2009 Conference Registration Form

March 26-29, 2009, Sainte Claire Hotel, San Jose

Please register me for the Spring 2009 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)

Special Saturday-Only Registration:

- Regular - \$50
- First-Time - \$30
- Students - \$20

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.

CalTPA Coordinators Meeting (Wednesday)

- Special Fee for Those Attending - \$25

CSU Field Coordinators Forum Meeting (Wednesday)

- Special Fee for Those Attending - \$25

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 Meeting and Continental Breakfast (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 on the next page, 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 on Thursday:

- Arts in Education
- Credential Program Coordinators/Directors
- Internationalizing Teacher Education
- Lives of Teachers
- Special Education

SIGs meeting on Friday:

- BTSA and Induction
- Elementary Education
- Equity and Social Justice
- Technology and Teacher Education

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

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 current 2008-2009 membership year (July 2008 through June 2009). All members and delegates receive CCTE 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 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 2008-2009 Academic Year (July 2008 to June 2009)

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 alan.jones@ccte.org

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 are interested in an institutional membership for 2008-2009, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Fall 2009 CCTE Conference To Explore “Twenty-First Century Schools of Education: Responding to a Changing World”

The Fall 2009 CCTE Conference will address the theme “Twenty-First Century Schools of Education: Responding to a Changing World.” Building on the “Past, Present, Future” theme of the Spring 2009 conference, Fall Conference presenters will explore how innovations, technology, and new paradigms for teaching and learning continue to change the way the world learns, and how we prepare professional educators to meet this challenge.

Drawing together all stakeholders (community colleges, undergraduate programs, pre-service and induction programs), the conference will investigate the implications of major social trends and the changing learning patterns of youth and how these factors affect the ways schools of education prepare professional educators for the 21st century. Combining macro approaches and hands-on ideas, the Conference will be an opportunity for us to re-think our current practices and to work across traditional divides.

The Fall 2009 Conference will be held October 15-17, again at the Kona Kai Resort in San Diego. The co-chairs of the Planning Committee for the Fall Conference are Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (University of San Diego). If you have suggestions for the Committee or wish to assist with Conference planning, please contact Cindy (cgrutzik@csudh.edu) or Helene (hmandell@sandiego.edu).

The Fall 2009 Conference will also include meetings of associated organizations, Special Interest Group meetings, a policy session featuring reports from the CCTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday banquet, and the Friday awards luncheon.

The Conference will again be co-sponsored by 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 CABTE, CAPSE/TED, and ICCUCET groups will hold meetings as usual on Thursday morning of the Conference.

A special introductory session for first-time and recent attendees will be held at the beginning of the Conference on Thursday, and the CCTE Graduate Student Group will meet at breakfast on Friday.

A formal announcement of the Fall 2009 Conference, along with the tentative program and registration materials will be e-mailed to all CCTE members and delegates this summer.

CCTE 2009 Annual Election Underway

The 2009 CCTE annual election involves election of three members of the Board of Directors, each of whom will serve three-year terms running from the Spring 2009 Conference through the Spring 2012 Conference. Other CCTE officers are elected in even numbered years, so those positions are not up for election this spring. The three members of the Board of Directors whose terms expire this spring, and who will therefore be replaced through this year’s election, are Cindy Grutzik, Helene Mandell, and Della Peretti.

The Nominations and Elections Committee, chaired by CCTE Past President Reyes Quezada, has, as required by the CCTE by-laws, offered a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election for positions on the Board of Directors in the 2009 annual election are: Lettie Ramirez, California State University, East Bay; Mona Thompson, California State University, Channel Islands; Keith Walters, California Baptist University; Désirée Zamorano, Occidental College; and Charles Zartman, California State University, Chico.

An announcement of the annual election was e-mailed to all current CCTE members and delegates in early January listing the above nominees and offering the opportunity for

additional nominations to be made by petition. No further nominations were received by the February 6 deadline.

In mid-February the annual election mailing was made to all CCTE members and delegates, including the final listing of nominees, candidate statements and photographs, a ballot, and a return envelope. Each delegate and member may vote for up to three candidates for the Board of Directors. Delegates and members may submit ballots by mail using the return envelope provided or may wait to turn in ballots at the Spring Conference in San Jose.

The deadline for receiving ballots at the Spring Conference is noon on Friday, March 27. Delegates and members who have not mailed or turned in their ballots as of 11:45 a.m. that morning may vote in person at the Conference registration desk; to vote in person members and delegates must bring their ballot and envelope with them.

The Nominations and Elections Committee will then complete the tally of the ballots immediately after noon on Friday, March 27, and the three candidates receiving the most votes for the Board of Directors will be declared elected and will take office immediately upon announcement of the election results that afternoon at the Spring Conference.

Call for Proposals for Research and Practice Sessions at Future CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for semi-annual conferences. The theme of the Fall 2009 Conference is “Twenty-First Century Schools of Education: Responding to a Changing World.” 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 and accepted proposals will be assigned to one of the following: symposium, poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups. CCTE Conference schedules provide for one or more time slots for concurrent presentations and another time slot for poster sessions.

How to Submit Proposals

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

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research or practice, and the preferred session format (poster session, interactive session, demonstration, workshop, or formal presentation). (See cover sheet form on next page or a Word file of the cover sheet may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)
- ◆ File attachment of a maximum 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@sandiego.edu

Deadline

Deadlines for future conferences are January 15 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 so that they will be available to appear and present 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*.

Cover Sheet for CCTE Conference Proposals

Deadline: January 15 (Spring) or August 1 (Fall)

Title of Presentation: _____

Name of Primary Contact Person _____

Affiliation _____

Address _____

Day Phone _____

Evening Phone _____

Email _____

Other Presenter(s) to be named in Program:

Name(s) _____

Affiliation(s) _____

Please complete all information below

_____ I am proposing a session in a separate room of my/our own.

_____ I am proposing a poster session or demonstration in a common room.

_____ If my proposal is not accepted for a separate presentation, I would like to be considered for a poster session in a common room.

