

# CCNews

Newsletter of the  
California Council on Teacher Education

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## CCTE Presidents over Recent Years



Six recent and past CCTE Presidents were in attendance at the Spring 2010 Conference (from left to right, with presidential terms noted): Andrea Maxie, 2002-2004; Reyes Quezada, 2006-2008, Vicki LaBoskey, 2004-2006, Jerry Brunetti, 1992-1994, Jim Cantor, 2008-2010, and Carol Bartell, 1998-2000. Photographs in this issue of CCNews are by Elizabeth Keithcart.



### Message from CCTE President Magaly Lavadenz

#### **Building on Strength:**

#### **CCTE as a Leader in Teacher Education Policy**

In my statement of candidacy for President of the California Council on Teacher Education a little over two years ago, I wrote about the strength of the membership and leadership of the organization. My commitment to CCTE has been inspired by my experiences with all of you over the last 14 years that I have been a member. These experiences have bolstered my belief that we can work towards a position of greater engagement to develop, inform, and apply our collaborative expertise in order to be a leader in teacher education policy. Two years later, this priority is even more important and critical.

Ideological, political, and economic challenges face our community of teacher educators at the local, state, and national levels. CCTE's mission statement calls for us to address these challenges with a strength that is "drawn from diverse constituencies, who seek to be informed, reflective, and active regarding significant research, sound practice, and current public educational issues." This is the strength that I find inspiring and I am honored to serve in this position and to build further on the strengths of our mission, our members, and our history.

#### **Affirming our Past**

I assume the role of CCTE President following the caring and thoughtful leadership of Jim Cantor, my immediate predecessor. I am grateful that, as Past President, he will continue to support and guide me and to serve the organization for the next two years. In the wisdom of the founding leaders of CCTE, the six-year term of President includes two initial years as President-Elect, two years in the actual office of President, and two years as Past President. This time frame allows for continuity and coherence in the organization.

In one of his messages as President, Jim provided an overview of CCTE Conference themes from the past five years and rightly noted the importance of our Conferences as one of the primary mechanisms through which CCTE operationalizes our mission. Even before I began attending CCTE over 14 years ago, I understood that our Conferences always reflected diverse perspectives on research, policy, and practices in teacher education. While serving on Conference committees, as Conference chair, or just attending our Conferences, it has been implicitly and explicitly understood that our Conferences should always be timely, reflect a rigorous



*Magaly Lavadenz*

research agenda, and serve as a beacon of hope for members and constituents.

In affirming CCTE's past, we acknowledge our collective histories, our legacy of advocacy for K-12 education, and a vision of excellence in teacher education. The affirmation of our past is one of the central tenets of my own vision of leadership. Additional leadership principles that inspire me and that I hope to apply are *hope* and *action*. We need to have *hope* in order to envision the possibilities that can counter current political, economic, and ideological challenges. We also need to have *action*, what Paulo Freire (1994) labels as *praxis*, in order to promote greater justice in education. These do not occur in a vacuum; *hope* and *action* are shared values that occur through dialogue, negotiation, and community building.

#### **Envisioning Possibilities and Strategic Action**

As I have attended CCTE Board of Directors meetings and engaged with my colleagues from diverse institutions

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## Message from the CCTE President

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and organizations over the last two years, it has become even clearer that we must build on our legacy and act in more strategic ways to take on greater leadership roles in teacher education policy. Enacting the values of *hope* and *action* that I noted above, I volunteered late last year to serve as co-chair, together with the previous two CCTE Presidents and our Policy Committee co-chairs, of the Fall 2010 Conference committee around the theme “Leadership and Policy in Teacher Education.” I felt then, and still feel, a great sense of urgency that stems from the alarming federal and state education policies that impact the lives of the K-12 students—our ultimate constituents. Our outstanding Policy Committee will continue to help us envision possibilities and take action on legislation that impacts our candidates, programs, and colleges and universities.

Through diligent efforts of this team of Fall Conference co-chairs, we have been able to secure the person we consider to be the premiere scholar in teacher education policy in the United States, Dr. Linda Darling-Hammond, as our keynote speaker. Also as part of the Fall Conference program we will continue to feature several School of Education Deans, who we value as active participants in our Conferences and as supporters of our policy efforts. Can we envision together a Fall Conference outcome where we generate teacher education policy for the state? I think we can at this Conference!

### Strategic Planning

As I write this message, the CCTE Board and our exemplary Executive Secretary, Alan Jones, are preparing for a two-day retreat and Board meeting at the University of California, Davis, on June 18th and 19th. Current Board members will be joined by past CCTE Presidents Reyes Quezada, Andrea Maxie, and Vickie LaBoskey, and the editors of our two journals, to dialogue about and review our previous 2004-2006 Strategic Plan and develop a new plan for upcoming years. In addition to examining our positionality in teacher education policy, we will also discuss fund development and strategic alliances. It is important to note that this retreat will be at no cost to the organization, as attendees secure their own funding. This is no small feat in these difficult economic times! Mary Sandy has graciously secured a sponsor to cover the costs of the retreat facilitator so that all of us can give our full attention to the tasks at hand.

