

# CCNews

Newsletter of the  
California Council on Teacher Education

Volume 25, Number 3, Fall Issue, September 2014

Jo Birdsell & Judy Mantle, Co-Editors (National University)

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

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## CCTE Annual Leadership Retreat



CCTE leaders Deborah Hamm, Juan Flores, Virginia Kennedy, and Cindy Grutzik (left to right) discuss organizational plans as part of the annual June leadership retreat, held this year at California State University, Channel Islands. See report on the outcomes of the retreat on pages 3-5 of this issue of the newsletter.



# CCNews

## Newsletter of the California Council on Teacher Education

### Message from CCTE President Juan Flores

This is the second in a series of messages in which I examine the findings of the CCTE membership survey that was conducted in May of this year as a first step in my term as president. The Board of Directors and I were very pleased with the substantial response from the membership, and we are committed to addressing the findings, which reflect the interests and commitments of the membership.

The survey asked the membership to rate the value of the following current services and activities CCTE offers to its membership:

- The CCTE semi-annual conferences.
- Affiliate organization meetings at CCTE semi-annual conferences.
- Special Interest Group (SIG) meetings at the CCTE semi-annual conferences.
- Email communications regarding issues and initiatives.
- CCTE professional journals.
- Mentoring of new members and graduate students.
- Policy sessions at CCTE semi-annual conferences.
- Research sessions at semi-annual conferences.
- Poster session at semi-annual conferences.

All of these activities were highly rated as “Important” or “Very Important” by our membership, ranging from 67.28% to 90.99%. These survey findings are indicative of an overall satisfaction of the membership with current CCTE activities, and the Board of Directors is committed to continuing to build on the strengths of these activities.

The top five CCTE activities and services that were most highly rated (Important or Very Important) were as follows:

Email communications regarding issues and initiatives	90.99%
CCTE professional journals	88.07%
CCTE semi annual conferences	85.59%
Research sessions at conferences	82.57%
Mentoring of new members and graduate students	73.81%

It is thus evident to the Board that email communications to the membership regarding issues and initiatives are viewed as the most important and valued service provided by CCTE. The second most highly rated service is the CCTE professional journals, namely *Issues in Teacher Education* and *Teacher Education Quarterly*. The professional journals plus the semi-annual conferences and the research sessions at the conferences are all indicative of the membership’s appreciation of CCTE’s commitment to providing its

membership with professional development and cutting edge research on teacher education.

The final highly rated service, mentoring of new members and graduate students, was especially gratifying for the CCTE Board. There is a range of age among the officers and the Board, and many members of the leadership of CCTE are approaching retirement age (myself included). We have committed ourselves to developing the next generation of teacher educators through grants such as Project LEAD: Leadership, Excellence, and Apprenticeship Development, which was funded by AACTE two years ago. Since then, we have conducted very successful New Faculty Support and Graduate Student Support programs, all aimed at the “next generation” of CCTE. We are committed to diversifying the next generation of teacher educators and will continue to develop initiatives with this purpose. At the retreat, the Board recognized and moved on these findings. We are committed to continuing to strengthen our efforts to build our next generation of teacher educators.

As an extension to this question, the survey asked CCTE members what additional activities or services we should provide to the membership. We clustered the responses thematically as we identified suggestions from the membership. The biggest cluster of responses was related to advocacy.

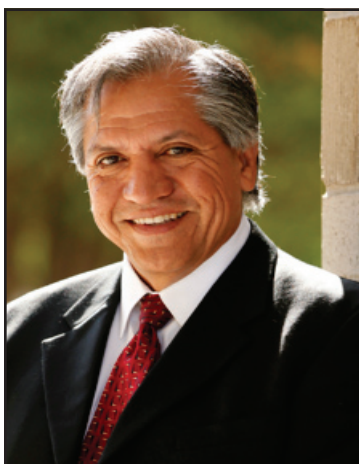
It is very clear from the responses that the CCTE membership wants the CCTE

leadership to take a more active role in advocacy on behalf of education and in response to the current difficult educational environment. In the process, the CCTE membership wants its leadership to be more visible in its advocacy and to make better use of the media to get out our message. The CCTE leadership is also encouraged to find more ways to actively participate, not merely respond, in the shaping of policy and practice in California related to the preparation of teachers. Finally, the membership asked the CCTE leadership to create networking links to other proactive educational organizations.

All of these ideas related to advocacy were discussed by the CCTE Board at its retreat, and we have initiated efforts to address them as part of our strategic planning.

—Juan Flores  
CCTE President

California State University, Stanislaus



Juan Flores



# CCTE Leadership Retreat Sets Goals

## *“Building Relationships for More Influence”*

[The following is an abbreviated version of the report on the 2014 CCTE Leadership Retreat initially drafted by Roberto Vargas and then edited by Juan Flores and Alan Jones.]

Over the past four years, the California Council on Teacher Education Board of Directors has held an annual planning and leadership development retreat each June. The retreats have been designed to address specific planning and organization development objectives in keeping with the vision of the CCTE president and with guidance from our planning consultant Roberto Vargas. By the end of each retreat the participant group has surfaced insights and reaffirmations that set the tone and focus for the coming year.

The directions and big “ahas” from this June’s retreat were inspired by the theme offered by Juan Flores, the new president, the feedback generated by the 2014 CCTE on-line membership survey conducted in May, and the fund development workshop provided by Tina Knight of California State University, Channel Islands, which was integrated into the retreat. A brief summary of the key directions and big “ahas” follows.

### Relationships

The success of our organization depends on the relationships that we develop.—Juan Flores, President

Juan emphasized his commitment to build on the good work of our past presidents and to emphasize relationship building to advance our mission and our priorities and goals: “We need to improve relationships with our members by reaching out and hearing their concerns. We reached out with our membership survey and they responded. Now we need to be vigilant in incorporating their feedback and use this information to improve our program and services. In this way we can improve our ability for advocacy, fund development, journal contribution, and advancing our movement for quality teacher preparation.”

### Communications

It’s about connection, communication, and making it easy!—Désirée Zamorano & Heidi Stevenson (Vision & Communications Committee)

The Vision and Communications Committee emphasized the necessity to keep the mantra “connection, communication, and ease” in mind to best serve our members. To strengthen our advocacy, increase support for CCTE, and raise funds, we need communication systems and content that makes people feel connected to the organization and makes it easy to participate. The committee suggested investing in and becoming current with our communication systems. The full retreat group concurred.



*Juan Flores at the 2014 retreat*

### Fund Development

It’s time to ask ourselves and members to financially contribute!—Shared response to fund development workshop

Our vision requires developing our capacity to raise funds. To encourage financial giving to CCTE necessitates getting better at articulating our story and case. What impacts are we having on teacher preparation? What stories can we share of how we have increased the success of our children and schools? How many lives have we touched? What examples can we provide to illustrate the increased impact we could make with greater financial support from our members and allies? We need to clarify our compelling stories so that “asking” for donations comes easily as we articulate the positive difference that we are making.

### Coordination

Focus and coordinate!—The evolving response to hearing the priorities of each group

Upon hearing the priorities of the core committees, it was apparent to the retreat that all committees shared similar priorities—as an organization, we need to clarify our compelling story, we need to keep members informed, and we need to support our members’ desire to engage in more proactive policy impact. By following through on our recommended activities, we can advance our mission and raise the funds that will permit us to increase our capacity and influence. Therefore, we need to increase coordination and leadership to ensure our focus and follow-through. It’s time to reinvigorate our Coordination Committee to effectively follow-through on the common recommendations made by our committees.

### Mission & Vision

The retreat participants affirmed both CCTE’s mission

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# CCTE Leadership Retreat Sets Goals

## “Building Relationships for More Influence”

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and vision which had been drafted at previous annual leadership retreats.

*CCTE Mission:* CCTE is devoted to improving the pre-service and in-service education of teachers and administrators. We do this by organizing together all teacher educators who seek to be informed, reflective, and active to advance research, practice, and that encourages teacher quality teaching.

*CCTE Vision: 2015-2020:* CCTE is the premier teacher education organization in the United States. We advance understanding and practices to assure high quality teachers. CCTE is a fully staffed professional organization that: (1) engages its members to become models and leaders for quality teacher preparation and teaching; (2) provides journals, conferences, and professional development to advance quality education; and (3) serves as a resource center for policy information and development towards advancing an educated citizenry.

In response the question “how are we advancing our vision?” participants identified the following:

1. We have discussed what “premier” means, which is to be our best at advocating and modeling quality teacher preparation.
2. We have allocated funds to strengthen our social media capability and ensure a more responsive website.
3. We administrated the membership survey and are now discussing how to respond to the feedback and concerns articulated by our members.
4. We secured a grant to encourage and coordinate teacher education research.
5. We are committed to moving our journals forward.
6. We are the strongest state teacher education organization in the United States.