Please complete the 3 items on the checklist below that are relevant to your proposal:

<p>This is a research proposal</p> <p>_____ I included a theoretical rationale</p> <p>_____ I included a methodology section</p> <p>_____ I included an analysis of the results</p>	<p>This is a best practices proposal</p> <p>_____ I included a rationale for the innovation</p> <p>_____ I included an overview of the changes made</p> <p>_____ I included an analysis of the impact of the innovation</p>
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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 Southern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at the Fall 2009 Conference in San Diego. Next winter the Awards Committee will seek nominations of programs in Northern California for the award to be presented at the Spring 2010 Conference in San Jose.

Nominations must be submitted via e-mail.

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

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

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

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: jose_lalas@redlands.edu

The deadline for nominations for the award to be made at the Fall 2009 Conference is August 1, 2009.

Call for CCTE Individual Awards Nominations

The California Council on Teacher Education seeks to recognize individuals who, as part of their professional responsibility, are making significant contributions to the preparation and professional development of educators for California schools. Toward this end CCTE will, depending upon nominations received and the subsequent deliberations of the Awards Committee, continue the tradition begun by SCATE of honoring educators in the following categories at the Fall 2009 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 August 1, 2009, to: jose_lalas@redlands.edu

For additional information contact CCTE Awards Committee Chair Jose Lalas, School of Education, University of Redlands, 1200 E. Colton Ave., Redlands, CA 92373, jose_lalas@redlands.edu

New Co-Editors Appointed for *Issues in Teacher Education*

Acting on the recommendation of the CCTE Search Committee for the Editor of *Issues in Teacher Education*, the CCTE Board of Directors at its meeting on February 13, 2009, appointed Suzanne SooHoo and Joel Colbert of Chapman University as the new co-editors of the journal effective July 1, 2009, for a term of six years.

The Search Committee's recommendation and the CCTE Board's appointment, by a unanimous vote, made note of four key factors.

First, Chapman University, as expressed in letter by Dean Donald Cardinal of the College of Educational Studies, has generously promised to provide support for the editorial team and for the journal's website.

Second, the co-editors will be assisted by an editorial team of other Chapman University faculty, the members of such team to be appointed by, assigned roles by, and be responsible to the co-editors.

Third, the co-editors and editorial team will operate within the already established structure of the journal and its Editorial Board, as described in the CCTE by-laws, and

that if any by-law changes are desired such changes will be developed by the co-editors and the Editorial Board and recommended to the CCTE Board of Directors for further recommendation to and approval by the CCTE membership.

Fourth, the new co-editors will work with and consult with current editor Margaret Olebe during the period from February 13 to the end of her term on June 30, and beyond by mutual consent, to assure a smooth editorial transition for the journal.

The appointment is for a six-year term running from July 1, 2009, through June 30, 2015. A year ahead of that ending date CCTE will announce and conduct a new search. The co-editors appointed now will be eligible to apply for a second term at that time if they so desire.

The Search Committee, which consisted of Margaret Olebe, Steve Turley, James Cantor, and Magaly Lavadenz, made this recommendation unanimously with the belief that the recommended appointment will best sustain and augment the ongoing stability, growth, and development of the journal, and the CCTE Board agreed with that view.

***Issues in Teacher Education* Website Offers New Features**

All CCTE members, delegates, and friends are encouraged to check out the further development of the website for the *Issues in Teacher Education* journal at:

www.ite.chapman.edu

The website offers an introduction to the journal, guidelines for submissions, the contents pages for current and recent issues, and complete articles from back issues (excepting the most recent year). Subscription information is also available on the website, along with links to the CCTE website and other relevant sites.

Coordinated with the publication of the Fall 2008 issue, which all CCTE members and delegates and other subscribers should have received recently in the mail, are two additional website features. Abstracts of each article in the issue appear on the site, along with an interactive blog related to the Fall 2008 issue theme, "Mathematics Teacher Education—Innovations at Work."

The blog presents an interview with the guest editor of the Fall 2008 issue, Babette Benken of California State University, Long Beach. She starts off by commenting on the background of this special issue, and then discusses various aspects of mathematics teacher education. The blog then invites others to comment. Please take a look and join in the discussion.

Dates of Upcoming CCTE Conferences

Spring 2009
March 26-28
Sainte Claire Hotel, San Jose

Fall 2009
October 15-17
Kona Kai Resort, San Diego

Spring 2010
March 25-27
Sainte Claire Hotel, San Jose

Fall 2010
October 14-16
Kona Kai Resort, San Diego

CCTE Announces the Search for A New Editor for *Teacher Education Quarterly*

The California Council on Teacher Education is seeking an individual Council member or a team to serve as the next editor (or co-editors) of *Teacher Education Quarterly*, such appointment to be effective January 1, 2011. *Teacher Education Quarterly* is a national and international peer-reviewed journal sponsored by CCTE and published four times each year by Caddo Gap Press. The journal features original manuscripts focusing on qualitative and quantitative research, scholarly analysis and reflection, and innovative thought related to teacher education broadly defined to include pre-service preparation, the induction years, and the professional development of career teachers. The term of editorship is six years, renewable if mutually desired by the new editor and the CCTE Board of Directors.

The editor is responsible for coordinating all aspects of manuscript solicitation, reception, review, communication with authors, and editing for submission to the publisher. Responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare accepted manuscripts for publication, determining the sequence of regular issues and special theme issues, identifying and working with guest editors for special issues as desired, selecting the contents of each issue, readying each issue for the publisher, and reviewing final proofs prior to publication. Much of this editorial process is conducted by electronic mail, including submissions from authors, the peer-review of manuscripts, and correspondence with authors.

The editor serves as chair of an Editorial Board comprised of seven at-large members of CCTE, plus the CCTE President and CCTE Executive Secretary. There are currently three associate editors, and the editor may retain or appoint new associate editors as needed. The Editorial Board meets at least twice yearly at each CCTE conference, and regularly communicates by email and telephone. There is also an international editorial advisory board appointed by the editor with which the editor consults as desired. The editor sits *ex officio* on the CCTE Board of Directors, which requires attendance at quarterly Council board meetings, and reports regularly to the CCTE Board concerning the operation of the journal.