I appreciate that our strong and committed volunteer Board will dedicate two days of their time this summer to CCTE. The first day will be dedicated to updating our Strategic Plan and defining our strategic priorities for the next five years. The second day will serve as our regular quarterly June Board meeting.

The Board and I look forward to sharing this new Strategic Plan with all of you at our Fall Conference in San Di-

ego—again at the Kona Kai Resort—on October 14-16. It is through this work that I hope, together with the Board and all of you, to build on the strength of CCTE. I am honored to serve as your President for the next two years and look forward to our communications in future issues of *CCNews* and at our Conferences. See you all in San Diego!

—Magaly Lavadenz  
CCTE President 2010-2012  
Loyola Marymount University

### Reference

Freire, Paulo. 1994. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. New York: Continuum Press.

## Dates of Future CCTE Semi-Annual Conferences

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

**Spring 2011**  
**March 24-26**  
Sainte Claire Hotel  
San Jose

**Fall 2011**  
**October 13-15**  
Kona Kai Resort  
San Diego

**Spring 2012**  
**March 29-31**  
Sainte Claire Hotel  
San Jose

**Fall 2012**  
**October 11-13**  
Kona Kai Resort  
San Diego

# CCTE Spring 2010 Conference Addressed Technology Theme—

“Technological Knowledge, Equity, and Access: Teacher as Learner, Learner as Teacher”

By Pamela Redmond & Heidi Stevenson  
Co-Chairs of Spring 2010 CCTE Conference

The Spring 2010 Conference of the California Council on Teacher Education, held March 25-27 at the Sainte Claire Hotel in San Jose, explored the complex task of effectively teaching subject matter through appropriate uses of technology. The lenses of pedagogical practices for teaching curriculum, classroom experiences, digital equity, and teacher development focused the Conference’s exploration of Mishra and Kohler’s (2006) framework entitled *Technological Pedagogical Content Knowledge (TPACK)* based on Shulman’s (1968) premise that “pedagogical practice is uniquely connected to specific content areas.”

In 2008 the American Association of Colleges of Teacher Education’s Innovation and Technology Committee, chaired by Joel Colbert of Chapman University, produced *The Handbook of Technological Pedagogical Content Knowledge*. The Spring Conference featured four contributing authors from that book: Punya Mishra of Michigan State University, Judi Harris of the College of William and Mary, Glen Beck from the University of Virginia, and Mario Kelly from Hunter College of the City University of New York. Each keynote address and related sessions connected to provide a continuum of theoretical, conceptual, and most importantly, practical applications of TPACK.

The “Technological Knowledge, Equity, and Access: Teacher as Learner, Learner as Teacher” theme of the Conference built on the “Twenty-First Century Schools of Edu-



*Key planners and implementers of Spring 2010 CCTE Conference, from left to right: Pamela Redmond, Judi Harris, Punya Mishra, Joel Colbert, Glen Beck, and Heidi Stevenson.*

cation: Responding to a Changing World” theme of the Fall 2009 Conference.

A unique feature of this Conference was that the four guest speakers worked closely with the Conference planning committee for several months prior to the event, so that as Conference co-chairs we had the benefit of coordinated thinking from Punya, Judi, Glen, Mario, and Joel in creating a seamless three-day program.

To begin the Conference on Thursday afternoon, Punya, who is the co-developer of TPACK, presented an overview of the model as it applies to K-12 and teacher education. For additional information, check out Punya’s website at <http://punya.educ.msu.edu>, which includes a link to his blog.

That evening at the Conference banquet Glen gave a unique presentation about digital fabrication, using the projector and screen to display the process. The actual digital fabrication equipment was also on display during the poster session on Friday afternoon.

To continue the discussion of TPACK, and focus more on learning activity types that help teachers to build and use TPACK in curriculum-based ways with multiple pedagogies, at the Friday morning session Judi discussed her *Activity Structures* which methodologically align with content curricula and her research into their effectiveness. This session provided the audience with a number of web-based resources which can be found at <http://activitytypes.wmwikis.net/>.

On Friday afternoon, Punya and Judi were joined by Mario as they facilitated an interactive session with small



*Glen Beck explains digital fabrication during his presentation at the Spring Conference Thursday banquet.*

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## Overview of CCTE Spring 2010 Conference

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and whole group activities, in which participants addressed contexts which encourage or inhibit technology integration. The objective of this session was to clarify how to best support meaningful integration of technology by overcoming issues of limited resources and providing ideas about how to best support preservice teachers and the K-12 students whom those new teachers will serve.

The Spring 2010 Conference also included meetings of associated organizations, Special Interest Group meetings, policy sessions featuring reports from the CCTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday Banquet, and the Friday awards luncheon.

