



CCNews

Newsletter of the
California Council on Teacher Education

Volume 22, Number 4, Winter Issue, December 2011, Section 2

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

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

Preview of the CCTE Spring 2012 Conference “Race, Student Engagement, and Schooling Practices”

By **Terry Pollack & José Lalas**

Co-Chairs, Spring 2012 CCTE Conference Committee

Within today’s popular rhetoric of objectivity, race neutrality, and meritocracy, discourses about persistent race-based educational and social disparities have been reduced to what David Gillborn calls “gap talk.” Although gap talk, with its narrow focus on measurement and accountability, has brought national attention to racial disparities in education, it has failed to help educators “see” and understand how race still matters in the lived experiences and life chances of children of color and their families. Instead, by placing matters of race front and center at the Spring 2012 Conference of the California Council on Teacher Education, we hope to deepen our understanding of systemic educational inequities and generate fresh ideas and strategies for creating more just and equitable schools.

In the upcoming Spring Conference, which will be held March 29-31 at the Sainte Claire Hotel in San Jose, race forms the core concept around which student engagement and schooling practices will be critically explored, discussed, problematized, and envisioned. The Conference will attempt to connect theory and practice as they relate to the influence of race on student engagement and the challenges of infusing the conversation about race and racism in current schooling practices. Attendees and presenters are challenged to consider the following guiding questions:

- How is the socially constructed category of race most salient in education today?
- How has the current culture of standardization, measurement, and accountability affected efforts toward greater educational equity for students of color, English language learners, and the poor?
- How, and to what extent, do race and ethnicity relate to student engagement in K-12 schools and in schools of education?
- How can a critical race consciousness inform and guide pedagogy, curriculum (both official and “hidden”), and school policies in ways that enhance student

engagement, social-emotional development, academic success, and democratic processes?

- What practices or conditions can either enhance or hinder dialogue about the salience of race in education?
- How do hegemonic narratives (both inside and outside the classroom) privilege the voices and perspectives of some, while silencing or ignoring the voices and perspectives of others? How does this influence student engagement and teaching practices within both K-12 and teacher education settings?
- How do we understand, discuss, and teach about the intersections between race and other markers of identity (e.g., gender, class, culture, language, ability/disability, sexual orientation)?

Keynote Speakers

We are honored to have three eminent guest speakers at what promises to be an exciting and highly engaging Spring 2012 Conference.

Adrienne D. Dixon, critical race theorist and Black feminism scholar, is an associate professor in the Department



of Education Policy, Organization, and Leadership at the University of Illinois, Urbana-Champaign. She has authored numerous peer-reviewed articles and co-authored/edited *Critical Race Theory in Education: All God’s Children Got A Song* (Routledge, 2006)—one of the first book-length

texts on Critical Race Theory in education. Dr. Dixon’s primary research focus is on educational equity in urban school-

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Preview of the CCTE Spring 2012 Conference

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ing contexts. She will be our Thursday afternoon keynote speaker.

Tyrone C. Howard is on the faculty of the Division of Urban Schooling in the Graduate School of Education and In-



formation Studies at the University of California, Los Angeles. He is also the faculty director of Center X, the founder and director of the Black Male Institute, and an associate professor in the Bunche Center for African American Studies, all at UCLA. Dr. Howard is the author of the recently released book, *Why Race and Culture Matter in Schools: Closing the*

Achievement Gap in America's Classrooms (Teachers College Press, 2010), and more than 50 peer-reviewed journal articles, book chapters, and other academic publications and reports. Dr. Howard will be our Friday morning keynote speaker.

Daniel G. Solorzano is a professor of social science and comparative education in the Graduate School of Education and Information Studies and the Departments of Women's



Studies and Chicana and Chicano Studies at the University of California, Los Angeles. Dr. Solorzano is also director of UC/ACCORD. His teaching and research focus primarily on Critical Race Theory, gender studies, and the educational ac-

cess, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States. He has authored more than 60 articles, book chapters and reports on issues of educational access and equity for underrepresented minority populations in the United States. Dr. Solorzano will be our Friday afternoon keynote speaker.