Applications and nominations for the editor should be submitted in letter form to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Blvd, PMB 275, San Francisco, CA 94118. A professional curriculum vitae for each candidate for editor or co-editor should accompany the letter of application or nomination. Candidates for editor must be individual members or institutional delegates of CCTE with knowledge of and a record of activity in the organization and familiarity with CCTE publications. Candidates should also

have demonstrable standing as scholars in the teacher education field, and should have previous experience in editing and publication of educational materials on a fixed schedule. Additional desired qualifications include service as a reader for peer-reviewed publications, service on editorial boards of educational publications, authorship in peer-reviewed publications, and strong writing and editing skills. Formal expressions of financial and in-kind support for the journal and for candidates for editor by their employing institutions will also be welcomed.

The deadline for application/nomination is July 1, 2009. Following that date a four-member search committee will review applications and nominations, seeking additional information as needed, hold interviews if needed, and recommend a choice for editor to the CCTE Board of Directors which will make the appointment at its October 14, 2009, meeting. The new editor (or co-editors) will then work with the current editor, Thomas Nelson of the University of the Pacific, from October 2009 through the 2010 publication year, and will assume the editorship officially on January 1, 2011. Nelson is currently serving a second six-year term as editor which ends December 31, 2010.

CAPSE/TED Shares Information on CTC Session Concerning Special Education Credentialing Reform

The California Association of Professors of Special Education/Teacher Education Division wishes to alert all CCTE members and delegates to the "Overview of Special Education Credentialing Reform" session that the California Commission on Teacher Credentialing will hold on March 13 from 9:30 a.m. to 4:00 p.m. at the CCTC Offices, 1900 Capitol Avenue, Sacramento, CA 95825. A registration form for the session is available from CCTC.

This will be an initial meeting for discussion of the Special Education credentialing reform effort, and interested persons may attend in person or participate via a web broadcast. Additional regional meetings will also be announced in the near future. For additional information, contact Jan Jones Wadsworth at CCTC by e-mail at:

jjones-wadsworth@ctc.ca.gov

CCTE Special Interest Groups (SIGs) Which Will Meet at the Spring 2009 Conference

Nine CCTE Special Interest Groups will meet at the Spring 2009 Conference in San Jose. 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 Spring Conference is encouraged to attend SIGs of his or her choice. The nine 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: Alice Bullard, BTSA State Leadership Team.

Coordinators and Directors 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.

Elementary Education and Diversified Studies: This new SIG will explore issues related to the preparation of elementary teachers, both subjects to be taught and teaching methodology. SIG coordinator: Cindy Grutzik, California State University, Dominguez Hills.

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 coordinator: Anaida Colon-Muniz, Chapman University.

International and Global Teacher Education: This SIG has been developed to explore and encourage internationalization of teacher education. 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 coordinator: 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 J. Stevenson, University of the Pacific.

CCNews Call for Articles and News Items

You may have noticed an evolving difference in recent issues of *CCNews*. We are seeking to include sections that feature best practices, resources, accomplishments, and even an editorial/letter to the membership. The goal of these additions is to create a forum for CCTE members to share information and celebrate our successes.

Do you have a successful partnership with another university, parents, teachers, or a K-12 school you would like to share about?

Have you discovered an effective assignment that your students enjoy, and that you think other teacher educators might like to know about and try?

Are there books, curricula, or other resources you or your program uses with great success?

Maybe you have opinions or information you would like to voice.

If you would like to share your passion and ideas with others, please take a few minutes to type up a brief article to submit to *CCNews*. Teacher educators are important people and we are even more effective when we work together, so please submit your ideas and promising practices, so that we can share them with others in CCTE.

Just e-mail your submissions as an attachment to hstevenson@pacific.edu

Thank you.

—Heidi J. Stevenson,
Editor, *CCNews*
(University of the Pacific)

CCTE Arts SIG Encourages Musical Heritage Assignments



Ivonne Cachu of Occidental College and her father are shown above standing in front of Ivonne's poster describing musical heritage assignments. Ivonne shared the musical heritage assignments of her third-graders as part of the poster sessions at the Fall 2008 CCTE Conference in San Diego.

The musical heritage assignment, as described and shared by Della Peretti and Marianne D'Emidio-Caston at CCTE's Arts SIG, has teacher candidates interview a family member of the previous generation about music during their childhood, and has the family member recall or sing a particularly memorable or significant song. The students share the experience and the song in their teacher education class.

As an extension, the students discuss the songs' historical context. The assignment can be emotionally resonant and evocative, and has, for both Della and Marianne, connected their students to family members and classmates in new ways.

—**Désirée Zamorano**

Director, Community Literacy Center
and Coordinator, Student Teaching,
Occidental College,
on behalf of the CCTE Arts SIG

Grinell Smith To Serve as Technology SIG Speaker

Dr. Grinell Smith from San Jose State University will speak at the Technology Special Interest group on Friday, March 27, at the CCTE Spring 2009 Conference in San Jose. He joined the faculty of the College of Education at San Jose State University in 2006. He teaches science methods, educational research, and educational technology classes. His research program seeks to improve the quality of science education in primary and secondary classrooms by characterizing and exploring various ways of strengthening science teacher pedagogical and technological content knowledge.

After completing undergraduate studies in chemistry and physics at Auburn University in 1987, Dr. Smith attended Georgetown University where he studied the molecular and aggregate properties of self-organizing media. He received a Master of Science degree in physical-organic chemistry from Georgetown in 1992. He joined the Center for Communication and Educational Technology at The University of Alabama in 1993 as a core member of the team that produced and helped thousands of teachers throughout the U.S. and Canada implement Integrated Science, an award-winning middle school science curriculum reform effort.

Smith received a PhD from The University of Alabama in December 2004. His dissertation, *An Analysis of Survey Response Behavior Among University Faculty*, focused on the relationship between the philosophies of the natural sciences and education research as well as the effects of culture and gender on technology-enhanced education.

Please visit his website: <http://web.mac.com/grinell>



Grinell Smith

Teacher Education Resources

Looking for valuable videos? Searching for engaging interactive resources? Then direct your browser to www.edutopia.org. This website was created by the George Lucas Education Foundation, and is an in-depth and interactive resource that offers practical, hands-on advice, real-world examples, lively contributions from practitioners, and invaluable tips and tools. Edutopia.org contains a deep archive of continually updated best practices, from classroom tips to recommendations for districtwide change. Edutopia's success stories about what works in public education revolve around six Core Concepts (Integrated studies, comprehensive assessment, teacher development, technology integration, social and emotional learning, and project learning.) You can access more than 2,200 features, or visit the Video Library to browse more than 150 videos. All of this valuable info is directly from www.edutopia.org.

