



CCNews

Newsletter of the
California Council on Teacher Education

Spring 2005 CCTE Conference To Focus on “Artful Teaching in Testy Times”

The Spring 2005 Conference of the California Council on Teacher Education, around the theme “Artful Teaching in Testy Times,” will be held March 31 to April 2 at the Hyatt Sainte Claire Hotel in San Jose.

The Spring Conference committee, co-chaired by Paul Ammon and Della Peretti of the University of California, Berkeley, offers the following description and invitation: “At a time when life in schools is being heavily impacted by high-stakes testing and test-driven curricula, it is vital that educators strive to incorporate the arts into their work with students. The arts can enhance the quality of life and learning for all students, and can provide access to a good education for many who are not otherwise engaged.”

Amalia Mesa-Banes of California State University, Monterey Bay, will deliver a keynote address on Thursday morning of the Conference, stressing why it is important to integrate arts into teacher education and to prepare teachers to do the same in their own teaching.

On Friday there will be a morning-long research and best practice session devoted to drop-by posters/exhibits/workshops that will provide various examples of what integration of the arts looks like in actual teacher education programs and K-12 classrooms.

At the Friday luncheon Maxine Greene of Teachers College, Columbia University, will be the guest of CCTE to receive an award for her life-time contributions regarding the arts in education and to speak about that interconnection.

Friday afternoon will feature a panel presentation on how teacher education programs can go about integrating the arts and a set of concurrent research and best practice sessions. The Conference will also include meetings of the CCTE Special Interest Groups, policy sessions, and a banquet on Thursday evening.

The Spring Conference Committee stresses that it plans to offer opportunities for those attending the Conference to experience the arts, both within the Conference itself and in the surrounding San Jose area, throughout the days and evenings of the Conference.

The formal Spring Conference announcement and registration materials will be mailed to all CCTE delegates and members in early January. The call for research and best practice proposals appears on page 15 of this issue of *CCNews*, and the invitation for awards nominations appears on page 16.



Paul Ammon (right) discusses plans for the Spring 2005 Conference during a meeting at the Fall 2004 Conference.

Fall 2004 CCTE Conference Examines Legislative Issues

Many months of brainstorming and planning resulted in the successful Fall 2004 conference of the California Council on Teacher Education on October 7-9 at the Shelter Pointe Hotel and Marina in San Diego. With the theme “Legislative Actions: Intended and Unintended Consequences for All,” the conference presented lively discussions and sobering exegeses of legislation and policies that are shaping national and state education today. Its occurrence during the last month of the presidential campaign reminded us that politics do matter in education.

Approximately 200 teacher educators and other interested professionals attended the conference. The opening session featured a panel discussion by former State Senator Gary Hart, who is currently co-director of the California State University Institute for Education Reform located at CSU Sacramento, Dianne Doe from the California Federation of Teachers, and Andrea Whittaker, from San Jose State University. Panel members shared insights and perspectives as recent and current classroom teachers that evoked laughter amid a serious consideration of issues.

—continued on page 2—

Fall Conference Theme Views Legislative Consequences

(Continued from Page 1)

The keynote address on Friday was given by Gary Orfield of Harvard University's Graduate School of Education and Harvard's Civil Rights Project. Speaking to the conference theme, he presented compelling statistical and other evidence that illustrated the unintended consequences of policies and legislation that have served in some respects to limit opportunities for students from minority or poverty backgrounds.

A special policy session on Saturday morning with State Senator Dede Alpert gave the audience an insider's view of the legislative process and how education policy gets shaped in intended and unintended ways. A policy conversation led by CCTE's Legislative and Educational Policy Analyst Elizabeth Jimenez then engaged participants in working groups to start designing proposals for CCTE policy directions in the coming year.

Concurrent Research and Best Practice Sessions were held on Friday, as were Poster Sessions, all prompting questions and conversations on a range of topics important to teacher educators. The conference also included meetings of the CCTE Special Interest Groups. The first of two policy sessions focused on "Quality Teaching" as set forth in the CCTE Strategic Plan, while the second session included presentations and CCTE action on legislative and policy issues. A Thursday banquet with entertainment by Jim Cantor and Jaime Romo featured songs with original and customized lyrics.

Friday's *al fresco* Award Luncheon honored the collaborative teacher education program of Brandon Elementary School, Goleta Union School District, Antioch University, Santa Barbara, and the University of California, Santa Barbara with the Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers. The CCTE distinguished Teacher Educator Award was presented to Carol Barnes of California State University, Fullerton.

The Fall 2004 conference was co-sponsored by the Independent California Colleges and Universities Council on the Education of Teachers and the California Association of Professors of Special Education. Both organizations held meetings during the conference.

Program co-chairs of the Fall 2004 conference were Athena Waite and Judith Sandholtz and other program committee members were Linda Childress, LaRie Colosimo, Judi Conroy, Cindy Grutzik, Elizabeth Jimenez, Alan H. Jones, Virginia Kennedy, Vicki K. LaBoskey, Jose Lalas, Andrea Maxie, Susan Meyers, Reyes Quezada, Chris Renne, and Susan Westbrook.

—Report by Virginia Kennedy
California State University, Northridge



Gary Orfield of the Harvard Civil Rights Project during his keynote address to the Conference on Friday morning.



Carol Barnes (standing to right) receives the CCTE Distinguished Teacher Educator Award during the Friday luncheon.



Jim Cantor (standing center) presents the CCTE Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers to representatives of Brandon Elementary School in Goleta, Antioch University, and the University of California, Santa Barbara.

Scenes from the Fall 2004 CCTE Conference

**October 7-9
San Diego**

All photographs
of the Fall 2004
Conference
in this issue
by Sally Botzler



CCTE President Vicki LaBoskey chairs the opening session of the Conference.



Meeting of the Issues in Teacher Education Editorial Board.



Discussion at the meeting of the Teacher Education Quarterly Editorial Board.



