

CCNews

Newsletter of the California Council on Teacher Education

Volume 22, Number 3, Fall Issue, September 2011, Section 1

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

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

In This Issue of CCNews . . .

Section 1 — News & Reports

Message from CCTE President Magaly Lavadenz	2-4
Dates of Future CCTE Conferences	4
New Format and Big Plans for <i>CCNews</i>	5
From the Desk of the Executive Secretary.....	6
Report of the CCTE Policy Committee	7
Key CCTE Policy Activities during the Past Year	7
CCTE Policy Framework	8
Developments in BTSA/Induction.....	9
CABTE Works with IHE Faculty on Program Standards	9

Section 2 — CCTE Conferences

Preview of the CCTE Fall 2011 Conference.....	1
CAPSE Reception on October 12	1
Tentative Fall 2011 CCTE Conference Program.....	2
CCTE Fall 2011 Conference Registration Form.....	3
Nine CCTE Special Interest Groups	4
Preview of CCTE Spring 2012 Conference.....	4

Call for Proposals for Future CCTE Conferences	5
Cover Sheet for CCTE Conference Proposals	6
Call for Nominations for CCTE Awards.....	7

Section 3 — CCTE Organizational Information

CCTE Journals Launch Redesigned Websites	1
CCTE Membership Form.....	2
CCTE Volunteer Form	3
Invitation to Become a “Friend of CCTE”.....	4
Earmark Contributions for Graduate Student Fund.....	4
Guidelines for CCTE Graduate Student Program.....	5
Application Form for Graduate Student Program.....	6
Reports from AACTE and ATE	7
Announcing CCTE New Faculty Support Program.....	8
Application Form for CCTE New Faculty Program	9
CCTE Annual Co-Sponsorship Program	10
Registration Form for Annual Co-Sponsors.....	11
CCTE Leadership Directory	12
CCTE Website Information.....	13



CCTE Fall Conference attendees enjoy the yacht basin view at the Kona Kai Resort in San Diego.



CCNews

Newsletter of the
California Council on Teacher Education

Message from CCTE President Magaly Lavadenz Two Significant Events of the Summer

This has been a busy summer for the California Council on Teacher Education! Two major events occurred over the summer that have had significant impact on the organization: (1) the CCTE Board of Directors held a Strategic Planning Retreat in June, and (2) the American Association of Colleges of Teacher Education held its State Chapter Leadership Meeting and Day on the Hill in Washington that same month. I want to share with the CCTE membership and readership some of the highlights of these two events as we think about the beginning of a new academic year.

Refining CCTE's Strategic Priorities

On Friday and Saturday, June 16 and 17, 2011, the CCTE Board of Directors met again on the campus of the University of California, Davis for dialogue, reflection, and planning. Special thanks go to Mary Sandy who secured the site at no cost to CCTE! We were also able to once again benefit from the skillful facilitation of Dr. Roberto Vargas of New World Associates, who led us through that Friday with great insights into our organizational perspectives. We again received a welcome stipend from Pearson Evaluation Systems to cover the costs of our facilitator.

During that Friday we worked on defining the committees that would support the work of the Strategic Priorities to maintain the outstanding momentum we enjoyed during the 2010-2011 year following our previous leadership retreat in June 2010. We also refined the previous five Strategic Priorities down to four, which are highlighted in the following excerpts from a report that Dr. Vargas prepared summarizing our deliberations.

Strategic Priority 1 - Policy

Advance Policy that Encourages Quality Teacher Education

The 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 public concerns

about failing school systems and the antagonistic sentiment being generated against public services, taxes, and unions, there is 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 its members for the dialogue, research, and collaboration that can advance the legislative priorities, policy change, and public support ultimately required for quality teacher education. *The CCTE Policy Committee will*

develop the priorities, programs, and activities to advance this goal. The CCTE Coordination Committee will assist in coordinating all committee activities towards generating meaningful research and disseminating effective messages.

