



California Council on Teacher Education

Spring 2011 CCTE Conference Up-date

“Closing the Opportunity Gap: How Context Matters for Teaching and Learning”

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What do educators need to know and do in order to attend deeply to both context and content? The Spring 2011 CCTE Conference will focus on our belief that it is essential to tie the academic gap to the opportunity gap and ask, what opportunities are there for children to enrich their learning experiences? More poignantly, what opportunities are the kids missing? The achievement gap is described in terms of test scores, but we are looking at expanding that view. It is not just about teachers, curriculum, and students. The Spring 2011 CCTE Conference will consider a much broader range of issues such as communities, families, support structures, SES levels, culture and/or race. How do we address these issues in teacher education, and foster curriculum implementation?

With this in mind, we have organized the CCTE Spring 2011 Conference around the following Guiding Questions:

1. How can teachers and teacher educators reach beyond the static curriculum and teach today's students by acknowledging and building on their lived experiences, developing their readiness and engaging them deeply with the content?
2. How do we meet the need for effective teaching and learning given the current realities and practices about testing, pacing plans, scripted curriculum, and teacher evaluation?
3. What does it mean to use context knowledge in one's practice? How can it be effectively and powerfully be used in teacher education programs?

We are constructing a conference where participants will gain an understanding that there is a movement amongst educators to expand the way we look at education policy and include the larger context of children's lives, community, interests, etc. We will move from theoretical to experiential, starting with closely linking an engaging keynote by Pedro Noguera to experiencing practical exposure to innovative practices, such as autobiographical and spoken word poetry.

Participants in the Spring 2011 CCTE Conference can expect the following outcomes:

1. Better understanding of context and how various contexts (classroom, school, community, policy, research) inform teacher preparation.
2. Experiencing different ways that learners can express what they are learning.
3. Awareness of economic and other public/community policies that create conditions that are challenging for educational reforms to surmount.
4. Excitement and energy about what's possible!

When we gather in San Jose, March 24-26, teacher education faculty will increase their understandings and skills around how to design credential programs that focus on engaging students. We will build and foster deep connections between school change/reform at the local and policy levels. This is important because we are part of a community that is focused and committed to making sure that all children participate in an equitable and effective education. Come and join us!

—James Cantor (California State University, Dominguez Hills)
—Mary Sandy (University of California, Davis)
Co-Chairs of Spring 2011 CCTE Conference Committee