CCTE Legislative and Educational Policy Analyst Elizabeth Jimenez, State Senator Dede Alpert, CCTE President Vicki LaBoskey, and CCTE Executive Secretary Alan Jones (from left to right) following Senator Alpert's presentation to the Conference on Saturday morning.

Songs from the Fall 2004 Conference Banquet

Entertainment at the Thursday banquet during the Fall 2004 CCTE Conference was provided by Jim Cantor of California State University, Dominguez Hills, and Jaime Romo of the University of San Diego. They led the assembly in singing several songs crafted especially to highlight teacher education issues and concerns of the day.

The words for five of those songs are presented on this and the next two pages of this issue of *CCNews* so that CCTE delegates and members can wax melodic in the halls of their schools, colleges, and universities.

Another Standardized Test

Words by Jim Cantor

Sung to Sam Cooke's *Another Saturday Night*

Chorus:

Here comes another standardized test, and it won't help my students.

They've got some knowledge, but it sure don't show.

Now how I wish I had some time to teach them.

And let them show what they know.

School started up one month ago,

I've seen a lot of kids since then.

If I could teach 'em, I could learn 'em, as yet I haven't taught 'em.

That's why we're in the shape we're in.

Chorus:

Another teacher gave me, a thematic unit that worked so fine,

With no time for deliverance, and testing taking preference, It's gonna have to wait in line.

Chorus:

It's hard on a teacher when they script you what to do and say.

Together we have power, let truth and beauty flower, This testing craze must go away.

Chorus:

We don't want another standardized test, that won't help our students.

They've got some knowledge, but it sure don't show.

Now how I wish I had some time to teach them.

And let them show what they know.

Social Justice Educator

Words by Jim Cantor

Sung to the tune of Woody Guthrie's *Union Maid*

There once was a Teacher's Aide, who never was afraid
To question the way we teach each day.

How come the teachers have no say?

The university got her thinking critically.

And when the Phonemic Police came 'round,

She always stood her ground.

Oh you can't scare us, we're singing about justice,
We're singing about justice, Social justice.

Oh you can't scare us, we're singing about justice,
Social Justice, to change the world.

By the time she taught Third Grade, she still was not afraid,
To do her best, in spite of the tests,
and the mandates the curriculum made.

Her class was filled with joy, for every girl and boy.

They'd work and play throughout the day, and this is what they'd say:

Oh you can't scare us, we're singing about justice,
We're singing about justice, Social justice.

Oh you can't scare us, we're singing about justice,
Social Justice, to change the world.

This classroom teacher was wise. She'd think and analyze.
She loved to debate and collaborate. She'd always organize the guys.

They went to the Union Hall, whenever there was a call,

To negotiate and communicate, PEACE AND JUSTICE
FOR US ALL!

Oh you can't scare us, we're singing about justice,
We're singing about justice, Social justice.

Oh you can't scare us, we're singing about justice,
Social Justice, to change the world.

These teachers led the way, in the struggle for fair pay.

Across the land, they took a stand. They never were afraid to say,

"The people must be free, to live democratically.

Every woman and man, you know this land

Is made for you and me!"

Oh you can't scare us, we're singing about justice,
We're singing about justice, Social justice.

Oh you can't scare us, we're singing about justice,
Social Justice, to change the world.

More Songs from the Fall 2004 Conference Banquet

Standardista-ville

Words by Jim Cantor

Sung to Jimmy Buffet's *Margaritaville*

Living on bank loans, feeling like worker drones,
We are the teachers who follow the script.
Open Court Reading, phonetic repeating,
Schools and our classrooms are poorly equipped.

Chorus:

Wasting away in Standardista-ville
Searching for my long-lost creative thought.
Some people say there's a Neo-Con to blame.
I suppose, it could be their fault

Don't know the reason, Whole Language is treason,
If you're bilingual, they tell you, "Go home!"
I'm a quality teach-ah, passed CSET and RICA,
Strugglin' hard to pay off college loans.

Chorus:

Wasting away in Standardista-ville
Searching for my long-lost creative thought.
Some people say the Business Roundtable is to blame
Ohanian, says it's surely their fault.

Back in the old days, there was music and role plays.
We read the words, the kids all sang along.
They learned to be readers, and community leaders,
Studying peace, and how to get along.

Chorus:

Wasting away in Standardista-ville
Searching for my long-lost creative thought.
Some people say the well-paid lobbyists are to blame.
We all know, politicians get bought.

Blew out our test scores, the kids shouted, "NO MORE!!"
Please understand, that we're not all the same.
Now we've slipped on our rankings, and they've hit us with
sanctions,
Draining our funds, Nickle-bee is insane.

Chorus:

Wasting away in Standardista-ville
Searching for my long-lost creative thought.
Some people say the teacher educators are to blame
We all know, it sure ain't our fault.

Everybody Has To CAH-CAH-CAH

Words by Jim Cantor

Sung to Sam Cooke's *Everybody Loves to Cha-Cha-Cha*

I started teaching back in seventy-five, when teaching was a
delight.

Combining Whole Language and the Phonics Frames,
We knew how to do it right.

Chorus:

Now everybody has to do the CAH-CAH-CAH
Everybody has to do the DAH-DAH-DAH
They have to BAH-BAH-BAH
They have to TAH-TAH-TAH
Everybody has to CAH-CAH-CAH

Constructive teaching was such a joy, Integration made so
much sense.

Then they started with the Phonics Wars,
And things haven't been the same since.

Chorus

I told the teachers not to worry. Soon this fad will be over
and through.

But the Pacing Plans and the Open Court Police
Restrict everything that we do.

Chorus:

We keep complying—delivering and doing what we're told.
Everybody, let's get up and take a stand
All children don't fit into one mold.

Chorus:

We all don't learn by doing the CAH-CAH-CAH
Not everybody learns with the DAH-DAH-DAH
No need to BAH-BAH-BAH
Let's stop the TAH-TAH-TAH
We all don't learn by doing the CAH-CAH-CAH

EVERYBODY, LET'S DO THE CAH-CAH-CAH! HERE
WE GO!