### 2014-2015 Strategic Priorities

The retreat opened with a review of the insights, considerations, and questions raised by the CCTE 2014 membership survey. Key messages indicated by the survey were the desire for increased proactive advocacy, improved communications, the assertion of a framework for quality teacher preparation, and continuation of CCTE’s conferences and journals. Given this membership feedback, the Board reaffirmed the organization’s commitment to the CCTE 2014-2015 Strategic Priorities and explored ways to increase CCTE’s overall effectiveness in carrying these priorities forward.



*Désirée Zamorano (standing) offers directions to Mona Thompson, Deborah Hamm, and Anne Jones at the 2014 retreat.*

*1. Policy:* Advance policy that encourages quality teacher education. Our state and national spotlight is on education. During these times it is especially strategic for CCTE to develop and advocate for policies that support quality educators and teaching. Given the concerns of a failing school system and the antagonistic sentiment being generated against public services, taxes, and unions, there is a need for multiple narratives that underscore the necessity for quality education, well prepared teachers, union advocacy, and public financial support for our schools. CCTE will draw upon the expertise of our members to stimulate the dialogue, research, and collaboration necessary to advance the legislative priorities, policy change and public support for quality teacher education and educator preparation.

The Policy Committee will develop the priorities, programs, activities and tools to advance this goal. Their recommendations include expanding our fund development efforts in order to raise \$10,000 a year to support a stronger advocacy strategy.

*2. Proactive Communication:* Communicate to create connections to our purpose and to each other. The education profession and our public require a more complete understanding of the nature of quality teaching and learning so that they can better support education that truly meets the needs of our children. This requires a better understanding and appreciation of CCTE’s purpose and experience so that CCTE can be utilized to improve our education policy and teacher preparation. The CCTE membership must be kept current on the organization’s advocacy efforts and successes. To address these communication needs, CCTE must improve its ability to explain and convey our story—how are we making a difference in the preparation of teachers and the education of our children? Our communication system should also make it easy for our members to support our advocacy.

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# CCTE Leadership Retreat Sets Goals

## “Building Relationships for More Influence”

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The Vision & Communications Committee in collaboration with the Policy Committee will focus on enhancing our communication tools and practices to create systems and opportunities to enlist our members in our advocacy work and in better communicating the CCTE vision for education (e.g., use of twitter, etc.). The web site will be upgraded to better support CCTE’s overall vision and mission. The committee requested that the Coordinating Committee synthesize the recommendations of all committees to generate our “compelling story” and focus our advocacy and fund development efforts.

**3. Fund Development:** Develop our CCTE business plan and secure resources to achieve our objectives. The achievement of CCTE’s current and future objectives requires an expansion of staff and budget. To build on our rich legacy, CCTE will develop a business plan that presents the “case” for fund development by clearly articulating the story of the impact CCTE is making on behalf of teachers and children, and the increased impact CCTE can make given additional financial resources.

The Fund Development Committee assumed the responsibility to work with the full Board of Directors to develop the CCTE business plan, the “case statement,” and initiate an annual appeal to the CCTE membership.

**4. Membership:** Expand and engage our CCTE membership. The vision to improve our educational system with more quality teachers requires the full engagement of our members to be advocates, role models, and leaders for quality teaching. The CCTE 2014 membership survey indicated areas in which CCTE can improve in communicating with and for our members, and improve our organization. CCTE will continue to develop and strengthen its strategies to increase active membership which will include the retention, expansion and engagement of our membership, improved outreach to targeted institutions and individuals, including the California State University, the University of California, private and independent colleges and universities, community colleges, alternative certification programs, the induction (BTSA) community, retired members, other professional organizations and unions, etc.

\*The Membership Committee will continue exploring and initiating activities to engage and involve members.

**5. Educator Preparation Framework:** Assert a framework that underscores the key elements of quality educator preparation. The CCTE membership desires to see increased proactive stances by CCTE in regards to the elements of quality teacher preparation. To advance meaningful and quality education, CCTE will outline and assert an “Educator Preparation Framework” comprised of



*Anne Jones and Kip Tellez at retreat.*

key principles and practices that are essential to the educator preparation required by our schools.

Towards addressing this goal, Cindy Grutzik and the Executive Committee will develop a plan to identify or clarify an Educator Framework that can provide a succinct presentation of the key principles and practices that comprise the educator preparation necessary for 21st century learners, teachers, administrators, and school systems. This effort will be advanced by CCTE’s current research project and it should also seek to include teachers and members in its development and rollout, to insure that the outcome will be a powerful document.

### Planning Retreat Participants

The participants in the June 2014 CCTE leadership retreat were: Jo Birdsell, Jim Cantor, Juan Flores, Cindy Grutzik, Deborah Hamm, Alan Jones, Anne Jones, Virginia Kennedy, Zaida McCall Perez, Lettie Ramirez, Sharon Russell, Heidi Stevenson, Kip Tellez, Mona Thompson, Sue Westbrook, and Désirée Zamorano, along with facilitator Roberto Vargas. CCTE also thanks the College of Education at California State University, Channel Islands for its support of the retreat.



*At the 2014 retreat: standing left to right, Anne Jones, Sharon Russell, Cindy Grutzik, Jo Birdsell, Deborah Hamm, Mona Thompson, Alan Jones, and Juan Flores, and kneeling, Kip Tellez, Jim Cantor, and Sue Westbrook.*

## From the Desk of the CCTE Executive Secretary

Following are brief updates of current activities of the California Council on Teacher Education (CCTE) for the interest and consideration of all CCTE members, delegates, and friends:

### Quest for Teacher Education Research Underway

CCTE applied for and received a State Chapter Support Grant from the American Association of Colleges for Teacher Education (AACTE) for this 2014-2015 academic year to implement a Quest for Teacher Education Research. The goal of this Quest is to encourage and support research on teacher education in our state in order to increase the knowledge base and better inform teacher education practice and policy.

As a first step in the Quest we announced the program back in May and invited interested researchers at our member institutions to apply to participate. We were delighted to receive applications for 37 different research projects, and each of those studies has been accepted for participation and has been assigned a research mentor who will work with the researchers during this year.

We anticipate that the 37 studies will unfold during the fall and winter months, and on the Saturday of the Spring 2015 Conference we will hold a day-long symposium at which each of the projects will report, dialogue will take place among and between the researchers and the audience, and a focused discussion will be held to evaluate the practice and policy implications of the findings. Brief reports on each project will appear in the Summer 2015 issue of *CCNews* and we will also work with all of the researchers to help identify publishing opportunities for their findings.

A full listing of the 37 projects, the participating researchers, and the CCTE mentors appears on pages 20 through 23 of this newsletter.

### CCTE New Faculty Program

The CCTE New Faculty Support Program will enter its fourth year during 2014-2015. An invitation and application form were e-mailed in June to all members and delegates encouraging eligible faculty to apply for participation in the program, and similar information appears in the third section of this newsletter. We currently have nine participants in the program for this year, and the program remains open to anyone in the first five years of service as a teacher educator at any of our member institutions. The benefits of the program include complimentary CCTE membership and conference registration and mentorship from an experienced CCTE leader.

### CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program will enter its fifth year during 2014-2015. An invitation and application form were e-mailed in June to all members

and delegates encouraging interested students to apply for participation in the program, and similar information appears in the third section of this newsletter. At this time we have nine graduate students participating during this 2014-2015 year, and the program remains open to other graduate students at any of our member institutions. The benefits include complimentary CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, and participation in the CCTE Graduate Student Caucus.

### Membership

CCTE's 2014-2015 membership year is now underway. Membership renewal information for the year, which started July 1 and runs to June 30, 2015, was sent to all institutional and individual members back in May and many renewals have already been received. Reminders will be sent in the near future to those who have not yet renewed. You are encouraged to renew at your earliest convenience to be sure to not miss out on any membership benefits.

### CCTE Conferences

Be sure to check out the preview of the CCTE Fall 2014 Conference on pages 10 and 11 of this issue of the newsletter. That Conference is just a month and a half away, so if you have not yet registered please use the form on page 13 to do so now. On-line registration through the CCTE website ([www.ccte.org](http://www.ccte.org)) is also available.

A peek ahead to the Spring 2015 Conference, which will be a celebration of the 70th anniversary of CCTE, also appears on page 11. While we will celebrate our history through the participation of CCTE past presidents and exploration of our accomplishments over seven decades, the real focus on the Spring Conference will be on honing our vision and our goals for the future. Be sure to join us in San Jose for this special event.

### Call for ITE Editor Candidates

CCTE has extended the deadline for applications or nominations of candidates for the editor (or co-editors) of *Issues in Teacher Education*. See the full announcement on page 9 of this issue of *CCNews*.

