

CCNews

Newsletter of the
California Council on Teacher Education

Volume 24, Number 3, Fall Issue, September 2013

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

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

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CCTE Leadership Holds Annual Retreat in June



The CCTE Board of Directors met for a two-day retreat on June 21-22 at California State University, Channel Islands. Pictured standing (left to right): Mona Thompson, Heidi Stevenson, Desiree Zamorano, Keith Howard, Christian Faltis, Anne Jones, Magaly Lavadenz, Cindy Grutzik, Alan Jones, Deborah Hamm, Shannon Stanton, Susan Westbrook, Virginia Kennedy, and Sharon Russell. Kneeling (left to right): Kip Tellez, Laurie Hansen, Jim Cantor, Lettie Ramirez, Juan Flores, and Suzanne SooHoo.



CCNews

Newsletter of the California Council on Teacher Education

Message from CCTE President Cindy Grutzik

Happy New School Year, Colleagues!

Like many of you, my week has been full of new-academic-year convocations, retreats, and orientations. What I enjoy most about these meetings is the time we take to restate and redefine the things that matter most to us, and to welcome new teammates. I'll use this opportunity to do the same for the California Council on Teacher Education.

This organization is unique in the state, as it brings together members from public and private universities, P-12, BTSA-Induction, and state agencies around a shared commitment to educator preparation. With over 750 individual and institutional members, CCTE is growing as a voice for teacher educators and as a resource for faculty, administrators, teacher leaders, and policy makers. Our two conferences each year continue to be well-attended and feature nationally-recognized keynote speakers and excellent scholarly presentations. Our two journals, *Issues in Teacher Education* and *Teacher Education Quarterly*, foster high-level research and policy conversations that push our work in critical ways. I am proud to be the president of CCTE for another year, and will work hard to advance our strategic priorities.

As of April 2013, we have a new President-Elect, Dr. Juan Flores from CSU Stanislaus. Juan brings extensive leadership and education experience to this position, as well as his previous and on-going contributions to CABTE, the CCTE Board, and the Fund Development Committee. We'll be working together over the next year, along with Past-President Magaly Lavadenz, to lead and support CCTE.

We also have three new CCTE Board members: Keith Howard (Chapman University), Virginia Kennedy (CSU Northridge), and Kip Tellez (UC Santa Cruz). They are joining a collegial and hard-working Board, and we are excited about the skills and knowledge they have to share with us. My sincere thanks to each of them and to Juan for accepting these important responsibilities on behalf of teacher educators across the state.

At its summer retreat in late June, the CCTE Board turned its attention to organizational capacity-building. Over the years and under the leadership of many presidents, CCTE has become a significant non-profit organization. Recently,

we've successfully taken on more advocacy, fund development, and professional development activities, yet without pausing to review our organizational structures or revise our by-laws. The Board is therefore engaged in a process of examining our strengths, staffing, business processes, by-laws, and journal assets in order to ensure the continued health of this organization that we all love. Our Board retreat, hosted by Dean Gary Kinsey at CSU Channel Islands, consisted of two days of rigorous assessment, discussion, and planning. I am deeply grateful for the commitment and collegiality shown by each Board member and for the solid teamwork.

Now we are focused on planning the Fall 2013 conference, scheduled to meet in San Diego October 24-26. The theme "Regenerating the Field: Our Future Scholars, Practitioners, and Partners" will challenge us to think deeply about how teacher educators are themselves prepared, inducted into this profession, and supported across their careers. Our speakers, Dr. Robert Bullough, Jr. and Dr. Frances O'Connell Rust, will be with us throughout the conference, and the Conference Planning Committee is drawing together a group of participants and respondents who reflect the most current work in this area. Plan to stay for Saturday, because for the first time we are offering a choice of Saturday Institutes. Watch upcoming conference announcements for more in-



Cindy Grutzik

formation.

Do you know anyone in teacher education who should be coming to this conference? Any first-year deans or faculty? Anyone who's involved in cutting-edge work? Reach out and invite them. CCTE continues to be the best place in California to network in a friendly professional environment, meet new colleagues, and be grounded in the work of preparing educators.

Have a wonderful start to your school year, and see you in San Diego.

—Cindy Grutzik
CCTE President

California State University, Long Beach

CCTE Policy Committee Update

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

While the CCTE Policy Committee has not visited Sacramento recently, we have been following the budget negotiations and tracking education and teacher education legislation as it moves through the legislature.

The state budget for 2013-14 was approved, including the Local Control Funding Formula (LCFF). The budget funnels significantly more money to K-12 schools, and LCFF alters the education funding formula so more money will flow to districts with high levels of students who come from low-income families, those who are not proficient in English, or those who are foster children. The funding shift was one of Governor Brown's top legislative priorities for the year. The State Board of Education has been directed to write the regulations and create a template for districts and counties to follow as they implement LCFF. The budget also provides more money for higher education, but there is no change in the way IHE funding is allocated.