Now, CAMERA! – CAH-CAH-CAH!
DINOSAUR! – DAH-DAH-DAH!
BASKETBALL! – BAH-BAH-BAH!
TIMER! – TAH-TAH-TAH!
CHIPMONK! — CHA-CHA-CHA!
HOUND-DOG! – HAH-HAH-HAH!
Everybody has to CAH-CAH-CAH!

More Songs from the Fall 2004 Conference Banquet

S-C-L-B

No, Whose, Those, Your Some Child Left Behind S-C-L-B

Words by Jaime Romo

Young man, there's no need to feel down.
I said, young man, look what the feds have sent down.
I said, young man, 'cuz to teach in this town
You must be like K-12 Gumby

Woman, here's how we know who's the best.
I said, here is a quality teaching test.
And we'll send out yearly student reports
But we'll leave out some of the scores

BECAUSE WE'RE TEACHING WITH SCLB
YOU KNOW WE'RE TEACHING WITH SCLB
Politicians win as long as they keep the spin
That we just don't know what to do

SO LET'S TRANSFORM THE SCLB
IT'S FUN TO TRANSFORM THE SCLB
You can figure it out, you're a pro, there's no doubt,
Our kids are counting on you

Teachers, are you listening to me?
I said, teachers, what do you want to be?
I said, teachers, you can make real your dreams.
Easy as A-B-C-T-E

Students, you're the reason we're here
We'll fight for you every day of the year
And so, teachers, join CCTE
Join the process called advocacy

BECAUSE WE'RE TEACHING WITH SCLB
YOU KNOW WE'RE TEACHING WITH SCLB
Politicians Win as long as they keep the spin
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S-C-L-B It's fun to TRANSFORM THE S-C-L-B.
You can figure it out, you're a pro, there's no doubt,
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S-C-L-B It's fun to TRANSFORM THE S-C-L-B.



More Scenes from the Fall 2004 CCTE Conference



A Message from CCTE President Vicki LaBoskey:

“Just Before Dawn”

Difficult times these—hard for many of us, myself included, to be positive about the present or optimistic about the future right now. Fortunately for us all, we have the youth, both current and historical, to turn to for inspiration and rejuvenation.

I have found such renewal in my own children and their friends who, though discouraged, are making plans for ways to get involved in the change process. I have also found it in my students and recent graduates who, despite the challenges and setbacks, choose to persevere in their efforts to teach with integrity, care, and rigor, guided by a social justice agenda.

Two weeks ago, for instance, I had dinner with one of our program graduates who is a first-year teacher in a bilingual first-grade classroom in an urban public school district. Though burdened by significant debt and a paycheck that will make change in that regard a distant reality, she remains generally positive about her career choice. She has her share of management challenges to be sure, but she finds the children and their families to be a great source of satisfaction. She also feels blessed by a strong support system that includes her principal, some of her colleagues, and most especially her fellow grads and former faculty from the credential program, who still communicate with regularity. She finds strength in a sympathetic community.

She is worried, however, about coming changes. Her school was the only one in the district that was designated under-performing in the most recent assessment. As a result, for the next two years, the faculty at her school will not be allowed to teach anything but language arts and some math and they will have to follow a carefully prescribed curriculum that is unsupportive of constructive modification or supplementation, even for non-English speaking students like hers. To do this, she and her colleagues will need to receive many hours of training, which, along with the associated assessment will be very expensive for an already financially stretched district.

The money to pay these outside vendors must be re-directed from existing programs because no additional funds will be provided by the state or national governments for this implementation of their mandates. For now, she says with a smile, she is “cramming in” all the science she can, before

she is no longer allowed to teach it. She is making the most of the moment and stocking up for the future.

Last Saturday night I saw a movie “The Motorcycle Diaries” that featured another youth from a different time and place, Che Guevara. The director describes the film this way:

It is a story of two young men who leave on an adventurous journey throughout an unknown continent, and this journey of discovery becomes one of self-discovery as well. This is a film about the emotional and political elections we have to make in life. It’s also about friendship, about solidarity. Finally, it’s about finding one’s place in the world.

As Che traveled around South America and spent time in a leper colony, he was deeply moved by the pain, poverty, and persecution that he witnessed—changed forever. The movie ends when the journey ends; it does not proceed to document his revolutionary future—we know that story. What is new to many of us is the inspiration for that activity. The

film neither condones nor condemns his subsequent actions, the particular choices he made. It simply makes clear, to me anyway, that such human struggle should be impossible to ignore and that, in the face of it, we must, if we are to call ourselves human, take action to change it.

Some of the lessons I draw from the stories of all these youth, past and present, are these: we should find strength in community; we should pay attention to the people, the children who are in need of advocates; and we should make a commitment to action. I believe that the current directions in which CCTE is moving, despite its “age,” are consistent with these principles, and for that we should all feel proud and encouraged. As the old saying goes, “the darkest hour is just before dawn”—surely we must be getting close.

—Vicki K. LaBoskey
CCTE President

Department of Education, Mills College



Vicki K. LaBoskey

CCTE Policy Update

By Elizabeth Jimenez, CCTE Legislative and Educational Policy Analyst

Close of Session

The close of the 2003-2004 Legislative session gave us the opportunity to see how the new Governor would shape his policy agenda for education. It was most instructive to read the many veto messages that accompanied bills that had successfully made their way through both houses, but that he ultimately decided to veto. My observation is that a number of proposals were sidelined with the message that the CPR (California Performance Review) was dealing with this area and therefore the topic should be left alone until the CPR recommendations were made.

Other proposals that would have loosened the grip of the State Board of Education and given back to local school boards and districts more decision making power were vetoed with the clear message that centralization of curriculum and methodology is the Governor's preferred approach. Special interests that make money off of education in California were the big winners this session, especially textbook companies and testing companies.