Other Spring Conference Highlights

Thursday Afternoon. The first day of the Conference will also feature two special sessions:

“The Common Core State Standards: Making Them Work for English Language Learners.” In this session a team of representatives from the Santa Clara County Office of Education will highlight key features of the California Common Core Standards (CCSS) and address issues regarding district level implementation and instructional implications for supporting English learners in accessing the CCSS. The presenters will be **Ms. Melissa Christie** (Director of Curriculum and Instruction), **Dr. Lisa Gonzales** (Coordinator, Curriculum and Instruction), and **Dr. Yee Wan** (Multilingual Programs Coordinator).

“Developing Exemplary Dual Language Programs.” This presentation by the Central Valley Dual Language Consortium will feature **Dr. Juan Flores** (California State University, Stanislaus) and teachers and administrators from several of the 14 dual language schools that participate with CSU Stanislaus in the Consortium. The Central Valley Dual Language Consortium was initiated with the mission of supporting local districts in developing exemplary dual language programs in times of intense English-only scrutiny brought about by Proposition 227. The Consortium consists of the bilingual faculty of CSU Stanislaus and the 14 dual language schools in the university's service area, as well as bilingual/ELL coordinators in the school districts and county offices of education. They are committed to conducting research and program development for the improvement of teacher preparation and dual language instructional programs.

Saturday Morning. Our keynote speakers on Thursday and Friday will have “set the stage” by challenging attendees to think more systemically about what it takes to bring about real and meaningful improvement in school outcomes for economically and socially marginalized students. On Saturday morning, in a two-part session entitled “Bridging Theory and Practice,” we will build upon the ideas presented by our Keynote Speakers by engaging with educational leaders who have successfully implemented various equity-focused efforts in their schools and districts. Saturday morning will begin with an interactive presentation by **Dr. Daryl Camp**, assistant superintendent of Riverbank Unified School District (Riverbank, CA) in which participants will explore various theories on race and the challenges of applying those theories to schools and districts in California's K-12 educational system. Dr. Camp has been able to use aspects from various race theories in leading school and district improvement efforts.

Immediately following Dr. Camp's presentation there will be a panel discussion featuring three highly successful local equity-focused educational leaders, along with select teacher leaders from their respective schools: **Ms. Norma Rodriguez** (Principal, San Antonio Elementary School, Alum Rock School District, San José), **Dr. Heidi Green** (Principal, Guy Emanuele Elementary School, New Haven

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Preview of the CCTE Spring 2012 Conference

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School Unified District, Union City), and **Ms. Yetunde Reeves** (Principal, East Palo Alto Academy High School, Stanford New Schools) will share their experiential knowledge, successes, insights, and specific strategies related to implementing wide ranging equity-focused change in their schools. **Dr. Arlando Smith** (San José State University) will serve as discussant.

Additional Conference Sessions

The Spring 2012 Conference will also feature meetings of four affiliated organizations, meetings of the CCTE Special Interest Groups, a special meeting for newcomers, two policy sessions, two sets of research and practice concurrent sessions, the new traditional poster session late Friday afternoon, the Thursday presidents' reception and banquet, the Friday awards luncheon, and a Friday dinner meeting for graduate students followed by a workshop on writing for publication open to all conference attendees.

The affiliated organizations meeting at the Conference will be the **California State University Field Coordinators Forum** on Wednesday and the **California Association of Bilingual Teacher Educators**, the **California Association of Professors of Special Education/Teacher Education Division**, and the **Independent California Colleges and Universities Council on the Education of Teachers** on Thursday morning.

Tentative Program and Registration

The tentative program for the Spring 2012 Conference appears on the next page of this newsletter and the registration form for the Conference appears on the page after that. The deadline for the discounted pre-registration rates is March 5 while registrations will continue to be welcomed any time prior to the Conference at the on-site rates. Registrations should be mailed with payment to the CCTE address on the registration form.

Further announcements on the Spring 2012 Conference will be e-mailed to all CCTE members and delegates early in the new year as well as in the Spring 2012 issue of *CCNews*.

The Program Committee for the Spring 2012 Conference will welcome volunteers interested in assisting with further Conference planning and implementation. Please contact either of the Conference Co-Chairs:

Jose L alas of the University of Redlands
(e-mail jose_lalas@redlands.edu)

Terry Pollack of San Jose State University
(e-mail terrypollack@gmail.com).

Fall 2012 CCTE Conference to Focus on Clinical Practice

By **Helene Mandell** (University of San Diego)
& **Keith Walters** (California Baptist University)
Co-Chairs of Fall 2012 CCTE Conference

The Fall 2012 California Council on Teacher Education Conference will address the theme “Field Experience and Clinical Practice in the 21st Century.” The Conference will be held October 11-13 at the Kona Kai Resort in San Diego.