Much of the legislation the CCTE Policy Committee has been following this year died in its house of origin, so it did not move forward. Some bills have been significantly amended. SB 5 creates a two-year cap on teacher preparation programs, but no longer includes the undergraduate education major. It moved through the legislative process in both houses and was just signed by the Governor the last week of August. SB 368 only covers added authorizations in Special Education, and is moving ahead in the Assembly. SB 195, which establishes metrics for specific goals for UC, CSU, and community colleges, has moved forward in the Assembly, with the inclusion of specific metrics to measure progress toward these goals.

The TAP Panel presented its recommendations to the Commission on Teacher Credentialing (CTC) in June. There are five areas which CTC Chairperson Linda Darling Hammond suggested warrant deeper study and analysis:

1. Program accreditation standards (including clinical and field experience recommendations, pedagogical, positive discipline issues, etc.)
2. Induction
3. Early Childhood
4. Special Education
5. Theater/Dance credentials

The TAP Panel implementation work plan was brought to the August Commission meeting. Revising the Preliminary and Induction/Clear standards "would address a significant number of TAP panel recommendations, and is the highest priority area for CTC implementation." The focus of the Commission's work during the coming year will be on:

- Aligning teacher preparation standards and programs with the Common Core State Standards;
- Determining what is essential in teacher preparation and framing standards so that they leverage quality in those aspects of preparation known to have the greatest impact on teacher effectiveness and student learning;
- Establishing an appropriate balance between preliminary preparation and induction so that teachers begin their practice "classroom ready" and receive the support and mentoring they need to move to the next level as effective educators; and
- Aligning and updating induction policy and standards for the clear credential with the new realities of local funding and program delivery." (CTC 8/1-2/13 Agenda, Item 3A).

Dates of Future CCTE Semi-Annual Conferences

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

CCTE Policy Framework

(The following revised version of the CCTE Policy Framework has been developed by the Co-Chairs of the Policy Committee and discussed and approved by the CCTE Board of Directors with the recommendation that it be presented to the CCTE Delegate Assembly for consideration and adoption at the Fall 2013 Conference. In the meantime the Board of Directors has authorized the continued use of this language by the Policy Committee as it reviews and evaluates proposed legislation and advocates in Sacramento on behalf of the CCTE membership. This language will also be presented in a visual format for use in advocacy and communications efforts).

The California Council on Teacher Education (CCTE) collaborates with education stakeholders to support and encourage approaches to the preparation and continuing development of teachers that will:

- ◆ **Foster public, political, and financial support for education at all levels, pre-K through university, with a 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 the ongoing growth of effective teacher preparation, induction, and professional development programs.**
- ◆ **Ensure the teacher education community is involved in policy discussions and decisions regarding pre-service education, induction and the professional development of educators.**
- ◆ **Recognize and support alliances that work to improve pre-service preparation, induction, and professional development of educators.**
- ◆ **Value cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.**
- ◆ **Support guidelines, regulations, and laws governing the preparation of educators in California that are based on research and best practices, and reflect the voices in the field.**
- ◆ **Include multiple measures in the evaluation of in-service teachers and assure that all assessments be valid, unbiased, and relevant to teaching and learning practice.**

Special Events at all CCTE Conferences

Meetings of CABTE, CAPSE/TED, & ICCUCET - Thursday Morning
 CCTE Graduate Student Caucus - Thursday Morning
 Newcomers Meeting - Late Thursday Morning
 Special Interest Groups - Thursday Noon & Friday Afternoon
 Keynote Addresses - Thursday Afternoon & Friday Morning
 Concurrent Research Sessions - Thursday Afternoon & Friday Morning or Afternoon
 Reception & Conference Banquet - Thursday Evening
 Sing-a-Long - Thursday Evening after Banquet
 Journal Editorial Board Meetings - Friday Breakfast
 Policy Sessions - Thursday Afternoon & Friday Afternoon
 Awards Luncheon - Friday Noon
 Poster Session - Late Friday Afternoon
 Graduate Student Caucus Dinner and Discussion - Friday Evening
 Capstone Institutes & Adjournment - Saturday Morning

From the Desk of the CCTE Executive Secretary

CCTE Membership

The 2013-2014 membership year for the California Council on Teacher Education is now underway. Renewal letters were sent to all institutional and individual members back in late May and early June, and many membership renewals have already been received. Everyone is encouraged to renew quickly for 2013-2014 to be sure that no membership benefits are missed.

CCTE Conferences

Another exciting CCTE Conference is being planned for Fall 2013, this time exploring how we can be effective in preparing and mentoring the next generation of teacher educators. A preview of the conference and the registration form appear on the following pages of this newsletter, and everyone is encouraged to pre-register by the September 23 deadline (although registration will remain open right up to the event in San Diego, at the slightly higher on-site rate). A special feature of the Fall 2013 Conference will be two concurrent Saturday morning institutes, and Conference registrants may attend either. All Conference attendees are encouraged to stay over to Saturday for these special events.