Bills of Interest

Several pieces of legislation of special note to CCTE saw varying fates. AB 825 (Firebaugh), which contains the block grant proposals from Senator Alpert's SB 1510, passed and was signed into law, thus continuing BTSA programs and funding.

SB 1410 (Vasconcellos), which would have created the Opportunity to Teach and Learn Index in response to the Williams Lawsuit, was vetoed and the variables that had been cited in the bill to become part of an index are now required to become part of each individual school district's accountability report card, thereby losing the statewide comparison ability.

AB 2210 (Liu) allows for a fifth year program when the local educational agency determines that no induction program is available to the candidate. Title V regulations are being written now and will come to the CCTC at its November/December meeting. There is coded correspondence 04-0007 on the CCTC website regarding this bill.

Commission on Teacher Credentialing

At the September/October meeting, the Commission approved the staff request for direction regarding BCLAD. Staff was directed to come back in January with a plan for involving stakeholders in the formulation process. CCTE continues to have substantial input in the discussion and we have asked to be one of the stakeholder groups represented in the work. We were part of an informal meeting at CCTC on September 29, and we provided testimony at the September/October meeting.



Elizabeth Jimenez addresses Saturday morning session at the CCTE Fall 2004 Conference

On November 4, I held a special two-hour seminar for CCTC staff on the CELDT (California English Language Development Test).

CELDT Workshop for CCTE

I am the statewide lead trainer of trainers for CELDT, and on November 12 I donated my time on behalf of CCTE to conduct a special CELDT Workshop for interested CCTE delegates and members. Twelve persons attended the Workshop, which was hosted by Occidental College.

The workshop participants received a folder including copies of the training video, CDs, and handouts designed to prepare teacher educators to give up-to-date information on the test and its foundational standards. This workshop was conducted in part as a fundraiser for CCTE.

Policy Sessions at Fall CCTE Conference

On Saturday, October 9 outgoing State Senator Dede Alpert spoke to the final morning session of the CCTE Fall Conference, discussing policy and her recommendations to us for gaining impact on the legislative process. She described how her bill SB1510 was gutted at the very end of the session and the contents amended into Assemblyman Marco Firebaugh's AB825. The bill upholds the current BTSA induction programs and their funding.

—Elizabeth Jimenez
CCTE Legislative and Educational Policy Analyst

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 university and school personnel who work in partnerships 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.
- ◆ 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 assure that all measures used to assess candidates at any point in their preparation 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.
- ◆ 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

All CCTE delegates, members, and friends are encouraged to copy and share the CCTE Policy Framework with others in the California education community, as well as with policymakers at all levels of government.

CCTE Communications & Publications

CCNews (quarterly newsletter)
Issues in Teacher Education (semi-annual journal)
Teacher Education Quarterly (quarterly journal)
CCTE Website (www.ccte.org)

News Notes from CCTE

Margaret Olebe Appointed New Editor of *Issues in Teacher Education*

Margaret Olebe of California State University, Dominguez Hills, has been appointed by the CCTE Board of Directors as the new editor of *Issues in Teacher Education* for a six-year term beginning in January of 2005. She succeeds Steve Turley of California State University, Long Beach, who has served as editor of the journal from 1998 through 2004.

Margaret has been a member of the Editorial Board for *Issues in Teacher Education* since that Board was created two years ago, and she was also the guest editor for the Fall 2001 issue of the journal. Prior to joining the faculty at CSU Dominguez Hills a year ago, Margaret was a member of the staff of the Professional Services Division of the California Commission on Teacher Credentialing.

Margaret invites individuals interested in serving on the Editorial Board or as readers for *Issues in Teacher Education* to contact her. One member of the Editorial Board is appointed each year to five-year staggered terms, those appointments made by the editor with the consent of the Board. Members of the panel of readers are also appointed by the editor. Interested individuals should write to Margaret at the School of Education at California State University, Dominguez Hills, 1000 E. Victoria St. Carson, CA 90747 or contact her via e-mail at molebe@csudh.edu.

Margaret also invites manuscript submissions to the journal. The call for manuscripts and guidelines for authors appears on the inside back cover of each issue of the journal.

Tom Nelson Reappointed as Editor of *Teacher Education Quarterly*

Tom Nelson of the University of the Pacific has been reappointed by the CCTE Board of Directors to a second six-year term as editor of *Teacher Education Quarterly*. He has served as editor from 1999 through 2004 and his reappointment begins with the 2005 publishing year.

In accepting reappointment, Tom announced that associate editors Jerry Brunetti of Saint Mary's College of California and Barbara Levin of the University of North Carolina at Greensboro will continue to serve with him during the coming six years.

Tom also invites individuals interested in service as members of the panel of readers for *Teacher Education Quarterly* to contact him. He can be reached at the Benerd School of Education at the University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211 or by e-mail at tnelson@pacific.edu.

Individuals are also invited to submit manuscripts for

consideration for publication in *Teacher Education Quarterly*. The manuscript guidelines appear in each issue of the journal and are also posted on the journal's website at www.teqjournal.org.

Jim Cantor Appointed New Editor of *CCNews*

Jim Cantor of California State University, Dominguez Hills, has been appointed the new editor of *CCNews*, the CCTE quarterly newsletter, by CCTE President Vicki LaBoskey. Jim succeeds Reyes Quezada of the University of San Diego, the CCTE President-Elect, who has served as editor of *CCNews* for the past six years.

Jim invites all CCTE members and delegates to submit items of interest to the newsletter. Please make submissions via e-mail to him at jcantor@csudh.edu. The newsletter is published each March, June, September, and December, and the deadline for submissions is the 15th of the previous month.

Arlinda Eaton Appointed New Chair of the CCTE Awards Committee

Arlinda Eaton of California State University, Northridge, has been appointed by CCTE President Vicki LaBoskey as the new chair of the CCTE Awards Committee. Arlinda succeeds Jim Cantor of California State University, Dominguez Hills, who has served as the chair of that committee for the past several years.