Strategic Priority 2 - Proactive Communication

Communicate Our Purpose, Message, and Wisdom Regarding Quality Teaching

The education profession and our public require a fuller understanding of the character of quality teaching and learning, so that they can better support education that truly

meets the needs of our children. The education profession and the public also need to come to appreciate CCTE's purpose and experience so that together we can best utilize CCTE to improve our education policy and teacher preparation. To address these needs CCTE must optimize the use of its expertise, conferences, journals, and publishing resources to educate and inform. *The CCTE Vision & Communication Committee will focus on revising the CCTE electronic presence and creating additional products and opportunities to communicate the CCTE vision for education.*



Photo by Elizabeth Keithcart

Magaly Lavadenz

(continued on next page)

Message from the CCTE President

(continued from previous page)

Strategic Priority 3 - Fund Development

Developed the CCTE Business Plan and Secure Resources to Achieve Our Objectives

The achievement of CCTE's current and future objectives requires necessary staff, budget, and eventually an office. To build on our rich legacy, CCTE will develop a business plan that integrates strategies for the ongoing fund development required to build our capacity to improve education across California. We will also build on our latest successes and continue our proposal writing, reaching out to potential sponsors, building our "Friends of CCTE" program, and more courageously soliciting support. *The CCTE Fund Development Committee is tasked with developing the business plan and leading CCTE's fund development efforts.*

Strategic Priority 4 - Membership

Continue the Expansion and Engagement of Our Membership

The vision to improve our educational system with more quality teachers requires the full engagement of our members to be active models, movers, and leaders for quality teaching. CCTE will continue to develop and strengthen its strategies to increase active membership, including membership retention, expansion, and engagement, and also improve our outreach to targeted



A planning conversation during the CCTE leadership retreat in June.

institutions and groups of individuals, including the California State University, the University of California, private colleges and universities, alternate certification schools, BTSA, retired members, community colleges, unions, etc. *The CCTE Membership Committee will be expanded to more fully address this goal.*

AACTE Chapter Leadership Meeting

Immediately after our CCTE Board Retreat and Meeting, I departed for Washington, D.C., to attend the AACTE state chapter leaders meeting on June 20th. The two full days of meetings at the AACTE headquarters provided me excellent learning opportunities. They also affirmed that CCTE is already doing many of the activities that are recommended by the national organization and that CCTE is viewed as one of the strongest chapters in the nation, as acknowledged by Sharon Robinson, the AACTE President. Some of the key insights from these two days are as follow:

- There will be an advocacy toolkit available on the AACTE website as of this summer. While I had accessed AACTE's website previously, I learned that it is constantly being updated with new policy information, data on teacher education in the nation, and resources for our profession. All CCTE members are encouraged to regularly visit the website at <http://aacte.org>
- Some state chapters invite their State Teacher of the Year to speak at their conferences. To my knowledge, CCTE has not done this in the past and we should consider this as a part of our future conference programming.
- The University of Central Florida has created a model for showing the impact their credential graduates have in the field by developing a formula: Number of participants x number of hours x rate per hour (this was based on a district level volunteer hourly rate) = value. Calculations based on their formula resulted in the value of their clinical experiences at \$13,036,010 and their professional, partnership, and service programs at \$15,654,744.



Participants in the CCTE Board Retreat: (top row, l to r) Chuck Zartman, Helene Mandell, Mary Sandy, Sue Westbrook, Alan Jones, Shannon Stanton; (middle row, l to r) Desiree Zamorano, Paula Motley, Magaly Lavadenz, Kat Fuller, Cindy Grutzik, Deborah Hamm; (bottom row, l to r) Jim Cantor, Keith Walters, Jose Lalas; attending but not in photograph, Heidi Stevenson.