Message from CCTE President Jim Cantor

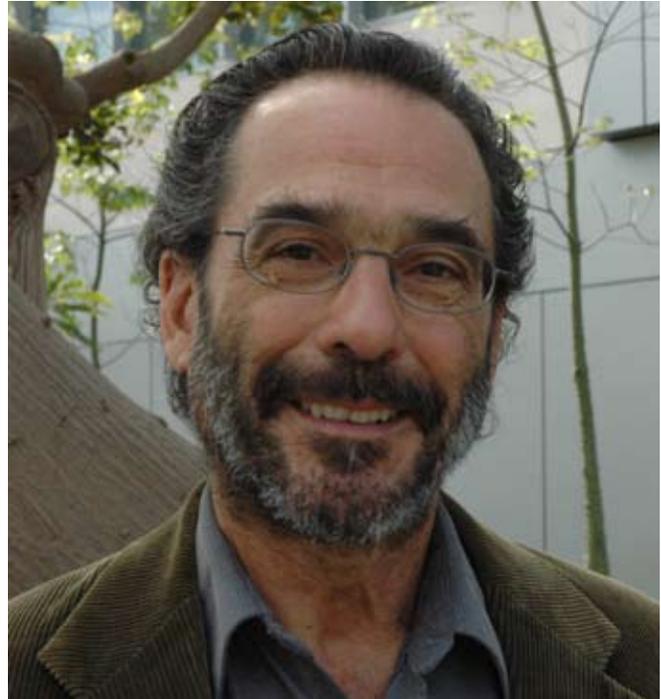
“In what ways does the changing political administration and the challenging budgetary environment impact CCTE?”

Trees are beginning to blossom in Southern California and our brief winter is transitioning into a fleeting spring. We are thankful that the rain has brought water levels to normal because the long, dry summer and fall seasons will soon arrive, and global warming experts warn us of a future characterized by extreme storms and much windy and dry weather for our region. While we appreciate the rare opportunity to fill our lungs with fresh, moist, clean air, our friends in Northern California are making the best of a belated but welcome abundance of winter rainy weather. We cannot control the weather, although many of us are becoming convinced that humans can, and already have begun, to affect global climatic conditions.

Perhaps the current severe economic crisis will be the catalyst that will focus all of us to support innovative policies and projects that simultaneously put people to work while transforming us from fossil fuels to green, sustainable systems of energy, production, and human endeavors. It is good that our leaders keep talking to us about change, because change is coming—for good or for bad. As educators, we have to focus on the good, because our profession is based on hope. We dedicate our professional lives to helping people learn what they need to learn in order to have productive and fulfilling lives, and to improve the lives of those less fortunate. It is not audacious for us to hope, but can we hope our leaders will act audaciously?

I have been actively communicating CCTE’s perspective, in hopes of nudging our state’s and country’s leaders to support people and policies that are aligned with our framework. I have collaborated with CCTE leadership and written several letters to support our interests. We have written to the Obama-Biden Transition Team, expressing our support for educational leadership positions for Linda Darling-Hammond and for Kris Gutierrez in the new administration. In a separate document posted on the Transition Team Blog, we articulated our preferences for change in the area of education (see that document following on pages 16-17 of this issue of *CCNews*). We also posted our response to an OpEd piece on the *L.A. Times* blog. Our Executive Secretary, Alan Jones, has worked closely with me, taking the lead in writing many of these communications and I deeply appreciate his thoughtfulness and skillful writing.

We also understand that we need to go beyond letter writing, and we are making efforts to forge personal connections with policymakers. CCTE Board Member Cindy Grutzik and I met with Melisa Remosa, the staffer for our local California Assemblyman, Ted Lieu. We gave her an information packet and opened a communication link with our local representative. I invite you to read the delightful description of our meeting that Cindy has written for this issue of *CCNews* (see page 17).



James S. Cantor

Alas, we were only able to meet with our Assemblyman’s staffer, and it also appears that Linda Darling-Hammond will be returning to Stanford University, rather than working in the White House, although some observers caution that not all such decisions have been made as yet, and that some of our major California educational thinkers may still be part of the new administration.

While millions of people are out of work, teacher educators are struggling to maintain the resources to function effectively. My own campus has “integrated” our College of Education and the former College of Health and Human Services into a new College of Professional Studies. All over the nation, programs are consolidating or struggling to maintain their independence. It is a time for us to look inward and focus our energies on what we need to do in order to be positioned to continue our leadership as advocates for teacher educators, teachers, and students in California.

It is with this in mind that I led an inquiry discussion at the Winter CCTE Board of Directors meeting on February 13 at Chapman University. Our guiding question was,

“In what ways does the changing political administration and the challenging budgetary environment impact CCTE?”

So far it appears we are doing OK. A few years ago,

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Message from the CCTE President

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as members of the CCTE Budget Committee, Alan and I worked with Past Presidents Andrea Maxie and Reyes Quezada to craft a proposal that resulted in strategic changes that have, up until now at least, helped our organization maintain a healthy fiscal situation. We have a robust bottom line and we are maintaining stable numbers in both memberships to our organization and in attendance to our twice-a-year conferences.

However, institutional support for faculty travel is becoming a fond memory, and departments are making difficult decisions on how to allocate shrinking resources. Cal Council needs to continually regenerate our message, and realign it with the current context. We need to convince the deans and provosts that institutional membership in CCTE is essential—more so now than ever before—since it provides a unique opportunity for teacher educators from across the state to dialogue about the challenges we all face. We need to assure that our conferences always are engaging and informative so that our members continue to attend, even if they have to use their personal resources to do so.

We also need to broaden our base of income. CCTE President Elect Magaly Lavadenz is looking into philanthropic foundations that support infrastructure development in organizations such as Cal Council. Board member Mary Sandy is leading a team that is exploring ways to reach out to the professional development community, those who are working with veteran teachers. Teacher educators have much in common with those who help working teachers continually improve their practices. Another board member, Jose Lalas, is interested in getting CCTE leaders and members actively writing OpEd pieces for newspapers and blogs.