—Alan H. Jones, CCTE Executive Secretary,  
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San Francisco, CA 94118  
Telephone 415-666-3012  
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## News from the Commission on Teacher Credentialing

By **Mary Vixie Sandy**

*Executive Director, Commission on Teacher Credentialing*

The start of a new column is always an occasion for hope. As such, this is the first of what I hope will become regular updates from the Commission on Teacher Credentialing (CTC) in *CCNews*. I am especially enthused with the prospect of developing a space where we can dialogue about important educator preparation issues, exchange information and ideas with one another and build relationships that will improve the quality of our collective work. Toward that end, Commission staff and I will endeavor to provide you with information that is fresh, timely, and of specific interest to CCTE members, and hope that it sparks rich discussion within this community.

As the nation's oldest independent standards board, the Commission is engaged in important and high impact work, including setting standards for educator preparation, certifying and licensing educators, and disciplining educators who engage in misconduct. For the last year we have been talking with many of you, at CCTE conferences and in other venues, about how to streamline and strengthen the systems we manage that ensure quality in educator preparation and licensure. Among the many projects underway at the Commission, our current work in this area may be of great interest to CCTE members.

At the June 2014 Commission meeting, we brought a report and proposal to the Commission that sets forth an ambitious plan to overhaul accreditation, taking a systems approach that will encompass significant revisions to standards, increasing our focus on and use of performance outcomes, refining accreditation procedures, and increasing public access to information about educator preparation. Specifically:

- *Revisions to Standards* will focus on identifying essential elements that drive program quality, using clear and consistent language; aligning preparation standards with the student academic content standards; requiring a strong program clinical component; strengthening and updating performance assessments; and enabling program flexibility and innovation.
- *Revisions to the Accreditation System* will increase the use of reliable candidate and program outcomes data from a variety of sources, including performance assessments and surveys, and decrease reliance on extensive program narrative documentation; target the efficient use of site visits to increase focus on issues arising from program document reviews while still conducting a comprehensive program review; and identify both poor performing programs and those with exemplary practices and outcomes.
- *Increasing the amount and scope of publicly-available information about the quality and outcomes of prepa-*

*ration programs* will increase transparency within the Accreditation System, using, for example, a data dashboard for each accredited program that would contain a variety of data elements from multiple sources and implementing program completer and employer surveys.

A series of task groups will be established in the coming months to assist the Commission in identifying specific changes and developments needed in the standards, accreditation, and assessment systems to achieve the desired outcome of a more meaningful, streamlined, and focused accountability system in educator preparation. Information from the Commission regarding opportunities to participate in this work will be forthcoming.

The Commission will also be involved in other exciting work during 2014-15 to improve educator preparation. Here are just a few of the projects we have queued up for this year:

- *Implementing Teaching Performance Expectations (TPEs) for Special Education Teachers.* Education Specialist TPEs were adopted at the Commission's August 14, 2014 meeting. We will be working with teacher preparation programs to implement these TPEs over the next two years, and making them available as appropriate to other educator preparation programs such as Administrative Services credential preparation programs.
- *Reviewing and Updating Teaching Performance Assessments.* The Commission approved of the edTPA for use in teacher preparation programs at the August 14, 2014 meeting, and will be adopting a passing score at the October meeting. In August the Commission also adopted a new policy framework for all TPAs in use in California, focused on, among other things, increasing reliability and consistency in scoring across all assessment models. Based on this new framework, standards and expectations for all TPA models, model owners and programs implementing TPAs will be taken up by the Commission this Fall, with an expectation that changes will be fully implemented and in place by 2016-17.
- *Refining Administrator Performance Assessments.* We continue to develop and administer the revised CPACE examination (including both a content assessment and a performance assessment) for candidates choosing the expedited route to the Preliminary Administrative Services Credential, and also the future development of an administrator performance assessment for candidates completing the preparation program for this credential.
- *Refining and Expanding Survey Efforts.* The Commission has been developing and piloting surveys for use in accreditation. Last year we piloted a survey with completers of preliminary multiple and single subject

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## News from the Commission on Teacher Credentialing

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teacher preparation programs. This year we revised the survey instrument and expanded the pilot to include preliminary education specialist and administrative services program completers. We are working on additional survey instruments for all other credential areas, employers, master teachers and mentor teachers as well. For more information: <http://www.ctc.ca.gov/educator-prep/completer-surveys.html>

- *Early Childhood Care and Education*. The Commission's Child Development Permit has not been updated for 20 years. Recent legislation calls for the commission to review the current permit structure and requirements for teachers of transitional kindergarten and enact changes in these credential areas by July 1, 2016. The Commission intends to establish an advisory panel to help guide this work.

Information about these projects is available on the Commission's website at:

<http://www.ctc.ca.gov/commission/agendas/2014-08/2014-08-agenda.html>  
(the August 14-15, 2014 meeting)

<http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-agenda.html>  
(the June 19-20 meeting) and

<http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-agenda.html>  
(the April 9-10 meeting).

I invite CCTE members to keep up to date with information about the work of the Commission, and encourage you to subscribe to the *PSD E-News* (send an email to: [psd-news-subscribe@lists.ctc.ca.gov](mailto:psd-news-subscribe@lists.ctc.ca.gov)). This weekly email summarizes information important to programs and teacher educators who prepare California's educators—teachers, leaders, school psychologists and counselors, and others. I also encourage you to watch for opportunities for involvement in the Commission's Examinations development activities posted on the Exams recruitment website at <http://www.carecruit.nesinc.com>.

I look forward to continued dialogue with the CCTE membership.

### Invitation from the CCNews Co-Editors

We are excited to serve as the co-editors of *CC News*. We admire and respect the work Heidi Stevenson did as the previous editor so we are committed to continuing in a similar manner. We invite all CCTE delegates and members to submit reports, news items, announcements, brief articles, and any other material they wish to share with the CCTE membership.

—Jo Birdsell & Judy Mantle, Co-Editors of *CCNews*, National University

### CCNews Call for Articles and News

*CCNews* continues to evolve with the inclusion of sections that feature CCTE news, semi-annual conferences, organizational activities, reports 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 SIG chairs and concurrent session and poster session presenters at CCTE semi-annual conferences to write about their sessions and presentations for the newsletter.

Just e-mail your submissions as an attachment to either of the co-editors:

[jbirdsell@nu.edu](mailto:jbirdsell@nu.edu) or [jmantle@nu.edu](mailto:jmantle@nu.edu)

The deadline for materials for the Winter 2014 issue is November 15.



## CCTE Extends Search Deadline for a New Editor for *Issues in Teacher Education*

The California Council on Teacher Education is seeking an individual Council member or a team to serve as the next editor (or co-editors) of *Issues in Teacher Education*, such appointment to be effective July 1, 2015. *Issues in Teacher Education* is a peer-reviewed journal sponsored by the Council and published twice each year by Caddo Gap Press. The journal features original manuscripts focusing on topics, concerns, methodologies, and policies for improving the quality of teacher education broadly defined to include preservice preparation, the induction years, and the professional development of career teachers. The journal also includes book reviews of interest to the teacher education community. All submissions to the journal undergo a blind peer-review process prior to selection for publication. The term of editorship is three years, renewable if mutually desired by the new editor and the Council.

The editor is responsible for coordinating all aspects of manuscript solicitation, reception, review, communication with authors, and editing for submission to the publisher. Responsibilities include receiving manuscript submissions, notifying authors of the status of manuscripts, sending manuscripts out for blind peer review, maintaining a roster of reviewers, forwarding reviewer responses and acceptance status to authors, working with authors to prepare manuscripts for publication, selecting the contents of each issue, readying each issue for the publisher, and reviewing final proofs prior to publication.

The editor serves as chair of an Editorial Board comprised of five at-large members of CCTE, plus the CCTE President and CCTE Executive Secretary. Currently an associate editor for book reviews also serves as secretary of the Editorial Board, and the editor may appoint other associate editors if needed. The Editorial Board meets at least twice yearly at each CCTE conference, and regularly communicates by email and telephone. The editor sits *ex officio* on the CCTE Board of Directors, which requires attendance at quarterly Council board meetings, and reports regularly to the CCTE Board concerning the operation of the journal.

Applications and nominations for the editor (or co-editors) should be submitted in letter form to Alan H. Jones, CCTE Executive Secretary, 3145 Geary Blvd, PMB 275, San Francisco, CA 94118. A professional vitae for each candidate for editor or co-editor should accompany the letter of application or nomination. Candidates for editor must be individual members or institutional delegates of CCTE, should have demonstrable standing as scholars in the teacher education field, and should have previous experience in editing and publication of educational materials on a fixed schedule. Candidates are also asked to provide information regarding support that may be provided by their employing institution, such as a reduced teaching load/released time, part-time

managing editor, part-time copy editor, technical support for journal website and submission system, office space, clerical support, graduate student assistants, etc. A letter of support from a dean or other institutional administrator, while not required, is preferred and will be appreciated by the search committee.

