

# CCNews

Newsletter of the  
California Council on Teacher Education

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

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

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



# CCNews

## Newsletter of the California Council on Teacher Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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



*Magaly Lavadenz*

(continued on next page)

## Message from the CCTE President

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

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

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

### **SMARTER Balanced Assessment Consortium**

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

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

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

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

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

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

### **Next CCTE Board Meeting**

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

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

—Magaly Lavadenz, CCTE President

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

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

Sainte Claire Hotel, San Jose

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

Kona Kai Resort, San Diego

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

Sainte Claire Hotel, San Jose

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

Kona Kai Resort, San Diego

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

Sainte Claire Hotel, San Jose

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

Kona Kai Resort, San Diego

## Change of Sequence in Presidents-Elect

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



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

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

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

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



## Nominations Report for 2012 Election

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

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

For Vice President for AACTE:

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

For Vice President for ATE:

Judy Mantle (National University)  
Sharon Russell (CalStateTEACH)

For Board of Directors:

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

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

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

## From the Desk of the CCTE Executive Secretary

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

### Annual Election and Officers

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

### Policy Committee Report

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

### CCTE/AACTE New Faculty Program

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

### Graduate Student Fund

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

### Membership

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

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

### Friends of CCTE

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

### Annual Sponsors

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

### Leadership

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

### Website

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

### CCTE Journals

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

### Newsletter

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

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

# Updates from the CCTE Policy Committee

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CCTE Policy Framework

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

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

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

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

## Notes from ATE

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

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

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

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

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

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



## AACTE Updates

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

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

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

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

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

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

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

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

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

## Report from *Issues in Teacher Education*

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

### Editorial Board Members

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

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

The board members now include:

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

### Future Issues

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

### Reviewers Needed

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

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

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

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

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

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

***Issues in Teacher Education***

and

***Teacher Education Quarterly***

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