The call for nominations for CCTE awards appears on page 16 of this issue of *CCNews*, and nominations are to be e-mailed to Arlinda as described in that call. The Awards Committee receives and reviews such nominations and selects recipients of CCTE awards to be honored at each semi-annual CCTE Conference.

CCTE Research Committee Seeks New Members

Ed Behrman of National University, chair of the CCTE Research and Best Practices Committee, is seeking two new members for the Committee to represent Northern California. Interested individuals should submit a statement of interest including a listing of recent presentations or publications to Ed via e-mail at ebehrman@nu.edu.

Members of the Research and Best Practices Committee receive and review proposals for research and best practice sessions at each CCTE Spring and Fall Conference. The Committee will be reviewing proposals for the Spring 2005 Conference early in the new year, and hopefully the two new members will be added prior to that time.

Message from the CCTE Vice President for ATE

ATE Annual Conference Next February

The next annual conference of the Association of Teacher Educators will focus on the theme “Passion, Courage, Wisdom: Attaining Excellence in Education for All Learners.” The conference will be held at the Chicago Hilton & Towers Hotel on February 12-16, 2005. As described on ATE’s Web site, the meeting will provide clinics, major speakers, and thematic sessions in a variety of formats. The attendance is anticipated to be 2,000 teacher educators from universities, schools, and other agencies. The conference will include a pre-service teacher education strand with nearly 300 university students in attendance. Future Educators of America clubs also hold their national meeting in conjunction with ATE.

The deadline for conference registration is January 15, 2005. You may register online at <http://www.ate1.org>, and, while you are at it, browse the well-organized and informative ATE web site. It has information about every aspect of the Association’s life: governance, membership, meetings, publications, awards, standards, units, and Special Interest Groups. ATE’s recently developed position framework mirrors CCTE’s policy framework in many significant ways. Take a look at it on web site at http://www.ate1.org/teampublish/120_615_2164.cfm.

As I’ve noted in my previous *CCNews* reports, ATE is the *only* national, individual membership teacher education organization composed of teacher educators from both preK-14 and higher education sectors. ATE’s work is accomplished—for the most part—like CCTE’s: through voluntary participation of its membership. The conferences provide extraordinarily rich opportunities for meaningful conversations over time about all the important issues affecting our professional lives at every level.

In February 2001, the last time ATE’s conference was in Chicago, Cal Council put forth its proposal for endorsement of its newly merged CCTE organizational structure. Over the course of the next two years, ATE’s Board and committees engaged in a thoughtful process to develop an amendment to the ATE Bylaws allowing a merged organization such as CCTE to serve as the ATE state chapter. The proposed amendment won unanimous support in February 2003 from the Delegate Assembly at ATE’s conference in Dallas.

Thus, ATE’s Bylaws now officially include a unit category for collaborative units such as CCTE. Other states have been very supportive of this Bylaws change because, they, too, have been seeking to create collaborative units that can unify the voices on behalf of teacher education in their states.

As ATE’s official unit in California, it is my sincere hope that CCTE and our state will be well represented at the Chicago conference. CCTE’s conference themes dovetail so

beautifully with ATE’s conference themes. “Passion, Courage, and Wisdom: Attaining Excellence for All Learners” is sure to serve as a strong foundation for CCTE’s spring conference on “Artful Teaching in Testy Times.”

I encourage you to join CCTE Board Member Ann Wood and me along with other colleagues serving as ATE delegates from California at the Chicago conference. If you plan to attend the Chicago conference, please let me know, and, also, please set aside Tuesday evening, February 15th, to take part in ATE’s annual awards event—a gala celebration of the hard work we are all doing to educate teachers who know how to skillfully and caringly support the success of *ALL* learners.

—Sally Botzler
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CCNEWS

The Newsletter
of the California Council on Teacher Education

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CCNews is issued four times a year, each Spring, Summer, Fall, and Winter. Copies are mailed to all delegates and members of the California Council on Teacher Education.

News, articles, commentary, announcements, and other information related to teacher education in California are invited from all interested parties. Send submissions to via e-mail to either Jim Cantor or Alan Jones at either of the e-mail addresses listed above. The deadline for the Spring 2005 issue, which will appear in March, is February 15, 2005.

AACTE Summer 2004 Leadership Institute Focuses on Building and Sustaining Alliances

In keeping with CCTE's strategic plan, the American Association of Colleges for Teacher Education's (AACTE) 2004 Summer Leadership Institute attended by CCTE President-elect Reyes Quezada in Norfolk, Virginia, was a clear success.

The Institute's theme was "Building and Sustaining Leadership Capacity of State Chapters in Challenging Times." With more than 35 AACTE state representatives attending from July 31-August 2, 2004, the institute's team worked for three days on brainstorming ways that the national organization and its state affiliates can be more involved in building and sustaining alliances with various organizations. The role of chapter leadership in helping members make informed judgments on membership and other issues was also a focus.

AACTE is a voluntary association of colleges and universities with undergraduate and graduate programs to prepare educators at all level. It is the principal professional association and major voice, nationally, and internationally, for colleges and universities involved in teacher education.

As the CCTE's representative at the Institute, Quezada participated in a panel on "Bringing Voices Together: Success Stories from the Field." His presentation informed the organization of how CCTE has forged alliances to support teacher education issues and teacher educators across the state. The focus of the presentation touched on why it is important to keep professional organizations involved, the role of CCTE, its membership services, and strategies on how we have involved other professional and community organizations, county offices, school districts, and K-12 teachers.

AACTE's President and CEO, David Imig, also provided an educational scan on the current and future status of AACTE, teacher education at the national level, and what to expect if either George Bush or John Kerry win the White House this fall. His presentation was titled "No Teacher Left Behind: Teacher Education in Dangerous Times."