The Spring 2014 Conference will be held around the theme "New Teaching and Learning Spaces." The Conference will examine new environments in which we are working, teaching, and learning with faculty, candidates and students. Sharon Russell (CalStateTEACH) and Keith Howard (Chapman University) are co-chairs of the Spring Conference Planning Committee.

CCTE New Faculty Program and Graduate Student Support Program

Updates on the CCTE New Faculty Program and the CCTE Graduate Student Support Program appear on page 14 of this issue of *CCNews*. Opportunities remain for interested individuals to apply to either of these programs for this 2013-2014 year.

CCTE Dissertation Award

The deadline for nominations for the CCTE Outstanding Dissertation Award was extended to July 15 and five dissertations were nominated for consideration. Those nominees are now under review by a five-member special subcommittee of the CCTE Awards Committee.

CCTE Website

Be sure to visit our CCTE website regularly, since this is the best way to stay informed about our activities as well as to exchange information with your teacher education colleagues. All issues of *CCNews* are posted to the website,

and you are also encouraged to participate in our blogs and other social media connections.

Newsletter

As previously, this Fall 2013 issue of *CCNews* contains four sections and is available to members and delegates as a PDF on the CCTE website. The first section features the CCTE President's message from Cindy Grutzik as well as news on recent policy activities. The second section provides a preview of the upcoming Fall 2013 Conference. The third section offers a special message from Heidi Stevenson, who is stepping down as newsletter editor after this issue, along with updates on several CCTE activities. The fourth "From the Field" section features an article by Karen Lafferty describing the CCTE Graduate Student Caucus' conversation with Ann Lieberman at the Spring 2013 Conference.

CCTE Journals

A search is currently underway for a new editor of *Teacher Education Quarterly*, since Christian Faltis (University of California, Davis) has indicated that he will step away from that role at the end of this 2013 publication year. A call for applications was distributed early this summer, with an August 15 deadline, and a search committee is now evaluating the candidates who applied, with the intention of making a recommendation to the CCTE Board of Directors when that group meets on October 23.

CCTE will celebrate its 70th anniversary in 2015, and that milestone will be marked with a special program at the Spring 2015 Conference in conjunction with publication of a special issue of *Issues in Teacher Education* focusing on the history and accomplishments of CCTE as well as commentary on the future of the organization.

CCTE Leadership Retreat

For the fourth year in a row, the annual June meeting of the CCTE Board of Directors was expanded into a two-day leadership retreat in order to allow CCTE officers, Board members, editors, committee chairs, and leaders of associated organizations adequate time to explore organizational issues and develop policy and plans for the next year and beyond. The retreat was held at California State University, Channel Islands, on June 21-22. The two days were spent in in-depth discussions of the CCTE by-laws, future staffing needs, coordination of the two journals, fund development plans, and further development and use of the website, among other topics.

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Preview of the CCTE Fall 2013 Conference:

Addressing the Theme “Regenerating the Field: Our Future Scholars, Practitioners, and Partners”

The theme of the Fall 2013 Conference of the California Council on Teacher Education, to be held October 24-26 at the Kona Kai Resort in San Diego, will be “*Regenerating the Field: Our Future Scholars, Practitioners, and Partners.*”

The Learning to Teach Continuum for educators must be matched by a parallel and equally vital learning continuum for the development and support of those who prepare new educators in IHEs and P-12.

Teacher education programs rely heavily on the expertise of faculty, administrators, teacher leaders, P-12 cooperating teachers, and clinical supervisors, yet it is not well understood how emerging educators are prepared to move into these particular roles. Many teacher education faculty, for example, have come into their positions through their disciplines (e.g., math, science, social sciences, literacy, multicultural education, etc.) and may not have a solid grasp of the research supporting the preparation of excellent, highly qualified teachers. In addition, educator preparation is occurring in increasingly varied settings.

Even so, the field of educator preparation is gaining significance both state-wide and nationally. Educator preparation programs are under scrutiny from external groups and from those who are actively shaping the field in an overall effort to impact student success, close persistent achievement gaps, and raise the level of the profession in relation to the significance of the work. CCTE’s recent involvement in the Teacher Education Research committee through AERA is related to this, as we work to shape the research designs required to strengthen our field.

At the same time, we are reaching a point in many IHE and P-12 settings where a majority of faculty and teacher leaders are approaching retirement. This creates a timely opportunity for our profession, our organization, and our conference in Fall 2013 to address these integral issues. In recognition of the need to “regenerate the field” and grow our own, CCTE has been sponsoring doctoral student participation in the conferences and has established the New Faculty Support Program. It is now time to take even broader action.

