

# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 22, Number 4, Winter Issue, December 2011, Section 1

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

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Participants in discussion during session at the CCTE Fall 2011 Conference at the Kona Kai Resort in San Diego.



### Message from CCTE President Magaly Lavadenz *Highlighting National and State Reform Efforts*

In this issue's message, my next to last as President of CCTE, I will highlight some of the national and state efforts to reform teacher education that will be impacting the way we prepare teachers in California over the next two to five years. It appears that teacher education will be undergoing historic changes in the next few years. Along with the value-added efforts that are already seeking to map the impact of our graduates on their students' academic achievement, as a professional community we will need to rapidly and effectively address many reforms in practice and research. I want to review each of these areas and also identify how CCTE is addressing them in proactive ways:

#### **Teacher Education Clinical Practice**

The recommendations and requirements for clinical practice are the most significant reforms in the preparation of teachers that we have encountered in decades, according to the U.S. Secretary of Education Arne Duncan: *"The report of NCATE's Blue Ribbon Panel marks the most sweeping recommendations for reforming the accreditation of teacher preparation programs in the more than century-long history of our nation's education schools."*

CCTE has become a partner in The California Alliance for Teacher Preparation, a coalition led by Beverly Young of the California State University Chancellor's Office and the Long Beach Unified School District ([www.calstate.edu/teachered/ca-alliance](http://www.calstate.edu/teachered/ca-alliance)). Using the medical preparation model of clinical practice, this initiative will develop a network of teacher education programs and K-2 schools to create a pilot set of programs, practices, and policies that will use the recommendations of the NCATE Blue Ribbon panel and put them into effect.

The Fall 2012 CCTE Conference (with representation from other regional chapters of AACTE across the West) will focus on Clinical Practice. Co-chairs of the Fall 2012 Conference Committee are Helene Mandell and Keith Walters.

#### **CCTE and AERA Collaborate**

CCTE will be well represented in AERA this coming year as we will be leading the new Teacher Education Policy

Committee. I will be chairing this Division K Committee, with other CCTE members as participants (Mary Sandy, Andrea Whittaker, and Cindy Grutzik). Evolving from the CCTE Board initiative established during our leadership retreat in 2010 to reach out to AERA and other national groups, this new Committee's charge will be to serve as an intersection between policy and research.

#### **National Teacher Performance Assessment (TPA)**

The National Teacher Performance Assessment (TPA) system is aligned with state standards, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Common Core state standards, and Specialized Professional Association (SPA) Standards. Modeled after California's PACT, the national TPA Consortium is headquartered at Stanford University in collaboration with AACTE and Pearson. CCTE's next President Elect, Andrea Whittaker, is the director of this new consortium effort at Stanford.

#### **Federal Support to Increase the Number of Minority Teachers**

The establishment of federal support for Centers of Excellence for Minority Serving Institutions is aimed to gain better proportionality between the nation's teaching force and the students enrolled in our public schools. According to the U.S. Department of Education, 38% of K-12 students are Black/African American or Latino, while teachers from these groups constitute only 14% of the profession.

AACTE's grant program to state chapters, from which CCTE has this year received funds to support new teacher education faculty in our state in response to a grant proposal authored by Juan Flores and Lettie Ramirez, allows CCTE to focus on mentoring for new teacher education faculty and faculty of color. The Fund Development committee is actively seeking to continue these efforts, paralleling a national focus, in future years.



*Magaly Lavadenz*

(continued on next page)

## Message from the CCTE President

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### **K-12 Common Core Standards**

The integration of the K-12 Common Core state and national standards into our teacher preparation content areas is only at the beginning stages. With the focus on academic writing across the subject areas, these standards will also impact how we prepare the next generation of teachers: see <http://www.cde.ca.gov/ci/cc/>

Recent CCTE Policy Sessions have provided some introductory information in this area, particularly at our Fall 2011 Conference when Mike Matsuda of Anaheim Union High School District presented at our Friday Policy Session. In an “instant polling” of our CCTE audience in attendance that afternoon, approximately half of them had experienced professional development on the common core.

### **SMARTER Balanced Assessment Consortium**

After the November 2010 state elections, California shifted to one of two federally funded assessment consortia that will build the next generation of standardized achievement tests. To be launched in the 2014-2015 school year, the English Language Arts and Mathematics assessment, still under development, has recently announced its workplan and call for proposals: see <http://www.k12.wa.us/SMARTER>

### **Council for Accreditation of Educator Programs**

The Council for Accreditation of Educator Programs (CAEP) will now serve as the only national accreditation agency for teacher education, since the previous NCATE and TEAC organizations have merged into CAEP. Accordingly, their common core standards for teacher education and other initial and advanced educator programs will require recalibration of all teacher education programs in California that have enjoyed joint accreditation between the Commission on Teacher Credentialing (CTC) and either NCATE or TEAC. Last year, CTC’s Teri Clarke provided an initial overview on the implications of this merger at one of CCTE’s Policy Sessions. We will continue to address this in future policy sessions as well as in cooperation with CTC.

### **Federally-Funded Research on Teacher Education**

The National Center for Education Evaluation (NCEE) is conducting “A Study of Promising Teacher Preparation Programs.” Announced in September 2011, this study will look at teacher preparation programs with features thought to be promising, such as significant clinical experiences with substantive feedback. It will include an in-depth look at preparation activities and candidate experiences prior to becoming a teacher of record. It will also follow new program graduates to their first assignment as the teacher of record

and look at the classroom performance of program graduates compared to the classroom performance in the same schools of other novice teachers’ who attended other preparation programs (without those features or with much less emphasis on them). CCTE will be attending to the progress of this report and will provide updates to our membership regularly. For further information see: [http://ies.ed.gov/ncee/projects/evaluation/tq\\_teacherprep\\_us.asp](http://ies.ed.gov/ncee/projects/evaluation/tq_teacherprep_us.asp)

### **Next CCTE Board Meeting**

Finally, our CCTE Board is invested in the inquiry processes in our discipline. In the regard, we have accepted the generous invitation of Chapman University to host our February 2012 Board meeting at their campus in coordination with a presentation by Dr. Etta Hollins on that campus on February 10. Our Board will meet that morning and afternoon and then attend Dr. Hollins’ presentation later in the day.

It is my hope that this summary and the related weblinks will provide a useful framing of contemporary and future reforms impacting our profession. I look forward to seeing you all at the next CCTE conference in San Jose on March 29-31.

—Magaly Lavadenz, CCTE President

### **Dates of Future CCTE Semi-Annual Conferences**

#### **Spring 2012, March 29-31**

Sainte Claire Hotel, San Jose

#### **Fall 2012, October 11-13**

Kona Kai Resort, San Diego

#### **Spring 2013, March 28-30**

Sainte Claire Hotel, San Jose

#### **Fall 2013, October 24-26**

Kona Kai Resort, San Diego

#### **Spring 2014, March 27-29**

Sainte Claire Hotel, San Jose

#### **Fall 2014, October 23-25**

Kona Kai Resort, San Diego

## Change of Sequence in Presidents-Elect

The California Council on Teacher Education Board of Directors has approved a change of sequence for the office of President Elect. As a result of a tie vote for that office in the 2010 CCTE annual election, at that time both Cynthia Grutzik (California State University, Dominguez Hills) and Andrea Whittaker (Stanford University) were declared elected, and they were asked by the Board to decide the order in which they would serve. Since at that time Andrea was an



experienced department chair at San Jose State University and Cindy had just assumed the role of associate dean and director of teacher education on her campus, it was agreed that Andrea would serve as President Elect for the 2010-2012 term and then Cindy would follow as President-Elect for the 2012-2014 term.

In the year and a half since that decision, Andrea has assumed a new position as direc-

tor of the Teacher Performance Assessment Consortium at Stanford University while Cindy has settled in to her administrative responsibilities at California State University, Dominguez Hills. Given these changes, they jointly suggested this fall that it would be better both for them and for CCTE if they switched the sequence of their service as CCTE President Elect and President.

Thus, effective December 1, 2011, Cindy will serve the remainder of the current term as President Elect, from that date until the 2012 Spring Conference, at which time she will assume the office of CCTE President for the two-year term from 2012 to 2014. At the Spring 2012 Conference Andrea will once again become President Elect for the 2012 to 2014 term, and then will serve as CCTE President from 2014 to 2016.



## Nominations Report for 2012 Election

The 2012 election of the California Council on Teacher Education will fill the offices of Vice President for AACTE and Vice President for ATE for two-year terms, and three seats on the Board of Directors for three-year terms. The office of President Elect will not be contested in 2012 due to the election of two candidates to that post in 2010 by virtue of a tie vote. (See information on CCTE Presidents Elect in accompanying article to the left on this page).

