

CCNews

Newsletter of the
California Council on Teacher Education

Volume 20, Number 2, Summer Issue, June 2009

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

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

In This Issue of CCNews . . .

| | | | |
|--|-------|--|----|
| CCTE Spring 2009 Conference Report | 2 | Call for Nominations for CCTE Awards | 20 |
| Etta Hollins Focuses on Urban School Settings..... | 2 | CCTE Special Interest Groups..... | 21 |
| Six Graduate Students Comment on Spring Conference...3-8 | | Report from CAPSE/TED | 21 |
| Poster Sessions Add Balance and Fun to Conferences | 9 | Greetings from New Co-Editors of <i>ITE</i> | 22 |
| Partnership Award Presented to North Coast Consortium.. | 10 | Introducing <i>ITE</i> 's New Book Review Editor | 22 |
| CCTE Doctoral Student Group | 10 | CCTE Searches for Editor for <i>TEQ</i> | 23 |
| Faces from the Spring 2009 Conference..... | 11 | Dates of Upcoming CCTE Conferences | 23 |
| Message from CCTE President Jim Cantor..... | 12-13 | CCTE Policy Framework | 24 |
| CCTE 2009 Annual Election Results..... | 13 | From the Desk of the Executive Secretary..... | 25 |
| Updates from ATE..... | 14-15 | Join CCTE/Membership Form..... | 26 |
| San Francisco Freedom School Summer 2009 Program..... | 15 | CCTE Invites Financial Contributions..... | 27 |
| CCTE at AERA..... | 16 | <i>CCNews</i> Call for Articles and News Items | 27 |
| Introducing CCEGL..... | 16 | Videos Available from CCTE 2007 Conferences..... | 28 |
| Fall 2009 Conference Preview | 17 | CCTE Leadership Directory | 29 |
| Call for Proposals for Fall 2009 Conference..... | 18 | CCTE Website Description | 30 |
| Cover Sheet for Conference Proposals | 19 | | |

North Coast Beginning Teacher Regional Consortium Receives CCTE Award

The North Coast Beginning Teacher Regional Consortium received the CCTE Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers at the Spring 2009 Conference. Pictured receiving the award (left to right) are Kenny Richards, Mary Dingle, Corinne Muelrath, Caryl Hodges, Ed Kujawa, and Jeff Heller. See more information about the award on page 10.





CCNews

Newsletter of the
California Council on Teacher Education

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

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

Dr. Larry Cuban, Professor Emeritus, Stanford University was the Keynote Speaker on Thursday and offered 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, was a 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, was the featured guest at an intimate Friday evening Fireside Chat focused on his recent book, *What It Means to be a Teacher: The Reality and Gift of Teaching*. All CCTE members and friends are encouraged to read this most wonderful collection of teacher stories. (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, led the Conference attendees in exploring stories as pedagogical practice on Friday afternoon. This highly interactive presentation examined implications of teachers’ stories as a context for analyzing historical and future aspects of teaching and learning.

In addition, CCTE welcomed the George Lucas Educational Foundation and its *Edutopia* publication to the Conference. Milton Chen, Executive Director of the Foundation, guided 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 presented a short film festival at the Thursday evening banquet and a special Saturday morning program in conjunction with staff from the California Technical Assistance Project at the Santa Clara County Office of Education.

The Spring 2009 Conference also included 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. A report on the Awards presentation appears on page 10 of this newsletter. There were 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 was 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 held meetings on Thursday morning of the Spring Conference, and the CalTPA Coordinators and the California State University Field Coordinators Forum both met on Wednesday.

A special introductory session for first-time and recent attendees was held at the beginning of the Conference on Thursday, and the CCTE Graduate Student Group met at breakfast on Friday. A report on the Graduate Student Group and its meeting appears on page 10 of this newsletter.

The Spring 2009 Conference Planning Committee was co-chaired by Tom Nelson of the University of the Pacific and Andrea Whittaker of San Jose State University.

Etta Hollins Focuses on Urban School Settings

*By Virginia Kennedy
California State University, Northridge*

Dr. Etta Hollins, professor and chair of the Teacher Education Program at the University of Southern California, was a special guest speaker at the CCTE Spring 2009 Conference. A leading researcher and author on issues in urban and inner-city education, including her recent work, *Culture in School Learning: Revealing the Deep Meaning*, Dr. Hollins is a proponent of restructuring schools for cultural inclusion.

Dr. Hollins focused her presentation on the future of teaching and learning in urban and culturally diverse school settings. In a thought-provoking address, Dr. Hollins challenged us to look at how schools have not yet fully addressed the developmental and learning needs of students from different cultural backgrounds, and how traditional curricula and instructional methods may be neither sensitive nor effective. With humor and passion, she urged teacher educators to focus on preparing teachers with a deep knowledge of culture, its impact on learning, and its implications for assessment and instruction.

Six Graduate Students Comment on Spring 2009 Conference

Several graduate students from the University of the Pacific participated in the Spring 2009 Conference of the California Council on Teacher Education, some for the first time while others of the group are in their second or third year of involvement with CCTE. Some of them helped with planning for the Conference, while all of them assisted with various tasks at the Conference, along with participation in all Conference sessions and activities that week.

On the invitation of Heidi Stevenson, the editor of *CCNews*, with editorial assistance from Alan Jones, six of the students have offered their comments and reflections on the Conference, which should be interesting to other CCTE members who attended those three days, and informative for yet other CCTE members who were not able to attend the Conference. Following are their commentaries:

Two Things I Will Keep, and One Thing I Will Leave Behind

By Theresa Stovall

When I think about all of the exciting times in my life, I notice a common theme. There are jewels from each event that I never want to forget and stones I never want to remember. In regard to the precious gems that I want to keep, I rehearse them often to maintain the memories in my mind. The Spring 2009 CCTE Conference in San Jose is one of those events that was filled with things that I always want to remember; however, there was one memory I want to disregard forever.

First, listening to Dr. Etta Hollins' presentation and the masterfully facilitated sessions of other teacher educators clearly were moments in my life that I will always cherish.



Some of the University of Pacific attendees at Spring Conference.



Tom Nelson and Andrea Whittaker, co-chairs of the Spring 2009 CCTE Conference planning committee.

In addition, the wonderful breads from the hotel's restaurant enchanted my taste buds so much so that I purchased bread from the *Panetteria* to carry home with me; however, the mirror on the back of the bathroom door is something I never want to revisit.

I attended the Conference as both a planning committee member and as a participant. I can honestly say that the sessions that I attended have had an impact on my life.

First, I learned that all scholars in teacher education are not stuffy or standoffish. All of those that I met—Dr. Etta Hollins, Dr. Tomas Galguera, Dr. James Cantor, and many others—treated me and my fellow doctoral students as welcomed colleagues. I felt welcomed in every session, conversation, and event.

Next, I will never forget the presentation given by Dr. Hollins, who spoke about the responsibilities of teachers in regard to relating to the socio-cultural needs of students by contextualizing course content so that all students have opportunities for successful learning outcomes. When I returned to my classroom the following week, I felt proud that I had been applying this approach for some time, but I never realized until hearing Dr. Hollins that I was on the right track covering the hidden curriculum needs of my students.

In addition, I enjoyed working with Dr. Alan Jones, Dr. Harriet Arnold, and Dr. Thomas Nelson in helping out whenever possible to make the conference a great experience for everyone. I truly thank the University of the Pacific for assisting me in attending a great conference that reaffirmed that I have chosen the right career path, teacher education.

On the first day of the conference, my fellow doctoral

(Continued on next page)

Six Graduate Students Comment on Spring Conference



Etta Hollins answers questions following her Friday morning keynote address at Spring 2009 Conference.

(Continued from previous page)

students and I ate lunch at The Sainte Claire's Italian restaurant, *Il Fornaio*. The server brought a basket of assorted breads to the table, and each bite of bread was an explosion of flavors in my mouth. I recommend the hotel's bakery to anyone who wants to indulge their guests in a culinary festival of taste.

On the other hand, I think there are experiences in life that should remain private and never seen. All I want to say about this portion of the conference, having a full length mirror on the back of the bathroom door, is that once I arrived home, I immediately went on a diet. I have found the strength to use my evil exercise ball to work my abdominal muscles. I decided to entertain my close friends with comical metaphors about this uncomfortable component, and they agreed that this is a not something anyone should have to experience.

All in all, the scholars that I met, the speakers that I heard, the sessions I attended, and the information I learned from attending the Spring 2009 CCTE Conference will always be a blessing to my life first as a life-long learner and secondly as an educator. Although, over time, the memory of the bathroom mirror will fade, I will always keep the wonderful memories of the Spring 2009 CCTE Conference as a jewel in life.