Guiding Questions

The Fall 2013 Conference will examine the following questions:

- ◆ What are the dynamics and challenges associated with preparing the next generation of teacher educators?
- ◆ What are the contexts in which teacher educators are currently prepared?
- ◆ What are the prior experiences and professional backgrounds of those who are coming into the field of teacher education?
- ◆ In what ways does research inform curriculum decision making in programs focused on preparing the next generation of teacher educators?
- ◆ What are the multiple pathways available to those seeking a career in teacher education?
- ◆ What pathways would we like to create and/or strengthen?
- ◆ What are we doing to support and develop teacher education faculty in both scholarship and practice?
- ◆ What sets teacher education apart as a field that demands its own experts, practitioners, and scholarship?
- ◆ In what ways are partnerships across multiple contexts transforming traditional pathways for teacher educators?
- ◆ What are the implications of these partnerships for efforts aimed at growing our own cadres of future colleagues?

The conference will explore these questions through the active participation of doctoral program directors, IHE and K-12 faculty/teacher leaders, university administrators, and researchers in higher education and educator preparation.

—continued on next page—

Fall 2013 Conference Preview

(Continued from previous page)

Keynote Speakers

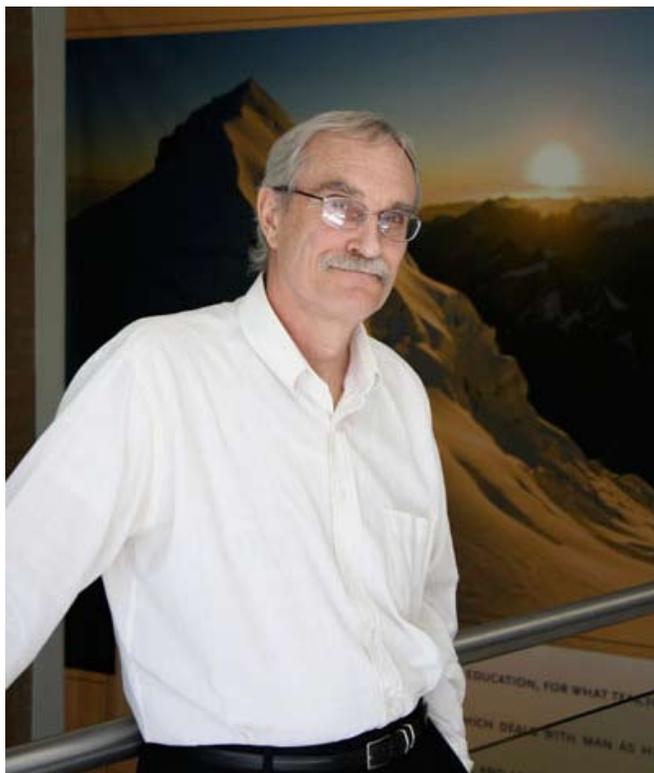
The Thursday afternoon keynote speaker will be **Frances O'Connell Rust**, Senior Fellow and Director of Teacher Education Programs at the Graduate School of Education, University of Pennsylvania, and Professor Emeritus, Steinhardt School of Education, New York University.

The Friday morning keynote speaker will be **Robert V. Bullough, Jr.**, Professor of Teacher Education at the Center for the Improvement of Teacher Education and Schooling at Brigham Young University and Emeritus Professor of Educational Studies at the University of Utah.

Both keynote speakers will participate throughout the Fall Conference, beginning with the Graduate Student Caucus meeting on Thursday morning and continuing through the Saturday morning institute aligned with the conference theme.

Other Conference Activities

The Fall 2013 Conference will also include: Thursday morning meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education, and the Independent California Colleges and Universities Council on the Education of



Robert V. Bullough, Jr. - Friday Keynote Speaker



Frances O'Connell Rust - Thursday Keynote Speaker

Teachers; meetings of Special Interest Groups on both Thursday and Friday; special presentations and discussions related to the conference theme; concurrent research and practice presentations; policy sessions; the late Friday afternoon poster session; and two special institutes on Saturday morning. Additional information on the Saturday institutes appears on the following two pages.

Conference Planning Co-Chairs

Co-chairs for the CCTE Fall 2013 Conference Planning Committee are Cindy Grutzik (California State University, Long Beach, cynthia.grutzik@csulb.edu), Thomas Nelson (University of the Pacific, tnelson@pacific.edu), and Andrea Whittaker (Stanford University, andreaw@stanford.edu).

How To Register

To register for the CCTE Fall 2013 Conference complete the registration form in this newsletter and return it with a check (payable to California Council on Teacher Education) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. Or if you wish to pay by credit card, use the on-line registration form on the "Next Conference" page of the CCTE website. The pre-registration deadline is September 23, 2013.

All conference attendees must make their own hotel reservations. Call the Kona Kai Resort at 800-566-2524 and tell them you are attending the CCTE Fall Conference.