In preparation for the 2012 election, the CCTE Nominations and Elections Committee chaired by Past President Jim Cantor has recruited a slate of candidates for the offices to be elected. As specified in the CCTE By-Laws, the slate contains twice the number of candidates to be elected to each office. The nominees recruited by the committee are:

For Vice President for AACTE:

Patricia Mulligan (California State University, Bakersfield)  
Lettie Ramirez (California State University, East Bay)

For Vice President for ATE:

Judy Mantle (National University)  
Sharon Russell (CalStateTEACH)

For Board of Directors:

Carolyn Bishop (Biola University)  
Cynthia Coleman (Modesto City Schools & Brandman University)  
Laurie Hansen (California State University, Fullerton)  
Anne Jones (University of California, Riverside)  
Sabrina Mims-Cox (California State University, Los Angeles)  
Christine Zeppos (Brandman University)

Additional CCTE members or delegates may be nominated as candidates through petitions signed by at least 15 CCTE members or delegates. Such petitions must be received by the CCTE Executive Secretary by the end of January in order for additional nominees to be added to the election. In early February the Executive Secretary will mail an announcement of the annual election to all members and delegates, along with information on each candidate, ballots, and an envelope for returning ballots. Ballots must be mailed back in the envelopes provided or brought to the Spring Conference. Voting will conclude at Friday noon of the Conference, at which time the Nominations and Elections Committee will count the votes. The person receiving the most votes will be declared elected in the contests for the two vice presidencies, while the three candidates with the most votes will become new members of the Board of Directors.

In concert with the 2012 election, at the conclusion of the Spring Conference the current President Elect, Cindy Grutzik, will assume the office of CCTE President, and the current CCTE President, Magaly Lavadenz, will move to the office of Past President.

## From the Desk of the CCTE Executive Secretary

I encourage all CCTE members and delegates to read all four sections of this Winter 2011 issue of *CCNews*. This first section is highlighted by the message from President Magaly Lavadenz; the second section features a preview of the Spring and Fall 2012 Conferences, including the tentative program and a registration form for the Spring 2012 Conference; the third section provides announcements, commentary, and relevant forms and materials for many of our CCTE activities and opportunities; and the new fourth section introduces “promising practices.” Among the topics featured in this newsletter are:

### Annual Election and Officers

The initial report of the CCTE Nominations and Election Committee appears on page 4 of the first section, providing a list of nominees for the offices to be elected in 2012. Further information will be e-mailed to all members and delegates early in the new year. Also on that page of the first section is an announcement about a change in sequence of service in the office of CCTE President Elect.

### Policy Committee Report

A report from the CCTE Policy Committee appears on the next page of this first section of the newsletter, providing an update on the activities of the Committee and featuring our CCTE congratulations to Mary Sandy upon her recent appointment as Executive Director of the Commission on Teacher Credentialing.

### CCTE/AACTE New Faculty Program

As reported in the Fall 2011 issue of *CCNews*, CCTE has received a special grant from AACTE for the purpose of providing support to new teacher education faculty in our state and to encourage those newcomers to become active in CCTE. More details on this New Faculty Support Program appear on the first page of the third section of the newsletter.

### Graduate Student Fund

Also underway this year is a CCTE program of support for graduate students. Guidelines have been created for use of our CCTE Graduate Student Fund (see page 5 of the third section of this newsletter). Fourteen graduate students have applied and been accepted to date, and there are available funds to support yet others this year.

### Membership

Our CCTE membership efforts for this 2011-2012 year (July 2011 through June 2012) began in June and are continuing now through the efforts of the Membership Committee. Most individuals and institutions have already renewed for this year, and those who have not are being contacted by Committee representatives. A membership form appears on page 7 of the third section of this newsletter. All individual members and institutional delegates are encouraged

to attend our semi-annual conferences and also to volunteer to work on one or more of our CCTE committees and to join some of our Special Interest Groups. A volunteer form appears on page 8 of the third section of the newsletter.

### Friends of CCTE

Many CCTE members and delegates have responded to the “Friends of CCTE” appeal by contributing to the organization above and beyond their membership dues. We hope that many other CCTE members and delegates will still do so now. Please see the form on page 9 of the third section of this *CCNews*.

### Annual Sponsors

During the 2010-2011 membership year CCTE initiated a program of Annual Co-Sponsorships, and we are continuing the program during this 2011-2012 year. Information on the program appears on page 10 of the third section of this newsletter and a registration form follows on page 11. We encourage all CCTE member institutions to consider offering additional support to our organization by becoming an annual co-sponsor.

### Leadership

A listing of CCTE officers, Board of Directors, editors, and committee chairs appears on page 12 of the third section of this newsletter.

### Website

Please also take a look at the description of our CCTE website on page 13 of the third section of this newsletter, and be sure to check out the website at [www.ccte.org](http://www.ccte.org) on a regular basis. Our CCTE Vision and Communications Committee has engaged a website designer to undertake a redesign of the CCTE website, with plans to launch the redesigned site in the Spring of 2012.

### CCTE Journals

The Fall issues of both *Teacher Education Quarterly* and *Issues in Teacher Education* were mailed to all members and delegates in October and planning is in process for future issues of both journals.

### Newsletter

All CCTE members and delegates are encouraged to check out all four sections of this Winter 2011 issue of *CCNews*, especially including the new Section 4 on “Promising Practices.” You are all also encouraged to submit news items and articles for future issues.

—**Alan H. Jones**, CCTE Executive Secretary,  
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# Updates from the CCTE Policy Committee

By **Susan Westbrook** (*California Federation of Teachers*)  
& **Mona Thompson** (*California State University, Channel Islands*)  
CCTE Policy Committee Co-Chairs

**Who Are We?** The primary purpose of the Policy Committee is to inform the CCTE Board and membership about educational policy issues that impact teacher education. We advocate on behalf of CCTE and keep the CCTE Policy Framework in the forefront of all that we do (see next page for Framework).

**One of CCTE's Own to Head CTC.** On October 6, the Commission on Teacher Credentialing (CTC) appointed Mary Vixie Sandy as its new Executive Director. Mary is an education professional with more than 20 years experience working in California's education policy community. She has been active in CCTE for many years, serving as an elected member of our Board of Directors, co-chair of the Policy Committee, and co-chair of this year's Spring Conference. She began her term as CTC Executive Director on November 1, 2011.

Since 2007, Mary had served as the Executive Director of the Cooperative Research and Extension Services for Schools (CRESS) Center in the School of Education at University of California, Davis. The CRESS Center provides professional development, research, and evaluation services for teachers, schools and community based organizations, and fosters collaboration between university faculty and K-12 educators designed to support teacher development and student success.

Mary was a member of the CTC professional staff before working with the CRESS Center. While previously at the Commission she served as a grant manager, policy analyst, and program evaluator. As a senior manager in policy and program development for CTC, she directed implementation of substantive reforms in teacher credentialing, including the SB 2042 panel's work.

CCTE congratulates Mary on her appointment and looks forward to working with her to support quality teacher education across the state of California.

**Administrative Services Credential Advisory Panel: To Be or Not To Be...** The CTC has accepted all but two of the Administrative Services Credential Advisory Panel's recommendations. These two were tabled due to time constraints and the need for further discussion. The items tabled included the amount of previous experience in public schools to be required prior to administrative certification, and maintaining the examination route to certification.

Concerns about the experience required prior to certification revolve around retaining the current three-year period in a certificated position versus increasing the period required to have a more experienced pool from which to draw school leadership. Increasing the time requirement might add a roadblock to administrative certification at a time when administrators are in short supply.

The testing route is being questioned because of concerns about the knowledge, skills, and abilities of administrators certified in this way. The Panel suggested that a study be developed to compare administrators prepared through professional programs and those who tested for the credential.

These items will return for renewed discussion and reconsideration in December with additional support materials from CTC staff and the Advisory Panel.

**The Dream Act Moves to Make Dreams Come True.** Earlier in the Legislative Session Governor Brown signed the first phase of the California Dream Act, allowing undocumented students to attend California public universities. He has now signed the second part which gives these students, starting in 2013, Cal-Grant assistance, which last year provided grants averaging \$4,500 each. Unfortunately, these students are still not eligible for federal loans or grants.

**The On Again Off Again Renewal of ESEA.** The federal Elementary and Secondary Education Act has been due to be rewritten since 2007. Congress has so far failed to update it, and thus President Obama announced in September that he would allow states that meet certain requirements to get waivers from some of the proficiency requirements. A majority of states have indicated they will seek a waiver, which could be very expensive in California. The California State Board of Education is examining the option of applying for a waiver while considering the state's budget constraints among other issues.

The renewal bill (not yet numbered) that passed the Senate Committee on Health, Education, Labor, and Pensions on October 20 would give states more control and eliminate many of the proficiency requirements. It would not require states to develop teacher and principal evaluation systems, but would offer incentives for them to do so. A vote on the bill hasn't been scheduled in the Senate, and probably will not be addressed until 2012. A House committee has taken up rewriting the law in a more gradual way but has not tackled some of the more controversial issues.

**Bye, Bye Mary, Hello Mona.** Because of her appointment as Executive Director of CTC, Mary Sandy has resigned as co-chair of the CCTE Policy Committee. Mona Thompson has been gracious enough to accept the role of co-chair in her place, and thus will be working with Sue Westbrook, long time member and co-chair of the Committee. Cindy Grutzik, now CCTE President-Elect, will remain on the Policy Committee, but not as a co-chair.