My Story

By Cynthia Coleman

An intimate Friday evening "Fireside Chat" brought a calming culmination to two packed conference days filled with an assortment of interactive presentations focusing on film and digital technology, implications of teachers' stories as a framework for examining the historical and future aspects of teach-

ing and learning, and social cultural perspective.

Dr. Michael Gose set the stage Friday evening, weaving the threads of both the conference theme and a diverse group of presenters through an informal talk about his book, *What It Means to Be a Teacher*. In his calm and reassuring voice, Michael established a rapport with the audience relying on stories, anecdotes, and analogies, empowering the listener to connect the metaphor of story to his or her own life of teaching. Complete with a an overstuffed chair and a visual of a roaring fire, Michael conversed with his listeners and shared that every good teacher knows that a meaningful learning experience for the student is also a meaningful learning experience for the teacher. He also invited the audience to share their stories that have sparked a social change in their lives.

Earlier that morning (at the crack of dawn) doctoral students gathered together at a Graduate Student meeting. The discussion proved to be quite productive and informative. As a doctoral student, it was helpful and enlightening for me to listen to the stories of others involved in programs across the state and relate to their struggles as well as accomplishments along the doctoral journey. In addition, I developed an ongoing rapport with many of my University of the Pacific cohort through their involvement in the poster presentations.

I was privileged to engage in conversations with several conference participants between sessions, at cocktail hour, and dinner. The Conference provided me with a wonderful opportunity to discuss my research work with others who are prominent in my field of interest. I gathered some insightful information from Sue Marston at St. Mary's College, a former elementary teacher who has gone on to pursue her

(Continued on next page)



Michael Gose engages in Friday evening "Fireside Chat," with virtual fire on the screen behind him.

Six Graduate Students Comment on Spring Conference

(Continued from previous page)

interests in environmental studies as a professor. I was also fortunate to chat with Barbara Levin of the University of North Carolina, Greensboro, one of the associate editors of *Teacher Education Quarterly*, who shared with me some of her research interests regarding what an educator needs to survive. An educator needs a support system, professional development, and to be able to think meta-cognitively about themselves. We discussed how these aspects correspond with my life as a doctoral student as well as an elementary teacher.

Although this was my third CTE conference, I experienced an emerging level of professional learning. I not only took away knowledge of school-based practice, but, more importantly, scholarly expertise. The speakers, presentations, and engaging conversations allowed me to observe teaching and learning through a different lens; outward beyond the borders of my own teaching practice, utilizing my own sense of how to view the world of education, inspiring me to strengthen and engage my collaborative skills in educational inquiry.

The San Jose Conference

By Sharind Sookhoo

I attended my first professional conference for teachers, which in this case was the California Council on Teacher Education (CTE). I wasn't quite sure what to expect; as a teacher, getting time away from the classroom to attend conferences seemed almost impossible for me. At precisely 10:45 a.m. my odyssey began! The Conference was held on the second floor of the Sainte Claire Hotel in the heart of downtown San Jose. Fortunately, it was a small conference in comparison to many other conferences, from what I've heard. The experience was therefore less intimidating. I was fortunate



Larry Cuban delivers Thursday afternoon keynote address.



Harriett Arnold and Sharind Sookhoo at the Spring Conference.

to be attending the Conference as a graduate student from the doctoral program at the University of the Pacific, and to be accompanied by a few of my peers and professors. The Conference organizers, such as Dr. Alan Jones, were very welcoming. Quite a few of the professionals present also approached me, after noticing my name tag and the fact that I was a doctoral candidate from UOP, to ask me about my educational plans, and let me know that they enjoyed seeing students at the Conference. Their efforts to make me feel comfortable, and part of the *team* of professionals and educators, have left quite an impression on me. I am excited and proud to be a part of this wonderful family of educators.

At times, in class, I feel overwhelmed as I try to understand all the laws, regulations, and issues affecting educators, schools, and students. This problem is compounded by the fact that I am a Canadian student, and the American educational system is somewhat different from the Canadian system. The Conference allowed me the opportunity to listen, and to engage in discussion with people who weren't my professors or peers, yet all the same, people who made me feel empowered to speak and to seek out more knowledge from my potentially future colleagues. I was able to sit quietly and simply listen and observe, or if I felt moved to do so, the opportunity to engage in discussions with presenters or others present was always encouraged.

The Conference allowed me the opportunity to observe how presentations are typically made. Some of the presenters were exceptional and engaging, while others were not so interesting. On a positive note, I was able to observe and make notes to myself as to what I would and wouldn't do if I were

(Continued on next page)

Six Graduate Students Comment on Spring Conference

(Continued from previous page)

to present. I was fortunate to have the opportunity to speak to a few of the presenters at the poster session, which I enjoyed the most, because I learned about their journey as they worked on their doctorates. I could ask as many questions as I pleased about their presentations, without having to feel self-conscious speaking in front of a whole crowd. I enjoyed interacting with people from all over the state of California during the poster session. Being able to freely speak to presenters, on a personal level, made the whole experience wonderful, comfortable, and exciting. At times, I imagined myself presenting at a conference in the not too distant future.

Overall I'd have to say that the most influential aspect of attending the Conference was that it provided me the opportunity to be initiated, in a sense, into the wonderful family of educators striving to understand and improve the American educational system.

The Spring CTE Conference

By Marilyn Kae Gowen

I went to the California Council on Teacher Education Spring 2009 Conference with the expectation of assisting in a few tasks to help support the organizational framework, learn something new, and probably be introduced to a new perspective on an educational issue. The conference far exceeded my expectations.

I missed the first day on Thursday because of work related responsibilities and I know that I missed out on some very powerful speakers and events. On Friday morning, I met with other graduate students. It was helpful to connect and talk about shared experiences and shared questions.

The main speaker on Friday was Etta Hollins. She spoke



Milton Chen of the George Lucas Educational Foundation with Tom Nelson at Spring Conference banquet presentation.



Ron Solorzano, Jim Cantor, and Jose Lalas on guitars at the Thursday evening sing-along following Conference Banquet.

on the topic of teaching and learning in urban settings. I thoroughly enjoyed her as a speaker. She spoke in a transparent and honest manner that quickly drew one's attention and respect. Dr. Hollins addressed, among many issues, the dilemma of how to prepare new teachers to be successful. I found her ideas very compelling as she challenged us not to think of training teachers to teach in a traditional manner or a more modern way but to teach them to adapt to any teaching situation in which they might find themselves. She stressed that new teachers needed to be able to go into any context and be able to "figure it out." She proposed that teachers need to be able to determine what meaningful learning looks like for students, in whatever context they may find themselves and using whatever curriculum they have been given.

Dr. Hollins urged the group to go beyond the concerns that so often plague teacher-training courses—the theories taught versus what the teacher will be asked to do once they arrive in their teaching assignment. She urged us to think beyond that issue, and realize what is most important is that the students have been taught to problem solve their teaching situations and delve deeply to understand those situations.

This keynote address affected me not only by offering me a new way to think about teacher-training issues, but also by thinking beyond the often repeated solutions. This followed me throughout the weekend. When I attended the Special Interest Groups, the poster sessions, the storytelling session, and the fireside chat with Michael Gose, I felt I was being challenged to think of issues in ways I had not previously considered. At times I felt I was bathing in a warm pool of wonderful ideas and academic debate. I enjoyed every moment of the Conference and felt invigorated and rejuvenated by the end of the weekend. Like most graduate students, I have times of doubt that I am in the right place, and

(Continued on next page)

Six Graduate Students Comment on Spring Conference

(Continued from previous page)

struggle with the sacrifices that one needs to make. Being at the CCTE Conference was a time of confirmation. I realized again, how much I relish spending time with people who love to thoroughly explore ideas and consider the big questions.

Writing about the CCTE Conference, I cannot omit mentioning the welcoming atmosphere. I have been to many conferences over my professional career and I have never felt this type of inclusiveness at a conference before. From the Thursday night sing-along, the delightful poster sessions with wine and cheese, and the fireside chat with Michael Gose, there was a very warm collegial atmosphere that was very unique. I look forward to the Fall Conference and thank all those who worked so diligently to provide such an intellectually challenging and nurturing experience.

A Wonderful Conference

By Janine Fisk

It was a beautiful Thursday morning as I excitedly hurried to put my belongings together and get the kids off to school. We threw our items into the Tahoe and raced off to school bidding one another a quick goodbye as each exited the car to their own school. I hurriedly filled the tank with gas, retrieved some cash from the ATM machine, and picked up two of my fellow classmates for a girls' weekend away at the California Council on Teacher Education Spring Conference in San Jose.

We rushed into the historic, beautiful Sainte Claire Hotel, not knowing what to expect, but realizing that since we had gotten off track with our directions we were severely late. We were greeted by playful scoldings from our professor as we checked in, dropped our luggage, and headed into our first session. That first session was most welcoming!