The deadline for application/nomination has been extended to October 1, 2014. Following that date a four-member search committee will review applications and nominations, hold interviews, and recommend a choice for editor to the CCTE Board of Directors which will make the appointment at its January 2015 meeting. The new editor (or co-editors) will then work with the current editor Suzanne SooHoo of Chapman University, during the January to June 2015 period, and will assume the editorship officially on July 1, 2015.

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### Changes in CCTE Board of Directors

Two changes occurred this summer in the composition of the California Council on Teacher Education Board of Directors as the Board made appointments filling vacancies that resulted from resignations submitted by Kip Tellez and Sabrina Mims-Cox. Zaida McCall-Perez of Holy Names University was appointed to Kip's term that runs until the Spring of 2016 and Susan Westbrook of the California Federation of Teachers and Antioch University Santa Barbara was appointed to Sabrina's term that runs until the Spring of 2015.

Kip resigned from his elected seat on the Board because his recent selection as the new editor of *Teacher Education Quarterly* gives him an ex-officio seat on the CCTE Board. Sabrina resigned due to other obligations. Zaida and Sue were selected for appointment by the Board in a effort to involve teacher education constituencies that were not already well represented on the Board.

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### New Position for Anne Jones

Anne Jones, a member of the California Council on Teacher Education Board of Directors, has accepted a new position with the University of California. Effective September 2, she will be the Chief of Staff to the Provost in the University's Office of the President in Oakland.

Anne moves to this new position after serving the past two years as the Associate Dean for Academic Affairs and Director of Education Programs with University Extension at the University of California, Riverside. Prior to that she was Assistant Dean for Academic Programs and Student Affairs and Director of Teacher Education with the Graduate School of Education at that campus.



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Jo Birdsell & Judy Mantle, Co-Editors (National University)

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

## Preview of CCTE Fall 2014 Conference

### “Transforming Teacher Education through the Arts”

By **Paul Ammon & Jim Cantor**

*Co-Chairs for CCTE Fall 2014 Conference*

As teacher educators, we constantly strive to improve our practices so that we can help the teachers we work with improve theirs. A large and growing body of evidence indicates that a particularly good way for all educators to serve their students better is through regular integration of the arts into learning experiences across the curriculum. The benefits of opportunities to learn both *in* and *through* the arts can be seen in better understandings of subject matter, increased abilities to think critically and creatively, and enhanced development of personal and social qualities such as persistence in meeting challenges and empathy in relations with others.

Moreover, because the various visual and performing arts can serve as alternative “languages” for living and learning, they provide more equal access to a good education and a good life across the full spectrum of diverse learners in today’s schools. (For a current analysis, please see the report from the National Education Association at <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>).

While some educators have already made arts integration an important part of their work, on the whole we are falling far short of gaining all the benefits that might come from artful teaching and learning, as the arts are still somewhere on the periphery in many schools and programs. Giving the arts a more central place will require a transformation in the way we educate teachers—a transformation not only in our own practices, but also in our thinking about what we teach, who we teach, and even why we teach. We cannot achieve that sort of transformation overnight, but we can at least start to build up some momentum in that direction.

Toward that end, the California Council on Teacher Education Fall 2014 Conference will enable all participants to explore the power and possibilities of arts integration. For teacher educators who have yet to take their first steps toward arts integration, our goal is to help them get started, and for those who have already embarked on that journey, our goal is to help them go farther. While this is a journey that will pose challenges for all of us, meeting those challenges should prove to be well worth the effort, as we and those we serve are likely to



*Merryl Goldberg*

find teaching and learning more rewarding and more enjoyable than before. Moreover, we need not try to meet these challenges entirely on our own, because ample resources are available, and because there are many good people who can help us, including arts educators, leaders in education, funders, and policy makers. So another purpose of the Fall Conference is for teacher educators to learn where they can get help, and for prospective helpers to learn how they can support the needs of teacher educators.

Highlights of the conference will include: a keynote address on arts integration by Professor Merryl Goldberg of California State University, San Marcos (see article on arts education by Merryl on page 9 of this issue of *CCNews*); a policy session with statewide leaders in the arts and education; a panel with leaders from schools, museums, and arts organizations; and two Saturday morning institutes on arts integration—one on academic development and Common Core Standards, and one on social development and what we might call “common decency standards.”

In addition, there will be opportunities to see what young students have accomplished while learning in and through the arts, and to hear them comment on the impact of their experiences. To round out the program, we hope to receive a

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## Preview of CCTE Fall 2014 Conference

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large number of proposals for concurrent sessions and poster presentations related to arts-integrated teacher education. There will be more details about what kinds of proposals would be of particular interest when the final call for proposals is posted on line this summer. For now, please see the interim call and cover sheet on pages 10 and 11 of this newsletter.

The Fall 2014 Conference will also include meetings of the associated organizations—California Association of Bilingual Teacher Educators, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, and the CCTE Graduate Student Caucus—as well as the CCTE Special Interest Groups, the editorial boards of *Teacher Education Quarterly* and *Issues in Teacher Education*, the Thursday banquet and Friday awards luncheon, and the late Friday poster session.

The co-chairs and members of the planning committee would welcome inquiries and suggestions about the conference. Paul Ammon (e-mail [prammon@berkeley.edu](mailto:prammon@berkeley.edu)) and Jim Cantor (e-mail [jcantor@csudh.edu](mailto:jcantor@csudh.edu)) are the Co-Chairs and the following are members of the planning committee: Marva Cappello, Marianne D'Emidio-Caston, Eric Engdahl, Juan Flores, Merryl Goldberg, Laurie Hansen, Alan Jones, Virginia Kennedy, Maureen Lorimer, Lettie Ramirez, Shannon Stanton, and Mona Thompson.

The formal announcement of the Fall 2014 Conference was e-mailed to all CCTE delegates and members in late June and the pre-registration deadline is September 19. The tentative schedule for the Conference and the registration form follow on the next two pages of this newsletter. On-line registration is also available on the CCTE website ([www.ccte.org](http://www.ccte.org)) on the conferences page.

## A Peek ahead to the CCTE Spring 2015 Conference

The Spring 2015 Conference of the California Council on Teacher Education, on March 19-21 of that year at the Sainte Claire Hotel in San Jose, will be a celebration of the 70th anniversary of the organization. The keynote speaker for the Conference will be Gary Fenstermacher, who has served as keynoter at CCET/CCTE Conferences four previous times, once each decade since the 1970s.

Gary's career has included leadership of the teacher education program at the University of California Los Angeles, service as the representative of the University of California on the Commission for Teacher Preparation and Licensing (now the Commission on Teacher Credentialing), dean of the College of Education at the University of Arizona, and as a senior faculty member of the School of

Education at the University of Michigan. He is now retired and residing in Tucson, Arizona.

The 70 anniversary program will also feature attendance by 16 past presidents of CCET/CCTE who will participate on panels and in discussions focusing on the history of the organization and their vision for its future.

The past presidents will also all contribute to the Spring 2015 issue of *Issues in Teacher Education*, themed around the 70th anniversary of CCTE, which will be published and distributed in conjunction with the Spring Conference.

Watch for further details about this very special Conference in future issues of *CCNews* and on the CCTE website.

### Special Events at 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 Address - Thursday Afternoon**

**Concurrent Research Sessions - Thursday Afternoon & Friday Afternoon**

**Policy Sessions - Thursday Afternoon & Friday Afternoon**

**Reception & Conference Banquet - Thursday Evening**

**Sing-a-Long - Thursday Evening after Banquet**

**Journal Editorial Board Meetings - Friday Breakfast**

**Graduate Student Breakfast Discussion - Friday Morning**

**Awards Luncheon - Friday Noon**

**Poster Session - Late Friday Afternoon**

**Workshops - Saturday Morning**



## Tentative Fall 2014 CCTE Conference Program

### *Wednesday, October 22:*

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 23:*

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

8:00 a.m. to 9:30 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.

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, Coordinators of Credential Programs, RAIN (Respect, Alliance, & Identity Network), 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 Juan Flores (California State University, Stanislaus) presiding.

1:15 to 1:30 p.m. - Conference Orientation by Co-Chairs of Fall 2014 Conference Planning Committee, Paul Ammon (University of California, Berkeley) & James Cantor (California State University, Dominguez Hills).

Presentation of Introductory Conference Video by Eric Engdahl (California State University, East Bay).

1:30 to 3:00 p.m. - Keynote Address by Merryl Goldberg (California State University, San Marcos); plus arts-based activity.

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 — CCTE Policy Committee & Commission on Teacher Credentialing presentations, with particular attention to arts education and teacher education.

5:45 to 6:30 p.m. - Meetings of CCTE Committees.

6:30 to 7:15 p.m. - Joint Presidents' Reception & Social Hour.

7:15 to 9:00 p.m. - Conference Banquet, preceded by student Mariachi performance and followed by Songfest.

### *Friday, October 24:*

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.

7:30 to 8:30 a.m. - Breakfast meeting of CCTE Graduate Student Caucus.