Drawing together all stakeholders in educator preparation (community college, undergraduate programs, pre-service and induction) as well as our K-12 partners, the Fall 2012 Conference will explore the critical bridging of theory and practice in the preparation of teachers. Recently there is increased national focus on the benefit of “clinically-rich” teacher preparation programs. Following is a link to a recent policy brief which explores issues that will be addressed at the Fall 2012 Conference: http://aacte.org/pdf/Government_Relations/Clinical%20Prep%20Paper_03-11-2010.pdf

The Thursday keynote speaker at the Fall 2012 Conference will be **Kenneth Zeichner**.

He is the Boeing Professor of Teacher Education and Director of Teacher Education in the College of Education at the University of Washington, Seattle, Washington, and is one of the most widely read and cited scholars in the teacher education field.



Among the “Big Ideas” to be addressed at the Fall 2012 CCTE Conference are: Performance Assessment (linked to state and national efforts); Professional Development Schools; Field Experience “in the clouds” (digital; distributed model); Connections to national efforts (Blue Ribbon Task Force); and Residency Programs.

Members of the Conference Planning Committee for the Fall 2012 Conference are: Co-chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University), Carolyn Bishop (Biola University), Jim Cantor (California State University, Dominguez Hills), Michael Cosenza (California Lutheran University), Cindy Grutzik (California State University, Dominguez Hills), Deborah Hamm (California State University, Long Beach), Linda Hoff (Fresno Pacific University), Alan H. Jones (CCTE Executive Secretary), Magaly Lavadenz (Loyola Marymount University), Mona Thompson (California State University, Channel Islands), and Andrea Whittaker (Stanford University). Additional volunteers are welcome, and interested folks should e-mail either co-chair:

hmandell@sandiego.edu
kwalters@calbaptist.edu

Tentative Spring 2012 CTE Conference Program

Wednesday, March 28:

- 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, March 29:

- 8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open.
 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
 9:30 a.m. to 11:30 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.
 (begins with continental breakfast; meeting starts at 10:00 a.m.).
 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, BTSA & Induction, Coordinators of Credential Programs, Lives of Teachers, & Special Education.
 12:45 to 1:00 p.m. - Break.
 1:00 to 2:45 p.m. - Opening Session:
 Introductions with CCTE President Magaly Lavadenz (Loyola Marymount University) presiding.
 Conference Orientation by Co-Chairs of Spring 2012 Conference Planning Committee, Jose Lalas (University of Redlands) and Terry Pollack (San Jose State University).
 First Keynote Address by Adrienne D. Dixon (University of Illinois, Urbana-Champaign) followed by Questions and Answers.
 2:45 to 3:00 p.m. - Break.
 3:00 to 4:00 p.m. - The Common Core Standards: Making Them Work for English Language Learners featuring Melissa Christie, Lisa Gonzales, and Yee Wan (Santa Clara County Office of Education).
 4:00 to 5:00 p.m. - Central Valley Dual Language Consortium, featuring Juan Flores (California State University, Stanislaus) and teachers and administrators from several of the 14 dual language schools that participate with CSU Stanislaus in the Consortium.
 5:00 to 6:00 p.m. - First Policy Session, featuring reports by the CCTE Policy Committee and the Commission on Teacher Credentialing.
 6:00 to 6:30 p.m. - Meetings of CCTE Committees.
 6:30 to 7:30 p.m. - Joint Presidents' Reception & Social Hour.
 7:30 to 9:00 p.m. - Conference Banquet, with Sharon Robinson (President of AACTE) as special guest, followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome.