Cindy Grutzik (far left) and Susan Westbrook (far right) lead a discussion at the Policy Session at the Spring Conference.



Joe Lalas (right) speaks at the Spring Conference Policy Session.

The warm group of teachers, professors, and various people from the educational field talked openly about issues teachers and education today are facing today. It was nice to be taken in immediately by the group and feel a valued part of the community. From this moment on we were engaged with tantalizing conversations from educators around the state, fed abundantly, and inspired by tremendous speakers such as Milton Chen, Etta Hollins, and Larry Cuban. I felt a renewed enthusiasm and an affirmation in my philosophies about education. I felt proud to be one of the educators working to make a difference in today's complex world.

Although the Conference as a whole was wonderful, two key events were the most meaningful to me. The first was a great session by two professors from Mills College, Tomas Galguera and Julie Nicholson. Their workshop introduced the audience to Wikis, Blogs, and other online forums for education. These two speakers demonstrated how they have used the online media to connect to students who are digitally native and to bring those who are not up to date with the children of today. I thought it was a fascinating concept of examining how "children's play" today is different from "play" of my childhood. The second memorable event for me was the poster session. I had been encouraged to participate as a poster presenter. Despite my apprehension, I agreed. It was a worthwhile endeavor! I found that the conference participants were inspirational and informative. Each listened intently as I explained my research, asked questions, sometimes grilling, and gave suggestions. I walked away from the poster session having challenged my own thinking, as well as having gained many perspectives from varying lenses.

Saturday came with mixed emotions. Although I was tired and ready to see my family, I hated for the learning experience to end. I had a great time sharing experiences with

(Continued on next page)

Six Graduate Students Comment on Spring Conference



Master storyteller Kendall Haven at the Spring Conference.

(Continued from previous page)

my doctoral classmates outside of a school setting, meeting new people, and learning and sharing many great ideas from educators throughout our state. I definitely will look forward to attending next year's conference!

Enjoyable Networking

By Terri Robinson

This spring I had the opportunity to attend the California Council on Teacher Education Conference held at the Sainte Clair Hotel in San Jose. It was an absolute pleasure to be one of several members on the planning committee and to be able to work behind the scenes with scholars who have been a part of CCTE for many years and to have the benefit of their knowledge and expertise in the field of education.

After a peaceful drive from Sacramento to San Jose, I was overwhelmed with enthusiasm to finally be able to attend such a wonderful conference. Once I arrived I was able to assist with the sales table in the registration area, and then along with other graduate student colleagues I was invited to sit in on the Lives of Teachers Special Interest Group, where I was asked to share my experience as a teacher in an urban setting and how it relates to my current research interests.

I also enjoyed the "Opening Session" where I was able to sit and listen to a renowned speaker in education, Larry Cuban. Being able to put a face to a name after seeing his name appear in reference sections of so many articles was electrifying.

That evening the conference banquet featured a film fes-

tival by the George Lucas Educational Foundation. My graduate studies professor, Dr. Tom Nelson, had spoken highly about this particular foundation; therefore, it was finally a delight to hear from the foundation and see what it has to offer. The insights on students who are considered "Digital Natives" and how they are utilizing technology throughout their daily lives and while in school was truly exciting.

Early the next morning I had the pleasure to attend a CCTE Graduate Student Meeting and interact with other doctoral candidates and listen to their diverse research interests and educational experiences. Then the highlight of the Conference for me was listening to Etta Hollins speak on "The Future of Teaching and Learning in an Urban School Setting." Dr. Hollins' research and teaching emphasizes the intersection of social justice issues, equity, and interactive reading pedagogy. These are the same areas emphasized in my doctoral research. The information shared by Dr. Hollins will be extremely valuable to me as I move forward with my own studies and pursue my doctoral degree. Since I have previously read some of her work, it was gratifying to be able to listen to her in person.

I already knew I wanted to attend the CCTE conference in its entirety, from the very beginning to the end, so sitting in on the Friday night Fireside Chat with Michael Gose telling teacher stories from his book *What It Means To Be A Teacher* was a given. During the Fireside Chat I had the opportunity to share my own experiences once again, this time remembering my time as a first year teacher, as a way of discussing the challenges that I faced and the reasons I stayed in the teaching profession.

Overall, I must say, even though I have attended other professional conferences in the past, and this was my first CCTE conference, I thought it was an especially quaint, personable, and intimate educational experience. My attendance has impacted my doctoral studies as I now take the knowledge acquired and apply it to my own research agenda. I learned much about myself, especially that I can strive to continue to be among and learn from such esteemed scholars and thrive in the field of education. It was important for me to network and meet new colleagues in the field, and it was highly enjoyable.

Photographs from the Spring 2009 California Council on Teacher Education Conference which appear in numerous places in this issue of CCNews were taken by Elizabeth Keithcart of the University of the Pacific.

Poster Sessions Add Balance and Fun to CCTE Conferences

*By Alan H. Jones, CCTE Executive Secretary,
& Helene Mandell, Chair, CCTE Research Committee*

Over the past several semi-annual California Council on Teacher Education conferences the Friday afternoon poster sessions have evolved into one of the most exciting, informative, and fun parts of the three-day program. At the Spring 2009 Conference, the ballroom at the Sainte Claire Hotel served as the venue for poster presentations on behalf of ten different parties, ranging from individuals displaying ongoing research, institutional programs seeking to share information, a six-poster display featuring posters used by Notre Dame de Namur University at its recent on-campus accreditation visit, and an interactive multi-media set-up from the California Technical Assistance Project at the Santa Clara County Office of Education.

A similar range of activities marked the poster session at the Fall 2008 Conference in San Diego, where 16 different poster presentations were involved. The number of posters has increased at both the northern and southern conferences the past few years, and complimentary wine, soda, cheese, and crackers have been added to make the Friday afternoon program all the more festive.

In addition to developing as one of the favorite segments of the semi-annual conferences, the poster sessions serve as an interesting and important counterbalance to the concurrent research and practice presentations that occur at other times in each conference program. Participants in both the concurrent presentations and the poster session are selected by the CCTE Research Committee from among proposals sought and received prior to each conference.

As you will note from the call for proposals for the Fall 2009 Conference which appears on page 18 of this issue of *CCNews*, proposals are invited for presentations, workshops, and posters, as well as other approaches for sharing information. As part of the proposal process, potential presenters are asked to indicate the format they prefer, and they are also asked to indicate whether they are willing to participate in the poster session even if they are submitting a proposal for a different format.

The call for proposals also stresses that each CCTE conference program is seeking balance between sessions that report on research, sessions that share observations and ideas related to practice, and those that bridge research and practice. Each CCTE conference has a theme, and while proposals related directly to that theme are sought, proposals on other topics within teacher education are also welcomed and included in each program. In addition, balance is sought among graduate and undergraduate students, new faculty, long-term faculty, and K-12 teachers and administrators. All persons submitting a proposal are asked to guarantee that they will register for the full conference and be available at whatever time during the three days their presentation, if accepted, is scheduled.

As conference programs have evolved over the past few years, it is important to note that both the concurrent presentations and the poster sessions have significant, yet different advantages for the presenter. A concurrent presentation or workshop allows for an hour or so of presentation and discussion with a stable audience, so that ideas and issues can be explored in depth. On the other hand, the audience for a concurrent session seldom tops 25, and sometimes is only a few people.

In contrast, nearly all persons attending the conference, usually ranging between 150 and 250, visit the poster session room and over the course of an hour and a half stop in to view each poster and talk with the presenters. Thus, while the conversations may be much briefer, and not appropriate for in depth exploration, a poster session presenter will have contact with and share information with far more people than will a concurrent session presenter.

It is also important to understand that poster sessions at a CCTE conference are much more central to the overall event and theme than they are at many other educational conferences, such as the American Educational Research Association. At CCTE conferences the posters are a main event on the program, visited by most conference attendees, and feature a range of presenters from students to long-time faculty.

If you haven't attended a CCTE conference lately, you are encouraged to do so in order to take advantage of the wide range of information shared in the poster sessions as well as the rest of the program. And if you are interested in presenting at a future conference, you are encouraged to consider the poster session as an important venue, and one in which you can most effectively share information with your teacher education colleagues from all across the state.



Discussion about one of the posters displayed at the Spring 2009 Conference.



Jose Lalas, chair of the CCTE Awards Committee, presents CCTE Partnership award to Corinne Muelrath.

CCTE Partnership Award Presented to North Coast Beginning Teacher Consortium

The California Council on Teacher Education recognizes the importance of collaboration in teacher education through the CCTE Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers, which is typically presented twice each year, at the Spring and Fall CCTE Conferences.