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 noon. - Opening activities and World Cafe of student achievements in visual and performing arts led by arts-oriented teachers and teacher educators around the theme "What advice would you give teacher educators?"

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

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

1:30 to 2:30 p.m. - Second Policy Session — Panel of State and Local Leaders Focusing on Action Plan for Arts in the Education of Teachers.

2:30 to 2:35 p.m. - Passing Time.

2:35 to 3:50 p.m. - Second Set of Concurrent Research Session.

3:50 to 4:00 p.m. - Break.

4:00 to 5:15 p.m. - Second Set of Special Interest Groups: BTSA & Induction; Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.

5:15 to 7:15 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

### *Saturday, October 25:*

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 11:15 a.m. - Two Concurrent Saturday Morning Institutes:

"Academic Development and Common Core Standards."

"Social Development and What We Might Call 'Common Decency Standards.'"

11:15 to 11:30 a.m. - Break.

11:30 to 11:55 a.m. - Summary Conference Discussion with take-home ideas.

11:55 a.m. to Noon - Preview of Spring 2015 Conference Celebrating CCTE's 70th Anniversary.

## California Council on Teacher Education Fall 2014 Conference Registration

Please use this form to register for the Fall 2014 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 "Conferences" page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

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:

- ☐ Arts in Education
- ☐ Credential Program Coordinators/Directors
- ☐ RAIN
- ☐ Lives of Teachers
- ☐ Special Education

SIGs meeting on Friday:

- ☐ Equity and Social Justice
- ☐ BTSA and Induction
- ☐ Pedagogies for College and Career Readiness
- ☐ Technology and Teacher Education
- ☐ Undergraduate Teacher Preparation

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 19, 2014. 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 2014 Conference. Hotel reservations should be made by or before September 22 to be assured of rooms within our reserved CCTE block.

# CCTE Pre-Conference Survey Results

By **Virginia Kennedy**

*Member of CCTE Fall Conference Planning Committee*

*Member of CCTE Board of Directors*

*Department of Special Education*

*California State University, Northridge*

The Fall 2014 California Council on Teacher Education (CCTE) Conference focuses on “Transforming Teacher Education through the Arts.” In preparation for exploring that topic, an on-line survey was sent to CCTE delegates, members, and friends that asked about their experiences in integrating and teaching the arts, and how the arts could contribute to implementation of the Common Core State Standards, as well as their opinion of the value of the arts in teacher education. A final question asked respondents to identify an arts experience they personally would want to have.

The results give a good picture of respondents’ opinions and interest in the integration of teacher education and the arts. Many interesting strategies and ideas were shared as well. We received 88 responses to the survey. Thank you to all who responded.

Following is an overview of the responses and a condensed summary of the comments.

## I. Respondents’ Current Roles

Educator preparation at independent, private institution of Higher Education	53%
Educator preparation at public institution of higher education	26%
District/P-12 teacher educator, professional development provider, induction provider	1%
P-12 teacher	2%
P-12 administrator	0
Other*	17%
• Adjunct faculty	
• Graduate student (3)	
• Consultant (3)	
• Administrator of special education	
• Department chair of special education	
• Undergraduate institution	
• Private company	
• Retired	
• Associate dean	
• Student teacher supervisor (2)	
• County office teacher educator	

## 2. Have You Had Experience in Integrating the Arts into Teacher Education?

Yes	51%
No	49%

Comments: (40)

I’ve integrated the arts into teacher preparation courses:

- interdisciplinary perspectives for bilingual teachers
- VAPA methods courses—multiple subjects, single subjects course on teaching the integrated humanities and creative arts in elementary school
- 3 unit arts class—music in the curriculum; Guitars in the Classroom; assignments to integrate Arts with Science, Social Studies; Use of art as strategy for raising multi-cultural issues
- I integrate arts in my science methods class, science in action class and sociological/multicultural foundations class through multiple methods.
- Units of instruction using STEAM
- Have developed a grant-funded arts integration approach
- Through a critical media literacy course
- Co-created & taught in an MA in Education with arts in education emphasis
- Wrote a curriculum with Della Peretti on integration of music as a course

Specific strategies:

- instructing teachers on how to use graphics to teach math and other content.
- instructing intern teachers to use drama and kinesthetics to scaffold for ELLs
- demonstration lessons in music for elementary teachers
- how to develop thematic units that integrate the arts
- incorporate into discussion of multiple intelligences
- focus on assessment of artistic or creative performance rather than content /pedagogy
- using theatre as a way to teach cultural diversity
- integrating “Drawing to Learn” and how to integrate art and literature for special needs students.
- implementing story-telling to build student resiliency for students at risk
- use poetry, fiction, digital art forms in course projects
- final project was a plan for infusing VPA across the content areas
- theater games, dramatic performances, and provide guitar lessons for student teachers

Administrative experience:

- Principal of magnet school for visual and performing arts

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# CCTE Pre-Conference Survey Results

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## 3. Have You Had Experience in Arts Education, e.g., Teaching the Arts, Program Development, Other?

Yes	38%
No	63%

### Comments:

- I did this as an elementary teacher.
- I used to be an elementary music teacher, have staged productions with community youth and taught piano to children with special needs.
- Taught language to newcomers using music, lyrics and rhythm. Included mural development, dictated books with children to narrate the story of their art, dance to teach rhythm, pause, inflection.
- Instrumental music teacher
- Teaching artist in K-12 schools.
- Taught music courses and marching to a top 12 drum and bugle corps
- Elementary and middle school theatre teacher
- Children's choir director; instruction in trumpet and piano performance
- Taught choir and theater in high schools
- Using autism movement therapy
- Participated in district PD with Disney on arts across the curriculum
- Middle school elective courses: Introduction to art and drama; introduction to art and mythology
- Developed curriculum and ran art program in 2 elementary schools

### Arts program development & administration:

- Direct arts instruction, arts district master plan, arts assessment, professional development of other teachers
- School won 1995 Arts Educator Achievement Award from California Center of the Arts.

## 4. What Is Your Opinion of the Importance of Integrating the Arts into Teacher Education?

Very important	64%
Somewhat important	28%
Somewhat unimportant	7%
Not important	1%

### Comments:

#### Student development

- The arts are part of every culture not to mention their importance in mental health
- Essential for positive human development
- It is part of developing the whole child
- Using the arts helps to develop the brain

- We are finally coming back to education the whole person, not just the reading and math parts—the arts are an essential part of this

### Instruction

- Creativity is what is key
- This helps make it all real to our candidates, especially as it requires active involvement
- The arts are part of every subject—new teachers of any subject can be inspired by the creative ways we show them that the arts can be integrated
- Yes, but it also must be taught critically because the arts are so powerful, they can do more than just make learning fun.
- My mantra is, “STEM into STEAM!!”
- 2013 NAEP data show that only 36% of 12th graders are proficient in literacy and only 26% are proficient in math—if the arts can be used to help this situation it would be a great investment
- It may be relevant and important to address in elementary teacher education, but not for secondary education students
- Arts are very important; however teachers have little freedom to use the ideas
- This is of particular importance when looking at multiple means of representation of content for diverse learners
- Curriculum, CCSS
- This is so needed to implement common core standards and help all learners find success
- The arts are critical in countering the overwhelming techno approach to teaching today.
- Active learning arts integration supports increased learning, 21st Century learning, and the Common Core
- It is the missing piece that should be returned to our schools.

## 5. How Could Visual and Performing Arts, Including Digital Arts, Contribute to the Implementation of Common Core State Standards?

Infused in educator preparation preservice coursework	30%
Infused in educator preparation preservice fieldwork	13%
Infused in educator inservice professional development	25%
Other	32%

### Comments:

- All of the above (25/28)
- I'm not sure I agree with the premise behind this question, that art education enhances CCSS implementation
- Throughout the learning to teach continuum and beyond

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# CCTE Pre-Conference Survey Results

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- There is a need to reconceptualize visual and performing arts to address other areas of the curriculum.