Friday, March 30:

- 7:30 to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
 7:30 to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
 8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open.
 8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.
 8:30 to 9:45 a.m. - Second Keynote Address by Tyrone C. Howard (University of California, Los Angeles) followed by Questions and Answers.
 9:45 to 10:00 a.m. - Break.
 10:00 to 11:15 a.m. - First Set of Concurrent Research and Practice Sessions.
 11:15 a.m. to 12:30 p.m. - Second Set of Concurrent Research and Practice Sessions.
 12:30 to 1:30 p.m. - Conference Luncheon, featuring CCTE semi-annual awards presentations.
 1:30 to 2:45 p.m. - Third Keynote Address by Daniel G. Solorzano (University of California, Los Angeles) followed by Questions and Answers.
 2:45 to 3:45 p.m. - Second Policy Session, featuring conversation with Sharon Robinson (President of AACTE).
 3:45 to 5:00 p.m. - Second Set of Special Interest Groups: Equity and Social Justice, Internationalizing Teacher Education, Technology and Teacher Education, & Undergraduate Teacher Preparation.
 5:00 to 7:00 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.
 7:00 to 8:00 p.m. - Graduate Student Dinner Meeting (open to all students attending Spring Conference)
 8:00 to 9:30 p.m. - Workshop on Publishing in Scholarly Journals, conducted by Tom Nelson (University of the Pacific) and Alan Jones (Caddo Gap Press), open to all attending Spring 2012 Conference.

Saturday, March 31:

- 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 10:15 a.m. - Bridging Theory and Practice, interactive presentation by Daryl Camp (Assistant Superintendent, Riverbank Unified School District).
 10:15 to 10:30 - Break.
 10:30 to 11:45 a.m. - Equity-Focused Educational Practice, featuring Norma Rodriguez (Principal, San Antonio Elementary School, Alum Rock School District), Heidi Green (Principal, Guy Emanuele Elementary School, New Haven Unified School District), and Yetunde Reeves (Principal, East Palo Alto Academy High School, Stanford New Schools) along with teachers from their schools.
 11:45 a.m. to Noon - Final Comments and Conference Adjournment, with Magaly Lavadenz, Jose Lalas, and Terry Pollack presiding, and including preview of Fall 2012 Conference on "Clinical Practice in Teacher Education in the 21st Century" by Fall Conference Co-Chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University).

California Council on Teacher Education Spring 2012 Conference Registration

Please register me for the Spring 2012 CCTE Conference!

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 Students and P-12 Teachers - \$50 (will be \$75 on site)

Food Service (check those desired):

- Thursday Box Lunch - \$25
- Conference Banquet (Thursday evening) - \$45
- Conference Awards Luncheon (Friday noon) - \$35
- Check here if you wish vegetarian meals.

California State University Field Coordinators Forum (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 boxes checked above (please enclose check for this amount payable to CCTE): \$_____

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 (a membership form is available in any issue of *CCNews* on the CCTE website—www.ccte.org—and include membership dues in your registration check).

CCTE Special Interest Groups, **all** attendees are urged to attend a SIG of their choosing during each time slot (check the ones you plan to attend):

SIGs meeting on Thursday:

- Arts in Education
- BTSA and Induction
- Credential Program Coordinators/Directors
- Lives of Teachers
- Special Education

SIGs meeting on Friday:

- Equity and Social Justice
- Internationalizing Teacher Education
- Technology and Teacher Education
- Undergraduate Teacher Preparation

Please mail completed form with check payable to "CCTE" to:

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

Pre-registration deadline is March 5, 2012. 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 Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2012 Conference. Hotel reservations must be made by February 27 to be assured of rooms within our reserved CCTE block.

Nine CTE Special Interest Groups (SIGs) Will Meet at the Spring 2012 Conference

Nine CTE Special Interest Groups will meet at the Fall 2011 Conference in San Diego. The SIGs will meet concurrently at two different times during the Conference. All CTE SIGs are open to any interested persons. Each person attending the Fall Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

Arts and Education: This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinators: Marianne D'Emidio-Caston, Antioch University, and Desiree Zamorano, Occidental College.

BTSA and Induction: This SIG provides an avenue for continuing exploration of the work of BTSA programs and the role of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education. SIG coordinator: Paula Motley (Monterey County Office of Education).

Coordinators and Directors of Credential Programs: This SIG offers an opportunity for coordinators of credential programs to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands.

Equity and Social Justice: This SIG is closely aligned with the mission of CTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG coordinators: Kellie Albrecht, Chapman University, Teresa Hess, Chapman University, Gary Ravani, California Federation of Teachers, Elisa Salasin, University of California, Berkeley, and Kelly Skon, Chapman University.

Internationalizing Teacher Education: This SIG has been developed to explore and encourage internationalization of teacher education. SIG coordinator: Reyes Quezada, University of San Diego.