The recipient of the Award at the Spring 2009 Conference in San Jose was the North Coast Beginning Teacher Regional Consortium, which is comprised of four universities (Dominican University of California, Humboldt State University, Sonoma State University, and the University of San Francisco), six county offices of education, and over 100 school districts and charter schools throughout Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Nevada, and Sonoma Counties.

The Consortium administers paraprofessional, intern, designated subjects, and BTSA induction programs throughout the region, establishing formal linkages across the learning to teach continuum in order to provide specific and planned opportunities to increase and improve continuity between teacher preparation programs, induction, and ongoing professional development.

The Consortium articulates with university partners, county offices of education, and school districts to ensure a smooth transition for all candidates entering the teaching profession in the region.

On hand at the Awards Luncheon at the Spring Conference to receive the Award were Corinne Muelrath, the regional director of the North Coast Beginning Teacher Program at the Sonoma County Office of Education, Mary Dingle of Sonoma State University, Jeff Heller, the human resources director at the Sonoma County Office of Education, Caryl Hodges of the University of San Francisco, Ed Kujawa of Dominican University of California, and Kenny Richards, the superintendent of the Northern Humboldt Union High School District.

Boosting Up the CCTE Doctoral Student Group: CCTE Board Considers Instituting Outstanding Dissertation Award

*By Comfort Ateh
University of California, Davis*

The CCTE doctoral student group is one year old! Congratulations to this dynamic group of prospective teacher educators, who are looking forward to stepping into the shoes of the already dynamic teacher educators now serving California. Special thanks is due to the very supportive CCTE officers and Board of Directors, who have all encouraged and aided the birth of our student group within CCTE.

Although it took 63 years for this group to be established (CCTE was founded as CCET in 1945), it is better late than never. Now that many of us have realized the need for doctoral students to be an active part of CCTE, and considering CCTE's devotion to improving pre-service and in-service education of teachers and administrators, the new student group has held dynamic meetings at the past three semi-annual CCTE Conferences, and has encouraged the involvement of students in all aspects of CCTE.

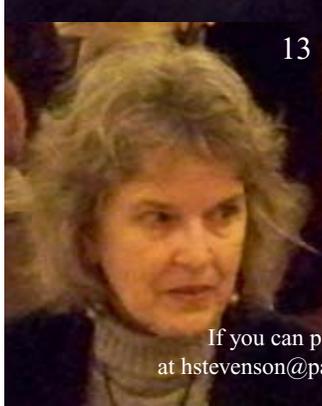
Prior to the CCTE Spring 2009 Conference in San Jose, I had the opportunity to represent the doctoral student group at the meeting of the CCTE Board of Directors. It was inspiring to see the Board members' interest in our student group's activities. Especially noted was the recent appearance of peer reviewed articles by some doctoral students in our CCTE publications.

Although I could not attend the doctoral student group meeting on Friday morning of the Conference, due to unforeseen circumstances, I learned that the attendance was impressive. Some points of discussion that morning are mentioned by the doctoral students from the University of the Pacific in their reports on the Spring Conference in this issue of *CCNews*.

The biggest current news item for doctoral students is that the CCTE Board has agreed to consider the addition to the CCTE awards program of an award for outstanding dissertations by doctoral students in our state. The details on the criteria and how this award might be instituted will be discussed by the CCTE Awards Committee in the near future. That Committee's proposals in this area will be brought back to the CCTE Board of Directors for final action.

This is very exciting news indeed, since the creation of such an award should inspire more doctoral students who aspire to become teacher educators to join CCTE. Overall, we trust that teacher educators across the state will share this news with their students and encourage them to join CCTE, to attend the semi-annual conferences, to share their scholarship at the conferences, and to learn from the renowned teacher educators who comprise CCTE.

Faces from the Spring 2009 Conference



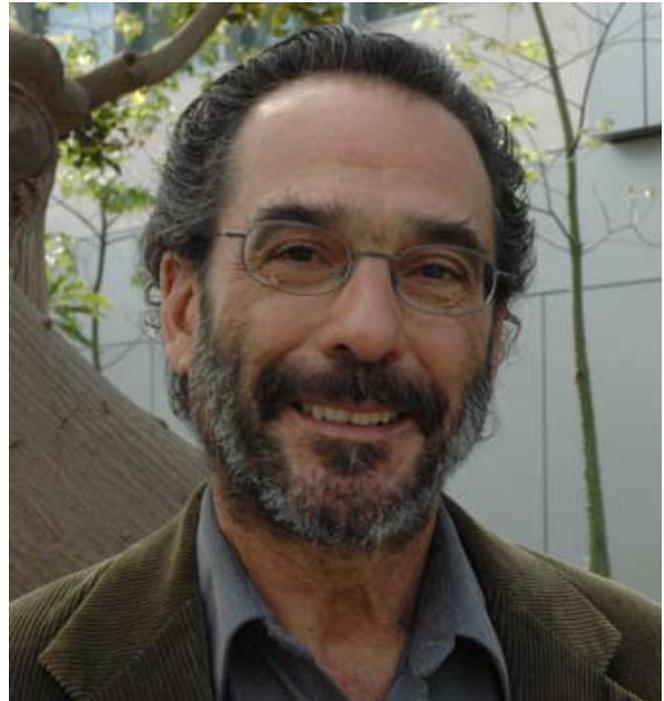
If you can put a name to all of these faces, e-mail your list to Heidi Stevenson, editor of *CCNews*, at hstevenson@pacific.edu, and the first person to correctly identify all the faces will receive a special prize. (Photos by Elizabeth Keithcart, arranged here by Alan Jones).

Message from CCTE President Jim Cantor

I am making plans to attend the American Association of Colleges for Teacher Education (AACTE) Day on the Hill this June. This yearly event provides a structure for teacher educators to get together in Washington, D.C., and also meet with their Congressional delegations. As part of the Day on the Hill, this year's Congressional Briefing will focus on "Innovation and Reform in Teacher Preparation." I am looking forward to discussing work that states and institutions are engaged in to improve teacher preparation and P-12 student achievement. When I meet with the Congressional delegation from California we will talk about key federal legislative proposals that impact educator preparation, and I will share with them the good work that we are doing in California to prepare school personnel.

Please help me in my preparation for the Day on the Hill by letting me or our CCTE Executive Secretary Alan Jones know, by June 8th, anything that you would like me to include in my discussions in Washington. This will be my first time attending this event and I am truly looking forward to it, as well as the AACTE Leadership Institute for State Chapter Leaders. Last summer I was teaching classes and CCTE was fortunate to have Cindy Grutzik represent us at the Leadership Institute. This summer the budget cuts have eliminated my teaching opportunities, so Dr. C goes to Washington! I'll be saving money and spending time staying with a very dear cousin of mine, so it will be a combination of business and pleasure. Speaking of saving money, I am going to share with you a story about how the budget crisis is impacting our organization.

Sometime last winter three education professors got together to try to figure out how they were going to get to the Spring CCTE Conference in San Jose. For quite some time, professors from this campus have been active in CCTE, serving on the Board of Directors, committees, and presenting at conferences. Selma, Roberto, and Mary are faculty members of a California public university, and due to severe budget cuts, for the time being, their institution no longer allocates travel money for faculty to attend or present at conferences. Selma is a junior faculty member, whose tenure and promotion year is coming up soon. She was looking forward to setting up her poster presentation and discussing the latest research. She is a young parent and her husband had just gotten "pink slipped" from his teaching job, so spending her own money was out of the question. Roberto is a "new hire," needing to establish himself and continue his dissertation scholarship. He is just beginning to make considerable monthly payments on his college loans, so he, too, has no money to attend CCTE. Mary is a full professor. She wanted to help her colleagues, but she has the extra monthly expense of pay-



James S. Cantor

ing for nursing home care for her mother who suffers from dementia.

First, Selma, Roberto, and Mary took the "long-term" approach and searched for grant possibilities. But they found no foundations interested in providing funding that did not directly involve working with children in schools. They approached local corporations and small business leaders, but no one offered any money. Frustrated, but determined, Selma, Roberto, and Mary decided they would attempt to raise the money themselves—by holding bake sales. They knew it was a risky thing to do. They worried that it might be impossible to raise several thousand dollars just by selling cookies and cakes. They decided the only way to do this was by making a public spectacle. They would march up and down the sidewalk in front of the Student Union, and wear sandwich boards advertising their bake sales. Sometimes people supported them, and other times people mocked them. But everyday at lunch, Selma, Roberto, and Mary gathered their courage and continued their quest. It no longer was just about raising money for them to attend CCTE. The more they marched, the more they wanted to bring this issue to everyone's attention. People on campus related to their problems, especially in a climate where bailouts of banks and industries (too big to fail), and stimulus packages are not

(continued on next page)

Message from the CCTE President

(continued from previous page)

benefiting the hard working educators whose mission is to improve the lives of teachers and the children they serve.