## 6. If You Could Choose an Arts Experience to Attend or Participate in Tomorrow, What Would It Be?

Educator preparation:

- Integrating visual arts and performing arts into teacher preparation programs
- How to integrate the arts into teacher ed when there is resistance or apathy toward the arts
- Visual arts and literacy, math
- Lincoln Institute's use of responses to the arts that then lead to arts-based responses to curricular goals—ask Jan Osborn for more details at [josborn@chapman.edu](mailto:josborn@chapman.edu)—she has led several workshops
- Ideas for art projects in science
- Working with local artists in creating arts communities in schools
- Integrating the High Renaissance Period (14th-16 Centuries) with mathematics, science, and engineering with today's technology
- How to use art to give ELs access to the curriculum
- textile art and mathematics for K-12 educators
- Integrating Story telling and teaching story telling throughout the curriculum.
- Work on assessing visible thinking and performances of understanding
- Ways performing arts enhance college and career readiness skills
- Looking at how arts are used in media and popular culture so that I could find ways to critically integrate real uses students encounter daily into the classroom

for academic purposes

- Infusion of critical and creative thinking
- Workshop in art infusion across content areas—but particularly in math and science

Attendance, appreciation:

- I regularly attend symphony, theatre, and visual art shows
- A majority mentioned attendance at:
  - o Music performances
  - o If someone else would pay (!) I would go to an LA Philharmonic concert and sit in great seats, or I would go to a Yo Yo Ma concert in a small hall
  - o Visual arts exhibits, e.g., Art through literature ...or a trip to the Getty
  - o Dance performances
  - o Many mentioned ballet
  - o A flamenco dance performance in Spain
  - o Theater, e.g., theater production—love attending these
- Visiting galleries, museums and creating something
- A visit to a studio or exhibit where I could see art being made, practiced, taught
- Graffiti
- Film
- Pantomime

Personal performance/creation:

- I would like to be able to do a drawing or painting
- Painting—either doing that myself, or viewing paintings in a museum
- Take art classes at the Louvre
- Back to playing the guitar
- Drawing or collage because I have less experience with them
- Personally, I would like to apprentice from a successful oil painter
- Digital multi-modal movie-making
- Knitting
- Photography

## Please Attend the Conference

The Planning Committee for the Fall 2014 CCTE Conference encourages all members, delegates, and friends of CCTE to think further about these survey responses and then bring your ideas to the Fall Conference where these and many related questions will be explored. We look forward to seeing you October 23-25 in San Diego.

## Dates of Future CCTE Semi-Annual Conferences

**Fall 2014, October 23-25**  
Kona Kai Resort, San Diego

**Spring 2015, March 19-21**  
Sainte Claire Hotel, San Jose

**Fall 2015, October 22-24**  
Kona Kai Resort, San Diego

**Spring 2016, March 31-April 2**  
Sainte Claire Hotel, San Jose

**Fall 2016, October 20-22**  
Kona Kai Resort, San Diego

# A Message from CABTE

By **Zaida McCall-Perez**, *CABTE President*  
*Holy Names University*

Happy New Year! *Feliz Año Nuevo!* Well, at least that is how it feels when one is an educator, doesn't it? For me, there have always been two New Year's—the one when the school year begins anew and the one when the calendar year moves forward. As the current CABTE President, I would like to share a few updates with you about this year's accomplishments and future directions of the California Association of Bilingual Teacher Educators (CABTE), an affiliate of the California Council on Teacher Education (CCTE) and of the California Association of Bilingual Education (CABE), and also extend an invitation to you to attend our next CABTE meeting at the CCTE Fall 2014 Conference.

Under the successful leadership of our past president (current CCTE President) Juan Flores of California State University, Stanislaus, CABTE conducted a survey last year—a needs assessment—of our membership in order to determine how members would best like the organization to serve them. Several issues rose to the top. Three objectives were endorsed by the CABTE Board:

1. Assistance in preparation of program documents.
2. Advocacy for bilingualism and bilingual education.
3. Networking and collaboration with one another.

In addition, there was a lot of concern about the absence of a pipeline for future university faculty with specializations in bilingualism and bilingual education due to the absence of federal grants and scholarships for pursuit of doctoral degrees in Bilingual Education.

In seeking to address these objectives, we have given attention to the following issues.

## Lara Bill

The Lara Bill (SB 1174) that would essentially sunset the most onerous elements of 227 was a topic of strategic discussion among the CABTE board. We prepared and sent a letter of support that was then shared with the CCTE Board, and CCTE then issued a similar letter of support (the CCTE letter was included in the Summer 2014 issue of *CCNews*). The CABTE board was unanimous in its enthusiasm for the bill, yet cautious to advise Lara's staff to be strategic about the timing of when to put it on the ballot. CABTE and other supporting organizations and individuals are quietly assisting to prepare the way for a successful passage...at the right time.

## BCN

The Bilingual Coordinator Network (BCN), sponsored and hosted by the California Department of Education under the direction of Nancy Zarenda, meets four times a year. In the past it has only included district and county Bilingual Co-

ordinators, who are typically able to use their Title III funds for cost of joining and the costs of attending with a typical overnight. This past year for the first time BCN included university bilingual and ELD faculty, an indication that the spirit of inclusion and collaboration is spreading despite the very few of us from IHEs who have been able to attend.

Given that PK12 and IHEs live in different time zones and on different calendars, even a few attendees is better than none, so at each CABTE meeting and on our CABTE page of the CCTE website, we are sharing highlights of these meetings and as appropriate offering handouts. One thing that is clear is that we are all engaged in Common Core in one way or another. Since districts and schools are on ground zero for implementation, IHE members can learn from K12 and IHE members are needed to assure that the next cycle of new entrants to the profession are prepared to implement common core.

## Seal of Biliteracy

The "Seal of Biliteracy" is one of my favorite current movements. It began in California, thanks to the coalition of organizations that make up CaliforniansTogether, and is apparently now spreading rapidly to other states across the country. In some districts the "Seal of Biliteracy" has been adopted by governing boards with only the high school AP world language students in mind. In others, the focus is on the celebration of English proficiency among children of immigrants and immigrant students. Prior to my current career in teacher education at the university level, I was privileged to be a district bilingual program director and principal of an adolescent newcomer center, The English Language Center in Hayward, California.

Throughout the years of my tenure as a bilingual director, I always maintained that it was not "bilingual education" in any form, at any cost, that I supported, but instead valuing "bilingualism" and the preservation of heritage languages for all. Sometimes the two goals of achieving English proficiency and achieving dual language proficiency coincide and sometimes they are, lamentably unrelated. Unfortunately too many of our monolingual associates and anglophone community members hear the word "bilingual" and think "doesn't speak English" or "limited in English." As a Puerto Rican-American whose extended family now includes a fourth generation of true "bilinguals," I am keenly aware that "bilingualism" is about proficiency in BOTH (or more) languages and not a one-sided substitution of English proficiency for a heritage language.

Stepping off my soapbox now, the update to watch for in relation to this item is that there is a budding "think tank" addressing how the "Seal of Biliteracy" might be implemented at the university level and what steps are needed to move that

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# A Message from CABTE

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forward. The IHE Think Tank for the Seal of Biliteracy is considering four areas of focus/pathways: teacher education, undergraduate education, languages in the professions, and admissions/scholarship weighting. If any of our IHEs already have something going on with the Seal of Biliteracy, please let us know. Stay tuned!

## CABTE Meeting at Fall Conference

Despite cutbacks in the budget and rocky roads, fortunately the Commission on Teacher Credentialing (CTC) has survived. Along with that the Commission on Accreditation (COA) continues taking steps to support and assure that California's teacher education is of high quality and adequate rigor. To that end, we are happy to announce that Paula Jacobs of the CTC staff has accepted our invitation to present at our fall CABTE meeting in San Diego.

Please note on the Conference schedule that CABTE will meet at 8 a.m. on Thursday morning, October 23. This earlier time has been set so that those attending CABTE can also attend the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) meeting later that morning.

At the CABTE meeting, Paula, who is a Commission staff consultant, will discuss the current Bilingual Authorization (BILA) and its accreditation and data reporting requirements. Bilingual Authorization Programs are based on three preconditions and six standards approved by the Commission in January 2008. Her presentation and discussion will clarify how this authorization differs from the prior "BCLAD

Emphasis" Multiple Subject and Single Subject teaching credential programs which have now expired. As of January 2012 all candidates should be in the BILA Program; the annual 2012/2013, 2013/2014, and future data collection and biennial reports should provide data on key assessments of candidate competency and program effectiveness measures of BILA programs. The 2014 Pilot Streamlined Biennial Report Template will be shared and discussed as part of Paula's presentation at CABTE.

We look forward to as many attendees as possible at the fall CABTE. It will be worth your while!

—Zaida McCall-Perez

CABTE President

Department of Education, Holy Names University

zaida@hnu.edu

## Message from CAPSE/TED

By **Judy Mantle**, *CAPSE/TED President*

*National University*

As has been the custom in recent times, the Special Education professional community is planning to convene in two forums on Thursday, October 23 at the CCTE Fall 2014 Conference in San Diego. A California Association of Professors of Special Education/Council for Exceptional Children Teacher Education Division (CAPSE/TED) meeting will convene from 9-11:30 a.m. to address business of the organization, hear committee updates, and learn about Statewide Special Education Task Force updates from CAPSE members who serve on the task force or who have important perspectives about the direction of this important work group. The Task Force is charged to develop a set of policy recommendations that are actionable within the context of current education reform efforts.

The CAPSE/TED meeting will be followed immediately by the CCTE Special Education Slg, which will meet in the same room from 11:30 a.m. to 12:45 p.m.