Tentative Fall 2013 CCTE Conference Program

Wednesday, October 23:

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, October 24:

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.).

10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.

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 3:00 p.m. - Opening Session:

1:00 to 1:15 p.m. - Introductions with CCTE President Cindy Grutzik (California State University, Long Beach) presiding.

1:15 to 1:30 p.m. - Conference Orientation by Co-Chairs of Fall 2013 Conference Planning Committee, Cindy Grutzik (California State University, Long Beach), Thomas Nelson (University of the Pacific), and Andrea Whittaker (Stanford University).

1:30 to 2:15 p.m. - First Keynote Address by Frances O'Connell Rust (University of Pennsylvania).

2:15 to 3:00 p.m. - Panel Comments, Question-Answer Period, & Table Discussions.

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

3:15 to 4:30 p.m. - First Set of Concurrent Research Sessions.

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

4:45 to 5:45 p.m. - First Policy Session.

5:45 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, followed by Songfest led by CCTE minstrels, all voices and instruments welcome.

Friday, October 25:

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 8:45 a.m. - Coffee, tea, juices, and pastries.

8:45 to 10:30 a.m. - Morning Session:

8:45 to 9:30 a.m. - Second Keynote Address by Robert V. Bullough, Jr. (Brigham Young University).

9:30 to 10:15 a.m. - Panel Comments, Question-Answer Period, & Table Discussions.

10:15 to 10:30 a.m. - Break.

10:30 to 11:00 a.m. - Presentation on doctoral preparation of teacher educators by Jamy Stillman (University of Southern California).

11:00 to 11:30 a.m. - Presentation on professional development of teacher educators by Brad Olsen (University of California, Santa Cruz).

11:30 to Noon - Discussion panel of new faculty and graduate students.

Noon to 1:15 p.m. - Conference Luncheon; CCTE Semi-annual Awards Presentations.

1:15 to 1:30 p.m. - Break

1:30 to 2:45 p.m. - Second Set of Concurrent Research Presentations.

2:45 to 3:30 p.m. - Second Policy Session, featuring reports from CCTE Policy Committee and Commission on Teacher Credentialing.

3:30 to 3:45 p.m. - Break.

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 9:00 p.m. - Graduate Student Caucus Dinner Meeting (open to all students attending Spring Conference).

Saturday, October 26:

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 11:30 a.m. - Saturday Morning Institutes: Two concurrent Institutes will be available to conference registrants

(descriptions of the two Institutes appear on the next two pages of this newsletter)

11:30 to 11:45 a.m. - Summary Conference Discussion with take-home ideas and a look ahead to the Spring 2014 CCTE Conference.

11:45 a.m. to Noon - Final Comments and Conference Adjournment, with Cindy Grutzik, Thomas Nelson, and Andrea Whittaker.

Saturday Morning Institute at Fall 2013 Conference on “Preparing Future Teacher Educators”

Title of Institute: “Exploring the Preparation of Future Teacher Educators: Developing Recommendations for the Future”

Time Span for Institute: 9:00 to 11:30 a.m., Saturday, October 26

Questions to Guide Institute:

- Where do our future teacher educators come from?
- What criteria should educators wishing to become teacher educators use in selecting a graduate study program?
- What do—and should—preparation programs (doctoral programs) for future teacher educators look like?
- What challenges and successes do graduate students preparing to be teacher educators experience?
- How do doctoral graduates in teacher education find employment as teacher educators?
- What challenges and successes do new faculty in teacher education experience?
- What support currently exists for those wishing to become teacher educators?
- What additional support can CCTE provide?

Goals of Institute:

- To address above questions.
- To develop recommendations for CCTE and the California teacher education community.

Institute Program

9-10 a.m. - Introduction of Institute goals: Alan Jones (CCTE Executive Secretary)

Brief presentations from four relevant constituencies, panel moderated by Thomas Nelson (University of the Pacific)

Two faculty leaders of existing doctoral programs focusing on teacher education

Jamy Stillman (University of Southern California) & Brad Olsen (University of California, Santa Cruz)

Two new teacher education faculty

Keith Howard (Chapman University) & Cynthia Coleman (Fresno Pacific University)

Two current graduate students preparing to be teacher educators

Karen Lafferty (San Diego State University/Claremont Graduate University)
& Jomeline Balatayo (University of California, Santa Barbara)

Two educators interested in studying for a career as teacher educators

Selections to be made by faculty at member institutions in the San Diego area

Each of the 8 participants will speak to guiding questions posed by the moderator for no more than 3-4 minutes.

Comments will then be invited from conference keynoters Bob Bullough and Frances Rust,
followed by interchange among participants and then questions from the audience.

10-10:45 a.m. - Round table conversations

One table for each of the four categories: established teacher educators, new teacher education faculty, graduate students, and prospective graduate students.