Some days they sold barely enough to meet their expenses, let alone make a profit. But they took heart and their earnings accumulated. Selma, Roberto, and Mary started to believe, and they wrote and submitted to CCTE a Research and Best Practices proposal. When the acceptance email arrived, they stepped up their efforts, and recruited others at the university to prepare and donate goodies to sell. They expanded their offerings to include sandwiches, drinks, salads, and fruit. When the time came for the event, they were able to pay for all their expenses; and they had an enjoyable and productive time at the CCTE Conference. Their presentation was well received and the contacts and conversations from the conference resulted in a publication. They even successfully wrote a grant supporting further research and presentations at future conferences, such as CCTE. No more bake sales—at least for a while!

This story is inspired by a real event, however the names and events are fictitious and I made up the creative embellishments by using Kendall Haven's framework. Kendall was a featured presenter at the Spring 2009 Cal Council Conference, "Teaching and Learning: Past, Present, Future." I am intrigued by Kendall's presentation and I am beginning to explore improving my story telling technique, both in song and in text. For this column, I want to call attention to the problems our membership is having raising travel money, and to acknowledge that attendance at our conferences has remained stable (at least for now). This is testament to the value our colleagues place on our CCTE Conferences, even though many people are, most likely, using their personal funds to continue to come together twice a year to engage the issues of teacher education in California.

It is said that the current economic crisis is the worst our nation has faced since the Great Depression. Educators as well as hourly workers are being asked to make concessions and sacrifices. We know that we all have choices on how to spend our scarce resources and the CCTE Board of Directors understands that we must expand our base of support so that we can continue to provide the camaraderie and the knowledge that supports teacher educators in California. So this story is for you—the teacher educators who do whatever is necessary to continue to support and attend Cal Council, even during these challenging times.

See you in San Diego at our Fall 2009 Conference!

CCTE 2009 Annual Election Results

Three new members of the California Council on Teacher Education Board of Directors—Lettie Ramirez of California State University, East Bay, Desiree Zamorano of Occidental College, and Charles Zartman of California State University, Chico—were elected in the CCTE 2009 annual election. Each of the new Board members will serve three-year terms. They join six other Board members elected in 2007 and 2008.

The three members of the Board of Directors who completed their terms this spring are Cindy Grutzik of California State University, Dominguez Hills, Helene Mandell of the University of San Diego, and Della Peretti of the University of California, Berkeley.

Next spring, in the 2010 CCTE election, three more Board members will be elected, and the offices of President Elect, Vice President for AACTE, and Vice President for ATE will also be on the ballot. Reyes Quezada of the University of San Diego, the CCTE Past President, will serve again as chair of the Nominations and Elections Committee for the 2010 election.

The three new Board members bring considerable experience to the table as they join the CCTE leadership. Lettie Ramirez is a professor in the Department of Teacher Education at California State University, East Bay where she also directs U. S. Department of Education grants. Desiree Zamorano is a faculty member in the Department of Education at Occidental College and has been active with the CCTE Arts in Education SIG and on the Board of the Independent California Colleges and Universities Council on the Education of Teachers. Chuck Zartman is a faculty member in the Department of Education at California State University, Chico, and also serves as president of the California Association of Bilingual Teacher Educators, an affiliate of CCTE and the California Association for Bilingual Education.



Lettie Ramirez



Desiree Zamorano



Charles Zartman

Updates from ATE

By **Reyes Quezada**
University of San Diego

The Association for Teacher Educators (ATE) Summer 2009 Conference and 2010 Annual Meeting are set to go!

I had the opportunity to attend ATE's 2009 Annual Meeting in Dallas, Texas. It was well attended and I was most impressed by the high participation of teacher education candidates, master teachers, and university supervisors. The ATE state representatives meeting focused on enhancing the organization's recruitment efforts. Many state representatives shared the various ways they support their members and the challenges they encounter in trying to recruit more members.

The following is a summary of upcoming events as reported directly from the ATE website:

The 2009 Summer ATE Conference will be held August 1-5 in Reno, Nevada, at John Ascuaga's Nugget Resort Hotel-Casino. The ATE 2010 Annual Meeting will be February 13-17, in Chicago, Illinois, at the Hilton Chicago. The theme selected by President Annette Digby for both the summer conference and annual meeting is "Owning the Future through ACTION: An Inclusive Vision for Teacher Education." Key phrases in the conference theme include "owning the future" and "inclusive vision." "Owning" implies both possession and responsibility, and "inclusive" seeks to broaden the definition of teacher educators and the context of teacher education.

Six strands have been identified that build upon the concept of ACTION, each designed to move us toward greater ownership of and responsibility for our profession, while enhancing and promoting an inclusive vision for teacher preparation: (1) A=Advocacy; (2) C=Collaboration; (3) T=Technology; (4) I=Internationalization; (5) O=Outcomes; and (6) N=Need. The planning committee recognizes the strands are interrelated; proposals may address more than one strand. While guiding questions for each strand are listed below, the planning committee encourages the submission of proposals that address other ideas and perspectives.

To register for both conferences and to submit conference proposals just click on ATE's website at: <http://www.ate1.org/pubs/Home.cfm>

Call for Proposals

The ATE planning committee recognizes the strands are interrelated; proposals may address more than one strand. While guiding questions for each strand are listed below, the planning committee encourages the submission of proposals that address other ideas and perspectives.

Strand 1: Advocacy—Not only should we as teacher educators be strong advocates for our programs and profession, but we also need the advocacy of others (e.g., central administrators, policy makers). What policies are needed at the various levels (e.g., national, state, institutional, program,

and classroom) to facilitate our "owning" the future? How can teacher educators have a greater voice in establishing and implementing policy at the various levels? How can teacher educators be effective advocates for professional education programs on their own campuses and with central administration? What are some specific examples of how teacher educators have been successful advocates on their campus, thus leading to increased recognition, funding, and other types of support?

Strand 2: Collaboration—Although the idea of collaboration is not new, we are constantly finding new and more effective ways of collaborating with one another, with other educational institutions, with informal learning institutions and environments, and with community agencies. What are some guiding principles for establishing effective, long-lasting collaborations? What are some effective models for collaboration between community colleges and four-year institutions? What are the roles of community colleges in teacher preparation? What are some campus-specific models from which we can all learn lessons? What assessments are used to determine the effectiveness of collaborations? How have certain institutions been able to get line-item budgets for collaborative activities?

Strand 3: Technology—This strand is intentionally broad to encourage submissions related to the use of technology for instruction, administrative tasks, evaluation and assessment, research and other scholarly activities, and communication (certainly not an exhaustive list). What is the role of learning management systems in today's classrooms? How does an institution ensure appropriate and current professional development of faculty and staff in the use of technology? How are social networks such as Facebook, Ning, and blogs being used in teacher education programs?

Strand 4: Internationalization—"Internationalization" and "globalization" are words used to describe the direction of most, if not all, teacher education programs. What are some international programs in which teacher education faculty and candidates are currently involved? What are the mutual benefits of international programs? How is technology used to enhance and promote internationalization of teacher education programs?

Strand 5: Outcomes—Accountability continues to be a theme that permeates professional education, and we all agree that we must continue to assume responsibility for the quality of our programs and graduates. Regardless of the accreditation system, teacher preparation programs must have in place an assessment system. What are the components of an effective system? How are these components integrated with the overall institutional assessment plan? What do we know about the effectiveness of our programs, and how do we know it? What should be the outcomes of an effective

(continued on next page)

Updates from ATE

(continued from previous page)

system? How are the outcomes measured? What are the most effective means of sharing outcomes and results with various audiences? How have programs used assessment data to revise or address programmatic issues on their campuses?

Strand 6: Need—This strand is intended to address not only the need for action but also consequences of inaction. What are some of the historical events that have contributed to the current perception of our profession? What can be done to reverse this trend? What can we do to change negative perceptions and to counteract critics of teacher education programs? If we choose action over inaction and offense over defense, what will our future (and that of preK-12 students) be like in five years? 10 years?

The 2010 Annual Meeting Planning Committee encourages formats that use multiple presenters, undergraduate and graduate students, classroom teachers, teacher educators at all levels, other school personnel, and policy makers. Proposals are due June 1, 2009.

Call for Manuscripts

ATE also has a Call for Manuscripts for the Summer 2010 Special Issue of its journal *Action in Teacher Education*. The Guest Editor is Dr. Leisa A. Martin, from the University of Akron. The Topic: "Citizenship for the 21st Century." The following is a summary and focus of the Special Issue.