Highlights of these meetings will include an update by Teri Clark, Director of the Division of Professional Services at the California Commission on Teacher Credentialing (CTC). She will comment on Commission activities and perspectives on recent deliberations, including Teacher Performance Expectations (TPEs) for Special Education. It is anticipated that we will be provided an update on the movement to streamline the CTC process for program assessment.

Variables that impact Special Education teacher preparation very often impact the General Education community. All are invited to join in these interesting and informative discussions that impact teacher education as well as the education experiences of the PK-12 school population. We hope you will join us in San Diego!

## Message from ICCUCET

By **Jo Birdsell**, *ICCUCET President*

*National University*

Please plan on attending the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) meeting on the Thursday morning of the Fall 2014 CCTE Conference. The meeting will begin at 9:30 a.m. with a continental breakfast at 9 a.m. Be sure to register for the ICCUCET meeting as part of your registration for the full Conference.

That morning we will hear from our Commission on Teacher Credentialing colleagues, hold our annual ICCUCET election, and much more. The ICCUCET Board will be finalizing the meetings plans over the next few weeks. If there is an item of particular interest that you would like addressed that day, please e-mail me at:

jbirdsell@nu.edu



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 25, Number 2, Summer Issue, June 2014, Section 3**

Jo Birdsell & Judy Mantle, Co-Editors (National University)

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

### **CCTE New Faculty Program Supports Nine Participants during 2014-2015 Year**

The CCTE New Faculty Support Program has nine participants so far this year. The program, started four years ago through a State Chapter Grant from the American Association of Colleges for Teacher Education, offers complimentary individual memberships and conference registrations to interested new teacher education faculty at CCTE member institutions. Each participating new faculty member is asked to submit a proposal for a session at either the Fall or Spring Conference during their year of participation, and each new faculty member is assigned a mentor from within the CCTE leadership.

A primary purpose of the program is to involve new faculty in CCTE and to assist them in moving through the normal hurdles of new faculty status. For purposes of this program, a new faculty member is anyone within the first five years of service as a teacher educator.

The nine participants involved in the program this year are: Nancy Akhaven of California State University, Fresno; Kathy Futterman of California State University, East Bay; Cynthia Geary of California State Polytechnic University, Pomona; Stephanie Hartzell of Concordia University Irvine; Antoinette S. Linton of California State University, Fullerton; Devery J. Rodgers of Mount Saint Mary's College; Sumer Seiki of San Jose State University; Nancy Tseng of San Francisco State University; and Heather Wizikowski of California State Polytechnic University, Pomona.

If other new faculty at any CCTE member institution are interested in participating, please either contact CCTE Executive Secretary Alan Jones or complete one of the application forms posted on the CCTE website (see membership page for more detailed description of the New Faculty Support Program and the application form).

### **Ten Students Are Currently Enrolled in the CCTE Graduate Student Support Program**

The CCTE Graduate Student Support Program is available to any students at CCTE member institutions who wish support in joining CCTE and attending CCTE conferences. Students who sign up for the program receive complimentary student annual memberships in CCTE as well as complimentary registration at the Fall or Spring Conference. In return the students are asked to submit a program proposal for the Conference they will attend.

The Graduate Student Support Program has been in existence for five years, and as many as 18 students have been involved some years. The 10 students currently participating during 2014-2015 are: Robin Anderson, University of California, San Diego; Leslie Banes of the University of California, Davis; John R. Beltrano of the University of Southern California; Huy Chung of the University of California, Irvine; Lara E. Ervin of the University of San Francisco; Karen Lafferty of San Diego State University and Claremont Graduate University; Lisa Longoria of Claremont Graduate University; Diane Mendoza Nevarez of the University of Southern California; Jennifer Pineros of San Diego State University; and Leslie Young of Claremont Graduate University.

Other graduate students who wish to participate this year should contact CCTE Executive Secretary Alan Jones or complete the application form that is posted on the CCTE website (see membership page for more detailed description of the Graduate Student Support Program and the application form).

Graduate students are also encouraged to get involved in the CCTE Graduate Student Caucus. The Caucus meets at each CCTE semi-annual Conference and materials are also shared by e-mail between Conferences. To get involved with the Caucus, graduate students should contact the Caucus co-chairs, Lisa Ascierno and Ryan Dipree at the University of California, Santa Barbara. Their e-mail addresses are:

[lisa.ascierno@gmail.com](mailto:lisa.ascierno@gmail.com)

[ryan.dipree@gmail.com](mailto:ryan.dipree@gmail.com)

## 37 Participating Projects in the CCTE Quest for Teacher Education Research, 2014-2015

With support from a State Chapter Grant from the American Association of Colleges for Teacher Education, the California Council on Teacher Education is embarking on a “Quest for Teacher Education Research” during this 2014-2015 academic year. CCTE issued a call for proposals for the Quest, and the response was excellent, as we have 37 participating studies involving 85 individual researchers from 32 different college and university campuses, two government agencies, one school district, and one county office of education. Each of the projects is also receiving guidance from a mentor appointed from CCTE.

The research will proceed during the 2014-2015 year and the Saturday of the Spring 2015 CCTE Conference will be devoted to a series of reports from the 37 studies, dialogue among the researchers and the audience, and a focused discussion of the practice and policy implications of the findings. Brief reports of all 37 studies will be included in a special section of the Summer 2015 issue of *CCNews*, and it is hoped that many if not all of the studies will result in publication in scholarly journals.

Following is a listing of the 37 studies, including the title of each project, the researchers involved, and the CCTE mentor:

- (1) Approaches to Academic and Professional Spanish Language Development with Pre-Service Teachers in Bilingual Dual-Language Teacher Preparation Programs in California  
Researchers: Cristian R. Aquino-Sterling & Breann Mudrick, San Diego State University  
CCTE Mentor: Reyes Quezada, University of San Diego
- (2) Interdisciplinary Project Design:  
Exploring Pre-Service Teacher Collaborative Practices for Working with English Learners  
Researchers: Clara Bauler, Adelphi University & Jennifer Scalzo, University of California, Santa Barbara  
CCTE Mentor: Kip Tellez, University of California, Santa Cruz
- (3) Understanding How New Teachers Can Augment the Academic Achievement of Culturally, Linguistically, and Socioeconomically Diverse Learners  
Researchers: BernNadette Best-Green, Karen Ann Watson-Gegeo, & Danny C. Martinez, University of California, Davis  
CCTE Mentor: Ronald Solorzano, Occidental College
- (4) Integration of Technology for Common Core Standards Implementation Using the Concerns Based Adoption Model  
Researchers: Tami Boatright & Tamerin Capellino, Brandman University  
CCTE Mentor: Heidi Stevenson, University of the Pacific
- (5) An Investigation into How Contemporary Teacher Preparation Programs Experience and Manage the Historical Divide between Higher Education and K-12 Schools  
Researcher: Rebecca Buchanan, University of California, Santa Cruz  
CCTE Mentor: Thomas Nelson, University of the Pacific
- (6) California Teacher Educators' Perceptions of Threats and Challenges Currently Faced by Academy-Based Teacher Education  
Researchers: John A. Cassell & Thomas Nelson, University of the Pacific  
CCTE Mentor: Alan Jones, CCTE Executive Secretary
- (7) SMILE! Shared Mentoring of Instructional Learning Environments:  
Using Lesson Study Approach to Improve Student Teaching Supervision in Urban Schools  
Researchers: Estella Chizhik, Catherine Close, Margaret Gallego, & Alexander Chizhik, San Diego State University  
CCTE Mentor: Elizabeth van Es, University of California, Irvine
- (8) Tools That Transform Pre-Service English Teachers into Teachers  
Researcher: Huy Q. Chung, University of California, Irvine  
CCTE Mentor: Harriett Arnold, University of the Pacific

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**Participating Projects in the CCTE Quest for Teacher Education Research, 2014-2015**