The Policy Committee welcomes new members. We meet four times per year by phone, and we are planning visits to legislative offices as well as updates of policy resources on the CCTE website. If you are interested in joining us, contact Sue Westbrook (suew447@aol.com), Mona Thompson (al.mo@roadrunner.com), or CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).

## 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.

## Notes from ATE

By **Jose L alas**  
 CCTE Vice President for ATE  
 University of Redlands

Following are notes and announcements concerning activities of the Association of Teacher Educators:

1. **ATEE Fourth Winter Conference:** The Fourth Winter Conference of the Association of Teacher Education in Europe (ATEE) will be held April 2-4, 2012, at the University of Coimbra, Portugal. See <http://atee.macam.ac.il> for details and call for papers.

2. **ATE Responds to NCTQ Study on Student Teaching:** The National Council on Teacher Quality (NCTQ) recently released a study, "Student Teaching in the United States," that characterized ATE's standards for student teaching. ATE's Board and Executive Committee have responded to this study's use of ATE standards. Visit the ATE website to view and download the letter in response to the NCTQ study in pdf form. You can also connect to ATE's website ([www.ate1.org](http://www.ate1.org)) to see the full text of the National Field Directors Forum's Standards for Field Experiences in Teacher Education.

3. **2012 Annual ATE Meeting in San Antonio, Texas:** The 2012 Annual Meeting of the Association of Teacher Educators will be held February 11-15, at the Grand Hyatt San Antonio on the Riverwalk. Visit the ATE website ([www.ate1.org](http://www.ate1.org)) for additional information and online registration.

4. **Call for Editor of Action in Teacher Education:** Applications are being sought for the editorship of *Action in Teacher Education*, the ATE's national scholarly journal. Visit the ATE website ([www.ate1.org](http://www.ate1.org)) for more information.



## AACTE Updates

By **Reyes L. Quezada**  
 CCTE Vice President for AACTE  
 University of San Diego

The American Association of Colleges of Teacher Education's 64th Annual 2012 conference will be held in Chicago, Illinois, February 17-19, at the Hyatt Regency, Riverwalk. The theme of the conference is entitled "Imagine the Impact: Providing a Learning Journey for All."

As CCTE's Vice President for AACTE, I will be attending the conference and representing California at the ACSR meeting (State Representative) on Friday, February 17th. I will provide ACSR representatives an update on our CCTE New Faculty Support Program which we are operating this year as a result of grant funding received from AACTE.

AACTE's Sharon Robinson will welcome delegates and conference attendees to Chicago and to the annual meeting. The two featured speakers at the meetings will be Clayton M. Christensen and Yong Zhao.

There will also be preconference workshops as well as many research, SIG, table, and poster presentations. Exhibits will include various educational textbook and educational resource companies to support practitioners, faculty, and administrators in higher education

The welcoming session will feature Christensen on Friday, February 17, from noon to 2:00 p.m. He will discuss why our institutions of higher education have continued to struggle to improve, the root causes, and how to solve these problems.

On Sunday, February 19, 2012, Zhao will examine global competencies. He is a leading authority on education policy, reforms, and competitiveness in the age of globalization. He will explore national standards, standardization, and what must be done to cultivate global competencies.

For further information on the conference log on to the AACTE website ([www.aacte.org](http://www.aacte.org)). I invite all CCTE members and delegates as well as other California faculty to attend the AACTE meetings and meet as a team at Friday's opening reception to demonstrate our California spirit. Go CCTE!

*To the left:  
 CCTE Fall 2011 Conference attendees  
 enjoy the Friday awards luncheon.*

## Report from *Issues in Teacher Education*

By **Joel Colbert & Susanne SooHoo**  
Co-Editors, *Issues in Teacher Education*  
Chapman University

### Editorial Board Members

Congratulations to Mary Sandy for her position as Executive Director of the Commission on Teacher Credentialing! We have been so honored to have her on our Editorial Board. Her insights and perspectives helped us grow a new identity, one that made us more teacher-friendly. She promised to come back occasionally—that's the Cal Council way, once a member, always a member.

A recent election was held for the vacancy on the board and we are happy to announce that Tom Nelson of the University of the Pacific will be joining the *Issues in Teacher Education* Editorial Board. He brings in-depth publications experience from his 12 years as editor of *Teacher Education Quarterly* as well as forward thinking to the team. Congratulations and welcome, Tom!

The board members now include:

Joel Colbert, Co-editor  
Suzanne SooHoo, Co-editor  
Millie Ward Murray, Associate Book Editor  
Babette Benken, 2012  
Noelle Won, 2013  
Michael Genzuk, 2014  
Christina Luna, 2015  
Tom Nelson, 2016

### Future Issues

This coming spring watch for *Issues in Teacher Education*'s open issue. Ethics in Education is the topic for the fall 2012 issue with the help of theme guest-editors Kathleen Mikitka-Gomez and Kathleen Holowach. The editorial board selected this topic because *ITE* has never before published on this topic and because the topic is timely and much needed during these challenging economic and social times. If you are interested in contributing to this issue, please see the call on the *ITE* website at [www1.chapman.edu/ITE](http://www1.chapman.edu/ITE) and/or contact Kathleen Mikitka-Gomez at [kmikitka@mail.sdsu.edu](mailto:kmikitka@mail.sdsu.edu)

### Reviewers Needed

Would you like to be a reviewer for *ITE*? If so, we will send you an invitation and guidelines on how to write a great review. Contact *ITE* Managing Editor Corrine Li by e-mail at [ite@chapman.edu](mailto:ite@chapman.edu)

## A Note from the Editor of *Teacher Education Quarterly*

By **Christian J. Faltis**  
Editor, *Teacher Education Quarterly*  
University of California, Davis

*Teacher Education Quarterly* is seeking volunteers to become reviewers of manuscripts submitted to the journal. *Teacher Education Quarterly* is a national peer-reviewed research journal on topics relating to the preparation and professional development of teachers for the 21st century. We are seeking individuals with research and scholarship from all fields related to teacher education. We have a particular need for reviewers with research and teaching experience and expertise in STEM Education, Social Studies Education, Digital Technology, and Science Education. Reviewers will be expected to read and provide commentary feedback on two research manuscripts per year.

To become a reviewer for *Teacher Education Quarterly*, please send a brief bio statement, including your areas of expertise and experience in teacher education, to Laura Myers, Editorial Assistant, at [ucdmyers@ucdavis.edu](mailto:ucdmyers@ucdavis.edu), by December 16, 2011. Your support for the journal is what makes *Teacher Education Quarterly* a leading research journal in teacher education.

Members and Delegates  
in the California Council on Teacher Education  
receive as part of their membership  
subscriptions to both

***Issues in Teacher Education***

and

***Teacher Education Quarterly***

together those subscriptions  
are an annual value of \$115,  
which makes an annual  
\$100 membership in CCTE  
a significant bargain



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

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## Preview of the CCTE Spring 2012 Conference “Race, Student Engagement, and Schooling Practices”

By **Terry Pollack & José L alas**

*Co-Chairs, Spring 2012 CCTE Conference Committee*

Within today’s popular rhetoric of objectivity, race neutrality, and meritocracy, discourses about persistent race-based educational and social disparities have been reduced to what David Gillborn calls “gap talk.” Although gap talk, with its narrow focus on measurement and accountability, has brought national attention to racial disparities in education, it has failed to help educators “see” and understand how race still matters in the lived experiences and life chances of children of color and their families. Instead, by placing matters of race front and center at the Spring 2012 Conference of the California Council on Teacher Education, we hope to deepen our understanding of systemic educational inequities and generate fresh ideas and strategies for creating more just and equitable schools.

In the upcoming Spring Conference, which will be held March 29-31 at the Sainte Claire Hotel in San Jose, race forms the core concept around which student engagement and schooling practices will be critically explored, discussed, problematized, and envisioned. The Conference will attempt to connect theory and practice as they relate to the influence of race on student engagement and the challenges of infusing the conversation about race and racism in current schooling practices. Attendees and presenters are challenged to consider the following guiding questions:

- How is the socially constructed category of race most salient in education today?
- How has the current culture of standardization, measurement, and accountability affected efforts toward greater educational equity for students of color, English language learners, and the poor?
- How, and to what extent, do race and ethnicity relate to student engagement in K-12 schools and in schools of education?
- How can a critical race consciousness inform and guide pedagogy, curriculum (both official and “hidden”), and school policies in ways that enhance student

engagement, social-emotional development, academic success, and democratic processes?

- What practices or conditions can either enhance or hinder dialogue about the salience of race in education?
- How do hegemonic narratives (both inside and outside the classroom) privilege the voices and perspectives of some, while silencing or ignoring the voices and perspectives of others? How does this influence student engagement and teaching practices within both K-12 and teacher education settings?
- How do we understand, discuss, and teach about the intersections between race and other markers of identity (e.g., gender, class, culture, language, ability/disability, sexual orientation)?

