



California Council on Teacher Education

CCTE Quest for Teacher Education Research, 2014-2015
Institute Agenda for Saturday, March 21, 2015 — Sainte Claire Hotel, San Jose

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Stanislaus

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Teacher Education Quarterly

Kip Tellez, Editor
University of California,
Santa Cruz

Issues in Teacher Education

Suzanne Soohoo
& **Joel Colbert, Co-Editors**
Chapman University

*California Association of Bilingual
Teacher Educators*

Zaida McCall-Perez, President
Holy Names University

*California Association of Professors
of Special Education*

Judy Mantle, President
National University

*Independent California Colleges
and Universities Council on
the Education of Teachers*

Jo Birdsell, President
National University

Executive Secretary

Alan H. Jones (2016)
Caddo Gap Press
3145 Geary Blvd. PMB 275
San Francisco, CA 94118
415/666-3012
alan.jones@ccte.org

9:00 a.m. - Introductory Session

Sainte Claire Room

9:15 a.m. - Presentations in Four Groups

Each research project will present a 5 minute report on progress to date.
Each group will then discuss what they have heard and begin to identify implications for practice and policy, highlighting items to share with full group later in the morning.

Group 1 — Diversity & Bilingual Issues

Sainte Claire Room

Approaches to Academic and Professional Spanish Language Development with Pre-Service Teachers in Bilingual Dual-Language Teacher Preparation Programs in California

Researchers: Cristian R. Aquino-Sterling, Breann Mudrick, & Cassandra Singh, San Diego State University

Interdisciplinary Project Design: Exploring Pre-Service Teacher Collaborative Practices for Working with English Learners

Researchers: Clara Bauler, Adelphi University & Jennifer Scalzo, University of California, Santa Barbara
Understanding How New Teachers Can Augment the Academic Achievement of Culturally, Linguistically, and Socioeconomically Diverse Learners

Researchers: BernNadette Best-Green, Karen Ann Watson-Gegeo, & Danny C. Martinez, University of California, Davis

Implementation, Sustainability, and Professional Development Measures Utilized for a K-12 English Language Development Program

Researchers: Sarah Graham, Live Oak Unified School District & Carlos Nevarez, California State University, Sacramento

Highly Qualified Biliterate Teachers: Meeting the Needs of Multilingual Students in California

Researchers: Fernando Rodriguez-Valls, California State University, Fullerton; Josefa Salvador, Consulate General of Spain-San Francisco; Celina Torres, California Department of Education; & Rosario Outes, Consulate General of Spain-Los Angeles

Preparing Secondary Teachers to be Socially Just, Equitable, and Empathetic

Researchers: Pat Stall, Annette Daoud, Anne Rene Elsbree, & Julie Rick, California State University, San Marcos

Teacher Education and English Learners (TEEL)

Researchers: Trish Stoddart, University of California, Santa Cruz; Marco Bravo, San Francisco State University; Edward Lyon, Arizona State University; Jorge Solis, University of Texas, San Antonio; Sara Tolbert, University of Arizona; & David Whitenack, San Jose State University

Group 2 — Teacher Education Issues

Santa Vesta Room

Tools That Transform Pre-Service English Teachers into Teachers

Researcher: Huy Q. Chung, University of California, Irvine

Comparative Study of Explicit Direct Instruction vs. Collaborative Groupings

Researchers: Dennis Eastman & Dawn Lewis, Biola University

Effective Implementation of Blended Learning in the K-12 Classroom through Teacher Candidates' Training and Clinical Experience

Researcher: Chris Foster, CalStateTEACH, California State University, Fullerton

Understandings of Literacy and Teacher Identify among Secondary Content Area Specialists: Examining the Effects of Content Area Literacy Instruction on Teacher Candidates' Attitudes, Perceptions, Practices, and Professional Identity

Researchers: Betina Hsieh & Jacqueline Paredes, California State University, Long Beach

Evolution of Professional Practice Schools: PDS to UTR

Researchers: Antoinette Linton, California State University, Fullerton & Richard K. Gordon, California State University, Dominguez Hills

Like We Know We Should Be Teaching: Coming to Understand the Changing Environment for History Instruction in California

Researcher: Paul B. McHenry, University of California, Riverside

Developing and Assessing 21st Century Skills across Teacher Education Programs

Researchers: Rosemarie Michaels, Shadi Roshandel, Elizabeth Truesdell, & Jacquelyn Urbani, Dominican University of California

Preparing Teacher Educators in Writing for Publication

Researchers: Thomas Nelson, John A. Cassell, & Harriet Arnold, University of the Pacific

Examining the Impact of Early Childhood Systems Reform (P-3) on the Preparation of Early Childhood Educators and District Administrators: A Mixed Methods Exploratory Study

Researchers: Julie Nicholson, Michelle Grant-Groves, Betty Lin, Sara Bonetti, & Ristyn Woolley, Mills College & Helen Maniates, University of San Francisco

Exploring the Implementation of Effects of Co-Teaching Placements in the Multiple Subject Credential Program