CCTE looks forward to continuing its alliance as part of AACTE.

—Report by Reyes Quezada
CCTE President-Elect
University of San Diego

CAPSE Meets at CCTE Fall 2004 Conference

CAPSE, the California Association of Professors of Special Education, held its semi-annual meeting at CCTE's Fall 2004 Conference on Thursday morning, October 7. Thirty-five CAPSE members and visitors, from public and independent colleges and universities across the state, came together for information-sharing, decision-making, and networking (socializing!). Our morning meeting was followed by a meeting of the Special Education Special Interest Group.

Major agenda items included a vote to re-affiliate with TED, the Teacher Education Division of the International Council for Exceptional Children, the largest professional special education organization. The newly named CAPSE/TED will maintain its state focus, but now will also be connected to teacher educators of special education professionals throughout the country. A listserv for CAPSE/TED members has been established.

A very important part of every CAPSE meeting is sharing and dialoguing with Jan Jones-Wadsworth from the California Commission on Teacher Credentialing and Janet Canning from the California Department of Education. As always, their presentations were full of valuable information that prompted questions and feedback from meeting attendees and sparked ideas for CAPSE action. Specific topics included the CSU Retention Study, which will collect data about the longevity of special education teachers in the field, the issue of subject matter competence for special education teachers, and a discussion of NCATE/CEC accreditation.

Additional reports were given from the State Improvement Grant team, the grantees from the Center for Teacher Quality, and from every meeting attendee who wished to share information from their college/university special education program. A special part of the meeting was the establishment of the Richard Thurman Memorial Award, in honor of Dr. Thurman's commitment to the field and his extraordinary ability to bring together far-reaching constituencies on behalf of teachers of students with special needs, especially in the area of mental health. At the Conference Banquet that evening, Mrs. Thurman was presented a plaque that commemorates the establishment of this award for early career teacher educators in special education.

All are invited to our next CAPSE meeting, on Thursday, March 31, at 9:00 am, at the beginning of the CCTE Spring Conference in San Jose. We value our affiliation with CCTE and welcome questions and suggestions for closer collaboration between our organization and our general education colleagues. Please contact me at virginia.kennedy@csun.edu, 818/677-2532, or by mail at: Virginia Kennedy, California State University, Northridge, 18111 Nordhoff St., Northridge, CA 91330-8265.

—Virginia Kennedy, CAPSE President

From the Desk of the CCTE Executive Secretary

Some items of likely interest to CCTE delegates and members:

Fall 2004 Conference

Around 200 persons attended the Fall 2004 Conference of the California Council on Teacher Education that was held October 7-9 at the Shelter Pointe Hotel and Marina. The theme of the Conference was "Legislative Actions: Intended and Unintended Consequences for All." A report on the Conference prepared by Virginia Kennedy appears on pages 1 and 2 of this issue of *CCNews*, followed by several pages of photographs from the Conference and lyrics for five songs that Jim Cantor and Jaime Romo performed at the Conference banquet. If you were not able to attend the Fall Conference, you missed a good and lively time, and we hope you will join us at future CCTE Conferences.

Spring 2005 Conference Plans

The Spring 2005 CCTE Conference is scheduled for March 31 through April 2 at the Hyatt Sainte Claire Hotel in San Jose. As noted in the preview on page 1 of this issue of *CCNews*, the theme for the Spring Conference is "Artful Teaching in Testy Times," and the focus will be on integration of the arts into both teacher education and K-12 education. Please plan on attending what will undoubtedly be an exciting and stimulating Conference. We will be mailing out the Spring Conference announcement and registration materials to all CCTE members and delegates around the first of January.

Membership

The membership goals for CCTE for the 2004-2005 year are that we will enroll 90 institutional members and 400 additional individual members. As of this date we have 65 institutional members and 150 individual members signed up for the year, and the CCTE membership committee is now contacting additional institutions to secure renewals for the year from all previous members, while a network of individuals on each campus has been created to help circulate membership information and forms to all teacher education colleagues across the state. If you would like to assist with this membership outreach effort, please contact either CCTE Membership Committee Chair Chris Renne at California State University, Fullerton, or me.

A CCTE individual membership form appears on page 18 of this issue of *CCNews*, and you are encouraged to copy and circulate that form to encourage others to join. And if as you are reading this newsletter you are not already a CCTE member or delegate, please use the form to join up now.

Publications

All CCTE delegates and members receive quarterly issues of *Teacher Education Quarterly*, semi-annual issues of *Issues in Teacher Education*, and quarterly issues of *CCNews*. The Fall 2004 issues of *Teacher Education Quarterly* and *Issues in Teacher Education* were mailed out in October, and the Winter 2005 issue of *Teacher Education Quarterly* is now at the printer and will be mailed around January 1. The next issue of *CCNews* will come out in March 2005, with a deadline of February 15 for information that any delegate or member wishes to submit.

Website

The CCTE website is available to all interested persons at www.ccte.org and all delegates and members are encouraged to check it for information and updates on a regular basis. A description of the website appears on page 14 of this issue of *CCNews*.

We will welcome your feedback on the website and any suggestions you may have about how the website can be made even more responsive to your needs.

Special CELDT Workshop

In an effort to expand services to delegates and members this year, CCTE sponsored a special workshop on the CELDT Examination on November 12 at Occidental College. The workshop was put on by Elizabeth Jimenez, our CCTE Legislative and Educational Policy Analyst, and was attended by 12 individuals. We anticipate that CCTE will sponsor additional workshops and other events as a service to our membership. We will welcome your ideas and suggestions about topics that might be of interest to you.

CCTE Strategic Plan

In response to discussions and actions taken at recent CCTE semi-annual conferences, the officers and Board of Directors have developed a CCTE Strategic Plan. The outline of the plan was adopted unanimously by the CCTE Delegate Assembly at the Fall 2004 Conference, and narratives of the sections of that outline are now being drafted by several subcommittees.