The CCTE Policy Committee co-chairs, Cindy Grutzik, Mary Sandy, and Susan Westbrook, also coordinated the second policy session on Friday afternoon at which CCTE hosted Beth Graybill, lead consultant to the Education Committee in the California State Senate, for an in depth discussion of educational issues before the Legislature and how CCTE can best strengthen its advocacy role on behalf of teacher education.

The Conference closed with a Saturday morning practicum featuring Rushton Hurley of Foothill College and the Santa Clara Unified School District in which he shared additional practical applications of technology in K-12 and teacher education and entered into an extensive discussion with the audience about uses of educational technology.

The Conference was again 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



*Rushton Hurley discusses technology applications at the Saturday morning session of the Spring 2010 Conference.*

(ICCUCET). The CABTE, CAPSE/TED, and ICCUCET groups held meetings on Thursday morning.

A special introductory session for first-time and recent attendees took place at the beginning of the Conference on Thursday, and meetings of the editorial boards of *Issues in Teacher Education* and *Teacher Education Quarterly* were held during the breakfast hour on Friday morning.

Co-chairs of the Conference Planning Committee were Pamela Redmond (Touro University California) and Heidi Stevenson (University of the Pacific). Other members of the planning committee are Kellie Albrecht (Chapman University), Joel Colbert (Chapman University), Janine Fisk (University of the Pacific), Tomas Galguera (Mills College), Cesar Gonzalez (Chapman University), Alan Jones (CCTE Executive Secretary), Virginia Kennedy (California State University, Northridge), Magaly Lavadenz (Loyola Marymount University), Nada Mach (California State University, Dominguez Hills), Tom Nelson (University of the Pacific), Julie Nicholson (Mills College), Lettie Ramirez (California State University, East Bay), Penny Swenson (California State University, Bakersfield), and Susan Westbrook (California Federation of Teachers).

As a follow-up to the Spring 2010 Conference, the planning committee has developed a “ning” that CCTE members and friends can join in order to learn more about technology applications and teacher education as well as to join in dialogue with other teacher educators about issues of mutual interest. All CCTE delegates and members will receive an on-line invitation to the “ning” and as co-chairs of the Spring Conference we hope you will respond and join in.



Beth Graybill (left) and Mary Sandy (right) during second policy session at Spring 2010 Conference.

## CCTE Distinguished Teacher Educator Award Presented to Margaret Olebe at Spring 2010 Conference

The California Council on Teacher Education's Distinguished Teacher Educator Award was presented to Margaret Olebe at the Awards Luncheon on Friday, March 26, during the CCTE Spring 2010 Conference. CCTE President Jim Cantor presented the Award to Margaret on behalf of the CCTE Awards Committee and CCTE membership in honor of her service to the California teacher education community.

Margaret was nominated for the Award by Helene Mandell of the University of San Diego, Marie Schrup of Sweetwater Union High School District, Dale Janssen of the Commission on Teacher Credentialing, and Alice Bullard of the BTSA State Leadership Team. In making the nomination, those four submitted the following statement to the CCTE Awards Committee:

Beginning in 1990 Dr. Olebe served on the Inter-Agency Task Force for New Teacher Support and Assessment. This group was composed of staff from the California Department of Education and the Commission on Teacher Credentialing. Her expertise in the development and review of the California Standards for the Teaching Profession shaped teacher preparation and induction through the present day.

In 1993 Margaret joined BTSA as the first director of the Sacramento BTSA Program, one of 15 programs approved and funded as the second cohort of such programs. During the research and development phase of BTSA's statewide development, CTC invited local program leaders to develop and pilot program evaluation models. Margaret joined three other program directors to develop a model of program evaluation that became the standard of program evaluation used by all BTSA programs.

Recognizing the pivotal role of the support provider, Margaret envisioned a system of formative assessment that was durable in large urban and small rural settings. These beliefs were evident in the design of the Sacramento BTSA Program and went with her as she began work at CTC in 1997. Working at CTC allowed Margaret to pursue policies and implement practices that would institutionalize the concepts of induction, formative assessment, and reflective, standards-based professional practice.

During the implementation of SB 2042 Margaret led the BTSA community in the rewrite and approval of SB 2042 induction programs. Her advocacy of a two-tiered teacher preparation system helped to bring about a new understanding of the "Learning to Teach Continuum." Her role as manager and developer of the CFASST system led to statewide implementation of many of the systems that are still in use today.

Following her years at CTC, Dr. Olebe spent four



*Margaret Olebe receives the CCTE Distinguished Teacher Educator Award from Jim Cantor at the Spring luncheon.*

years working in various roles in the California State University, first as director of the Institute for Urban Literacy Research at CSU Dominguez Hills, followed by her work as the associate director of teacher education and public school programs at the Office of the Chancellor, and lastly with the new doctoral program at CSU Long Beach.