Discussion assignment is to identify answers to guiding questions, to frame new questions, and to suggest recommendation to CCTE. The above panelists along with a leader from the conference planning committee will facilitate each of the four table discussions.

10:45-11:15 a.m. - Reports from table conversations, facilitated by Andrea Whittaker (Stanford University)

Each table then reports, with all conclusions, new questions, and recommendations recorded on chart paper. Comments are again invited from keynoters Bob Bullough and Frances Rust.

11:15-11:30 a.m. - Finalizing recommendations, facilitated by Cindy Grutzik (California State University, Long Beach)

The group as a whole reviews the recommendations that have evolved, prioritizes them, and moves to submit them to CCTE and CCTE member institutions for implementation.

Saturday Morning Institute at Fall 2013 Conference on “Implementing Common Core State Standards”

Title of Institute: “Action Plan for Building Capacity to Implement the California Common Core State Standards: A Statewide Dialogue with Teacher Preparation Programs”

Time Span for Institute: 9:00 to 11:30 a.m., Saturday, October 26

Presenters:

- Mary Vixie Sandy, Director, California Commission on Teacher Credentialing
- Teri Clark, Director, Professional Services Division, California Commission on Teacher Credentialing
- Cheryl Hickey, Administrator of Accreditation, California Commission on Teacher Credentialing
- Phyllis Jacobson, Administrator of Examinations and Research, California Commission on Teacher Credentialing
- Nina Moore, Director, California Subject Matter Projects
- A Director of Teacher Education from a UC, CSU, and Private Institution
- A Manager, Professional Learning Support Division, California Department of Education

Description of the Saturday Institute:

“*The next generation standards deserve next generation teachers.*” This recent quote from Harold Levine, Dean of the University of California Davis School of Education, captures the essence and the focus of the statewide conversation this Institute will facilitate. As Dr. Levine poses, implementation of the Common Core State Standards raises the urgent question of how can we as a state help all of our teacher preparation institutions and programs develop ways to educate new teachers “into a world of hands-on learning, interacting teaching and new habits of mind that prioritize conceptual understanding, learning how to teach and learning across academic fields?” Given that the new Common Core-focused K-12 student assessments are coming on line in 2014, and that teacher preparation programs are expected to prepare new teachers who can help students be successful on these assessments from day one on the job, this is an immediate and critical issue facing all of us.

Within the Institute, specific needs of programs and institutions for faculty and staff development with respect to Common Core Standards will be identified, available statewide resources for providing/facilitating Common Core-related professional development for teacher preparation faculty and staff will be explored, and a preliminary action plan will be developed. The Institute presents a unique opportunity and forum for programs and institutions to have this critical statewide conversation with key resource partners around an issue that will have a profound impact on, if not revolutionize, how teachers are prepared in California.

Topics to be Covered/Syllabus:

- Overview of California Common Core-related competencies needed by teachers (30 minutes)
- Identification of professional development needs for preparation program faculty/staff (45 minutes)
- Presentation of available resources from the Subject Matter Projects, the CTC, the CDE, and teacher preparation institutions (35 minutes)
- Development of a preliminary statewide action plan (45 minutes)

California Council on Teacher Education Fall 2013 Conference Registration

Please use this form to register for the Fall 2013 CCTE Conference and return by mail with payment by check;
Or if you wish to pay by credit card, use the on-line form in the "Next Conference" section of the CCTE website.

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 Retired Educators - \$125 (will be \$150 on site)
- Special for Students and P-12 Educators - \$50 (will be \$75 on site)

Special Events (check those desired):

- Thursday SIG Time (includes box lunch) - \$25
- Thursday Evening Session (includes banquet) - \$45
- Friday Awards Session (includes luncheon) - \$35
- Check here if you wish vegetarian options.

California State University Field Coordinators Forum Meeting and Refreshments (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 above (please enclose check for this amount payable to California Council on Teacher Education): \$ _____

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.

Special Interest Groups: You are urged to attend a SIG of their choosing during each time slot (check those you may attend):

- | | |
|--|---|
| SIGs meeting on Thursday: | SIGs meeting on Friday: |
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> BTSA and Induction | <input type="checkbox"/> Internationalizing Teacher Education |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Undergraduate Teacher Preparation |
| <input type="checkbox"/> Special Education | |

Please mail completed form with check payable to "California Council on Teacher Education" to:

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

Pre-registration deadline is September 23, 2013. 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 Kona Kai Resort at 800-566-2524 and tell them you are attending the CCTE Fall 2013 Conference. Hotel reservations should be made by or before September 23 to be assured of rooms within our reserved CCTE block.

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, practice, or policy analysis, and the preferred session format (poster session or 30- or 60-minute 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 1800-word, single-spaced, proposal without names of the presenters.

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

hansenl@uci.edu

Deadlines

Deadline for proposals for the Spring 2014 Conference is January 15, 2014; for Fall 2014 is August 15, 2014.