The column, perhaps metaphorical, in the center of the CCTE Board meeting at Chapman University.

The Editor of *CCNews*, Heidi Stevenson, is exploring ways that this publication can become more interactive. Our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*, are growing in ways that maximize the new technologies, while maintaining essential and valued characteristics of traditional journals. I am pleased to welcome our new team of *ITE* editors, Suzanne SooHoo and Joel Colbert. They will lead an editorial group that already has added an interactive feature to the *ITE* website. I invite you to read more about this in the article they have written in this issue of *CCNews* (see page 10). And I'm sure all *CCNews* readers join me in expressing our appreciation to Margaret Olebe, who will complete her term as *ITE* Editor this June. In my time, I have seen such tremendous growth of that journal, nurtured by former editor, Steve Turley, as well as by Margaret.

A lot is going on, and CCTE is thriving even during these challenging times. The Cal Council Board followed the inquiry discussion mentioned previously with a productive meeting. We did have one additional challenge. The meeting was held at Chapman University, and our tables and chairs were arranged in the usual oval shape so we could all see each other—with the exception of those who were blocked by the large column in the middle of the basement room.

Our gracious host, Don Cardinal, assured us that after a while that column becomes invisible. It is a load-bearing and essential part of the building's structure, but I challenged the meeting participants to come up with a description of that column as a metaphor for the work we are doing. I would like to extend that challenge to all *CCNews* readers, to the full CCTE membership. Picture yourself at a faculty meeting or a board meeting with tables and chairs arranged as I've described, and write a metaphor for that hefty column in the middle. I'd love to receive emails from you sharing your metaphors, and perhaps your other responses to my *CCNews* President's Messages. Maybe they will inspire my next song! Please e-mail me at: jcantor@csudh.edu

—James S. Cantor
CCTE President
and Professor,
California State University,
Dominguez Hills
jcantor@csudh.edu

A thank you to Margie McCoy of Chapman University for the photographs of the CCTE Board of Directors meeting at that campus (this page and page 1).

Letter to the Obama-Biden Transition Project

Following is the text of a letter submitted on line to the Obama-Biden Transition Project in early January 2009 by President James S. Cantor and Executive Secretary Alan H. Jones on behalf of the California Council on Teacher Education in response to the Transition Project's invitation for policy suggestions for the new Administration:

We deeply appreciate your invitation for us to share policy ideas with the Obama-Biden Transition Project. The opportunity for Americans from all walks of life to contribute their thoughts and ideas as Barack Obama and Joe Biden take office is, we believe, both a real as well as a symbolic shift in the relationship between government and the American public. This new openness is most welcome.

We currently serve as the President and the Executive Secretary of the California Council on Teacher Education, an organization of over 600 professionals in the teacher education field, ranging from college and university faculty at over eighty institutions of higher education in our state, to K-12 school administrators and teachers involved in teacher induction and professional development, to researchers at regional education laboratories, to state education agency officials, to leaders of teacher and administrator organizations. Individually and as an organization we are committed to the strongest possible education for teachers in our state and to supporting classroom settings across the state where those teachers can be successful in meeting the needs of their students.

Our long and deep experience with the field of education makes us aware of the highly complex nature of the teaching and learning process, especially in a state and nation where the public schools are called upon to serve as the primary vehicle for preparing a highly diverse student population in literacy, citizenship, and the skills needed for employment, advanced educational opportunities, and a full and prosperous life. Thus, we first offer the caution that policy initiatives aimed at improving public education in the United States must, if they are to be successful, appreciate this complexity. Indeed, the problems with most so-called educational reform initiatives of the past several decades have been that they represent simplistic approaches to complex problems, resting almost always on testing for results without first exploring the causes of educational failure where it occurs, providing needed support for both teachers and students, and recognizing that educational success comes in many forms, many of which are not effectively measured by high-stakes testing.

Within this context of complexity, let us offer thoughts on four key areas.

First, it must be recognized and acknowledged that public education in the United States is drastically underfunded. To make matters worse, or more complex, this underfunding is revealed through dramatic differences in per-pupil expenditures between our 50 states and between local schools and school districts in each of those states. As long as local

schools in more wealthy communities have 20 times as much to spend to educate their students as is available to schools in poverty-stricken communities, often only a few miles away from those wealthy schools, it is criminal to seek to apply state or national standards for educational outcomes. It should be obvious to all that for students to achieve effectively in those currently underfunded schools, there must be financial support for all schools equivalent to that currently enjoyed by schools in our wealthy communities. Since most local communities and most states do not have the resources to accomplish such equalization of support for public education, this should be the first priority of federal education policy.

Second, the ongoing efforts to prepare an adequate number of well-qualified teachers to staff all of our nation's classrooms must be maintained, but these efforts must also recognize many complexities. The preparation of teachers is a cooperative endeavor between colleges and universities that offer teacher preparation programs and the public schools where those new teachers will be employed. There are already, across the country, a wide range of very successful teacher education programs, most of which have strong school-university partnerships at their core. Those programs do not need new standards to meet, or new regulations to respond to, but rather they need additional resources to support their programs and especially to support the teacher candidates. The most significant thing the federal government could do would be to fund scholarships and forgivable loans for prospective teachers. Such financial support for teaching candidates would significantly encourage more well qualified individuals to enter the profession of teaching, and would dramatically increase the ability of college and universities and public schools to recruit more teachers of color so that the teacher force in our country would more appropriately reflect the student population being served.

Third, for those new teachers, as well as the more experienced teachers already in our schools, to all succeed there must be significant initiatives taken to make teaching a more attractive and satisfying profession. While it goes without saying that teachers' salaries must continue to be improved, even more important will be efforts to support and reinforce teachers as the professional people that they are. The climate of regulations, restrictions, and invasive testing that has permeated our schools over recent decades must be halted. Lock-step curricula that have been imposed on teachers are preventing those teachers from exercising their own professional judgment on how best to teach, and are ineffective in meeting the needs of a diverse student population. Teachers must be encouraged to teach in the ways that they, as professionals, know will best meet the needs of their students. The most important thing the federal government could do would be to repeal all laws, regulations, and previous initiatives that have contributed to this lock-step climate of excessive test-

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Letter to the Obama-Biden Transition Project

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ing and reliance on scripted curricula with pacing plans, and instead provide leadership for states and local schools to treat teachers as professionals and draw from them the best teaching they have to offer.