Message from the CCTE President

(continued from previous page)

- Concern over federal legislation, SB 1250, the “Growing Education Achievement Training Academies for Teachers and Principals Act” introduced by Senators Michael Bennet, Lamar Alexander, Barbara Mikulski, Mary Landrieu, and Mark Kirk. This bill would create “academies” at the state level that would certify teachers and principals without benefit of partnerships, standards, or rigor. Sample letters expressing the concern of the teacher education community are available on AACTE’s website.

- Lisa Johnson, the AACTE Communications Manager, made a presentation on “Public and Media Relations Strategies,” from which I learned that while “proactive is the key,” being reactive is also important in creating strong, coordinated, and collaborative responses to legislation or agendized groups. She reminded us that a “fast response team” of one or two people to write responses can be important to maintain a pattern of consistent messaging.

- I met and talked with other chapter leaders who have either heard about or attended our CCTE conferences. We brainstormed about possibly forming a regional western collaborative on teacher evaluation with AACTE’s help,

Day on the Hill, June 21, 2011

As part of AACTE’s Day on the Hill, I was to participate in two meetings, one with Senator Feinstein’s education assistant, Christine Epres, and the other with Senator Boxer’s educational assistant. Both staff members posed important questions about Senate Bill 1250, especially about how master’s degrees could be issued by these new academies, as well as about keeping teachers in low performing schools, alternative certification, defining teacher quality, charter schools, and English Learners. I provided them with CCTE’s summary on measuring teacher effectiveness, our most recent newsletter, and a commitment to continue communicat-



Mary Sandy and Jim Cantor at CCTE retreat.



Capital hosts AACTE Day on the Hill.

ing on these issue. The Day on the Hill was inspirational for me; the activities, though intense and fast-moving, reinforced the democratic practices that form the basis of our nation’s strength. I hope I represented CCTE well!

Conclusion

In closing, I want to wish you all an excellent beginning to the 2011-2012 academic year! I once again look forward to seeing you at the Kona Kai Resort in San Diego for our Fall 2011 Conference. The conference committee (see report on page 1 of Section 2 of this newsletter) has been working hard to bring you a memorable and invigorating two and a half days—see you in October!

—Magaly Lavadenz
President, California Council on Teacher Education
Loyola Marymount University

Dates of Future CCTE Semi-Annual Conferences

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

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

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

Spring 2013, March 28-30
Sainte Claire Hotel, San Jose

Fall 2013, October 24-26
Kona Kai Resort, San Diego

Spring 2014, March 27-29
Sainte Claire Hotel, San Jose

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

New Format and Big Plans for CCNews

By **Heidi J. Stevenson** (University of the Pacific), Editor, *CCNews*
& **Alan H. Jones**, CCTE Executive Secretary

It is with great pleasure that we have watched *CCNews* grow considerably over recent years as we have sought to report and reflect on as many of the California Council on Teacher Education's expanding activities as possible. Moving to an online format several years ago, in contrast to the previously printed and mailed newsletter, has allowed us flexibility for this growth, and we surely do not want to shortchange the membership now and in the future by reducing the content. At the same time, in response to comments from some CCTE leaders and members, we sense a need to make the information more user-friendly, since recent quarterly issues have ranged around 30 pages each, and the resulting PDF files have strained the e-mail and computer capability of some of our colleagues.

Given these realities, we have effective with this Fall 2011 issue divided the newsletter into three sections, each a separate PDF file, and we will soon add a fourth section. As you will have noted with this issue, the newsletter will still be posted to the CCTE website (www.ccte.org) and all CCTE delegates and members will be alerted to the posting via an e-mail announcement. The key difference in format will be the division of this and future issues into themed sections.

Thus, beginning with this issue, you will find:

Section 1 — Themed around “news and reports,” this section contains the President's Message, news features such as this announcement about the newsletter, reports from CCTE committees and associated organizations, and the report of the Executive Secretary.