### Keynote Speakers

We are honored to have three eminent guest speakers at what promises to be an exciting and highly engaging Spring 2012 Conference.

**Adrienne D. Dixon**, critical race theorist and Black feminism scholar, is an associate professor in the Department



of Education Policy, Organization, and Leadership at the University of Illinois, Urbana-Champaign. She has authored numerous peer-reviewed articles and co-authored/edited *Critical Race Theory in Education: All God’s Children Got A Song* (Routledge, 2006)—one of the first book-length

texts on Critical Race Theory in education. Dr. Dixon’s primary research focus is on educational equity in urban school-

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## Preview of the CCTE Spring 2012 Conference

—Continued from Previous Page—

ing contexts. She will be our Thursday afternoon keynote speaker.

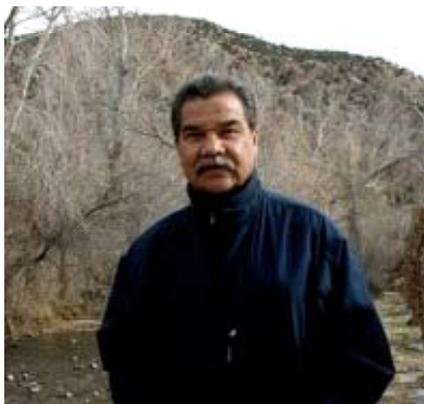
**Tyrone C. Howard** is on the faculty of the Division of Urban Schooling in the Graduate School of Education and In-



formation Studies at the University of California, Los Angeles. He is also the faculty director of Center X, the founder and director of the Black Male Institute, and an associate professor in the Bunche Center for African American Studies, all at UCLA. Dr. Howard is the author of the recently released book, *Why Race and Culture Matter in Schools: Closing the*

*Achievement Gap in America's Classrooms* (Teachers College Press, 2010), and more than 50 peer-reviewed journal articles, book chapters, and other academic publications and reports. Dr. Howard will be our Friday morning keynote speaker.

**Daniel G. Solorzano** is a professor of social science and comparative education in the Graduate School of Education and Information Studies and the Departments of Women's



Studies and Chicana and Chicano Studies at the University of California, Los Angeles. Dr. Solorzano is also director of UC/ACCORD. His teaching and research focus primarily on Critical Race Theory, gender studies, and the educational ac-

cess, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States. He has authored more than 60 articles, book chapters and reports on issues of educational access and equity for underrepresented minority populations in the United States. Dr. Solorzano will be our Friday afternoon keynote speaker.

### Other Spring Conference Highlights

**Thursday Afternoon.** The first day of the Conference will also feature two special sessions:

“The Common Core State Standards: Making Them Work for English Language Learners.” In this session a team of representatives from the Santa Clara County Office of Education will highlight key features of the California Common Core Standards (CCSS) and address issues regarding district level implementation and instructional implications for supporting English learners in accessing the CCSS. The presenters will be **Ms. Melissa Christie** (Director of Curriculum and Instruction), **Dr. Lisa Gonzales** (Coordinator, Curriculum and Instruction), and **Dr. Yee Wan** (Multilingual Programs Coordinator).

“Developing Exemplary Dual Language Programs.” This presentation by the Central Valley Dual Language Consortium will feature **Dr. Juan Flores** (California State University, Stanislaus) and teachers and administrators from several of the 14 dual language schools that participate with CSU Stanislaus in the Consortium. The Central Valley Dual Language Consortium was initiated with the mission of supporting local districts in developing exemplary dual language programs in times of intense English-only scrutiny brought about by Proposition 227. The Consortium consists of the bilingual faculty of CSU Stanislaus and the 14 dual language schools in the university's service area, as well as bilingual/ELL coordinators in the school districts and county offices of education. They are committed to conducting research and program development for the improvement of teacher preparation and dual language instructional programs.

**Saturday Morning.** Our keynote speakers on Thursday and Friday will have “set the stage” by challenging attendees to think more systemically about what it takes to bring about real and meaningful improvement in school outcomes for economically and socially marginalized students. On Saturday morning, in a two-part session entitled “Bridging Theory and Practice,” we will build upon the ideas presented by our Keynote Speakers by engaging with educational leaders who have successfully implemented various equity-focused efforts in their schools and districts. Saturday morning will begin with an interactive presentation by **Dr. Daryl Camp**, assistant superintendent of Riverbank Unified School District (Riverbank, CA) in which participants will explore various theories on race and the challenges of applying those theories to schools and districts in California's K-12 educational system. Dr. Camp has been able to use aspects from various race theories in leading school and district improvement efforts.

Immediately following Dr. Camp's presentation there will be a panel discussion featuring three highly successful local equity-focused educational leaders, along with select teacher leaders from their respective schools: **Ms. Norma Rodriguez** (Principal, San Antonio Elementary School, Alum Rock School District, San José), **Dr. Heidi Green** (Principal, Guy Emanuele Elementary School, New Haven

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## Preview of the CCTE Spring 2012 Conference

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School Unified District, Union City), and **Ms. Yetunde Reeves** (Principal, East Palo Alto Academy High School, Stanford New Schools) will share their experiential knowledge, successes, insights, and specific strategies related to implementing wide ranging equity-focused change in their schools. **Dr. Arlando Smith** (San José State University) will serve as discussant.

### Additional Conference Sessions

The Spring 2012 Conference will also feature meetings of four affiliated organizations, meetings of the CCTE Special Interest Groups, a special meeting for newcomers, two policy sessions, two sets of research and practice concurrent sessions, the new traditional poster session late Friday afternoon, the Thursday presidents' reception and banquet, the Friday awards luncheon, and a Friday dinner meeting for graduate students followed by a workshop on writing for publication open to all conference attendees.

The affiliated organizations meeting at the Conference will be the **California State University Field Coordinators Forum** on Wednesday and the **California Association of Bilingual Teacher Educators**, the **California Association of Professors of Special Education/Teacher Education Division**, and the **Independent California Colleges and Universities Council on the Education of Teachers** on Thursday morning.

### Tentative Program and Registration

The tentative program for the Spring 2012 Conference appears on the next page of this newsletter and the registration form for the Conference appears on the page after that. The deadline for the discounted pre-registration rates is March 5 while registrations will continue to be welcomed any time prior to the Conference at the on-site rates. Registrations should be mailed with payment to the CCTE address on the registration form.

Further announcements on the Spring 2012 Conference will be e-mailed to all CCTE members and delegates early in the new year as well as in the Spring 2012 issue of *CCNews*.

The Program Committee for the Spring 2012 Conference will welcome volunteers interested in assisting with further Conference planning and implementation. Please contact either of the Conference Co-Chairs:

Jose L alas of the University of Redlands  
(e-mail [jose\\_lalas@redlands.edu](mailto:jose_lalas@redlands.edu))

Terry Pollack of San Jose State University  
(e-mail [terrypollack@gmail.com](mailto:terrypollack@gmail.com)).

## Fall 2012 CCTE Conference to Focus on Clinical Practice

By **Helene Mandell** (University of San Diego)  
& **Keith Walters** (California Baptist University)  
*Co-Chairs of Fall 2012 CCTE Conference*

The Fall 2012 California Council on Teacher Education Conference will address the theme “Field Experience and Clinical Practice in the 21<sup>st</sup> Century.” The Conference will be held October 11-13 at the Kona Kai Resort in San Diego.

Drawing together all stakeholders in educator preparation (community college, undergraduate programs, pre-service and induction) as well as our K-12 partners, the Fall 2012 Conference will explore the critical bridging of theory and practice in the preparation of teachers. Recently there is increased national focus on the benefit of “clinically-rich” teacher preparation programs. Following is a link to a recent policy brief which explores issues that will be addressed at the Fall 2012 Conference: [http://aacte.org/pdf/Government\\_Relations/Clinical%20Prep%20Paper\\_03-11-2010.pdf](http://aacte.org/pdf/Government_Relations/Clinical%20Prep%20Paper_03-11-2010.pdf)

The Thursday keynote speaker at the Fall 2012 Conference will be **Kenneth Zeichner**.

He is the Boeing Professor of Teacher Education and Director of Teacher Education in the College of Education at the University of Washington, Seattle, Washington, and is one of the most widely read and cited scholars in the teacher education field.



Among the “Big Ideas” to be addressed at the Fall 2012 CCTE Conference are: Performance Assessment (linked to state and national efforts); Professional Development Schools; Field Experience “in the clouds” (digital; distributed model); Connections to national efforts (Blue Ribbon Task Force); and Residency Programs.

Members of the Conference Planning Committee for the Fall 2012 Conference are: Co-chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University), Carolyn Bishop (Biola University), Jim Cantor (California State University, Dominguez Hills), Michael Cosenza (California Lutheran University), Cindy Grutzik (California State University, Dominguez Hills), Deborah Hamm (California State University, Long Beach), Linda Hoff (Fresno Pacific University), Alan H. Jones (CCTE Executive Secretary), Magaly Lavadenz (Loyola Marymount University), Mona Thompson (California State University, Channel Islands), and Andrea Whittaker (Stanford University). Additional volunteers are welcome, and interested folks should e-mail either co-chair:

[hmandell@sandiego.edu](mailto:hmandell@sandiego.edu)  
[kwalters@calbaptist.edu](mailto:kwalters@calbaptist.edu)

## Tentative Spring 2012 CTE Conference Program

### Wednesday, March 28:

9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.