Fourth, it must also be recognized by educational policymakers at all levels, and by their policy colleagues in other fields of government, that even when schools are adequately funded and teachers are free to teach as true professionals, it will not be possible for schools to fully succeed for all students as long as some of those students come to school hungry, in various states of poor health, inadequately clothed, and not supported in peaceful and nonviolent homes and communities. A major focus on federal educational policy must be on coordination with national efforts at universal health care, full employment, violence prevention, community safety and policing, and other efforts that will eliminate poverty, hunger, homelessness, and abuse from the lives of all children. Once these goals have been met, it will then become both realistic and fair to expect all students and all

teachers to succeed in our schools. Until then, it is not only unrealistic, both also unfair and punitive.

As noted previously, these are complex issues, not adequately addressed in a brief statement of this sort. We in the California Council on Teacher Education stand ready to discuss with the Obama/Biden policy team, both as individuals and as an organization, any questions related to public education policy. Several of our members, including Linda Darling-Hammond of Stanford University, are already involved with your policy efforts, and many others of us will contribute in any way we can. We thank you again for this opportunity to offer our thoughts, and we look forward to working with you and the new President and Vice President.

Sincerely,

—**James S. Cantor**, President,
California Council on Teacher Education,
and Professor, California State University, Dominguez Hills

—**Alan H. Jones**, Executive Secretary,
California Council on Teacher Education,
and Publisher, Caddo Gap Press

Home Office Visits Introduce CTE to Legislators

By **Cindy Grutzik**, Co-Chair, CTE Policy Committee
(California State University, Dominguez Hills)

We were surprised to find Assemblyman Ted Lieu's (53rd Assembly District) home office tucked into a strip mall in El Segundo. Melissa Remosa, the staffer who met with us that day, took us through the tidy and inviting office to a small conference room where we spent the better part of an hour talking about CTE, teachers, and common concerns.

Jim Cantor and I had done our homework before the visit. We had prepared a folder of "leave-behinds" that included the CTE policy brochure, a printed copy of *CCNews*, and copies of CTE's most recent policy letters and statements. We had also read through Assemblyman Lieu's webpage and discovered that his most recent education-related bills had to do with pupil safety, pupil nutrition, and teaching financial literacy in high schools. These would be issues on which to connect.

We began by introducing our organization, and Ms. Remosa was very interested to hear that we represent so many university professors, administrators, and teachers, across such a broad range of academic contexts. She had not known that we gather at our semi-annual conferences to learn from each other, and that we are strongly interested in education policy issues. As we talked, we found opportunities to state what CTE stands for and what we are concerned about. We also made ourselves available to Assemblyman Lieu for consultation about teacher education issues.

In parting, we said we would stay in touch, and that we would visit again. Standing in the parking lot, we went over the highlights. We agreed that visiting the Assemblyman's

home office together—as a CTE team, so to speak—was helpful, because each of us found ways to bring up important topics. We wondered how much of what we shared would be passed on to Assemblyman Lieu, but also agreed that if we ever need to contact him about a specific concern, we will have already laid the groundwork.

CTE Policy Committee Encourages Such Visits

The members of the CTE Policy Committee are in the process of making such Legislative Home Office Visits this spring, even though the likelihood of finding a representative "at home" is slim given the pressing fiscal issues in Sacramento. The purpose of the visits, though, is to make acquaintance so that later, if needed, we will be able to communicate more effectively with our representatives in the Legislature.

We invite all CTE members to make such visits. If you will access the CTE website—www.cte.org—and locate the Policy Resources section, you will find a protocol that the Policy Committee has created for Legislative Home Office Visits. The protocol includes talking point and suggestions. Also in the Policy Resources is a PDF of the CTE policy brochure which you can download and print out to use as a leave-behind when you make a visit, as well as various CTE policy statements and communications.

We ask that you report following any visits, to share what you learn with the Policy Committee, so that we know who has visited which Legislative Offices. We believe you will enjoy finding out more about your representatives in the Legislature through this local approach, just as we did.

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.

And To Think That You're Getting Credentials Today

By Charles A. Elster
Sonoma State University

The following composition was declaimed by Charles Elster, Department Chair, to recipients of Multiple Subjects and Advanced Credentials at Sonoma State University, Rohnert Park, California, on December 17, 2008. It was inspired by a lifetime of reading and enjoying Dr. Seuss, especially *I Had Trouble In Getting to Solla Sollew*.

And To Think That You're Getting Credential Today

You were all really happy and carefree and young
And you lived in Sonoma, the Valley of Vung
And nothing, not anything ever went wrong:
You thought you were happy just walking along.
Until you decided to try something new:
To get your credential here at SSU.

You all set out boldly to get your credential
'Cuz you know a credential is really essential
When it's time to buy food and gas and to pay rent-ial.

Now you've learned to plan lessons that sure are engaging
The kids would stay glued if a fire were a-raging!
You've learned all the ins and the outs of assessment
To apply them from Vladivostok to Tashkent,
Learned to make the appropriate accommodations,
Hit all the intelligences at your stations,
And paid special attention to family relations.

You've run through the gauntlet of standardized tests
And you've learned how to sort out the worst from the best
But you say that you're off after some other quest
'Cuz if you spend too long testing you might get obsessed.

You've learned to assess and you've learned to reflect
And to plan and give contexts, till your weekends were wrecked.
And you tried to remember it's all for the kids
Late at night when you're trying to force your eyelids
To stay open wide—as they long ago did.

You were really excited to start your case study
But results that you hoped would be clear turned out muddy
And you tried and you tried to make sense with your buddy.
Seuss wouldn't be caught doing *this* now?... Or would he?

Oh, you've explored the rich kingdom of reading miscues
And you hope that the kids that you chose won't refuse
To make the mistakes that will prove your prof's views
And you shrug, "That's the way that you must pay your dues!"