Other Information

If you need further information on any activities of the California Council on Teacher Education, please don't hesitate to contact me.

—Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275, San Francisco, CA 94118
415/666-3012; Fax 415/666-3552; E-mail caddogap@aol.com

CCTE Website Serves Delegate and Members

The California Council on Teacher Education website — at www.ccte.org — serves as a resource to all CCTE delegates, members, friends, and other interested persons.

The website has a new, attractive home page, plus the following resources:

- ◆ Information on the upcoming Semi-Annual CCTE Conferences, including registration forms that can be downloaded and mailed.
 - ◆ Complete copies of the last four issues of *CCNews*, which include information on all aspects of the organization.
 - ◆ A link to the *Teacher Education Quarterly* website, which contains a wide range of information about the journal, as well as several years of back issues available.
- ◆ Links to the websites of the American Association of Colleges for Teacher Education and the Association of Teacher Educators, the two national organizations with which CCTE is affiliated.
 - ◆ A section devoted to policy activities and issues.
- ◆ Contact information for persons wishing further information about CCTE.
- ◆ A directory of CCTE officers, Board of Directors members, and committee chairs.
 - ◆ Information on the *Issues in Teacher Education* journal.
 - ◆ Information on CCTE committees.
 - ◆ Information on the CCTE Special Interest Groups.
 - ◆ CCTE membership information and a membership form.

All CCTE delegates and members are encouraged to check out the website, and to use it regularly as a source of information on our organizational activities.

You are also invited to share your reactions to the website, as well as your suggestions for additional information that might be posted.

Please share your thoughts about the website via e-mail with Alan H. Jones, CCTE Executive Secretary, at: caddogap@aol.com

Call for Proposals for Research and Best Practice Sessions at the Spring 2005 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and best practice proposals for the Spring 2005 Conference to be held March 31-April 2 at the Hyatt Sainte Claire Hotel in San Jose. The theme of the Spring 2005 Conference is "Artful Teaching in Testy Times." Two different types of research and practice session are planned for Friday, April 1. Proposers are asked to specify whether they wish to be considered for Session 1 or Session 2, as described below.

Session 1 will be an entire morning devoted to drop-by exhibits, demonstrations, and workshops related to the conference theme. The goal of this session is to provide numerous and varied examples of how the arts are being integrated with content instruction, both in teacher education programs and in K-12 classrooms. It is hoped that these examples will include presentations by educators who are implementing robust arts education programs in scripted-curriculum environments. Proposals for Session 1 should describe not only teaching practices involving the arts but also ways in which the benefits of those practices are being documented with regard to student engagement and learning. Given the nature and duration of this session, proposals from *teams* of presenters are recommended, so that team members can spell each other and can spend time visiting other presentations.

Session 2 will be an hour-long, mid-afternoon round of concurrent presentations in breakout rooms. Proposals for this session may or may not be related to the conference theme. Those that are focused on practice should again include information on the documentation of benefits for students.

General Procedures: CCTE is interested in receiving proposals from faculty directly involved in teacher education programs, county and school district personnel engaged in BTSA and other teacher induction and professional development efforts, and graduate students conducting research related to teacher education. Presenters will be selected from each of these categories to assure balance in the Spring Conference program.

How To Submit Proposals: Proposals must be submitted electronically. Submit (a) an email file cover sheet listing the names, affiliations, addresses, work and home telephone numbers, and email addresses, along with requested audiovisual equipment; and (b) an email file attachment (preferably in Microsoft Word or Microsoft Office) of a maximum 3-page, single-spaced proposal without names of the presenters. Proposals should be e-mailed to CCTE Research and Best Practice Committee Chair Ed Behrman at:

ebehrman@nu.edu

Content of the Proposal: Include the following: A brief overview of the study/project/program session including purpose/objectives, theoretical framework, methods, data source, results/conclusions/points of view, significance to the field of teacher education, and proposed style of presentation.

Deadline: Proposals for the Spring 2005 Conference must be received by February 1, 2005.

Criteria for Selection: The selection criteria are: the proposal contributes to the knowledge base of preservice and inservice teacher education; the proposal is methodologically or theoretically sound; and the proposal clearly states its significance for teacher educators.

Scheduling: The concurrent research and best practice sessions will be scheduled on Friday, March 1, at times to be determined. Persons submitting proposals should be planning to attend the Conference in order to be available once proposals are accepted and sessions are scheduled.

Miscellaneous: All presentations at CCTE Conferences are eligible for inclusion on the CCTE website following the Conference, and for submission to the ERIC Clearinghouse on Teacher Education. Papers resulting from accepted proposals will also be considered for publication in *Teacher Education Quarterly* or *Issues in Teacher Education*, the two CCTE journals.

For further information, contact CCTE Research and Best Practice Committee Chair Ed Behrman at National University, 9920 South La Cienega Boulevard, Suite 404, Inglewood, California 90301, telephone 310/258-6719, e-mail ebehrman@nu.edu; or contact Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118, telephone 415/666-3012, e-mail caddogap@aol.com

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 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 2005 Conference in San Jose. Next spring and summer the Awards Committee will seek nominations of programs in Southern California for the award to be presented at the Fall 2005 Conference in San Diego.

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: arlinda.eaton@csun.edu

The deadline for nominations for the award to be made at the Spring 2005 Conference is February 1, 2005.

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 the Spring 2005 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 educational agency other than K-12 districts or county offices. 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’s Address, Phone, e-mail; Name of Nominator; Nominator’s Address, Phone, e-mail; (4) Send nomination information via e-mail by February 1, 2005, to: arlinda.eaton@csun.edu

For additional information contact CCTE Awards Committee Chair Arlinda Eaton, College of Education, California State University, Northridge, 18111 Nordhoff St., Northridge, CA 91330, e-mail arlinda.eaton@csun.edu

Special Interest Groups (SIGs) of the California Council on Teacher Education

The California Council on Teacher Education plays host to ten Special Interest Groups.