Section 2 — Themed around our semi-annual CCTE conferences, in this issue this section features a preview of the Fall 2011 Conference along with the tentative program and registration form, other information about this and future conferences, and the standing call for research and practice proposals for conferences and the appeal for nominations for CCTE awards. In future issues this section will often include reports from recent semi-annual conferences.

Section 3 — Themed around CCTE organizational activities, this section contains announcements and forms related to our journals, membership, contributions, sponsorships, and the CCTE Graduate Student Fund and New Faculty Support programs, along with reports related to AACTE and ATE.

We see the advantage in this sectioning of the newsletter to be twofold. First, it will allow members and delegates to select the section(s) they wish to read in whatever order best serves their interests. And second, using this approach the PDF file for each section will be smaller and easier to download and access than the single and fairly large PDF files of recent full issues. Overall, the scope and content of the newsletter will not be reduced, and indeed will be free to continue to grow, as it is divided into these sections.

In addition, we will soon be adding a fourth section to the quarterly newsletters in the form of a new peer-reviewed online journal that will serve as an extra part of each issue of *CCNews*. The journal section will be entitled *Promising Practices* and will focus on what's working in teacher education in California.

We are excited about the prospect of the *Promising Practices* online journal and the engaging material it is sure to provide. In addition, this will offer a new format for our members to share information and ideas in a peer-reviewed publication focusing on valuable practices. As we move to offer such a service we ask that all CCTE members and delegates consider writing and submitting quality manuscripts for our consideration. Such submissions should be in the form of double-spaced Microsoft Word files, sent by e-mail to Heidi Stevenson, editor of *CCNews*, at hstevenson@pacific.edu. We look forward to your submissions as well as your comments on these new developments in *CCNews*.

CCNews Call for Articles and News Items

Do you have a successful partnership with another university, parents, teachers, or a K-12 school you would like to share about? Have you discovered an effective assignment that your students enjoy, and that you think other teacher educators might like to know about and try? Are there books, curricula, or other resources you or your program uses with great success? Maybe you have opinions or information you would like to voice.

If you would like to share your passion and ideas with others, please draft brief article to submit to the upcoming peer-reviewed *Promising Practices* section of *CCNews*. Just e-mail your submissions as double-spaced Microsoft Word text as an e-mail attachment to hstevenson@pacific.edu

CCNews also welcomes any reports, news items, or announcements for the other sections of future issues.

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

From the Desk of the CCTE Executive Secretary

I encourage all CCTE members and delegates to read all three sections of this Fall 2011 issue of CCNews. This first section is highlighted by the message from President Magaly Lavadenz, while the second section features a preview of the Fall 2011 Conference, including a registration form for those of you who have not yet registered to use at your earliest convenience. The third section provides announcements, commentary, and relevant forms and materials for many of our California Council on Teacher Education activities and opportunities. Among the topics in that third section are:

CCTE Journals

All CCTE members and delegates receive issues of each of our CCTE-sponsored scholarly journals. The Summer 2011 issue of *Teacher Education Quarterly* has just been mailed to everyone and the Fall issues of both *Teacher Education Quarterly* and *Issues in Teacher Education* will be published and mailed in October or November.

Both journals have just completed a redesign of their websites and have created on-line submission procedures. See the reports from the editors on page 1 of the third section of the newsletter.

Membership

Our CCTE memberships efforts for the 2011-2012 year (July 2011 through June 2012) began with e-mailed renewal notices in June to all institutional and individual members from last year. Many individual and institutions have since renewed, and if you have not yet you are urged to send in your membership as quickly as possible. A membership form appears on page 2 of the third section of this newsletter.

All individual members and institutional delegates are encouraged to attend our semi-annual conferences and also to volunteer to work on one or more of our CCTE committees and to join some of our Special Interest Groups. A volunteer form appears on page 3 of the third section of the newsletter.