After a brief break for health reasons, Margaret returned to the CTC to provide policy guidance in all aspects of the agency. She was initially tasked with developing a strategic plan for the Commission. Through this work she organized regional meetings that provided stakeholders an opportunity to have input into the strategic plan. She also met with Commission staff to include their input. At its August 2007 meeting the Commission adopted this new strategic plan, including a new mission statement and six goals.

The next major accomplishment for Margaret was to develop a Teaching Performance Assessment Implementation Task Force that included members who represented all aspects of the education community. The mission for this Task Force was to insure the smooth implementation of the Teaching Performance Assessment (TPA) at not only the college and university program level but also at the K-12 level. Margaret facilitated the Task Force meetings over a period of two years, with the last meeting held in June 2009. The outcome of the Task Force was an understanding that the implementation of the TPA involved both postsecondary and K-12 education.

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## CCTE Distinguished Teacher Educator Award Presented to Margaret Olebe

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Margaret was also responsible for the Commission's first policy symposium, which was co-sponsored with the Policy Analysis of California Education (PACE), around the theme "Linking Teaching with Learning: Examining Value-Added Methodology for California." This was the first public policy forum on value added methodology and the symposium included such experts as Eric Hanushek of the Hoover Institution, Dan Goldhaber from the University of Washington, Linda Darling-Hammond from Stanford University, Christopher Cerf from the New York City Schools, Daniel McCaffrey from RAND Corporation, and Ed Haertel from Stanford University. The symposium was attended by over 200 policymakers from California and other states and it provided an opportunity for them to hear both the positive and negative aspects of value added methodology.

Margaret also served as editor of *Issues in Teacher Education*, one of the CCTE journals, from 2005 to 2009, spearheading significant growth of that publication.

Based on these many contributions to teacher education in California, we nominate Margaret Olebe as a Distinguished Teacher Educator.



*Alice Bullard, Helene Mandell, Margaret Olebe, Jim Cantor, and Mary Sandy (left to right) following presentation of Distinguished Teacher Educator Award to Margaret.*

The California Council on Teacher Education presents awards at each Spring and Fall Conference, based on selections made by the Awards Committee. Please review the call for nominations for CCTE Awards on page XX of this issue of *CCNews*.

## Fall 2010 CCTE Conference on Leadership and Policy

The theme for the Fall 2010 Conference of the California Council on Teacher Education will be "Leadership and Policy," with Linda Darling-Hammond of Stanford University as the keynote speaker. The Conference will be held October 16-18 at the Kona Kai Resort in San Diego. The co-chairs of the planning committee for the Conference are Magaly Lavadenz, Reyes Quezada, and Jim Cantor, with key assistance from the CCTE Policy Committee co-chairs Cindy Grutzik, Mary Sandy, and Susan Westbrook. Other members of the Policy Committee are also involved in the planning for the Conference and other interested CCTE members and delegates are invited to get involved as well.

In addition to the keynote address by Linda Darling-Hammond, other features of the Fall Conference will be a panel of education deans speaking to current policy issues and concerns, research presentations and poster sessions, meetings of the Special Interest Groups, and an extended Saturday morning policy discussion which will have the goal of identifying, developing, and moving forward with one or more policy initiatives that CCTE can carry into the legislative arena.

The final candidates for State Superintendent of Public Instruction will also be invited to appear, speak, and engage in discussion with the CCTE audience at the Thursday evening banquet.

The formal announcement along with registration materials and other Fall Conference details will be e-mailed to all CCTE members, delegates, and friends in July.

If you are interested in helping with planning and implementation of the Conference, please contact any of the planning committee co-chairs or Policy Committee co-chairs.

Be sure to put October 16-18 on your calendar and join us in San Diego for the Conference.

### Other Upcoming CCTE Conferences

The Spring 2011 CCTE Conference theme, as a follow-up to the Fall Conference on leadership and policy, will be "Involving Communities with Teacher Education." Co-chairs of the planning committee are Jim Cantor and Mary Sandy. The Spring 2011 Conference will be March 24-26 at the Sainte Claire Hotel in San Jose.

The Fall 2011 CCTE Conference theme will be "Global Perspectives on Language Issues in Teacher Education." The co-chairs of the planning committee are Anaida Colon-Muniz, Lettie Ramirez, and Ron Solorzano. The Fall 2011 Conference will be held October 13-15 at the Kona Kai Resort in San Diego.

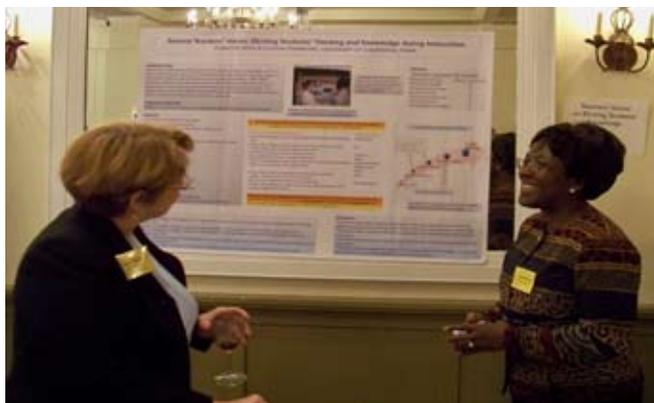
# Poster Session Continues to Expand as a Special Feature of CCTE Conferences

The Friday afternoon poster session at the Spring 2010 CCTE Conference involved 16 different poster presentations representing the work of more than 40 individuals. This was the largest poster session to date at a CCTE Northern Conference, while a similar number of teacher educators participated in the poster session last Fall in San Diego.