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- (9) Situational Transformation:  
Examining the Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers  
Researchers: Ryan Dippre, University of California, Santa Barbara & Karen Taylor, University of California, Irvine  
CCTE Mentor: Cynthia Grutzik, California State University, Long Beach
- (10) Comparative Study of Explicit Direct Instruction vs. Collaborative Groupings  
Researchers: Dennis Eastman & Dawn Lewis, Biola University  
CCTE Mentor: Helene Mandell, University of San Diego
- (11) Effective Implementation of Blended Learning in the K-12 Classroom through Teacher Candidates' Training and Clinical Experience  
Researcher: Chris Foster, CalStateTEACH, California State University, Fullerton  
CCTE Mentor: Judith Sandholtz, University of California, Irvine
- (12) Exemplary Beginning Teachers' Perspectives on Teaching Second-Language Learners and Developing Academic Language:  
An Embodied Understanding of Practice Framework  
Researcher: Maria-Cecilia Gomez, University of California, Davis  
CCTE Mentor: Zaida McCall-Perez, Holy Names University
- (13) Implementation, Sustainability, and Professional Development Measures Utilized for a K-12 English Language Development Program  
Researchers: Sarah Graham, Live Oak Unified School District & Carlos Nevarez, California State University, Sacramento  
CCTE Mentor: Juan Flores, California State University, Stanislaus
- (14) Examining Formative Assessment Moves:  
Teacher Candidates' Experiences with Planning, Enacting, and Reflecting upon Video-Based Practice  
Researchers: Carrie Holmberg & Brent Duckor, San Jose State University  
CCTE Mentor: Ruth Sandlin, California State University, San Bernardino
- (15) Understandings of Literacy and Teacher Identity among Secondary Content Area Specialists:  
Examining the Effects of Content Area Literacy Instruction on Teacher Candidates' Attitudes, Perceptions, Practices, and Professional Identity  
Researchers: Betina Hsieh & Jacqueline Paredes, California State University, Long Beach  
CCTE Mentor: Marva Cappello, San Diego State University
- (16) Practices of Cooperating Teachers Contributing to a High Quality Field Experience  
Researcher: Karen Elizabeth Lafferty, San Diego State University & Claremont Graduate University  
CCTE Mentor: Lyn Scott, Humboldt State University
- (17) Evolution of Professional Practice Schools:  
PDS to UTR  
Researchers: Antoinette Linton, California State University, Fullerton & Richard K. Gordon, California State University, Dominguez Hills  
CCTE Mentor: Andrea Maxie, California State University, Los Angeles
- (19) Like We Know We Should Be Teaching:  
Coming to Understand the Changing Environment for History Instruction in California  
Researcher: Paul B. McHenry, University of California, Riverside  
CCTE Mentor: Jared Stallones, California State University, Long Beach

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**Participating Projects in the CCTE Quest for Teacher Education Research, 2014-2015**

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- (18) First-Year California Teachers of the Deaf:  
Preparation for the 21st Century  
Researchers: Maura Martindale & Diane Rodriguez-Kiino, California Lutheran University  
CCTE Mentor: Deborah Hamm, California State University, Long Beach
- (20) Nearpod and the Impact on Progress Monitoring  
Researcher: Laura McKay, CalStateTEACH  
CCTE Mentor: Huong Tran Nguyen, California State University, Long Beach
- (21) Developing and Assessing 21st Century Skills across Teacher Education Programs  
Researchers: Rosemarie Michaels, Shadi Roshandel, Elizabeth Truesdell, & Jacquelyn Urbani, Dominican University of California  
CCTE Mentor: Brad Olsen, University of California, Santa Cruz
- (22) The Induction Experience: Growth and Transformation of Beginning Teachers  
Researchers: Douglas E. Mitchell & Linda Scott Hendrick, University of California, Riverside; Barbara Howard & Melissa Meetze-Hall, RIMS BTSA, Riverside County Office of Education; & Ruth Sandlin, California State University, San Bernardino  
CCTE Mentor: Vicki LaBoskey, Mills College
- (23) The Role of the CalTPA in the Development of Pre-Service Teachers:  
A Qualitative Examination of the Lived Experiences of Program Completers from One Preliminary Teaching Credential Program  
Researcher: Jordan Morton, The Master's College  
CCTE Mentor: Rachel Lotan, Stanford University
- (24) Preparing Teacher Educators in Writing for Publication  
Researchers: Thomas Nelson, John A. Cassell, & Harriet Arnold, University of the Pacific  
CCTE Mentor: Richard Kahn, Antioch University Los Angeles
- (25) Examining the Impact of Early Childhood Systems Reform (P-3) on the Preparation of Early Childhood Educators and District Administrators:  
A Mixed Methods Exploratory Study  
Researchers: Julie Nicholson, Michelle Grant-Groves, & Betty Lin, Mills College  
CCTE Mentor: Eric Engdahl, California State University, East Bay
- (26) What Instructional Strategies Do Novice Teachers Demonstrate in Their Guided Practice B Coursework Related to Student-to-Student Interactions with the Explicit Goal of Meaningful Learning?  
Researchers: Margo Pensavalle, Paula Carbone, Lynne Goldfarb, Laila Hasan, Sandra Kaplan, & Frederick Freking, University of Southern California  
CCTE Mentor: Mona Thompson, California State University, Channel Islands
- (27) Factors Influencing Inter-Rater Reliability of TPA-PACT  
Researchers: Kent Peterson & Scott Lyness, University of Southern California  
CCTE Mentor: Jose Lalas, University of Redlands
- (28) Exploring the Implementation of Effects of Co-Teaching Placements in the Multiple Subject Credential Program  
Researchers: Jennifer Ponder, Kim Case, Andrea M. Guillaume, & Kim Norman, California State University, Fullerton  
CCTE Mentor: Marianne D'Emidio-Caston, Antioch University Santa Barbara

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**Participating Projects in the CCTE Quest for Teacher Education Research, 2014-2015**

(continued from previous page)

- (29) Students' Perceptions of the Benefits of the Use of Video for Clinical Supervision  
Researcher: Georgianna Ravenna, CalStateTEACH, California State University, Fullerton  
CCTE Mentor: Keith Howard, Chapman University
- (30) Highly Qualified Biliterate Teachers:  
Meeting the Needs of Multilingual Students in California  
Researchers: Fernando Rodriguez-Valls, California State University, Fullerton; Josefa Salvador, Consulate General of Spain-San Francisco; Celina Torres, California Department of Education; & Rosario Outes, Consulate General of Spain-Los Angeles  
CCTE Mentor: Lettie Ramirez, California State University, East Bay
- (31) Preparing Secondary Teachers to be Socially Just, Equitable, and Empathetic  
Researchers: Pat Stall, Annette Daoud, Anne Rene Elsbree, & Julie Rick, California State University, San Marcos  
CCTE Mentor: Laurie Hansen, University of California, Irvine
- (32) Teacher Education and English Learners (TEEL)  
Researchers: Trish Stoddart, University of California, Santa Cruz; Marco Bravo, San Francisco State University; Edward Lyon, Arizona State University; Jorge Solis, University of Texas, San Antonio; Sara Tolbert, University of Arizona; & David Whitenack, San Jose State University  
CCTE Mentor: Magaly Lavadenz, Loyola Marymount University
- (33) Using an Authentic Assessment Scale to Refine IEP and RtI Data Collection  
Researchers: Diana Taylor & Melanie Ronning, Mount Saint Mary's College  
CCTE Mentor: Virginia Kennedy, California State University, Northridge
- (34) Formative Intervention for Teacher Educators:  
Negotiating a Shared Approach to Supporting Pre-Service Teacher Learning in Practice  
Researcher: Jessica Tunney, University of California, Irvine  
CCTE Mentor: Pia Wong, California State University, Sacramento
- (35) Assessing Predictive Validity of Teacher Performance Assessment (TPA) for Teaching Credential Candidates  
Researchers: Tseh-sien Kelly Vaughn, Stephanie Demaree, & Kim Tolley, Notre Dame de Namur University  
CCTE Mentor: Jo Birdsell, National University
- (36) Retention Is in the Details:  
How Mentors, Support, and Relationships Help Retain Beginning Teachers  
Researcher: Shawn Vecellio, The National Hispanic University  
CCTE Mentor: Caryl Hodges, Notre Dame de Namur University
- (37) Speaking Mathematically:  
A Look at Pre-Service Teachers' Conceptions and Practice around Language and Culture in the Context of Teaching Mathematics to Latin@ English Learners  
Researcher: Cathery Yeh, University of California, Irvine  
CCTE Mentor: Sharon Russell, CalStateTEACH, Office of the Chancellor, California State University





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## CCTE Member Désirée Zamorano Is Author of New Novel

By **Heidi Stevenson**

*University of the Pacific*

In addition to serving as chair of the CCTE Vision and Communications Committee and as director of the Community Literacy Center at Occidental College, CCTE member Désirée Zamorano is also a Pushcart prize nominee, an award-winning short story writer, and a produced playwright.

Her most recent novel is a family drama, *The Amado Women*, that Shelf Awareness for Readers describes as “A finely rendered story of a multigenerational Latina family overcoming individual setbacks and tragedies.” The book has

garnered well-deserved attention and has been featured in *The Los Angeles Times*, *Publisher’s Weekly*, and *Living Vicariously*.

Désirée continues to present and read excerpts from her book across the country. Several CCTE friends attended one of her entertaining readings at Book Inc. Opera Plaza in San Francisco on August 14 (see photo below).

I highly recommend reading *The Amado Women*! But don’t just take my word for it; additional excerpts and praise for *The Amado Women* can be found on Désirée’s website:

[www.desireezamorano.com](http://www.desireezamorano.com)



Désirée Zamorano (left) with CCTE friends Mona Thompson, Deborah Hamm, Alan Jones, Heidi Stevenson, and Lettie Ramirez (left to right) at Books Inc. Opera Plaza in San Francisco on August 14 following Désirée’s presentation about and reading from her new novel.