Friends of CCTE

Many CCTE members and delegates have responded to the "Friends of CCTE" appeal by contributing to the organization above and beyond their membership dues. We hope that many other CCTE members and delegates will still do so now. Please see the form on page 4 of the third section of this *CCNews*.

Graduate Student Fund

In response to the initial suggestion and appeal by Tom Nelson at the Fall 2010 Conference, the new CCTE Graduate Student Fund has grown to over \$2,500 in its first year. It is hoped that many more CCTE members will contribute both initially and annually so that this Fund will grow in order for

CCTE to support and mentor the next generation of teacher educators in our state.

Guidelines have been created for use of the Graduate Student Fund (see page 5 of the third section of this newsletter), and students are urged to use the form that follows on page 6 to apply for participation during the 2011-2012 membership year. Ten graduate students have applied and been accepted to date, and there are available funds to support yet others.

Collaboration with AACTE and ATE

CCTE is the California state chapter of both the American Association of Colleges for Teacher Education and the Association of Teacher Educators, and you will find reports on both national organizations on page 7 of the third section of this newsletter. The report on AACTE describes the special grant that CCTE has received from that national organization to provide support to new teacher education faculty in our state and encourage those newcomers to become active in CCTE.

A more detailed description of the CCTE/AACTE New Faculty Support Grant Fund appears on page 8 of the third section of the newsletter and we encourage any new faculty to use the form that follows on page 10 to apply for participation in the program.

Annual Sponsors

During the 2010-2011 membership year CCTE initiated a program of Annual Co-Sponsorships, and we are continuing the program during this 2011-2012 year. Information on the program appears on page 10 of the third section of this newsletter and a registration form follows on page 12. We encourage all CCTE member institutions to consider offering additional support to our organization by becoming an annual co-sponsor.

Leadership

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

Website

Please also take a look at the description of our CCTE website on page 13 of the third section of this newsletter, and be sure to check out the website at www.ccte.org on a regular basis.

—**Alan H. Jones**, CCTE Executive Secretary,
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118
Telephone: 415/666-3012; Fax: 415/666-3552
E-mail: alan.jones@ccte.org

Report of the CCTE Policy Committee

By **Susan Westbrook** (*California Federation of Teachers*),
Cindy Grutzik (*California State University, Dominguez Hills*),
 & **Mary Sandy** (*University of California, Davis*)
 Co-Chairs of CCTE Policy Committee

On July 12, the Commission on Teacher Credentialing appointed Beth Graybill as its Interim Executive Director. She is on loan from the California Senate Education Committee during the search for a permanent CTC Executive Director. Beth has served as a principal consultant for the Senate Education Committee for five years and she previously worked for the Commission as Director of the Professional Services Division from 2003-2006. The Commission is expected to name a new permanent Executive Director in October.

The Commission has postponed the first meeting of the Teacher Preparation Advisory Panel until January 2012 because of budget and other considerations. According to the CTC announcement this “panel is charged with looking across the spectrum of the Learning to Teach Continuum and making recommendations for updating, streamlining, and advancing the Continuum to address significant changes in the field that have occurred since the SB 2042 Teacher Preparation Program standards were developed and adopted in 2002.” Applications for membership on this panel will be accepted until October 3, 2011. Panel application materials may be accessed at

<http://www.surveymonkey.com/s/TAPAApplication>

Governor Brown has appointed six new members to the CTC: Erick Casallas, a middle school teacher from Bakersfield; Eddie Cuevas, a government and economics teacher from Los Angeles; Linda Darling-Hammond, an education professor at Stanford, a presenter at several CCTE conferences, and a delegate to CCTE from Stanford; Kathleen Harris, an elementary and reading teacher from Sebastopol, and a long time California Teachers Association representative to the Commission; Alicia Hinde, an elementary teacher from Los Gatos; and Louise Stymeist, a career technical education coordinator from Sacramento. Several of Governor Schwarzenegger’s unconfirmed appointees were not reappointed. Superintendent of Public Instruction Tom Torlakson appointed Richard Zeiger, his Chief Deputy Superintendent, as his Designee to the Commission, replacing Leslie Littman.