10:00 a.m. to 5 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

### Thursday, March 29:

8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open.

9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.

9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.

9:30 a.m. to 11:30 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.

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

11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).

11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).

11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, BTSA & Induction, Coordinators of Credential Programs, Lives of Teachers, & Special Education.

12:45 to 1:00 p.m. - Break.

1:00 to 2:45 p.m. - Opening Session:

Introductions with CCTE President Magaly Lavadenz (Loyola Marymount University) presiding.

Conference Orientation by Co-Chairs of Spring 2012 Conference Planning Committee, Jose Lalas (University of Redlands) and Terry Pollack (San Jose State University).

First Keynote Address by Adrienne D. Dixon (University of Illinois, Urbana-Champaign) followed by Questions and Answers.

2:45 to 3:00 p.m. - Break.

3:00 to 4:00 p.m. - The Common Core Standards: Making Them Work for English Language Learners featuring Melissa Christie, Lisa Gonzales, and Yee Wan (Santa Clara County Office of Education).

4:00 to 5:00 p.m. - Central Valley Dual Language Consortium, featuring Juan Flores (California State University, Stanislaus) and teachers and administrators from several of the 14 dual language schools that participate with CSU Stanislaus in the Consortium.

5:00 to 6:00 p.m. - First Policy Session, featuring reports by the CCTE Policy Committee and the Commission on Teacher Credentialing.

6:00 to 6:30 p.m. - Meetings of CCTE Committees.

6:30 to 7:30 p.m. - Joint Presidents' Reception & Social Hour.

7:30 to 9:00 p.m. - Conference Banquet, with Sharon Robinson (President of AACTE) as special guest, followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome.

### Friday, March 30:

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

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

8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open.

8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.

8:30 to 9:45 a.m. - Second Keynote Address by Tyrone C. Howard (University of California, Los Angeles) followed by Questions and Answers.

9:45 to 10:00 a.m. - Break.

10:00 to 11:15 a.m. - First Set of Concurrent Research and Practice Sessions.

11:15 a.m. to 12:30 p.m. - Second Set of Concurrent Research and Practice Sessions.

12:30 to 1:30 p.m. - Conference Luncheon, featuring CCTE semi-annual awards presentations.

1:30 to 2:45 p.m. - Third Keynote Address by Daniel G. Solorzano (University of California, Los Angeles) followed by Questions and Answers.

2:45 to 3:45 p.m. - Second Policy Session, featuring conversation with Sharon Robinson (President of AACTE).

3:45 to 5:00 p.m. - Second Set of Special Interest Groups: Equity and Social Justice, Internationalizing Teacher Education, Technology and Teacher Education, & Undergraduate Teacher Preparation.

5:00 to 7:00 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

7:00 to 8:00 p.m. - Graduate Student Dinner Meeting (open to all students attending Spring Conference)

8:00 to 9:30 p.m. - Workshop on Publishing in Scholarly Journals, conducted by Tom Nelson (University of the Pacific) and Alan Jones (Caddo Gap Press), open to all attending Spring 2012 Conference.

### Saturday, March 31:

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

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

9:00 to 10:15 a.m. - Bridging Theory and Practice, interactive presentation by Daryl Camp (Assistant Superintendent, Riverbank Unified School District).

10:15 to 10:30 - Break.

10:30 to 11:45 a.m. - Equity-Focused Educational Practice, featuring Norma Rodriguez (Principal, San Antonio Elementary School, Alum Rock School District), Heidi Green (Principal, Guy Emanuele Elementary School, New Haven Unified School District), and Yetunde Reeves (Principal, East Palo Alto Academy High School, Stanford New Schools) along with teachers from their schools.

11:45 a.m. to Noon - Final Comments and Conference Adjournment, with Magaly Lavadenz, Jose Lalas, and Terry Pollack presiding, and including preview of Fall 2012 Conference on "Clinical Practice in Teacher Education in the 21st Century" by Fall Conference Co-Chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University).

## California Council on Teacher Education Spring 2012 Conference Registration

Please register me for the Spring 2012 CCTE Conference!

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_  
(include ZIP code)

Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$250 (will be \$275 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Students and P-12 Teachers - \$50 (will be \$75 on site)

Food Service (check those desired):

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

California State University Field Coordinators Forum (Wednesday)

- Special Fee for Those Attending - \$25

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

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

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference; However, if you are not already a delegate or member, please consider joining (a membership form is available in any issue of *CCNews* on the CCTE website—[www.ccte.org](http://www.ccte.org)—and include membership dues in your registration check).

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

SIGs meeting on Thursday:

- Arts in Education
- BTSA and Induction
- Credential Program Coordinators/Directors
- Lives of Teachers
- Special Education

SIGs meeting on Friday:

- Equity and Social Justice
- Internationalizing Teacher Education
- Technology and Teacher Education
- Undergraduate Teacher Preparation

Please mail completed form with check payable to "CCTE" to:

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

Pre-registration deadline is March 5, 2012. No refunds after that date. Registration after that date and on-site at the Conference will be available at the on-site rate. All Conference attendees must make their own hotel reservations. Call the Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2012 Conference. Hotel reservations must be made by February 27 to be assured of rooms within our reserved CCTE block.

## Nine CTE Special Interest Groups (SIGs) Will Meet at the Spring 2012 Conference

Nine CTE Special Interest Groups will meet at the Fall 2011 Conference in San Diego. The SIGs will meet concurrently at two different times during the Conference. All CTE 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 coordinators: Marianne D'Emidio-Caston, Antioch University, 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 coordinator: Paula Motley (Monterey County Office of Education).

**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 CTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG coordinators: Kellie Albrecht, Chapman University, Teresa Hess, Chapman University, Gary Ravani, California Federation of Teachers, Elisa Salasin, University of California, Berkeley, and Kelly Skon, 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: Nilsa Thorsos, Azusa Pacific University.

**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 SIG explores 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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### Other Meetings at Spring 2012 Conference

#### Associated Organizations

**California State University Field Coordinators Forum**  
*Wednesday, March 28*

**California Association of Bilingual Teacher Educators**  
*Thursday, March 29*

**California Association of Professors of Special Education/  
Teacher Education Division**  
*Thursday, March 29*

**Independent California Colleges and Universities  
Council on the Education of Teachers**  
*Thursday, March 29*

#### Special Sessions

**Newcomers Meeting**  
*Thursday, March 29*

**Dinner Meeting of Graduate Student Caucus**  
*Friday, March 30*

**Workshop on Publishing in Scholarly Journals**  
*Friday, March 30*

#### Editorial Meetings

**Teacher Education Quarterly Editorial Board**  
*Friday, March 30*

**Issues in Teacher Education Editorial Board**  
*Friday, March 30*

See further details on all of these special meetings and sessions in the tentative program for the Spring 2012 Conference on page 4 of this section of the newsletter.

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

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for future CCTE semi-annual conferences. Proposals that relate to the theme of each conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for both concurrent presentation sessions and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). 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 or concurrent 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:**

This is a research proposal	This is a best practices proposal
_____ I included a theoretical rationale	_____ I included a rationale for the innovation
_____ I included a methodology section	_____ I included an overview of the changes made
_____ I included an analysis of the results	_____ I included an analysis of the impact of the innovation

## 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 next invites nominations (and self-nominations) from programs in Northern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at the Spring 2012 Conference in San Jose. Nominations of programs in Southern California for the award to be presented at the Fall 2012 Conference in San Diego will be invited this coming summer. 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 Fall Conferences is August 15 each year, while the deadline for awards at Spring Conferences is January 15 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 other educational agency. 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)

## Fall CCTE 2011 Conference Reconnects Student Voice with Teacher Education

The Fall 2011 Conference of the California Council on Teacher Education explored the theme “Reconnecting Student Voice with Teacher Education in a Globalized Society.” Three prominent keynote speakers addressed the theme from different perspectives. On Thursday afternoon Donaldo Macedo from the University of Massachusetts, Boston, spoke about “Voices in English-Only: Monolingualism in the Face of Globalization.” Friday morning Alma Flor Ada of the University of San Francisco discussed “More than One Voice: Critical Reflection of Students, Families, and Educators.” On Saturday morning Jeff Duncan-Andrade of San Francisco State University challenged the Conference with “Note to Educators: Hope Required when Growing Roses in Concrete.” These major presentations were reinforced and expanded through panel presentations and table discussions.

The Fall 2011 Conference also featured meetings of associated organizations, Special Interest Groups, policy sessions, and research and practice concurrent sessions and poster sessions. Conference attendees also enjoyed a reception and banquet on Thursday and the awards luncheon on Friday.