The poster session continues to resonate with both presenters and the CCTE Conference audience as a unique opportunity to share ideas, programs, research, and other issues related to teacher education in an informal and conversational setting. While the concurrent research presentations

on the CCTE Conference programs provide a small captive audience for a hour or so, the format of the poster session encourages far more people to stop by to gather information, discuss issues, and make contacts.

All CCTE members, delegates, and friends are encouraged to submit proposals for involvement in the poster sessions at future Conferences. The call for proposals for both research presentations and poster appears, and the requested cover sheet, appear on the next two pages of this issue of *CCNews*.



Several scenes from the poster session at the Spring 2010 CCTE Conference which included 16 different poster presentations featuring the work of some 40 CCTE members, including graduate students, CCTE veterans, K-12 and higher education-based teacher educators, and exhibitors who were Conference co-sponsors.



## Call for Proposals for Research and Practice Sessions at CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for semi-annual conferences. Proposals that relate to the theme of a 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 three items on the checklist below that are relevant to your proposal:**

<p>This is a research proposal</p> <p>___ I included a theoretical rationale</p> <p>___ I included a methodology section</p> <p>___ I included an analysis of the results</p>	<p>This is a best practices proposal</p> <p>___ I included a rationale for the innovation</p> <p>___ I included an overview of the changes made</p> <p>___ I included an analysis of the impact of the innovation</p>
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## CCTE Calls for Nominations for Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee now invites nominations (and self-nominations) from programs in Southern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at future Fall Conferences in San Diego and nominations of programs in Northern California for the award to be presented at future Spring Conferences 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](mailto:jose_lalas@redlands.edu)

The deadline for nominations for awards to be made at the Fall Conferences is August 1 each year, while the deadline for awards at Spring Conferences is February 1 each year.

### 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 any CCTE 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 to: [jose\\_lalas@redlands.edu](mailto: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](mailto:jose_lalas@redlands.edu)

## Nine CCTE Special Interest Groups (SIGs) Will Meet at the Fall 2010 Conference

Nine CCTE Special Interest Groups will meet at the Spring 2010 Conference in San Jose. The SIGs will meet concurrently at two different times during the Conference. All CCTE SIGs are open to any interested persons. Each person attending the Spring Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

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

**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 coordinators: Alice Bullard, BTSA State Leadership Team, and LaRie Colosimo, Claremont Unified School District.

**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.

**Internationalizing 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.

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### CCTE 2010 Election Results

New officers of the California Council on Teacher Education based on the annual election cycle and the results of voting in the 2010 election are as follows:

**Magaly Lavadenz** (Loyola Marymount University) moves into the role of CCTE President for the 2010-2012 term following the past two years as President Elect.

**Andrea Whittaker** (San Jose State University) is the new President Elect for the 2010-2012 period. The election for that office resulted in a tie vote between Andrea and **Cindy Grutzik** (California State University, Dominguez Hills) and in a consultation between those two candidates and the CCTE Board of Directors, it was agreed that Andrea is the current President Elect, and Cindy will assume the office of President Elect for the 2012-2014 term.

**Reyes Quezada** (University of San Diego) was elected Vice President for AACTE for the 2010-2012 term.

**Jose Lalas** (University of Redlands) was elected Vice President for ATE for the 2010-2012 term.

**Jim Cantor** (California State University, Dominguez Hills), having served as President from 2008-2010, now moves to into the office of Past President for 2010-2012.

**Juan Flores** (California State University, Stanislaus), **Mona Thompson** (California State University, Channel Islands), and **Keith Walters** (California Baptist University) were elected to three-year terms (2010-2013) on the CCTE Board of Directors. Having completed their terms on the Board are Virginia Kennedy (California State University, Northridge), Jose Lalas (University of Redlands), and Heidi Stevenson (University of the Pacific). Joel Colbert (Chapman University) completed his third term as Vice President for AACTE and Reyes Quezada's term as Past President also ended with the 2010 election.

Congratulations to the new officers and many thanks to those whose terms of office have ended.

# Information Literacy Now: Helping Students Become Information Savvy One Step at a Time

*By Laurie Prothro*

*District Librarian, Harmony Union School District,  
Occidental, California*

*& Erin Daniels*

*Librarian, Sonoma State University,  
Rohnert Park, California*

With the Internet at our fingertips, getting information today may at first seem simpler than it ever has been—just Google your question and, presto! the answer appears. Or does it? How many results, or hits, did your question produce? Did these hits give you the data you were seeking? What type of information is it: a blog, an encyclopedia entry, a commercial website? Who is the author, and is that author credible, that information current?