E-mail addresses for CCTE Policy Co-Chairs are:

Susan Westbrook - suew447@aol.com
 Cindy Grutzik - cgrutzik@csudh.edu
 Mary Sandy - mvsandy@ucdavis.edu

Key CCTE Policy Activities during the Past Year

The California Council on Teacher Education has engaged in the following key policy-related activities during the recent 2010-2011 membership year:

- ◆ Planning and implementation of the CCTE Fall 2010 Conference around the theme “Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities.” This policy-focused conference was planned cooperatively by several CCTE officers and the co-chairs and members of the Policy Committee. Specific information on the conference can be found in the Summer and Fall 2010 issues of *CCNews*.
- ◆ A CCTE policy analysis document entitled “The Complexities of the Relationship of Teacher Evaluation and Student Achievement: A Policy Analysis for the Fall 2010 CCTE Conference” was prepared prior to the Fall 2010 Conference and used as a stimulus for discussion and action at that conference. The text of the policy analysis appears in the Fall 2010 issue of *CCNews*, on pages 7-11, followed by an extensive list of resources of that topic.
- ◆ Following the Fall 2010 Conference the CCTE Policy Committee refined the policy analysis and created a policy initiative entitled “Seeking Effective and Equitable Evaluation of California’s Teachers: A 2010 Policy Initiative of the California Council on Teacher Education.” This 23-page document, which includes much briefer sections on purpose and key elements, has been used in contact with members of the California Legislature to encourage policymakers to approach the issues of teacher evaluation in a manner consistent with best practice and relevant research.
- ◆ In response to the development of the National Council on Teacher Quality and that organization’s plans to conduct a national survey of teacher education programs, the CCTE Board of Directors in consultation with the CCTE Policy Committee developed and disseminated a “CCTE Statement on NCTQ.” The text of that statement appears in the Spring 2011 issue of *CCNews*, on page 9.

CCTE

Policy Framework

The California Council on Teacher Education (CCTE) supports and encourages approaches to the preparation and continuing development of teachers which:

- ◆ Work toward the integration of the professional preparation of educators into career-long professional development involving sound theory and effective practices at all stages.
- ◆ Establish and foster strong support programs for teachers at all stages of their careers, particularly at the beginning stage, to help attract and retain high-quality teachers; such programs should include a role for university-based personnel as well as practitioners from the schools.
- ◆ Recognize and support alliances that work to improve preservice preparation, induction, and professional development of educators.
- ◆ Assure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.
- ◆ Recognize the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.
- ◆ Foster the strong and balanced preparation of teachers in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum.
- ◆ Assure that the guidelines, regulations, and laws governing the preparation of teachers and other educational personnel in California are based on, and are continually informed by, research and best practice; and that these guidelines, regulations, and laws reflect the considered opinions and voices of experts in the field.
- ◆ Include multiple and alternative approaches to the admission, retention, and credential recommendations for prospective teachers and in evaluation of inservice teachers; and assure that all assessment measures used to evaluate teacher candidates and teachers at any point in their preservice preparation and inservice practice are valid, unbiased, and relevant to teaching and learning practice.
- ◆ Support accreditation and evaluation processes which improve professional practice and which are conducted in an unbiased, collegial atmosphere by university and school professionals.
- ◆ Seek and ensure the active participation of the teacher education community in policy discussions and decisions regarding preservice education and the professional development of educators.
- ◆ Foster public and political support for education at all levels, pre-K to university, with an equitable commitment of resources to maximize teaching and learning.
- ◆ Recognize that quality teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources for ongoing development of effective teacher preparation programs.

Originally adopted by the Delegate Assembly of the California Council on the Education of Teachers, April 17, 1997 and updated and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006.