Lives of Teachers: This SIG is intended for educators interested in conducting research, doing writing, or just discussing topics related to: (1) the evolution of teacher careers, including the stages or passages that mark various phases of this evolution; (2) teacher biography and autobiography, with special emphasis on the stories that teachers tell about their professional lives; and (3) teacher professionalism, i.e., those features that distinguish teaching from other professions. SIG coordinator: Jerry Brunetti, St. Mary's College.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education. SIG coordinator: Nilsa Thorsos, Azusa Pacific University.

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer

promise to the field of teacher education. SIG coordinator: Heidi J. Stevenson, University of the Pacific.

Undergraduate Teacher Preparation: This SIG explores issues related to the undergraduate preparation of teachers, both subjects to be taught and teaching methodology. SIG coordinators: Cindy Grutzik, California State University, Dominguez Hills, and Daniel O'Connor, California State University, Long Beach.

Other Meetings at Spring 2012 Conference

Associated Organizations

California State University Field Coordinators Forum
Wednesday, March 28

California Association of Bilingual Teacher Educators
Thursday, March 29

**California Association of Professors of Special Education/
Teacher Education Division**
Thursday, March 29

**Independent California Colleges and Universities
Council on the Education of Teachers**
Thursday, March 29

Special Sessions

Newcomers Meeting
Thursday, March 29

Dinner Meeting of Graduate Student Caucus
Friday, March 30

Workshop on Publishing in Scholarly Journals
Friday, March 30

Editorial Meetings

Teacher Education Quarterly Editorial Board
Friday, March 30

Issues in Teacher Education Editorial Board
Friday, March 30

See further details on all of these special meetings and sessions in the tentative program for the Spring 2012 Conference on page 4 of this section of the newsletter.

Call for Proposals for Research and Practice Sessions at Future CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for future CCTE semi-annual conferences. Proposals that relate to the theme of each conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for both concurrent presentation sessions and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). CCTE conference schedules provide for one or more time slots for concurrent presentations and another time for poster sessions.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research or practice, and the preferred session format (poster session or concurrent presentation).

(See cover sheet form on next page or a Word file of the cover sheet may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)

- ◆ File attachment of a maximum 3-page, single-spaced, proposal without names of the presenters.

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

hmandell@sandiego.edu

Deadline

Deadlines for future conferences are January 15 for Spring conferences and August 1 for Fall conferences.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or to other significant teacher education issues;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must be planning to register for and attend the Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for providing their own audio-visual needs.

Miscellaneous

Presentations at CCTE Conferences may be considered for inclusion on the CCTE website following the Conference, and may be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for publication consideration to either *Teacher Education Quarterly* or *Issues in Teacher Education*.

Cover Sheet for CCTE Conference Proposals

Deadline: January 15 (Spring) or August 1 (Fall)

Title of Presentation:

Name of Primary Contact Person:

Affiliation:

Address:

Day Phone:

Evening Phone:

Email:

Other Presenter(s) to be named in Program:

Name(s):

Affiliation(s):

Please complete all information below

_____ I am proposing a session in a separate room of my/our own.

_____ I am proposing a poster session or demonstration in a common room.

_____ If my proposal is not accepted for a separate presentation, I would like to be considered for a poster session in a common room.

Please complete the three items on the checklist below that are relevant to your proposal:

This is a research proposal	This is a best practices proposal
_____ I included a theoretical rationale	_____ I included a rationale for the innovation
_____ I included a methodology section	_____ I included an overview of the changes made
_____ I included an analysis of the results	_____ I included an analysis of the impact of the innovation

CCTE Calls for Nominations for Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee next invites nominations (and self-nominations) from programs in Northern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at the Spring 2012 Conference in San Jose. Nominations of programs in Southern California for the award to be presented at the Fall 2012 Conference in San Diego will be invited this coming summer. Nominations must be submitted via e-mail.

Nominees for this semi-annual CCTE award must reflect collaboration between college/university administration and faculty and K-12 school administration and faculty (individual schools, school districts, or county offices of education) in the planning as well as the implementation of the program to be honored. Eligible programs must have been in place for a minimum of three academic years. Such programs may involve public or private/independent colleges/universities and public or private K-12 schools. Nominations must show clear evidence that, as a result of the program, all partners have benefitted, e.g., children, student teachers, beginning teachers, cooperating teachers, other teachers and/or administrators in the school or district, and college/university faculty.