One of the biggest problems students encounter today is being overwhelmed by this vast, ever-changing world where a million types of information with a million different purposes exist. If we want our students to be successful, we need to provide them with the skills to navigate a wide range of sources (regardless of format), to evaluate the purpose and perspective of sources, to select efficiently the most useful and credible sources, and to be able both to use and to create information—in short, to become information literate.

The following four activities were created to encourage students to start thinking more about what information is, while demonstrating the collaboration possible between library and classroom to promote information literacy in our students. These activities were developed in partnership between a school librarian and a university librarian in Sonoma County for a teacher development effort in a local school district. The goal was to create some basic exercises that teachers at any level could take back to the classroom and integrate easily into their existing curricula. The activities presented are by no means exhaustive; rather, they serve as examples of the types of strategies that can be woven into the curriculum throughout a student's education to incrementally promote information literacy.

## Low-Stakes Writing Prompts

Many teachers use the concept of a weekly “literature log” with their students to strengthen writing skills through low-stakes writing opportunities. These logs are the perfect place to introduce questions that get students thinking about the complexity of the information environment in which they live. Some sample prompts might be:

- In what ways are you adding information into the world (think MySpace, Facebook, Twitter, etc.)?

How do other people judge this information?

- How is a song a piece of information?
- What makes information believable to you?
- Do you ever contribute false information to the world? What reasons do you have for doing this?
- What's your favorite visual information? What characteristics make you like it?
- What are the different ways you get information? Which source do you trust the most and why?

Getting students to think, write, and talk about information as a subject is an important first step in developing information savvy in students; low-stakes writing about the subject of information allows students the opportunity to think critically, and continuously, about it without pressure.

## Understanding Different Types of Information

Helping students to distinguish between different types of information is essential, particularly in the digital world where all information, regardless of purpose and quality, is presented in the same format. While most students are used to searching the web, they may not be able to distinguish between a blog, a newspaper, an online store, and a personal website. These distinctions matter; a blog serves an entirely different purpose than a news story, while a personal website exists for different reasons than a government site. Any activity that allows students to learn to decode the format cues of digital information is a step towards helping them choose the most appropriate sources for their needs.

One simple way to strengthen this skill is to have your students do a Google search on a topic (with everyone using the same search terms) in a computer lab. The students then examine closely the first five results. Ask them to determine which “type” of information each site is (is it a store, a news outlet, an organizations website?). How are they describing the characteristics of certain sites? Are there some sites that are particularly difficult to figure out just what it really is? Discuss the students' findings in small groups and follow up with them on the purpose of each type of information and for what uses it might be most appropriate.

## Evaluating Information Sources

One of the most important, yet most complex, information literacy skills is the ability to evaluate the credibility, relevance, and usefulness of information. Developing this

—continued on next page—

## Information Literacy Now: Helping Students Become Information Savvy One Step at a Time

—continued from previous page—

skill can start at a young age, becoming ever more sophisticated as students move up through the grades.

For this activity, select one piece of information for your students to examine (a web site, a printed article, etc.). Have them answer the following questions about that piece of information, then discuss the results as a class:

- Who created the information, and why?
- What type of information is it?
- Why do you trust or mistrust this information?
- How current is this piece of information?

Ultimately, through repetition of activities such as this one, these questions of trustworthiness, reliability, and currency will become automatic in students' minds each time they encounter a piece of information, and student responses will grow more complex as their analytical and evaluative skills emerge.

### Choosing Research Topics

When writing a research paper, students often struggle with choosing topics that are both meaningful and manageable. Papers with topics that are too broad (which is often the case) are frustrating for students to write and instructors to read. A quick but effective exercise to focus your students is to have them write their potential research topic in the middle of a piece of paper with their name on it. The students then arrange themselves in a circle, and pass their topic paper one person to the right. The student receiving the paper writes a question about the topic on the piece of paper. For example, if Student A wrote "The Middle Ages" as their initial topic, Student B might write "What location will you study?" or "Are you looking at social customs or warfare?" on Student A's paper.

Keep rotating papers until the students' own paper returns to them. By the time Student A gets his or her paper back, in a class of 25 students, he or she will have 25 different, more focused, ways to think about their topic. Allow students several minutes with their newly augmented topic sheet; have them circle two or three ideas about their topic they find interesting. In most cases, students will end up narrowing their topic significantly, thus creating a more manageable research process.

### Conclusion

By incorporating information-based activities such as these into their regular curriculum, teachers provide students multiple opportunities across multiple years to strengthen their information literacy skills in a way that is meaningful

and essential to the world in which we live. The basic information literacy goals addressed by each of these activities can apply to almost all grade levels, from kindergarten upward.