Two CCTE awards were presented at the Friday luncheon. Robert Infantino of the University of San Diego was given the CCTE Distinguished Teacher Educator Award for his service to CCTE and the profession, while keynote speaker Alma Flor Ada was presented the CCTE Distinguished Service Award recognizing her teaching and writing.

The Fall 2011 Conference also involved the initial implementation of the CCTE/AACTE New Faculty Support Program and the CCTE Graduate Student Support Program, with participants in each making concurrent and poster presentations. For additional information on these programs and participants, see articles in the third section of this issue of *CCNews*.



*Robert Infantino (right) receives the CCTE Distinguished Teacher Educator Award presented by Reyes Quezada.*



*Alma Flor Ada (left) receives CCTE Distinguished Service Award from Lettie Ramirez.*



*Alma Flor Ada signs books for CCTE Conference attendees.*



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 22, Number 4, Winter Issue, December 2011, Section 3

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

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

## CCTE/AACTE New Faculty Support Program Being Implemented This Year

The California Council on Teacher Education was awarded a \$5,000 State Chapter Support Grant from the American Association of Colleges of Teacher Education (AACTE) in May of this year. The grant's purpose is to strengthen CCTE's affiliate relationship with AACTE by mentoring the next generation of California's community of teacher educators. The intent is to develop and nurture enduring bonds between the state and national organizations through the explicit outcomes of the grant proposal—the apprenticeship of new teacher education faculty in our state.

The resulting CCTE/AACTE New Faculty Support Program now being implemented during this 2011-2012 academic year will engage the next generation of teacher education faculty through membership in CCTE and participation in CCTE semi-annual conferences and committee work, involvement with AACTE, and one-on-one mentoring with current CCTE leaders. CCTE officers, Board members, and committee leaders will mentor new faculty members by supporting their attendance at CCTE semi-annual Conferences, engaging them in CCTE committee work, and mentoring them about the history, role, and future of teacher education in our state and nation.

The formal announcement of the CCTE/AACTE New Faculty Grant Fund appeared in previous issues of *CCNews* in order to invite new faculty to apply for consideration as recipients of awards from this grant. Any faculty member in the first five years of service as a full-time or part-time teacher educator at a CCTE member institution is eligible to apply and be considered for the Program.

So far seven applications have been approved and the first class of CCTE New Faculty Support recipients includes:

Elizabeth Brewer (Loyola Marymount University)  
Laurie Hansen (California State University, Fullerton)  
Elizabeth J. Meyer (California Polytechnic State University, San Luis Obispo)  
Sarina Chugani Molina (University of San Diego)  
Kevin Oh (University of San Francisco)  
Ben Seipel (California State University, Chico)  
Kelly Vaughn (Notre Dame de Namur University)

As participants in the New Faculty Support Program, each of these new faculty members has received a complimentary membership in CCTE for this 2011-2012 year and a complimentary registration at one of our semi-annual conferences. Their responsibility is to attend one of our semi-annual conferences this year and to submit a proposal for a research/practice presentation (either a concurrent presentation or a poster presentation) at the Conference they will attend.

Of this group, Laurie Hansen and Sarina Molina participated in and made presentations at the Fall 2011 Conference in San Diego, while the other five will be attending and presenting at the Spring 2012 Conference in San Jose.

In addition, each of the new faculty members has been assigned a CCTE mentor, and communication has been established between the mentor and the new faculty member in order to provide information and guidance about the California teacher education community, involvement in CCTE, and other issues of relevance. Mentors and new faculty initially communicate via the telephone and e-mail and then meet at whichever of the Conferences the new faculty members choose to attend.

CCTE leaders currently serving as mentors are Jim Cantor of California State University, Dominguez Hills (mentor for Kevin Oh), Juan Flores of California State University, Stanislaus (mentor for Elizabeth Meyer), Cindy Grutzik (California State University, Dominguez Hills (mentor for Kelly Vaughn), Jose Lalas of the University of Redlands (mentor for Ben Seipel), Reyes Quezada of the University of San Diego (mentor for Elizabeth Brewer), Lettie Ramirez of California State University, East Bay (mentor for Laurie Hansen), and Charles Zartman of California State University, Chico (mentor for Sarina Molina).

If there are additional new faculty members at any CCTE member institutions who wish to join the Program this year, applications will continue to be received and considered until January 15. The Program description appears on the next page and the application form on the page after that.

## **Announcing Availability of Support from the CCTE/AACTE New Faculty Grant Fund**

The California Council on Teacher Education (CCTE) has received a state chapter grant from the American Association of Colleges for Teacher Education (AACTE) in response to a CCTE proposal aimed at providing support for new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of CCTE.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for 2011-2012 with the \$100 dues waived.

Participants in this program will attend at least one CCTE Conference during the 2011-2012 year for which the \$150 new attendee registration fee will be waived. Participants will be responsible for other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants at the Conference.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator, who is not now nor has in the past been an individual member of CCTE, and who is not now nor has in the past been an institutional delegate to CCTE. The purpose of the AACTE grant to CCTE is to provide support for new faculty to become members and participants in CCTE during the 2011-2012 membership year, which runs from July 1, 2011 through June 30, 2012.

To be considered for this program, please use the application/nomination form on the next page of this newsletter. The deadline for applications for this 2011-2012 year is January 15, 2012. Completed forms should be mailed to:

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

For additional information contact Alan H. Jones at:

Telephone 415-666-3012  
Fax 415-666-3552  
E-mail [alan.jones@ccte.org](mailto:alan.jones@ccte.org)

**Application or Nomination Form for Support  
from the CCTE/AACTE New\* Faculty Grant Fund  
for the 2011-2012 CCTE Membership Year**

The purpose of the AACTE grant to CCTE is to provide support for new faculty to become members and participants in CCTE during the 2011-2012 membership year, which runs from July 1, 2011 through June 30, 2012.

\* For this special support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator, who is not now nor has in the past been an individual member of CCTE, and who is not now nor has in the past been an institutional delegate to CCTE.

Please complete all information as requested below

Name of New Faculty Member: \_\_\_\_\_

College, University, or Other Place of Employment: \_\_\_\_\_

School or Department Affiliation: \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Please sign below indicating that you are applying to: ♦ have your CCTE individual membership fee for 2011-2012 waived; ♦ that you will attend at least one CCTE Conference during that year for which your registration will be waived; ♦ that you will be responsible for your other costs in attending that Conference; ♦ that you will submit a proposal for a research or poster session at the Conference you decide to attend; ♦ and that you will be assigned to a CCTE veteran who will meet with and mentor you at that Conference. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE/AACTE New Faculty Grant Fund.

New Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please mail completed and signed form to:  
Alan H. Jones, CCTE Executive Secretary  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Applications may be submitted any time after July 1, 2011  
and will continue to be considered until all available funds  
have been granted for the 2011-2012 membership year.

# CCTE Graduate Student Support Program Also Being Implemented This Year

Using money collected last year for the CCTE Graduate Student Fund, the California Council on Teacher Education has initiated the CCTE Graduate Student Support Program this fall. The Fund was started at the Fall 2010 Conference when Tom Nelson of the University of the Pacific offered a challenge to all other CCTE members and friends by pledging a contribution of \$1,000 to CCTE to establish a special fund to support graduate students' engagement with CCTE, on the condition that others in the organization would make additional matching contributions totalling at least \$1,000. Before the Fall Conference was over, Tom's initial \$1,000 had been easily matched, and the special fund has since been established and contributions will continue to be received at any time. In addition to receipt of such ongoing contributions, there will be an annual solicitation each future year to replenish the fund on a continuing basis.

The purpose of the Graduate Student Fund, as originally envisioned by Tom, is to encourage graduate students, at both the doctoral and masters levels, to join CCTE and to participate in our semi-annual conferences. As Tom articulated at the Fall Conference, the importance of graduate student involvement in CCTE will allow the CCTE membership to join in the mentoring of the next generation of teacher educators in our state. Our graduate students, after all, are the future of our profession and our organization.

Based on recommendations from an ad hoc committee appointed at the January 2011 meeting of the CCTE Board of Directors, a set of operational guidelines was developed for the special fund and approved at the March 23, 2011, meeting of the Board. Those guidelines were shared with all CCTE members and delegates via e-mail last spring, and they appear again on the next page of this issue of *CCNews*. On the page following the guidelines you will also find an application form for students who wish to seek support from the Graduate Student Fund.

Those who served on the ad hoc committee that developed the guidelines were CCTE Executive Secretary Alan Jones, CCTE President Magaly Lavadenz of Loyola Marymount University, Tom Nelson, CCTE Board members Mona Thompson of California State University, Channel Islands, and Charles Zartman of California State University, Chico, and CCTE President Elect Andrea Whittaker of Stanford University.

During this first year of implementation of the CCTE Graduate Student Support Program we have received and accepted applications from 14 graduate students, and each of those individuals has received a complimentary student membership in CCTE for the 2011-2012 year and each is also receiving a complimentary registration at either the Fall 2011 or Spring 2012 Conference, or both if they are able to

attend both. In return, each participating student is to attend at least one Conference and submit a proposal for a research/practice session at the Conference they attend.