These SIGs meet at each Semi-Annual CCTE Conference.

All CCTE Sigs are open to all interested persons.

Case Methods in Teacher Education: This group examines the use of case methods in the preparation of teachers, including the identification and sharing of case studies and case methods, and the refinement of materials available in this field. SIG coordinator: Michael Fanning, St. Mary's College of California.

Coalition for Educational Renewal: The California Coalition for Educational Renewal is the state arm of the national network inspired by the work of John I. Goodlad. Coalition meetings focus on activities at California campuses which operate as part of the national network. SIG coordinator: Sally Botzler, Humboldt State University.

Credential Program Coordinators: This SIG offers an opportunity for coordinators of credential programs at colleges and universities across California to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands.

Deans and Directors of Teacher Education: This new SIG seeks to offer deans, directors, and chairs of schools, colleges, and departments of teacher education an opportunity to exchange information and perspectives on administrative, fiscal, and policy issues. SIG coordinator: Carol A. Bartell, California State University, Los Angeles.

Educational Foundations: What do we mean when we say that we teach Educational Foundations? What are our purposes? How do we teach it? The range of interpretations, purposes, and approaches varies from instructor to instructor and by institution. Given this milieu, we come together at CCTE to share with and learn from each other. SIG coordinator: Karen D. Benson, California State University, Sacramento.

Equity and Social Justice: This SIG, which met for the first time at the Fall 2000 Conference, is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG co-coordinators: Anaida Colon-Muniz, Chapman University, & Tim Mahoney, California State University, Stanislaus.

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 teachers' 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.

National Board Certification: This SIG considers issues in California related to National Board Certification of teachers. SIG coordinator: Judith Shulman, WestEd.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested and involved in the field of special education. SIG coordinator: Virginia Kennedy, California State University, Northridge.

Technology and Teacher Education: This SIG explores issues and developments in educational technology and applications in the teacher education field. SIG coordinator: William Dwyer, University of Redlands.

Plan to attend SIGs of your choice at the CCTE Spring 2005 Conference in San Jose. In the meantime, if you wish information about any of the SIGs please contact the chairs as listed above.

Join the California Council on Teacher Education

If you are not already an institutional delegate or individual member of CCTE, you are encouraged to join now for the 2004-2005 membership year (July 2004 through June 2005). All members and delegates receive Spring and Fall Conference announcements, the *CCNews* newsletter, and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are a \$100 value themselves). While it is not necessary to be a member or delegate in order to attend the Spring and Fall CCTE conferences, membership will provide ongoing contact with CCTE as well as assuring that you receive all of its publications. Membership also entitles you to vote at delegate assemblies at the semi-annual conferences and in the annual CCTE election of officers.

Individual Membership for 2004-2005 Academic Year (July 2004 to June 2005)

Individual membership dues are \$80 per year (with a special \$60 rate available for retired individuals and \$50 rate for students). To join please complete this form and mail it with your dues to the address noted below.

Member Name _____

Institutional Affiliation _____

Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

E-mail address _____

Type of membership:

- Individual (\$80)
- Retired (\$60)
- Student (\$50)

Please send this completed individual membership form along with your CCTE dues (by check payable to CCTE) to:

Alan H. Jones, Executive Secretary
California Council on Teacher Education
3145 Geary Boulevard, PMB 275
San Francisco, CA 94118

Telephone 415/666-3012; Fax 415/666-3552; E-mail caddogap@aol.com

Institutional Membership

Institutional memberships in the California Council on Teacher Education are available to colleges and universities, school districts, county offices of education, research institutes, state education agencies, professional educational organizations, and other institutions interested in teacher education. Institutional memberships are \$480 per year, and entitle the institution to designate six delegates, each of whom will receive all CCTE mailings (including issues of the newsletter and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you wish to take out an institutional membership for 2004-2005, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Dates of Upcoming CCTE Conferences

Spring 2005 — March 31 to April 2, Hyatt Sainte Claire Hotel, San Jose
Fall 2005 — October 20-22, Shelter Pointe Hotel and Marina, San Diego

CCTE Leadership Directory

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Awards Committee Chair:

Arlinda Eaton, California State University, Northridge; arlinda.eaton@csun.edu

Spring 2005 Conference Committee Co-Chairs:

Paul Ammon (see above under Board of Directors)

Della Peretti, University of California, Berkeley; dperetti@uclink.berkeley.edu

Fall 2005 Conference Committee Chair:

Deborah Hamm (see above under Board of Directors)

Membership Committee Chair:

Chris Renne, California State University, Fullerton; crenne@fullerton.edu

Policy Committee Co-Chairs:

Ron Solorzano, Occidental College; solor@oxy.edu

Susan Westbrook, California Federation of Teachers; suew447@aol.com

Research Committee Chair:

Ed Behrman, National University; ebehrman@nu.edu

Call for Volunteers for CCTE Committees

Serving on CCTE committees is one of the best ways to get more involved in the organization and to assist in carrying out CCTE goals and activities. If you are interested in serving on any of the CCTE Committees listed above, please contact CCTE President Vicki K. LaBoskey or Executive Secretary Alan H. Jones to let them know of your willingness. There is almost always room for additional volunteers on most CCTE committees, and if not then you will be on the list for the next opening as current committee members complete their term of office.

Quick Notes:

◆ Plans for the Spring 2005 Conference

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◆ Review the Fall 2004 Conference

See Report on Pages 1 & 2
 See Photographs on Pages 2, 3 & 6
 See Songs on pages 4, 5 & 6

◆ Join CCTE for 2004-2005

See Membership Form on Page 18

◆ Plus Many CCTE Activities

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Check out the CCTE Website at www.ccte.org

CCNews — Volume 14, Number 4

Winter Issue, December 2004

**The Newsletter
of the California Council
on Teacher Education**

Caddo Gap Press
 3145 Geary Boulevard, PMB 275
 San Francisco, CA 94118