For more on information literacy, see the American Association of School Librarians Information Literacy site at

<http://www.ala.org/ala/mgrps/divs/aasliissues/aaslinfolit/informationliteracy1.cfm>

## 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](mailto:hstevenson@pacific.edu)

Thank you.

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

## Special On-Line Issue of *Teacher Education Quarterly* Posted on Website

A special on-line issue of *Teacher Education Quarterly*, one of the two journals sponsored by the California Council on Teacher Education, has been completed and posted on the journal's website. If you were in attendance at the CCTE Spring 2010 Conference, you are already aware that this on-line issue around the theme of technology in teacher education was in preparation. The issue is now complete, and you are invited to visit the journal's website ([www/teqjournal.org](http://www.teqjournal.org)) to access it, or you can go directly to the on-line issue using the following url:

<http://www.teqjournal.org/contents2.html>

As an introduction to the special issue, please read the following welcome from the three co-guest editors:

Welcome to the premiere on-line issue of *Teacher Education Quarterly*. This endeavor has been a creative, collaborative expedition filled with discovery, reflection, and learning, not only for the guest editors, but perhaps more so for the contributing authors. As readers will note, this issue of *TEQ* also features a Flip Book view of each article and a PDF version which can be downloaded to an eReader or laptop. Each article is featured in hypertext with links to reference entries and outside Web resources. To increase accessibility, each article is presented as a podcast for download to PM3 players and computers to which the *TEQ* audience can listen, as well.

The guest editors of this special on-line issue of *TEQ* especially thank the contributing authors for their openness to our call for manuscripts and request for multimedia and hypertext elements with their submissions. In addition, we are extremely grateful to both Thomas Nelson and Alan Jones for their sustained support of this online issue. As always, we are appreciative for your audience and welcome your comments and thoughts on the subject of this special issue.

—Steve Cernohous, Northern Arizona University

—Thomas Devere Wolsey, Walden University

—Dana L. Grisham, California State University, East Bay

### Other *TEQ* Activities

The Spring 2010 issue of *Teacher Education Quarterly* has recently been mailed to all CCTE members and other subscribers. The Summer 2010 issue, guest edited by Jana Noel of California State University, Sacramento, will focus on urban teacher education, while the Fall 2010 issue will contain a special collection of articles on the environment and teacher education invited by editor Tom Nelson.

## Update on *Issues in Teacher Education*

### At the American Educational Research Association

*Issues in Teacher Education* Editors Joel Colbert and Suzanne SooHoo were strategically positioned at a front table at the 2010 American Educational Research Association's journal talk session in Denver, Colorado, resulting in a steady stream of prospective authors. The best part of this session for Joel and Suzi is hearing about the research conducted through new doctoral studies from all over the country. "We hope to build a solid reputation among the young scholars in the organization," report the editors.

### New Look

*Issues in Teacher Education* has a new webmaster? webmistress? webexpert! Credit and kudos go to Nicol Howard, who spun a new look for *ITE*'s webpage. She has an eye for design and graphics, giving us a more professional appearance. Thank you Nicole!

If you haven't visited the website recently, we encourage you to check out this new look at:

[www.ite.chapman.edu](http://www.ite.chapman.edu)

### Upcoming Issues

Fall 2010

Theme: LBGT Issues in Teacher Education

Spring 2011

Open Call for Submissions

Fall 2011

Theme: Globalized Experience from Teacher Education

Spring 2012

Open Call for Submissions

See information on author guidelines and the submission process on the journal's website or in any issue of *Issues in Teacher Education*.

—Joel Colbert & Suzanne SooHoo  
Editors

Issues in Teacher Education  
College of Educational Studies  
Chapman University

## 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

As we complete the 2009-2010 membership and budget year of the California Council on Teacher Education (CCTE), which started July 1, 2009, and will end June 30, 2010, following are several developments to report:

### Membership

CCTE membership during the 2009-2010 year remained generally on pace with previous years and as the year ends we will have received a combination of institutional and individual membership dues that totals almost exactly what was estimated in the annual budget adopted in June 2009. We currently have over 70 institutional memberships in hand, and we have also received over 100 individual memberships separate from the institutional memberships. In addition to renewals of institutional and individual memberships from previous years, we have signed up several new members for 2009-2010, and our Membership Committee has worked closely with the BTSA and induction communities to increase our membership and dialogue with that segment of the teacher education continuum.

Renewal letters and forms for institutional and individual memberships for the 2010-2011 year that begins July 1 were mailed out during May, and we encourage everyone to renew as early as possible to make sure that neither institutional delegates or individual members miss any of the publications and other membership benefits that will be mailed and e-mailed over the summer months. An individual membership form for the 2010-2011 year appears on the next page.