And they sure didn't tell you that meeting the standards
Is like meeting goats, ostriches, tigers, and pandas!



Charles Elster wearing his Seuss hats.

When it's time to try out the great stuff you've been planning
Hope the kids don't go nuts while the cameras are panning
While all of their wonderful work you are scanning
Where you most want to be now is on the beach tanning.

So quickly it's time for your take over weeks
You've made it all water tight ...—there are no leaks!
But you notice your mood now has valleys and peaks
Like the maps in geography lessons you teach.

And when we invite you for advanced degrees,
You can only groan, "Thank you, but not *this* year, please!"

So let us give thanks now to all of the mentors
Who helped with your lessons and helped with your centers
And be sure to give thanks to the dear supervisors
Who made you more skillful... and also more wiser!
And thanks to the many wise faculty members
Who've taught you and said their goodbyes...
all these Mays and Decembers.

And thanks to the principals, who never got snooty
Stopped by to say "hi" when you were stuck with yard duty
And maybe, just maybe, they might offer a job
Which is the one thing that would make your hearts throb.

And thanks most of all to your family and friends
Who provided all means and abetted all ends
And last to the kids in the classrooms who've taught you
Always learn from the kids! That is something you ought to!

Now go to those kids! Stretch their minds and their reach!
Congratulations to you!! Now go forth and teach!!

From the Desk of the CCTE Executive Secretary

Following are key items reported to the CCTE Board of Directors at its most recent meeting on February 13, 2009:

Membership

CCTE currently has 63 institutional members and 88 individual members for this 2008-2009 membership year, with 11 other institutions yet to renew for the year. The Membership Committee is targeting those 11 and also mounting a campaign to recruit more members from the BTSA/induction community. We are now at 95% of our membership goals for the year, and should surpass the goals in the next few months.

Spring 2009 Conference

Plans for the Spring 2009 Conference are being finalized and all indications are that we will have another very strong program. The Conference announcement, program, and registration materials appear earlier in this issue of *CCNews*. In addition to the usual associated meetings of CABTE, CAPSE/TED, and ICCUCET on Thursday morning, there will be Wednesday meetings of the CSU Field Directors Forum and the CalTPA Coordinators prior to the Conference.

Fall 2009 Conference

The planning committee for the Fall 2009 Conference is well underway and a preview appears on page 6 of this newsletter. The formal announcement and registration materials will be e-mailed to all members and delegates in late June or early July.

Issues in Teacher Education

The Fall 2008 issue has recently been mailed to all members and delegates and the Spring 2009 issue will begin preparation soon. As reported on page 10 of this issue of *CCNews*, Suzanne SooHoo and Joel Colbert of Chapman University were appointed by the CCTE Board of Directors on February 13 to serve as new co-editors of the journal effective July 1.

Teacher Education Quarterly

The Summer 2008 issue has recently been mailed to all members and delegates, the Fall 2008 issue is being printed, and the Winter 2009 issue is also on the way to the printer. Editor Tom Nelson has recently informed the Editorial Board and the CCTE Board of Directors that he will not seek reappointment when his current second six-year term expires at the end of 2010. A search for a new editor has begun with the announcement of the position that appears on page 11 of this newsletter. It is anticipated that an appointment will be recommended to the CCTE Board at its October 2009 meeting, so that a new editor can work with Tom during the 2010 publishing year.

Newsletter

Issues of *CCNews*, the quarterly newsletter of CCTE, and posted on the CCTE website and e-mail links for each

issue are sent to all CCTE members and delegates. All members and delegates are also invited to submit items for inclusion in future issues of the newsletter.

Website

The purpose of the CCTE website (www.ccte.org) continues to be to serve the California teacher education community in a variety of ways. Information on all CCTE conferences and other organizational activities is posted on the site, and each quarterly newsletter appears as well. If you have additional ideas or suggestions for the CCTE website, please don't hesitate to contact me.

2009 CCTE Election

The Nominations and Elections Committee, chaired by Past President Reyes Quezada, has identified a slate of five candidates to run for three positions on the Board of Directors in the 2009 CCTE annual election. A brief report on the annual election appears on page 6 of this issue of *CCNews*.

Financial Report

The "CCTE Financial Report for Budget Year 2008-2009 as of February 9, 2009" presented to the CCTE Board of Directors meeting on February 13 shows that we have so far this fiscal year collected \$113,267 in revenue while spending \$91,363.86 and also holding separate a reserve of \$7,000. Our income so far is split fairly evenly between membership dues and Fall Conference registration fees and meal charges. As noted above, we have already reached about 95% of our membership goals, and the Fall Conference slightly exceeded anticipated revenue. If we have similar success with the Spring 2009 Conference, we should meet and perhaps exceed the income goals in our budget for this year.

On the expenditure side we are supporting the two journals at anticipated levels with funds already committed for several issues, we have paid in full all expenses related to the Fall 2008 Conference, and we have made the required up-front payments to the Sainte Claire Hotel for a portion of the Spring 2009 Conference expenses, with further payments to be made at and following the event.

We anticipate receiving several additional institutional and individual memberships as well as Spring 2009 Conference registrations over the coming months, and if that income matches our budgetary expectations we will complete a successful fiscal year for the first time in several years.

—Alan H. Jones, CCTE Executive Secretary,
and Publisher, Caddo Gap Press
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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 2009 tax year moves forward, please consider a contribution to CCTE. Over recent years 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

CCNEWS

The Newsletter of the California Council on Teacher Education

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

Submission of news items, articles, or other commentary on activities and issues related to teacher education in California and nationally are welcomed. Please submit via e-mail to either Heidi Stevenson or Alan Jones, at the e-mail addresses noted above.