Historically, schools were founded to maintain our democracy and provide citizenship education (Center for Civic Education, 1994). For example, at his first Annual Message to Congress, President George Washington stated that the first need of our government was civic education (Fitzpatrick, 1939). In addition, Thomas Jefferson argued that democratic citizenship is not innate, but is constructed from habit and education (Cogan, 1999). In the present, the No Child Left Behind Act of 2001 requires schools to develop responsibility and civic competence (United States Dept. of Education, 2001). In addition, The Partnership for 21st Century Skills includes civic literacy as a core subject (Partnership for 21st Century Skills, 2004).

To further explore the issue of citizenship in the 21st century, the *Action in Teacher Education* Summer 2010 issue will focus on the following potential topics: (a) Defining citizenship in the schools, (b) Research on teaching citizenship, (c) Practical applications for teaching citizenship, and (d) Resources/web sites on citizenship.

In order to have California well represented at ATE, CCTE encourages its members to consider submitting both proposals and manuscripts to ATE.

San Francisco Freedom School Offers Summer 2009 Program

The San Francisco Freedom School, a nonprofit organization dedicated to keeping the history of the Southern Freedom Movement (Civil Rights Movement) alive as a model for continued social activism, justice, and equity, will hold its fifth annual summer program on six Saturdays from July 11 to August 25. The six sessions, each from 10 a.m. to 4 p.m., will be held at the St. Francis Lutheran Church, 152 Church Street, in San Francisco. The programs are free of charge.

The curriculum for the six Saturdays will include: "Getting Ready To Be Ready: 1877-1954" (July 11); "The Montgomery Bus Boycott" (July 18); "Sit-ins and Freedom Rides" (July 25); "The Struggle over Strategy and Tactics: 1960-64" (August 1); "From Civil Rights to Black Power" (August 8); and "Did the Movement End? What Still Needs To Be Done?" (August 25). Each Saturday session will involve speakers, including veterans of the Southern Freedom Movement, films, discussions, reading materials, and a pot luck lunch. All sessions are open to the public, and while participants are encouraged to attend all six, one may attend on any or all of the Saturdays. Registration ahead of time is available but not required.

The mission of the San Francisco Freedom School is to embody the possibility for social change. It seeks to be a place where one can learn about the past and move forward with the future, and where one can learn how to build a more tolerant world. Its purposes are to empower individuals, build community, develop leadership, provide a safe environment where people can tell their stories, and provide a historical context to contemporary problems and solutions.

The San Francisco Freedom School is also involved throughout the year with participation in conferences, workshops, community forums, and other events, including professional development for teachers, parent advocacy in schools, and youth education.

The director of the San Francisco Freedom School, Kathy Emery, was one of the speakers at the Spring 2007 Conference of the California Council on Teacher Education around the theme "The Growing Nexus between Education and the Private Sector," and a contributor to the Spring 2007 issue of *Teacher Education Quarterly* on that same subject.

Along with Linda Reid Gold and Sylvia Braselmann, Kathy Emery is the author of the new book *Lessons from Freedom Summer: Ordinary People Building Extraordinary Movements*, which is one of the many sources that will be used in the Freedom School summer program. The book is available from Common Courage Press (www.commoncouragepress.com).

Further information on the San Francisco Freedom School is available on its website (www.sffreedomschool.org) or by e-mailing Kathy Emery at mke4think@hotmail.com.

CCTE at AERA

The 2009 American Educational Research Association Annual Meeting was held in San Diego in mid-April. CCTE information was available at the Caddo Gap Press exhibit booth, and many of the CCTE delegates and members who were on the five-day program are listed below:

Betty Achinstein (UC Santa Cruz), Josephine Arce (San Francisco State University), Sandra Balli (La Sierra University), Allan Bellman (UC Davis), Dolores Beltran (CSU Los Angeles), Babette Benken (CSU Long Beach), Jane Bernard-Powers (San Francisco State University), C. Kalani Beyer (National University), Carrie Birmingham (Pepperdine University), Nicole Block (San Diego State University), Carol Fry Bohlin (CSU Fresno), Noah Borrero (University of San Francisco), Nancy Brashear (Azusa Pacific University), Kristin Brown (San Diego State University), Gerald Brunetti (St. Mary's College), Sandy Buczynski (University of San Diego), Joyce Burstein (CSU Northridge), Karen Cadiero-Kaplan (San Diego State University), Robert Calfee (UC Riverside), James Cantor (CSU Dominguez Hills), Donald Cardinal (Chapman University), Lillian Vega Castaneda (CSU Channel Islands), Linda Caviness (La Sierra University), Teri Clark (Commission on Teacher Credentialing), Joel Colbert (Chapman University), Anaida Colon-Muniz (Chapman University), Paula Cordeiro (University of San Diego), Michael Cozens (California Lutheran University), Ruth Cossey (Mills College), Amy Cox-Peterson (CSU Fullerton), Marianne D'Emidio-Caston (Antioch University), Linda Darling-Hammond (Stanford University), Amanda Datnow (UC San Diego), Mary Dingle (Sonoma State University), David Donahue (Mills College), Robert Donmoyer (University of San Diego), Dina Eletreby (Chapman University), Michael Elium (University of the Pacific), Deborah Erickson (California Lutheran University), Suzanne Evans (National University), Christian Faltis (UC Davis), Ruth Fassinger (CSU Stanislaus), Megan Franke (UCLA), Karen Symms Gallagher (University of Southern California), Bernardo Gallegos (National University), Cara Garcia (Pepperdine University), Steven Gelb (University of San Diego), Walter Gmelch (University of San Francisco), Mark Goor (University of La Verne), Victoria Graf (Loyola Marymount University), Dana Grisham (CSU East Bay), Pamela Grossman (Stanford University), Anne Hafner (CSU Los Angeles), Karen Hakim-Butt (CSU Long Beach), Nancy Harding (Pepperdine University), Etta Hollins (University of Southern California), Pauline Holmes (UC Davis), Tiina Itkonen (CSU Channel Islands), Martine Jago (Pepperdine University), JoAnn Jurchan (Azusa Pacific University), Greg Kaiser (Azusa Pacific University), Virginia Kennedy (CSU Northridge), Vicki LaBoskey (Mills College), Shirley Lal (CSU Dominguez Hills), Magaly Lavadenz (Loyola Marymount University), Barbara Levin (University of North Carolina at Greensboro), Rachel Lotan (Stanford University), Shira Lubliner (CSU East Bay), Jennifer Mahon (University of Nevada, Reno), Helene Mandell (University of San Diego), Judy Mantle (University of San Diego), Teresa Marquez-Lopez (UC Riverside), Shane Martin (Loyola Marymount University), Enedina Martinez (Point Loma Nazarene University), Hugh Mehan (UC San Diego), Barbara Merino (UC Davis), Theresa Montano (CSU Northridge), Thomas Nelson (University of the Pacific), Jana Noel (CSU Sacramento), Jeannie Oakes (UCLA), Alberta Ochoa (San Diego State University), Rodney Ogawa (UC Santa Cruz), Irina Okhremtchouk (UC Davis), Margaret Olebe (Commission on Teacher Credentialing), Edward Olivos (University of Oregon), Brad Olsen (UC Santa Cruz), Judith Pace (University of San Francisco), Valerie Ooka Pang (San Diego

State University), Clara Park (CSU Northridge), Terri Patchen (CSU Fullerton), P. David Pearson (UC Berkeley), Barbara Poling (University of La Verne), Richard Pomeroy (UC Davis), Reyes Quezada (University of San Diego), Alice Quioco (CSU San Marcos), Colette Rabin (San Jose State University), Gisele Ragusa (University of Southern California), Elizabeth Reilly (Pepperdine University), Judith Sandholtz (UC Irvine), Mary Sandy (UC Davis), Linda Scott Hendrick (UC Riverside), Christine Sleeter (CSU Monterey Bay), Margaret Solomon (University of Redlands), Suzanne SooHoo (Chapman University), Kip Tellez (UC Santa Cruz), Susan Tracz (CSU Fresno), Steve Turley (CSU Long Beach), Sharon Ulanoff (CSU Los Angeles), Walter Ullrich (CSU Fresno), Norman Unrau (CSU Los Angeles), Michael Verdi (CSU San Bernardino), Aida Walqui (WestEd), Ruth Chung Wei (Stanford University), David Whitenack (San Jose State University), Thomas Wilson (Chapman University), Thomas De Vere Wolsey (Walden University).

Introducing the Center for Critical Environmental and Global Literacy

By Alan H. Jones

I know that many of you involved with the California Council on Teacher Education are familiar with the pioneering progressive teacher education work that Sudia Paloma McCaleb undertook for many years at New College in San Francisco. While the recent closing of New College is a serious setback for innovative and progressive higher education in that city and in our state, I am pleased to report that Sudia is now continuing her good work through a new non-profit, the Center for Critical Environmental and Global Literacy (CCEGL).