The 14 graduate students participating this year are:

Monica Boomgard (University of San Francisco)  
 Sydney Brazile (Pepperdine University)  
 Huy Chung (University of California, Irvine)  
 Lorelei Coddington (Claremont Graduate University)  
 Marissa Regine Del Rosario (Pepperdine University)  
 Steven Drouin (Mills College)  
 Janine Fisk (University of the Pacific)  
 Sarai Koo (Chapman University)  
 Maya Lohith (Pepperdine University)  
 Catalina Olvera (California State University, Fullerton)  
 Shadi Roshandel (University of California, Santa Barbara)  
 Samantha Sorkin (Pepperdine University)  
 Charlane Starks (University of the Pacific)  
 Cathery Yeh (University of California, Irvine)

Of this group, Huy Chung, Lorelei Coddington, Sarai Koo, and Shadi Roshandel attended and made presentations at the Fall 2011 Conference in San Diego, and Janine Fisk and Charlane Starks also attended that Conference but will wait and make presentations at the Spring 2012 Conference in San Jose. The other eight students will be attending and presenting at the Spring 2012 Conference.

All CCTE members and delegates are asked to encourage graduate students on your campuses to apply for support from this Program as a means of becoming involved in CCTE semi-annual conferences and our other activities. Applications for this 2011-2012 year of the Program will continue to be received and considered until January 15, 2012; after that date applications will be held for consideration for the 2012-2013 year.

To sustain and expand this Graduate Student Support Program, Tom and all of the others who made initial contributions urge the rest of the CCTE membership to also contribute to this fund. To do so, simply use the Friends of CCTE form in this issue of *CCNews*, and specify that your "Friends" donation is earmarked for the Graduate Student Fund. As Tom has suggested, doing so is a gesture of your generosity and commitment to mentoring our future colleagues.

## **Guidelines for Operation of the CCTE Graduate Student Fund as Adopted by Board of Directors**

The following guidelines were adopted by the CCTE Board of Directors on March 23, 2011, and are to be following by students seeking support from the CCTE Graduate Student Fund. Please review the guidelines below and use the form on the next page to apply for support.

The CCTE Graduate Student Fund has been established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. Contributions will continue to be solicited from CCTE members and delegates and the funds will be held in the CCTE Graduate Student Fund for distribution along the following guidelines:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund will be disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted starting June 1 each year for support during the upcoming membership year running from July 1 to the next June 30, and applications will continue to be accepted throughout the membership year until all available and appropriate awards have been made.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In applying the student will commit to attending one of the CCTE semi-annual conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to apply are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. A form will be created and disseminated to facilitate applications. Students will be asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. To the extent that money is available each year from the CCTE Graduate Student Fund, applicants will be awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with the \$50 membership dues waived; and (b) The \$50 student registration fee for the conference the applicant chooses to attend will be waived. Other expenses related to attending the conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.
5. No more than five students will be awarded per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all applicants receiving an award will still be committed to attend the conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the conference poster session, and the Research Committee will be asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

## Application Form for Support from the CCTE Graduate Student Fund for the 2011-2012 Membership Year

Please print out this page and complete all information as requested below

Name of Graduate Student Applicant: \_\_\_\_\_

College or University at Which You Are Studying: \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Graduate Field of Study: \_\_\_\_\_

Degree You Are Pursuing: \_\_\_\_\_

Expected Date When You Will Receive Degree: \_\_\_\_\_

Please sign below indicating that you are applying to have your CCTE student membership fee for 2011-2012 waived, that you will attend at least one CCTE Conference during that year for which your registration will be waived, that you will be responsible for your other costs in attending that Conference, and that you will submit a proposal for a poster session at the Conference you decide to attend. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE Graduate Student Fund.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Endorsement by Faculty Advisor

Name of Faculty Advisor (please print): \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Signature of Faculty Advisor Endorsing Above Student as an Applicant for Support from the CCTE Graduate Student Fund:

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please mail completed, signed, and endorsed form to: Alan H. Jones, CCTE Executive Secretary  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118  
(Applications may be submitted any time after June 1, 2011  
and will continue to be considered until all available funds have been granted for the 2011-2012 membership year.)

## Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for this 2011-2012 membership year (July 2011 through June 2012). 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 2011-2012 Academic Year (July 2011 to June 2012)***

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 2011-2012, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

## Volunteer Opportunities for CCTE Delegates and Members

All institutional delegates and individual members of the California Council on Teacher Education are encouraged to become involved with the work of one or more of the CCTE committees and to also attend and participate in meetings of the CCTE Special Interest Groups (SIGs) at our semi-annual conferences.

Please use the form below to indicate any committees or SIGs with which you would like to become involved:

Your Name \_\_\_\_\_

Your Institution \_\_\_\_\_

Your E-Mail Address \_\_\_\_\_

### CCTE Committees:

- Awards Committee (receives and reviews nominations and selects CCTE award recipients)
- Fall 2012 Conference Planning Committee (planning of Fall 2012 Conference around “Clinical Practice in Teacher Education” theme)
- Policy Committee (coordinates CCTE policy response and advocacy activities)
- Research Committee (receives, reviews, and selects program proposals for CCTE conferences)
- Resources and Fund Development Committee (develops and implements CCTE fund-raising efforts)
- Spring 2012 Conference Planning Committee (planning of Spring 2012 Conference around “Race Still Matters” theme)
- Spring 2013 Conference Planning Committee (planning of Spring 2013 Conference around “Sustainability and Teacher Education” theme)
- Vision and Communications Committee (coordinates CCTE communications and image building activities)

### CCTE Special Interest Groups:

- Arts and Education SIG (expanding the arts in teacher education and K-12 education)
- BTSA and Induction SIG (coordinating teacher education with the BTSA and induction years)
- Coordinators and Directors of Credential Programs SIG (exploring teacher education and credentialing issues)
- Equity and Social Justice SIG (advocating equity and social justice in teacher education)
- Internationalizing Teacher Education SIG (exploring teacher education across all nations)
- Lives of Teachers SIG (exploring, understanding, and supporting teachers)
- Special Education SIG (addressing special education issues and bridging with general education)
- Technology and Teacher Education SIG (integrating technology into teacher education)
- Undergraduate Teacher Education SIG (considering issues related to teacher education during undergraduate study)

Please complete and send this form to CCTE Executive Secretary Alan H. Jones (by mail to 3145 Geary Blvd., PMB 275, San Francisco, CA 94118; or faxed to 415/666-3552; or scan the form and e-mail it as an attachment to [alan.jones@ccte.org](mailto:alan.jones@ccte.org)).

Your expressions of interest will be shared with the relevant committee or SIG chairs, and you will also be sent additional information to assist you in contacting those chairs and getting involved. Thank you.

## You are Invited (and Challenged) to Become a “Friend of CCTE” Now

Please join your CCTE leaders by becoming a “Friend of CCTE” by completing the form below and mailing it in with a contribution of any size. Contributions to CCTE are tax-deductible, and you will be sent a receipt. “Friends of CCTE” will also be appreciated and recognized by listings at semi-annual conferences and in future issues of *CCNews*.

Yes, sign me up as a “Friend of CCTE”

Name \_\_\_\_\_

Address \_\_\_\_\_

E-mail address \_\_\_\_\_

Please make your contribution by check payable to CCTE and mail it with this form to CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

Thank you!

## Contributions to “Friends of CCTE” May Be Earmarked for New Graduate Student Fund

At the Fall 2010 California Council on Teacher Education Conference Tom Nelson of the University of the Pacific, who has just completed 12 years as editor of *Teacher Education Quarterly* from 1999 through 2010, offered a challenge to all other CCTE members and friends. At the Fall Conference opening session Tom pledged a contribution of \$1,000 to CCTE to establish a special fund to support graduate students’ engagement with CCTE, on the condition that others in the organization would make additional matching contributions totalling at least \$1,000. Before the Fall Conference was over, Tom’s initial \$1,000 had been easily matched, and the special fund has since been established and contributions will continue to be received at any time. In addition to receipt of such ongoing contributions, there will be an annual solicitation each future year to replenish the fund on a continuing basis.

Thus, as any CCTE member or delegate makes a contribution as a “Friend of CCTE,” such gifts may be earmarked for the Graduate Student Fund simply by indicating that choice on the contribution form or on the check.

The purpose of the Graduate Student Fund, as originally envisioned by Tom, will be to encourage graduate students, at both the doctoral and masters levels, to join CCTE and to participate in our semi-annual conferences. As Tom articulated at the Fall Conference, the importance of graduate student involvement in CCTE will allow the CCTE membership to join in the mentoring of the next generation of teacher educators in our state. Our graduate students, after all, are the future of our profession and our organization.

Based on recommendations from an ad hoc committee appointed at the January 2011 meeting of the CCTE Board of Directors, a set of operational guidelines have been developed for the special fund and approved at the March 23, 2011, meeting of the Board. Those guidelines were shared with all CCTE members and delegates via e-mail this spring, and they also appear in this issue of *CCNews*. On the page following the guidelines you will also find an application form for students who wish to seek support from the Graduate Student Fund.