### 2010 CCTE Election

Congratulations and welcome to those who have assumed new CCTE officers following the Spring 2010 Conference as a result of our election cycle. The new officers are Magaly Lavadenz (Loyola Marymount University) as President, Andrea Whittaker (San Jose State University) as President Elect, Reyes Quezada (University of San Diego) as Vice President for AACTE, Jose L alas (University of Redlands) as Vice President for ATE, and Jim Cantor (California State University, Dominguez Hills) as Past President. New members of the Board of Directors are Juan Flores (California State University, Stanislaus, Mona Thompson (California State University, Channel Islands), and Keith Walters (California Baptist University). Congratulations also to Cindy Grutzik (California State University, Dominguez Hills), who will assume the office of President Elect two years from now, as a result of a tie vote between her and Andrea in this year's election.

Thanks on behalf of all CCTE members is expressed to those officers and Board members who completed terms of office this Spring. Jose L alas (University of Redlands), Virginia Kennedy (California State University, Northridge), and Heidi Stevenson (University of the Pacific) completed

three-year terms on the Board of Directors, while Joel Colbert completed his third term as Vice President for AACTE and Magaly Lavadenz, Jim Cantor, and Reyes Quezada completed two-year terms respectively as President Elect, President, and Past President.

### CCTE Leadership Retreat

The quarterly meeting of the CCTE Board of Directors this June has been expanded into a two-day retreat which will be held at the School of Education at the University of California, Davis. The expanded format will allow the Board to engage in long-range planning for the organization in addition to the usual quarterly business agenda. Results of the long-range planning will be reported on in future issues of *CCNews* and will also be presented to the membership a delegate assemblies in upcoming semi-annual conferences.

### Journals

The Spring 2010 issues of both *Issues in Teacher Education* and *Teacher Education Quarterly* were recently mailed to all CCTE members and delegates as well as other subscribers. Plans are currently in place for publication of the Summer issue of *Teacher Education Quarterly* and the Fall issues of both journals. In addition, a special on-line issue of *Teacher Education Quarterly* around the theme of technology has been posted on the journal's website. Further information about both journals appears on page 16 of this issue of *CCNews*.

### Newsletter

Issues of *CCNews*, the quarterly newsletter of CCTE, continue to be 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](http://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,  
3145 Geary Boulevard, PMB 275,  
San Francisco, CA 94118  
Telephone: 415/666-3012  
Fax: 415/666-3552  
E-mail: [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

## Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for the upcoming 2010-2011 membership year (July 2010 through June 2011). Regular individual membership is \$100 per year, while special membership categories are available for retired educators at \$80 and students at \$50. Institutional memberships are also available (see note below). All members 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 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.

### ***Individual Membership for 2010-2011 Academic Year (July 2010 to June 2011)***

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](mailto: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 2010-2011, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

## CCTE Leadership Directory

### ***CCTE Officers:***

Magaly Lavadenz, President (2010-2012), Loyola Marymount University; mlavadenz@lmu.edu  
 Andrea Whittaker, President-Elect (2010-2012), San Jose State University; akwhitt@comcast.net  
 Reyes Quezada, Vice President for AACTE (2010-2012), University of San Diego; rquezada@sandiego.edu  
 Jose Lalas, Vice President for ATE (2010-2012), University of Redlands; jose\_lalas@redlands.edu  
 James Cantor, Past President (2010-2012), California State University, Dominguez Hills; jcantor@csudh.edu

### ***CCTE Board of Directors:***

Alice Bullard (2008-2011), BTSA State Leadership Team; alicebullard@gmail.com  
 Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu  
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.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  
 Mona Thompson (2010-2013), California State University, Channel Islands; al.mo@roadrunner.com  
 Keith Walters (2010-2013), California Baptist University; kwalters@calbaptist.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 (2010-2013), Caddo Gap Press; alan.jones@ccte.org  
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@pacific.edu  
 Suzanne Soohoo & Joel Colbert, Co-Editors of *Issues in Teacher Education*, 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 officers)

Communications and Alliance Building Committee Co-Chairs:

Virginia Kennedy, California State University, Northridge; virginia.kennedy@csun.edu

Heidi J. Stevenson (see above under editors)

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

Mary Sandy (see above under Board of Directors)

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

Strategic Planning and Budget Committee Chair:

Magaly Lavadenz (see above under officers)

### ***CCTE Conference Committee Chairs:***

Fall 2010 Conference Co-Chairs:

James Cantor (see above under officers)

Magaly Lavadenz (see above under officers)

Reyes Quezada (see above under officers)

Spring 2012 Conference Co-Chairs:

James Cantor (see above under officers)

Mary Sandy (see above under Board of Directors)

Fall 2012 Conference Co-Chairs:

Anaida Colon-Muniz, Chapman University; acolon@chapman.edu

Lettie Ramirez (see above under Board of Directors)

Ronald Solorzano, Occidental College; solor@oxy.edu

# CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— [www.ccte.org](http://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; and a link to the special website for the Fall 2009 Conference.
- ◆ 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 2009 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](mailto:alan.jones@ccte.org)