Nominations must include the following information: the names of the leading participants in the collaborative effort; a description of the school/district/county office and its population; a history of the program, including original goals and/or research questions being addressed; a description of the perceived successes of the effort, including any synopses of evaluative data collected; and future plans for the project.

Nominations must be submitted jointly by the K-12 school/district/county office and the institution of higher education with a statement of verification by the appropriate college/university and school/district officials. Each official named in the document should send a separate e-mail verification statement.

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: jose_lalas@redlands.edu

The deadline for nominations for awards to be made at Fall Conferences is August 15 each year, while the deadline for awards at Spring Conferences is January 15 each year

Call for CCTE Individual Awards Nominations

The California Council on Teacher Education seeks to recognize individuals who, as part of their professional responsibility, are making significant contributions to the preparation and professional development of educators for California schools. Toward this end CCTE will, depending upon nominations received and the subsequent deliberations of the Awards Committee, continue the tradition begun by SCATE of honoring educators in the following categories at any CCTE Conference:

Robert R. Roth Distinguished Teacher/Administrator New to the Profession: This award is intended for a teacher or administrator who has worked six years or less at a K-Adult school site, district office, or county office of education. The awardee must exemplify excellence in their primary assignment and in their work to improve the preparation, induction, and professional development of educators.

Distinguished Teacher/Administrator: This award recognizes and honors an outstanding teacher and/or outstanding administrator who has worked more than six years at a K-Adult school site, district office, or county office of education. The awardees must exemplify excellence in primary assignment and in work to improve the preparation, induction, and professional development of educators.

Distinguished Teacher Educator: This award recognizes and honors an outstanding teacher educator who is located at a university/college, community college, or other educational agency. The awardee must exemplify excellence in work to improve the preparation, induction, and professional development of educators.

Nomination Procedure: Via e-mail: (1) Submit an essay describing the work of your nominee with particular attention to: evidence of excellence in primary professional assignment; history and evidence of commitment to and success in teacher preparation; and ways in which the nominee's work reflects the goals of CCTE; (2) Include with your essay documentation/evidence (including nominee's CV) to support your claims; (3) Cover page to include: Name of Award; Name of Nominee; Nominee Address, Phone, e-mail; Name of Nominator; Nominator Address, Phone, e-mail; (4) Send nomination information via e-mail to: jose_lalas@redlands.edu

For additional information contact CCTE Awards Committee Chair Jose Lalas, School of Education, University of Redlands, 1200 E. Colton Ave., Redlands, CA 92373, jose_lalas@redlands.edu

Fall CCTE 2011 Conference Reconnects Student Voice with Teacher Education

The Fall 2011 Conference of the California Council on Teacher Education explored the theme “Reconnecting Student Voice with Teacher Education in a Globalized Society.” Three prominent keynote speakers addressed the theme from different perspectives. On Thursday afternoon Donaldo Macedo from the University of Massachusetts, Boston, spoke about “Voices in English-Only: Monolingualism in the Face of Globalization.” Friday morning Alma Flor Ada of the University of San Francisco discussed “More than One Voice: Critical Reflection of Students, Families, and Educators.” On Saturday morning Jeff Duncan-Andrade of San Francisco State University challenged the Conference with “Note to Educators: Hope Required when Growing Roses in Concrete.” These major presentations were reinforced and expanded through panel presentations and table discussions.

The Fall 2011 Conference also featured meetings of associated organizations, Special Interest Groups, policy sessions, and research and practice concurrent sessions and poster sessions. Conference attendees also enjoyed a reception and banquet on Thursday and the awards luncheon on Friday.

Two CCTE awards were presented at the Friday luncheon. Robert Infantino of the University of San Diego was given the CCTE Distinguished Teacher Educator Award for his service to CCTE and the profession, while keynote speaker Alma Flor Ada was presented the CCTE Distinguished Service Award recognizing her teaching and writing.

The Fall 2011 Conference also involved the initial implementation of the CCTE/AACTE New Faculty Support Program and the CCTE Graduate Student Support Program, with participants in each making concurrent and poster presentations. For additional information on these programs and participants, see articles in the third section of this issue of *CCNews*.



Robert Infantino (right) receives the CCTE Distinguished Teacher Educator Award presented by Reyes Quezada.



Alma Flor Ada (left) receives CCTE Distinguished Service Award from Lettie Ramirez.



Alma Flor Ada signs books for CCTE Conference attendees.