CCTE delegates and members are encouraged to reproduce and distribute the CCTE Policy Framework to all interested colleagues and friends.

Developments in BTSA/Induction

By **Paula Motley** (Monterey County Office of Education)
Member of CCTE Board of Directors

The Committee on Accreditation (COA) took action in January 2009 to transition Induction Programs into the Commission on Teacher Credentialing's (CTC) accreditation system beginning July 1, 2009. During the 2010-11 year, CTC staff assisted Cluster Region Directors in preparing and executing 20 accreditation site visits to school districts and county offices of education. All approved induction programs participated fully in program assessment, biennial reports, and site visits in accordance with their particular cohort schedule of accreditation activities. This first year of full integration of induction programs into the Commission's accreditation system represents a significant scope of work accomplished. Coordination of effort with Cluster Regional Directors (CRDs), program directors, and leaders in the induction community proved essential to the success of this endeavor.

In addition, in the 2010-11 school year, Initial Program Approval actions taken by the COA for the Clear Education Specialist Induction credential included the following BTSA Induction programs: Antioch Unified School District, Aspire Public Schools, Butte County Office of Education BTSA County Induction Program, California School for the Deaf, Capistrano Unified School District, Conejo Valley Unified School District Clear Education Specialist Induction Program, Contra Costa County Office of Education, El Dorado County Office of Education, Elk Grove Unified School District, Marin County Office of Education, Napa County Office of Education, North State BTSA with Tehama County Department of Education serving as LEA, Orange Unified School District, Riverside County Office of Education, San Diego County Office of Education, San Joaquin County office of Education, San Jose Unified School District, San Juan Unified School District, San Mateo County Office of Education, San Mateo-Foster City School District, San Ramon Valley Unified School District, Santa Barbara County Education Office Clear Education Specialist Induction Program, Stanislaus County Office of Education, Tri County BTSA Induction Program, Tustin Unified School District, Vista Unified School District, and the Yolo-Solano BTSA Induction Program.

Many programs submitted their documentation previous to this past year and have had their programs up and running. For a complete list of approved programs, follow this link:

http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html

CABTE Works with IHE Faculty at CCTE Conferences to Address Program Standards

By **Charles Zartman** (California State University, Chico)
*President, California Association of Bilingual Teacher Educators
& Member of CCTE Board of Directors*

The Board Members of the California Association of Bilingual Teacher Educators (CABTE), an affiliate of both the California Council on Teacher Education (CCTE) and the California Association for Bilingual Education (CABE), have utilized the Thursday morning Affiliate Meetings at recent CCTE semi-annual conferences to provide a forum for faculty members across the state who work with Bilingual Professional Preparation Programs to meet with Commission on Teacher Credentialing (CTC) consultants relative to the new Bilingual Authorization Standards. These sessions have served as a needed vehicle for bilingual teacher educators to receive expectations from a CTC Consultant, share ideas between trusted colleagues, and develop a format for document completion to take back to their respective campuses.

As a result of these efforts, there are now 22 institutions that have approved programs under these new standards with nine other universities now preparing documents to submit to the Commission. Paula Jacobs, Consultant in the Professional Services Division of the Commission, has used these CABTE meetings to provide valuable technical assistance to faculty from each of these institutions.

CCTE conferences served as the natural venue for this professional networking to occur. The faculty members attending these sessions recognize the tangible support received at these meetings. Clara Park of California State University, Northridge attended each of these meetings held over the past three years. She views these sessions as valuable for her colleagues across the state: "The information provided by Paula Jacobs was very helpful and timely."

The Thursday morning California Association of Professors of Special Education (CAPSE) meetings at CCTE conferences have also provided this catalytic function for faculty members in Special Education as institutions respond to the new standards in that field. If you are interested in networking with others relative to the professional preparation of teachers, the CCTE Conference is, indeed, the place to be. We look forward to seeing you at the next conference—October 13th through the 15th—in San Diego. See you then!