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.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy. and conclusion.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or in the case of poster proposals 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?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must register for and attend the Fall 2013 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

Miscellaneous

Presenters at CCTE Conferences are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Written descriptions may also 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 consideration for publication in either *Teacher Education Quarterly* or *Issues in Teacher Education*.



CCNews

Newsletter of the
California Council on Teacher Education

Volume 24, Number 3, Fall Issue, September 2013, 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

Message from the Editor of CCNews

CCNews began as a printed publication around 1993 and in 2005 evolved into an electronic document. In 2008, it was my honor and privilege to join the long line of distinguished California teacher educators who have served as editor of *CCNews*.

Highlights for me from my editorship include featuring CCTE members' work in the "From the Field" section, coordinating interviews with CCTE conference speakers (e.g., Mary Christianakis' discussion with James Gee), and having continuous conversations and negotiations with my friend, and partner in crime, Alan Jones.

While I am happy to see the newsletter grow and flourish, I also feel it is time to hand over leadership to a next editor. I trust this individual will bring new ambition and vision to this ever-expanding publication, and at the same time, I issue a challenge.

We have reached a significant point in history when venture capitalists are investing 80% more in education than they were in 2005. And, policymakers are regularly calling for teacher education programs to be held accountable for the test-scores of their graduates' K-12 students, so we need a unified response.

I challenge the newsletter to serve as a medium for informing and organizing CCTE members regarding the corporatization of, and accountability measures for, K-12 and teacher education by addressing this guiding question:

How do we ensure that K-12 and teacher education continues to be about learning, inspiring and equity, not just about the bottom line?

I task each of us with using this question to incite advocacy through our teaching, service, research, and writing, in order to make a difference in the future of education for all. That is my aim as I pass the torch to the next *CCNews* editor.

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



Heidi Stevenson with son Huxley.

CCNews Call for Articles and News

CCNews is continuing to evolve with the inclusion of sections that feature CCTE news, semi-annual conferences, organizational activities, best practices from the field, and other brief articles. The goal continues to be to create a forum for CCTE members to share information and celebrate our successes.

We are also encouraging all concurrent session and poster session presenters at CCTE semi-annual conferences to write about their presentations for the newsletter.

Just e-mail your submissions as an attachment to Heidi J. Stevenson at:

hstevenson@pacific.edu

While Heidi is stepping aside as editor after this issue, she will hold any new submissions to pass along to the next editor once that appointment is made prior to publication of the Winter 2013 issue around December 1. The deadline for materials for that issue is November 15.

Special CCTE Programs, Opportunities

CCTE New Faculty Support Program

The CCTE New Faculty Support Program is now in its third year of operation. To date we have six participants for the 2013-2014 year, and additional applications will be welcomed. Each participant receives a complimentary annual CCTE individual membership and complimentary conference registration and encouragement to participate and present at one of our conferences. Participants are also assigned a mentor from among the CCTE leadership, with the goal of assisting new faculty as they become involved in the teacher education field and in CCTE. For this program, anyone within the first five years of service as a teacher education faculty member at a CCTE member institution is eligible to apply. Further information about participation and the application process appears on the CCTE website.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program also continues to operate during the 2013-2014 year. Eight graduate students have applied and been accepted for support this year, and additional applications are welcomed. Each program participant receives a complimentary CCTE student membership for the year and complimentary conference registration and encouragement to participate and present at one of our conferences. The program is geared to assist graduate students who are studying to be teacher educators and is open to students at any college or university in California. Again, relevant information is available on the CCTE website.

Support for graduate students participating in this program comes from the CCTE Graduate Student Fund, which was established three years ago following a generous contribution from Thomas Nelson at the University of the Pacific. The fund has been enhanced by contributions from several other CCTE members, including a similarly generous contribution from Joel Colbert at Chapman University. Continuation of the Graduate Student Support Program depends on further contributions to support the effort. All CCTE members are encouraged to make an annual contribution to sustain the program. Such contributions should be made payable to the California Council on Teacher Education, with a note that the contribution is intended for the Graduate Student Fund, and mailed to the attention of Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard OMB 275, San Francisco, CA 94118.

CCTE Annual Co-Sponsorship Program

For the past four years CCTE has invited Annual Co-Sponsors to help support our semi-annual conferences and other ongoing CCTE activities. This program is open to all colleges and universities, educational organizations, philanthropic foundations, and companies and other enterprises that have an interest in teacher education. Annual Co-Sponsorships are available at four different levels, depending on the funds contributed, and all Co-Sponsors are listed on the semi-annual conference programs, in our quarterly newsletters, and on the CCTE website.

Invitations to participate as Annual Co-Sponsors are extended each year to all CCTE institutional members as well as to foundations and companies associated with the teacher education field. Further information as well as a form for signing up as an Annual Co-Sponsor are available the CCTE website.