The CCEGL vision is "to bring together educators, youth, and community, both locally and globally, to explore and engage with critical issues and environmental sustainability in order to broaden the educational conversation and to further participatory democracy."

I am personally honored that Sudia has asked me to serve on the initial CCEGL board of directors, and in that role I invite you to check out the CCEGL website (www.ccegl.org) to see the programs that are being developed, in particular the community literacy efforts and the international teacher development activities, both of which are continuations of Sudia's previous work at New College. CCEGL also has some fascinating videos available which describe its programs as well as the challenges which face all of us who strive for education towards social justice and global sustainability. Again, check the website for such materials.

I urge you to share this information and support CCEGL in two ways. First, please let all of our teacher education colleagues across California know about CCEGL and consider ways in which the CCEGL programs might be used in cooperation and conjunction with our ongoing teacher education work. Second, please consider making a financial contribution to support the implementation and growth of CCEGL (see the donation button on the website).

Fall 2009 CTE Conference To Explore Theme: “21st Century Schools of Education: Responding to a Changing World”

*By Cindy Grutzik & Helene Mandell
Fall 2009 CTE Conference Co-Chairs*

Plan on an exciting, thought-provoking, and practical conference on October 15-17 in San Diego at the Fall 2009 Conference of the California Council on Teacher Education. Conference co-chairs Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (University of San Diego), along with their planning team, are pleased to announce two dynamic keynote speakers: Dr. James Gee of Arizona State University, and Dr. John Bransford from the University of Washington. Gee will give the opening keynote address on Thursday afternoon and Bransford will be the Friday morning keynote speaker.

Another key feature of the Conference will be a Dean's Panel, in which several of our forward-thinking colleagues will share their thoughts about schools of education in the future. The Saturday morning Practicum will be an opportunity to hear about cutting-edge practice from experts in county offices, school districts, community colleges, and classrooms at all levels.

Building on the theme of the Spring 2009 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 can prepare professional educators to meet these challenges. Research and best practice concurrent sessions and poster sessions will extend the theme and build our scope of understanding.

A special new feature at this Conference will be online gaming sessions which will challenge us to think like kids again. At the Policy Session and Delegate Assembly, the CTE Policy Committee will seek feedback on streamlined policy priorities from the membership. The Thursday evening banquet will feature our own CTE Executive Secretary Alan Jones, who will present a retrospective of teacher preparation in California geared to help us respond to the challenges of the future.

If you have suggestions for the Fall Conference Planning Committee or wish to assist with conference preparations, please contact Cindy Grutzik (cgrutzik@csudh.edu) or Helene Mandell (hmandell@sandiego.edu). Other members of the Fall 2009 Conference Planning Committee include Andrea Maxie (California State University, Los Angeles), Don Cardinal (Chapman University), Sabrina Mims-Cox (California State University, Los Angeles), Allen Perlstein (El Camino College), Jerry Ammer (University of San Diego), Alice Bullard (BTSA State Leadership Team), LaRie Colosimo (Claremont Unified School District), Magaly Lavadenz (Loyola Marymount University), Margaret Olebe (Commission on Teacher Credentialing), Carolyn Bishop (CalStateTEACH), Tom Nelson (University of the Pacific), Andrea Whittaker (San Jose State University), and Heidi Stevenson (University of the Pacific).

The goal of the Fall Conference will be to draw together all stakeholders (community colleges, undergraduate programs, pre-service and induction programs, and career-long professional development) to jointly 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 again be held at the Kona Kai Resort in San Diego. The Conference will also include meetings of associated organizations, Special Interest Group meetings, a policy session featuring reports from the CTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday banquet followed by the CTE sing-along, 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 CTE 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 CTE members and delegates this summer.

In preparing for the Fall Conference, all CTE members and delegates are urged to watch the CTE website for links to articles, games, and pre-Conference information. Then remember to bring laptops to the Conference.

**The deadline for proposals
for Research and Best Practice Sessions
at the Fall 2009 Conference is August 1, 2009.
See call and cover sheet following on pages 18 and 19.**

**The deadline for nominations for CTE Awards
to be presented at the Fall Conference is also August 1.
See call for nominations on page 20.**

Call for Proposals for Research and Practice Sessions at Fall 2009 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 "21st 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 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> |
|---|---|

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

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

Nine CCTE Special Interest Groups will meet at the Fall 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 Fall 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.

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.

Undergraduate Teacher Preparation: This new SIG will explore issues related to the undergraduate preparation of teachers, both subjects to be taught and teaching methodology. SIG coordinators: Cindy Grutzik, California State University, Dominguez Hills, and Daniel O'Connor, California State University, Long Beach.

Report from CAPSE/TED

*By Virginia Kennedy
California State University, Northridge*

The California Association of Professors of Special Education, a state-level subdivision of the Teacher Education Division of the Council for Exceptional Children, met on the first morning of the California Council on Teacher Education Spring 2009 Conference. The leadership and service over the past two years of Dr. Jane Duckett of National University as CAPSE/TED President was acknowledged with great gratitude. Dr. Rande Webster of Dominican University was installed as the new President. Elections for new board members will be held prior to the fall meeting.

Members engaged in an extensive discussion and initial brainstorming about the structure and content of the newly-revised Education Specialist credential. Dr. Jan Jones-Wadsworth of the Commission on Teacher Credentialing provided further information and gathered feedback from attendees about implementation issues. CTC's materials on the new authorizations and implementation schedule can be found at <http://www.ctc.ca.gov/educator-prep/special-education.html> and associated changes to Title V regulations can be found at <http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-5B.pdf>

As a result of this discussion among the CAPSE/TED membership, statements of support and concern were drafted and sent to the Commission, and a statement was made at the Commission meeting held in April at the Los Angeles County Office of Education.

The Special Education Special Interest Group (SIG) of CCTE met immediately after the CAPSE/TED meeting and continued the work on credentialing issues pertaining to teacher preparation programs.

CAPSE/TED serves as a co-sponsor of each CCTE semi-annual conference, with the CAPSE/TED meeting on Thursday morning of each conference. Please join us at the CAPSE/TED meeting at the Fall 2009 CCTE Conference in San Diego on October 15.

Greetings from the New Co-Editors of *Issues in Teacher Education*

By Suzanne SooHoo & Joel Colbert

Co-Editors of *Issues in Teacher Education* as of July 1, 2009
Chapman University

We wish to thank the CCTE Board of Directors, the search and selection committee, and the CCTE membership for the vote of confidence in appointing us the new editors of *Issues in Teacher Education*. We are very excited and honored by our new roles. We are most grateful to Margaret Olebe for her outstanding leadership of the journal for the past five years and the rich legacy she leaves us. It will take two of us to replace her single-handed proficiency, vision, and unsurpassed oversight of the journal. Rest assured, collaboration is our *modus operandi* at the College of Educational Studies at Chapman University. We team-teach, co-research, and write books together. Working collaboratively is not only our past experience, but is an essential component in all the work we do to make a difference.

Starting July 1, 2009, we will have a new member on the *ITE* team and editorial board, Dr. Babette Benken. Dr. Benken is an associate professor in math education at California State University, Long Beach. You know her by her fabulous work as guest editor in our fall issue on Mathematics Education. She joins the “magnificent seven”—Millie Ward-Murray, Sue Westbrook, Mary Sandy, Margaret Olebe, Joel Colbert, and Suzanne SooHoo, who comprise the *ITE* Editorial Board. Welcome Babette!

Emerging from that team to serve as our new Book Review Editor is Millie Ward-Murray. She has been an invaluable team player on the board, representing the northern part of the state. She eagerly awaits your reviews, which should be submitted via e-mail to MMurray-Ward@csustan.edu

Speaking of team, how about YOU? Are you interested in becoming a reviewer for the journal? If so, we encourage you to e-mail us at ite@chapman.edu and please specify if you are a novice or experienced reviewer and your area(s) of expertise, e.g., multiple subjects, science education, BTSA, quantitative methods, etc.

Finally, Margaret Olebe and her sidekick, Suzanne SooHoo, participated in one of the journal tables sessions at the American Educational Research Association in San Diego in April, where we answered questions about the journal and the CCTE organization. We had a steady stream of visitors from different universities across the country as well as a few international inquiries.

Keywords—collaboration, team, and sidekick spotted this writing. Connect the dots and you will find our contribution to the journal—a commitment to a community of scholarship. We look forward to your submissions and your offers to work with us on the journal.



Introducing *ITE*'s New Book Review Editor— Dr. Mildred Murray-Ward

Mildred Murray-Ward brings over 25 years of experience in teacher education, scholarship, and research to *Issues in Teacher Education*. She has been actively involved

in teacher preparation as an administrator, faculty member, researcher in teacher training, and scholar in the field. Her public school experience, spanning 15 years, includes work as a teacher, administrator, and project evaluator.