Those who served on the ad hoc committee that developed the guidelines were CCTE Executive Secretary Alan Jones, CCTE President Magaly Lavadenz of Loyola Marymount University, Tom Nelson, CCTE Board members Mona Thompson of California State University, Channel Islands, and Charles Zartman of California State University, Chico, and CCTE President Elect Andrea Whittaker of Stanford University.

Tom and all of the others who made initial contributions urge the rest of the CCTE membership to also contribute to this fund. To do so, simply use the Friends of CCTE form above on this page, and specify that your “Friends” donation is earmarked for the Graduate Student Fund. As Tom has suggested, doing so is a gesture of your generosity and commitment to mentoring our future colleagues.

All CCTE members and delegates are also urged to encourage graduate students on your campuses to apply for support as a means of becoming involved in CCTE semi-annual conferences and our other activities.

## **CCTE Thanks Four Annual Co-Sponsors and Seeks Additional Co-Sponsors for This 2011-2012 Year**

Four CCTE member institutions are currently also participating as annual co-sponsors of CCTE for this 2011-2012 year. Those institutions are:

College of Educational Studies at Chapman University  
Departments of Teacher Education and Special Education at Azusa Pacific University  
College of Education and Allied Studies at California State University, East Bay  
College of Education at San Diego State University

We hope that other institutions will join this effort. A registration form for participation in the Annual Sponsorship Program for 2011-2012 appears on the next page of this section of *CCNews*, and all CCTE members and delegates are urged to encourage their institutions to participate and to spread the word about the program to other institutions and organizations in which they are involved.

The concept of annual co-sponsorships was developed at the two-day CCTE leadership retreat in June of 2010 when the CCTE Board of Directors developed and approved plans for seeking annual institutional co-sponsors of the organization. The Annual Sponsorship Program is designed to encourage institutions and organizations, both those already involved with CCTE as well as others interested in teacher education, to provide financial support that would allow CCTE to augment its semi-annual conferences and expand other key activities.

In response to invitations extended for participation in the initial Annual Sponsorship Program during the 2010-2011 year four institutional members of CCTE signed on as co-sponsors. We offer our deep appreciation to those four institutions for their support during that year:

College of Educational Studies at Chapman University  
Departments of Teacher Education and Special Education at Azusa Pacific University  
School of Education at Loyola Marymount University  
Brandman University, a Member of the Chapman University System

Three of those institutions—Chapman University, Azusa Pacific University, and Loyola Marymount University—served as co-sponsors of both the Fall 2010 and Spring 2011 CCTE Conferences, while Brandman University joined the Sponsorship Program mid-year and served as a co-sponsor of the Spring 2011 Conference. Their participation as co-sponsors provided additional financial support for those two semi-annual conferences as well as for other CCTE activities during the past year.

Based upon that initial success, the CCTE Annual Co-Sponsorship Program was announced again for this 2011-2012 year, and Azusa Pacific University and Chapman University renewed their sponsorships and were joined this Fall by California State University, east Bay and San Diego State University. Those four institutions were all co-sponsors of the Fall 2011 Conference and will be co-sponsors of the Spring 2012 Conference as well.

Invitations have been extended to all institutional members of CCTE as well as to other organizations interested in teacher education to participate in the Annual Co-Sponsorship Program, and additional co-sponsors will be welcomed for the remainder of this 2011-2012 year as well as for future years. A form to join as a co-sponsor appears on the next page.

## Sponsorship of CCTE for 2011-2012 Year Registration Form

Yes, we wish to be a sponsor of the California Council on Teacher Education during the 2011-2012 academic year:

Name of Sponsor \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State & ZIPcode \_\_\_\_\_

Name of Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

### Level of Annual Sponsorship (indicate preferred level below)

**Bronze Sponsorship** - \$2,000 Contribution

Bronze Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Spring 2012 CCTE Conferences.

**Silver Sponsorship** - \$3,000 Contribution

Silver Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Spring 2012 CCTE Conference and will also be entitled to participate in the poster session at the Spring 2012 CCTE Conference.

**Gold Sponsorship** - \$5,000 Contribution

Gold Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Spring 2012 CCTE Conference, will be entitled to participate in the poster session at the Spring 2012 CCTE Conference, and will be entitled to have one printed item included in the Conference packets at the Spring 2012 CCTE Conference.

**Platinum Sponsorship** - \$10,000 contribution

Platinum Sponsors will be entitled to an exhibit table in the registration/exhibits room at the Spring 2012 CCTE Conference, will be entitled to participate in the poster session at the Spring 2012 CCTE Conference, will be entitled to have one printed item included in the Conference packets at the Spring 2012 CCTE Conference, will receive one complimentary table (eight dinners) at the banquets at the Spring 2012 Conference, and will be honored at the Spring 2012 CCTE Conference as a Platinum Sponsor of CCTE.

All sponsors at all four levels will be listed in the programs for the Spring 2012 CCTE Conference and in each quarterly issue of *CCNews* during the 2011-2012 year.

Please enclose a check payable to the California Council on Teacher Education corresponding to the sponsorship level you have indicated above along with this completed form and mail to:

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

Completed form and payment should be received by February 15, 2012. As soon as your form is received we will send you further information and instructions related to your participation as a CCTE sponsor during the 2011-2012 year.

## CCTE Leadership Directory

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

Magaly Lavadenz, President (2010-2012), Loyola Marymount University; mlavaden@lmu.edu  
 Cindy Grutzik, President-Elect (2010-2012), California State University, Dominguez Hills; cgrutzik@csudh.edu  
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# 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)



# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 22, Number 4, Winter Issue, December 2011, Section 4

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

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## Introducing the “Promising Practices” Section of CCNews

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

In addition to the customary information you have grown to expect from *CCNews* about present and future CCTE conferences as well as updates regarding the organization’s activities, we have added a new section we think you are going to love. In this new “Promising Practices” section we will provide best practices, uplifting stories and win-wins in education.

Since not all members and delegates are able to attend the CCTE conferences, another objective of this section is to provide a means for poster presenters, among others, to publish their ideas and activities for all members to share in and enjoy. Unlike the organization’s two outstanding journals, *CCNews*’ “Promising Practices” will offer shorter, less stringently research-based pieces that are practical in nature.

In this inaugural issue of the “Promising Practices” section we revisit an edifying piece on developing informational literacy from Laurie Prothro and Erin Daniels (see pages 2 & 3). In addition, Christina Giguere and Jody Guarino share their successful experience of bringing University of California, Irvine mathematics methods students into a local elementary school. It is my hope that these stories and the “Promising Practices” section offer ideas and inspiration. I encourage you to submit a piece for publication; to do so just e-mail your text to me at [hstevenson@pacific.edu](mailto:hstevenson@pacific.edu)

### Promising Practices

## School Sites as a Site for Student Learning and Preservice Teacher Learning

By Christina Giguere & Jody Guarino  
University of California, Irvine

Responding to Linda Darling-Hammond’s (2010) contention, “learning to practice in practice, with expert guidance, is essential to becoming a great teacher...” (p. 40), the multiple subject credential program at University of California, Irvine (UCI) is now holding a few classes at partnering school sites. This fall, one section of the mathematics methods course is being taught at Chaparral Elementary, a K-5 partnership school. Five of the 10 course meetings are held on site at Chaparral, providing preservice teachers (PSTs) with opportunities to work directly with students, practicing instructional strategies under the supervision of lecturers Jody Guarino and Valerie Henry. PSTs have structured opportunities to practice what they were learning with elementary students.

Chaparral teacher and UCI mentor teacher Marie Sykes invited candidates to observe a mathematics lesson in her second grade classroom. PSTs observed as Marie and her students investigated the concept of 10 and effective strategies in conceptualizing subtraction of 10 when crossing over hundreds. Following the lesson observation and a debrief with Mrs. Sykes, PSTs classified and analyzed student work samples from the lesson, looking for evidence of student progress toward the learning goal.

In addition to observing classroom lessons, holding classes at school sites such as Chaparral has allowed PSTs to regularly work with students. PSTs have conducted individual diagnostic mathematics assessments and taught mathematics mini-lessons to students across multiple grade levels, immediately practicing what they are learning in their coursework, in a collaborative environment where feedback, analysis, and reflective practice are the norm.

# 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*

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 training 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 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:

—continued on next page—

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

(continued from previous page)

- 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/aasl/aaslissues/aaslinfolit/informationliteracy1.cfm>.

### CCNews Call for Articles and News Items

Do you have a successful practice or partnership with another university, parents, teachers, a county office, a school district, or a K-12 school you would like to share with your CCTE colleagues? 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 draft a brief article to submit to the new *Promising Practices* section of *CCNews*. Just e-mail your submissions as a double-spaced Microsoft Word text and send as an e-mail attachment to [hstevenson@pacific.edu](mailto:hstevenson@pacific.edu)

*CCNews* also welcomes reports, news items, updates, or announcements about any teacher education-related activities and events for the other sections of future issues.

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