Researchers: Jennifer Ponder, Kim Case, Andrea M. Guillaume, & Kim Norman, California State University, Fullerton

—continued on reverse—

Speaking Mathematically: A Look at Pre-Service Teachers' Conceptions and Practice around Language and Culture in the Context of Teaching Mathematics to Latin@ English Learners
Researcher: Cathery Yeh, University of California, Irvine

Group 3 — Assessment & Evaluation Issues

Saratoga Room

Examining Formative Assessment Moves: Teacher Candidates' Experiences with Planning, Enacting, and Reflecting upon Video-Based Practice
Researchers: Carrie Holmberg & Brent Duckor, San Jose State University

Nearpod and the Impact on Progress Monitoring
Researcher: Laura McKay, CalStateTEACH

The Role of the CalTPA in the Development of Pre-Service Teachers: A Qualitative Examination of the Lived Experiences of Program Completers from One Preliminary Teaching Credential Program
Researcher: Jordan Morton, The Master's College

What Instructional Strategies Do Novice Teachers Demonstrate in Their Guided Practice B Coursework Related to Student-to-Student Interactions with the Explicit Goal of Meaningful Learning?
Researchers: Margo Pensavalle, Paula Carbone, Lynne Goldfarb, Laila Hasan, Sandra Kaplan, & Frederick Freking, University of Southern California

Factors Influencing Inter-Rater Reliability of TPA-PACT
Researchers: Kent Peterson & Scott Lyness, University of Southern California

Students' Perceptions of the Benefits of the Use of Video for Clinical Supervision
Researcher: Georgianna Ravenna, CalStateTEACH, California State University, Fullerton

Using an Authentic Assessment Scale to Refine IEP and RtI Data Collection
Researchers: Diana Taylor & Melanie Ronning, Mount Saint Mary's College

Formative Intervention for Teacher Educators: Negotiating a Shared Approach to Supporting Pre-Service Teacher Learning in Practice
Researcher: Jessica Tunney, University of California, Irvine

Assessing Predictive Validity of Teacher Performance Assessment (TPA) for Teaching Credential Candidates
Researchers: Tseh-sien Kelly Vaughn, Stephanie Demaree, & Kim Tolley, Notre Dame de Namur University

Group 4 — First Year of Teaching & Induction Issues

Santa Cruz Room

Integration of Technology for Common Core Standards Implementation Using the Concerns Based Adoption Model
Researchers: Tami Boatright & Tamerin Capellino, Brandman University

An Investigation into How Contemporary Teacher Preparation Programs Experience and Manage the Historical Divide between Higher Education and K-12 Schools
Researcher: Rebecca Buchanan, University of California, Santa Cruz

California Teacher Educators' Perceptions of Threats and Challenges Currently Faced by Academy-Based Teacher Education
Researchers: John A. Cassell & Thomas Nelson, University of the Pacific

SMILE! Shared Mentoring of Instructional Learning Environments: Using Lesson Study Approach to Improve Student Teaching Supervision in Urban Schools
Researchers: Estella Chizhik, Catherine Close, Margaret Gallego, & Alexander Chizhik, San Diego State University

Situational Transformation: Examining the Changing Beliefs and Attitudes about Writing in Teacher Candidates and Novice Teachers
Researchers: Ryan Dippre, University of California, Santa Barbara & Karen Taylor, University of California, Irvine

Practices of Cooperating Teachers Contributing to a High Quality Field Experience
Researcher: Karen Elizabeth Lafferty, San Diego State University & Claremont Graduate University

First-Year California Teachers of the Deaf: Preparation for the 21st Century
Researchers: Maura Martindale & Diane Rodriguez-Kiino, California Lutheran University

The Induction Experience: Growth and Transformation of Beginning Teachers
Researchers: Douglas E. Mitchell & Linda Scott Hendrick, University of California, Riverside; Barbara Howard & Melissa Meetze-Hall, RIMS BTSA, Riverside County Office of Education; & Ruth Sandlin, California State University, San Bernardino

Retention Is in the Details: How Mentors, Support, and Relationships Help Retain Beginning Teachers
Researcher: Shawn Vecellio, The National Hispanic University

11:00 a.m. - Full Institute Session

Sainte Claire Room

Reports from four groups with questions and discussion.

Noon - Lunch

Buffet lunch in Sainte Claire Room foyer, participants can eat in groups as they choose in any of the four rooms.

1:00 p.m. - Further Group Discussions

Same Four Rooms

Groups will continue discussion of research implications for practice and policy, each of these discussions will be moderated by a leader/member of the CCTE Policy Committee.

3:00 p.m. - Full Institute Session

Sainte Claire Room

Reports from four groups and final chronicling of implications from the studies. The results of this final session will be part of the annual report on the Quest Project and will be given ongoing consideration by the CCTE Policy Committee and Board of Directors.

4:30 p.m. - Final Conversation

Sainte Claire Room

Concluding discussion and planning of next steps in CCTE Quest for Teacher Education Research.

5:00 p.m. - Adjournment of Institute