In higher education, she has taught courses in reading (elementary and secondary), foundations, assessment, research methods, and action research. In addition, she has written two books, one on content area reading and the other on assessment, for teachers and teachers-in-training.

She has served in higher education administration as an associate provost for assessment, dean, associate dean, department chair, and program coordinator. As a scholar, she has written numerous articles and reviews for such journals as *Journal of Evaluation*, *Evaluation Review*, *Educational Measurement: Issues and Practice*, *Mental Measurements Yearbooks*, and of course reviews for *Issues in Teacher Education*.

Among her other scholarly accomplishments are work on several teacher training grants, including two federal teacher training grants totaling more than \$1 million each, and bilingual teacher training grants that resulted in more than \$1 million over nine years.

She has served as an editorial board member for *Issues in Teacher Education* and *Educational Measurement: Issues and Practice* and reviewed manuscripts for those journals, as well as *Review of Educational Research*, and *Journal of Evaluation*, and Corwin and Merrill publishers.

She is an active member of AERA, MCME, IRA, CCTE, and ASHE, among other associations. Currently, she is a full professor of teacher education at California State University, Stanislaus, and serves as the TPA Coordinator and on the NCATE reaccreditation committee for her college.

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.

Dates of Upcoming CCTE Conferences

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 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.

From the Desk of the CCTE Executive Secretary

Following are updates from the past year of CCTE activity, with an eye to the coming year as well:

Membership

CCTE membership has held strong and even gained slightly during the current 2008-2009 membership year, with over 70 institutional members and an additional 100 individual members. Considering the mounting pressures of state budget shortfalls and the overall economic downturn, all of us associated with CCTE feel fortunate that our membership is holding solid, and in general we interpret this as evidence that our organization is providing a forum where our members can discuss problems and share solutions that are so desperately needed in these challenging times.

In preparation for the upcoming 2009-2010 CCTE membership year that starts July 1, membership renewal letters and forms were mailed to all current institutional and individual members in mid-May, with encouragement to all to send in renewals as quickly as possible to assure that no members or delegates miss any of our membership benefits, which include both of our high quality professional journals, our on-line newsletter, announcements of our semi-annual conferences and other activities, and the opportunity to vote at our delegate assemblies and in our annual election.

2009 CCTE Election

Congratulations to Lettie Ramirez (California State University, East Bay), Desiree Zamorano (Occidental College), and Charles Zartman (California State University, Chico) on their election to the CCTE Board of Directors in the 2009 annual CCTE elections. They will be welcomed at their first Board meeting on June 5, 2009, at the University of California, Davis.

We all owe a huge debt to Cindy Grutzik (California State University, Dominguez Hills), Helene Mandell (University of San Diego), and Della Peretti (University of California, Berkeley) who completed their three year terms as Board members this Spring. Fortunately for all of us, each of those three remains active with CCTE; Cindy and Helene are co-chairing the Fall 2009 Conference; Cindy serves as a co-chair of the Policy Committee; Helen is chair of the Research Committee; and Della is chair of both the Committee on Conference Coordination and the Arts in Education SIG.

Spring 2009 Conference

We in CCTE enjoyed a marvelous Spring 2009 Conference. Whether you attended it or missed it, I encourage you to read the insightful "stories" of the Conference by six graduate student attendees on pages 3-8 of this issue of *CCNews*, as well as several other reports on different features of the Conference.

Fall 2009 Conference

Plans for the Fall 2009 Conference are nearly complete

and a preview appears on page 17 of this newsletter. The formal announcement and registration materials will be e-mailed to all members and delegates this summer.

Issues in Teacher Education

The Spring 2009 issue of *Issues in Teacher Education* is now at the printer and will be in the mail soon. As they report on page 22 of this issue of *CCNews*, Suzanne SooHoo and Joel Colbert of Chapman University are taking over as new co-editors this summer. Everyone in CCTE owes a great debt of thanks to Margaret Olebe for her service as editor the past several years.

Teacher Education Quarterly

The Fall 2008 issue of *Teacher Education Quarterly* was mailed out early this year, and the Winter and Spring 2009 issues are being printed and will be available soon. We have also begun a new procedure of posting current and recent issues on the journal's website in a secured section open only to CCTE members and other subscribers, so you will be able to access the Winter and Spring 2009 issues even before they arrive in the mail. This will continue to be true for future issues. Back issues from a year or more in the past will continue to be open to all on the website.

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 and the announcement of the position appears on page 23 of this newsletter. The application deadline is July 1, 2009. 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, are posted on the CCTE website and an e-mail link for each issue is 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.

—Alan H. Jones, CCTE Executive Secretary,
and Publisher, Caddo Gap Press
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118
Telephone: 415/666-3012; Fax: 415/666-3552
E-mail: alanjones@ccte.org

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 upcoming 2009-2010 membership year (July 2009 through June 2010). 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 2009-2010 Academic Year (July 2009 to June 2010)

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 2009-2010, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

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 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)

Videos Available from Spring and Fall 2007 Conferences

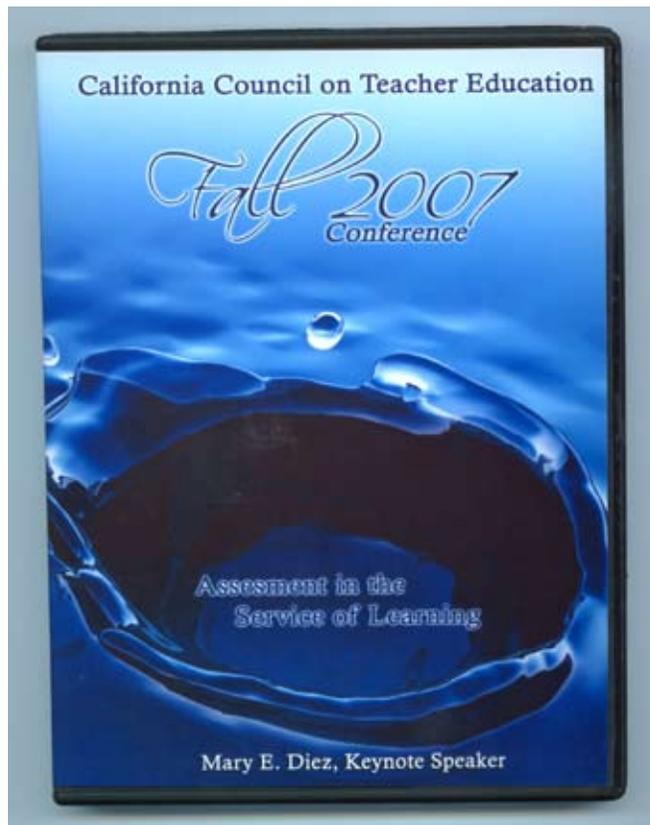
The California Council on Teacher Education is making available at very modest prices DVDs containing audio and video reproduction of the major speakers from the Spring and Fall 2007 Conferences. In all, three DVDs are available, two from the Spring 2007 Conference on “The Growing Nexus between Education 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 _____

Addresss _____

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
 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
 Virginia Kennedy (2007-2010), California State University, Northridge; virginia.kennedy@csun.edu
 Jose Lalas (2007-2010), University of Redlands; jose_lalas@redlands.edu
 Lettie Ramirez (2009-2012), California State University, East Bay; lettie.ramirez@csueastbay.edu
 Mary Sandy (2008-2011), University of California, Davis; mvsandy@ucdavis.edu
 Heidi J. Stevenson (2007-2010), University of the Pacific; hstevenson@pacific.edu
 Desiree Zamorano (2009-2012), Occidental College; dzamorano@oxy.edu
 Charles Zartman (2009-2012), California State University, Chico; czartman@csuchico.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2007-2010), Caddo Gap Press; alanjones@ccte.org
 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
 Suzanne SooHoo & Joel Colbert, Co-Editors of *Issues in Teacher Education* as of July 1, Chapman University;
soohoo@chapman.edu & colbert@chapman.edu
 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 Coordination Committee Chair:

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

Membership & Resources Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik, California State University, Dominguez Hills; cgrutzik@csudh.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, University of San Diego; hmandell@sandiego.edu

Staregic Planning and Budget Committee Chair:

James Cantor (see above under Officers)

CCTE Conference Committee Chairs:

Fall 2009 Conference Co-Chairs:

Cindy Grutzik (see above Policy Committee)

Helene Mandell (see above under Research Committee)

Spring 2010 Conference Co-Chairs:

Pam Redmond, University of San Francisco; paredmond@usfca.edu

Heidi Stevenson (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