Special thanks are offered to our Annual Co-Sponsors from recent years: The Departments of Teacher Education and Special Education at Azusa Pacific University, the College of Education and Allied Studies at California State University East Bay, the College of Educational Studies at Chapman University, Evaluation Systems Pearson, the School of Education at Loyola Marymount University, the College of Education at San Diego State University, and the University of California Riverside Extension. It is hoped that all of these previous Annual Co-Sponsors will offer this special support to CCTE again this year, and that they will be joined by yet others. The Annual Co-Sponsor Program allows CCTE to augment the semi-annual conferences as well as many other CCTE activities.

Friends of CCTE Program

The Friends of CCTE Program is an ongoing solicitation for contributions from CCTE members, delegates, and friends, over and above annual membership dues, to provide additional support for all CCTE activities. All members, delegates, and friends are encouraged to make an annual contribution of any amount. CCTE is a 501c3 non-profit organization, so contributions to CCTE are tax-deductible. Such contributions should be made payable to the California Council on Teacher Education, with a note that the contribution is intended for Friends of CCTE, and mailed to the attention of Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard OMB 275, San Francisco, CA 94118.



CCNews

Newsletter of the California Council on Teacher Education

Volume 24, Number 3, Fall Issue, September 2013, Section 4

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 Graduate Student Caucus Hosts Ann Lieberman

By **Karen Elizabeth Lafferty**

Co-Coordinator, CCTE Graduate Student Caucus

At the Spring 2013 Conference of the California Council on Teacher Education (CCTE) in San Jose, the Graduate Student Caucus (GSC) hosted keynote speaker Ann Lieberman at its Thursday morning meeting. After asking the students to introduce themselves and share their research interests, Dr. Lieberman described her own beginnings as a teacher and then graduate student in education. Tracing the path of her career from a 6th grade classroom in Simi Valley, to study at UCLA, and then work at Columbia University's Teachers College and Stanford University, she offered the CCTE graduate students a valuable piece of advice: keep your teacher soul.

Dr. Lieberman spoke of the value of teacher knowledge and how she knew from her first years in the classroom that teachers have a unique understanding of teaching and learning that offers a much-needed perspective in education. She discussed her current research on teacher learning, focusing on the importance of starting within teacher communities and building outward from that core of support, a point later underscored that afternoon in her keynote address. To the graduate students she emphasized the need to maintain community by keeping in contact with friends and colleagues along the way, explaining how when it's time to pursue an opportunity—or take a risk—there is already an existing foundation. In the same vein, she advised not becoming isolated and remaining open to opportunities, describing how this attitude had served her well in moves from the west coast to the east coast and back again.

Another message she shared with the GSC was how writing helps develop a way of thinking and being in the world. Giving an example from her own work, she described her 1978 article, "The Social Realities of Teaching," and how she and her co-author drew on their classroom experience in writing to and for other educators. As she did in her keynote address, Dr. Lieberman emphasized the importance of valuing and celebrating teacher knowledge. In speaking to the graduate students, she encouraged all of us to pick an audience and write for them in sharing the knowledge we have as educators.

Listening to Dr. Lieberman describe her path from first-year teacher to senior scholar at Stanford University provided

an opportunity for the graduate student members of CCTE to envision their own professional journeys. For educators just beginning the move from the K-12 world to the university, her words of support provided encouragement and a sense of future possibilities.

This session was made possible in part due to the efforts of outgoing GSC co-coordinators Robin Perry and Charlane Starks who had arranged a similar meeting for graduate student members of CCTE to speak with Kenneth Zeichner of the University of Washington at the Fall 2012 conference in San Diego. The opportunity for graduate students to engage with the conference keynote speakers in an intimate setting offers a unique chance to talk with established scholars and ask questions about their path in teacher education. It is hoped this component of the conferences will continue as CCTE seeks to encourage graduate student participation and regenerate the field.

An Invitation to Graduate Students

All graduate students attending the Fall 2013 CCTE Conference are invited to attend two meetings of the Graduate Student Caucus (GSC).

The first GSC meeting will be on Thursday, October 24, from 10 to 11 in the morning. At this session the GSC will host the two Fall Conference keynote speakers—Frances O'Connell Rust of the University of Pennsylvania and Robert V. Bullough, Jr. of Brigham Young University—for an informal conversation related to the Conference theme "Regenerating the Field: Our Future Scholars, Practitioners, and Partners."

The second GSC event will be a dinner meeting on Friday, October 25, from 7 to 9 p.m. The meeting will focus on continuing development of the GSC and how CCTE can best support and encourage student participation.

For additional information on the GSC, contact either of the Co-Coordinators:

Jomeline Balatayo (University of California, Santa Barbara) at jomeline.balatayo@gmail.com

Karen Lafferty (San Diego State University & Claremont Graduate University) at karenlafferty@gmail.com