Videos Available from Spring and Fall 2007 Conferences

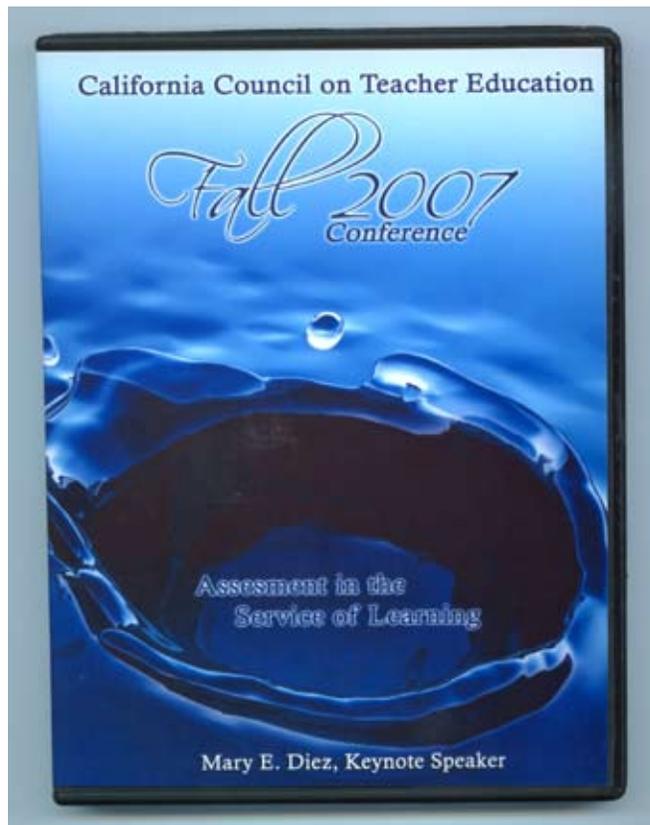
The California Council on Teacher Education is making available at very modest prices DVDs containing audio and video reproduction of the major speakers from the Spring and Fall 2007 Conferences. In all, three DVDs are available, two from the Spring 2007 Conference on “The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development” and one from the Fall 2007 Conference on “Assessment in the Service of Learning.” Following are specific descriptions of the DVDs:

From the Spring 2007 Conference: DVD Number 1 featuring the Keynote Address by Bruce Jones (University of South Florida). DVD is available for \$15.

From the Spring 2007 Conference: DVD Number 2 featuring presentations by Pepi Leistyna (University of Massachusetts, Boston), Denise Gelbard (Cornell University), Kenneth Saltman (DePaul University), and Kathy Emery (San Francisco Freedom School). DVD is available for \$15.

Special combination offer: The Two DVDs above from the Spring 2007 Conference together for \$25.

From the Fall 2007 Conference: DVD featuring the Keynote Address by Mary E. Diez (Alverno College). DVD is available for \$20, packaged with print-outs of two articles by Dr. Diez entitled “Assessing Dispositions: Context and Questions” and “How Will Teacher Education Use Assessments? An Assessment Scenario from the Future.”



Reproduction of Cover of DVD from Fall 2007 Conference.

The DVDs may be ordered using the form below:

Order Form for DVDs from Spring and Fall 2007 Conferences

Name _____

Address _____

Telephone _____ E-Mail _____

Please send me:

- ____copy(ies) of DVD #1 from the Spring 2007 Conference (Bruce Jones) - \$15 each
- ____copy(ies) of DVD #2 from the Spring 2007 Conference (4 presentations) - \$15 each
- ____copies of both Spring 2007 Conference DVDs - \$25 per pair
- ____copy(ies) of DVD from Fall 2007 Conference (Mary Diez) plus articles - \$20 each

Please send form with payment by check to Alan H. Jones, CCTE, 3145 Geary Blvd. PMB 275, San Francisco, CA 94118

CCTE Leadership Directory

CCTE Officers:

James Cantor, President (2008-2010), California State University, Dominguez Hills; jcantor@csudh.edu
 Magaly Lavadenz, President-Elect (2008-2010), Loyola Marymount University; mlavaden@lmu.edu
 Joel Colbert, Vice President for AACTE (2008-2010), Chapman University; colbert@chapman.edu
 Vice President for ATE (2008-2010), position currently vacant
 Reyes Quezada, Past President (2008-2010), University of San Diego; rquezada@sandiego.edu

CCTE Board of Directors:

Alice Bullard (2008-2011), BTSA State Leadership Team; abullard@nUSD.k12-ca.us
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.edu
 Cindy Grutzik (2006-2009), California State University, Dominguez Hills; cgrutzik@csudh.edu
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 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
 Heidi Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

CCTE Committee Chairs:

Awards Committee Chair:

Jose Lalas (see above under Board of Directors)

Communications and Alliance Building Committee Co-Chairs:

Virginia Kennedy (see above under Board of Directors)

Heidi J. Stevenson (see above under Board of Directors)

Conference Coordinator Committee Chair:

Della Peretti (see above under Board of Directors)

Membership & Resources Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik (see above under Board of Directors)

Jaime Romo, University of San Diego; jjromo@gmail.com

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:

James Cantor (see above under Officers)

CCTE Conference Committee Chairs:

Spring 2009 Conference Co-Chairs:

Thomas Nelson (see above under Editors)

Andrea Whittaker, San Jose State University; akwhitt@comcast.net

Fall 2009 Conference Co-Chairs:

Cindy Grutzik (see above under Board of Directors)

Helene Mandell (see above under Board of Directors)

CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— 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.
- ◆ A link to the *Issues in Teacher Education* website, which includes information on the journal, a new interactive feature related to the Fall 2008 issue, and several years of back 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 CCTE policy activities and issues, including a protocol for teacher educators to use in contacting local legislators.
- ◆ 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: alan.jones@ccte.org



Santa Clara Convention Center & Hyatt Regency March 19-22, 2009

Keynote Speakers:

- Dr. John Ratey, Ph.D., Harvard University & Author of SPARK!
- Dr. Thomas McKenzie, Ph.D., San Diego State University
- Ruthie Bolton, Two-Time Olympic Gold Medalist & WNBA Star
- Dr. Chuck Corbin, Arizona State University

Award-Winning Presentations:

- Childhood Obesity, Standards, FBI, Healthy Cooking Demos*
- Wine-Tasting "Art & After-Party"*
- Jump Rope Team Demos & Screening of "JUMP!" Documentary*
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\$184 On-Site Registration

\$35 Pre-Registration Student and Retired
Special Student Group Discount: 10 Student Registrations (Same School) = 1 Free!

Special Hyatt Hotel Rates for CAHPERD Conference Attendees

Registration Form: www.cahperd.org