



# CCNews

Newsletter of the  
California Council on Teacher Education

## Spring Conference Examined “Artful Teaching in Testy Times”

The Spring 2005 Conference of the California Council on Teacher Education held March 31 to April 2 at the Hyatt Sainte Claire Hotel in San Jose explored the theme of “Artful Teaching in Testy Times.” Featured speakers included Amalia Mesa-Bains of California State University, Monterey Bay, who delivered the keynote address on Thursday afternoon and Maxine Greene of Teachers College, Columbia University, who was the guest of CCTE via a live media hook-up from New York City during the Friday luncheon.

The text of Greene’s luncheon address appears in full on pages 2 and 3 of this issue of *CCNews*. Prior to her address, Greene received an award from CCTE for her life-time contributions regarding the arts in education.

The Spring Conference program also included a panel presentation on how teacher educators can integrate the arts into their programs, a series of poster sessions exhibiting ways the arts are included at all levels of education, concurrent research and practice sessions, meetings of the CCTE Special Interest Groups, two policy sessions, and a banquet on Thursday evening. On Saturday morning two discussion sessions explored policy issues related to including, supporting, and expanding the role of the arts in education.

Of particular note is the fact that the Spring Conference drew a stimulating mix of educators, ranging from teacher educators who regularly attend all CCTE events to teachers and administrators of arts education programs, arts educators from community, museum, and art school programs, students of both teacher education and art education, and state and national leaders and activists in the art education field.

The Spring Conference was again co-sponsored by the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) and the California Association of Professors of Special Education (CAPSE). Both of those organizations held meetings on the morning of Thursday, March 31.

The Spring Conference planning committee was co-chaired by Paul Ammon and Della Peretti of the University of California, Berkeley. A summary of evaluations of the Conference appears on page 17 of this issue of *CCNews*.

## Fall 2005 CCTE Conference To Focus on Alliance Building

The Fall 2005 Conference of the California Council on Teacher Education will be held October 20-22 at the Shelter Pointe Hotel and Marina in San Diego. The Fall Conference Planning Committee, chaired by Deborah Hamm of California State University, Long Beach, is working with the theme “Teacher Education Alliances for Children: Getting Beyond ‘Us’ and ‘Them.’”

The Conference planning committee explains: “Teacher education programs in California can not operate alone. CCTE with its associated organizations (ICCUCET, CAPSE) and its relationships to ATE and AACTE has a long-standing commitment to building alliances. The CCTE strategic plan includes alliance building and membership development as important to policy response and initiation. With the added requirement of a two year induction plan involving school districts and LEAs, alliance building has become even more important to the mission of CCTE.”

The three-day program will include invited speakers, panel presentations, research and practice sessions, policy sessions, and special interest group meetings. The conference will feature an alliance luncheon on Thursday for some 50 invited groups interested and involved in teacher education. It is the expectation of the Program Committee that alliances will be explored, developed, and formed throughout this conference, with culminating sessions on Saturday to act upon these evolving relationships.

Other members of the Fall Planning Committee are Sally Botzler (Humbolt State University), Joel Colbert (University of Southern California), LaRie Colosimo (Claremont Unified School District), Judith Crowe (California Lutheran University), Virginia Kennedy (California State University, Northridge), Helene Mandell (CatStateTEACH), Margaret Olebe (California State University Chancellor’s Office), Reyes Quezada (University of San Diego), Jaime Romo (University of San Diego), Heidi Stevenson (University of the Pacific), Susan Westbrook (California Federation of Teachers), and Ann Wood (California State University, Los Angeles).

The announcement and registration materials for the Fall Conference will be mailed out in early August. If you have suggestions concerning the Fall Conference, please contact Deborah Hamm via e-mail at [dhamm@csulb.edu](mailto:dhamm@csulb.edu)

# “Countering Indifference: The Role of the Arts”

## by Maxine Greene

**This is the text of the address presented by Maxine Greene to the California Council on Teacher Education Spring Conference luncheon on Friday, April 1, 2005. The address that day was delivered by her from New York via a video link to the luncheon at the Hyatt Sainte Claire Hotel in San Jose, and transmission was interrupted by technical difficulties. Following is the complete text of her address.**

I am honored to be asked to speak and will keep imagining that things were otherwise and that we were face to face. I am deeply grateful for the opportunity to make these arrangements, even though I am not a passionate enthusiast for distance teaching or learning, as you will soon hear and see. I am troubled by technicism, as many of you are, in spite of the increases in speed and efficiency brought about by advances in technology. What I am also troubled about, among other things, is the growing tendency of schools to define their objectives in technical or in quantitative terms. It is increasingly disturbing to depend on assessments and accountability, to spend so little time on what it means for individuals to become—to create themselves among beings who are different, to choose themselves as thoughtful human beings, decent and engaged, wide-awake to the world. You are aware of all this as you are of the proposals for improved education for teachers-to-be. You are certainly informed about the challenges of teaching diverse children, of working to connect your teaching to the experiences of young people, often entirely different from your own experiences in growing up.

Also, you share with me an indignation about the neglect of the arts and aesthetic education—and the awareness, the understandings full attention to the arts makes possible. Authentic encounters with the several arts can open windows for teachers and enable them to envision new possibilities for meeting the demands of a moment marked by deep uncertainties and fearful offences against what most of us consider to be decent, humane, and just. I am full of respect for the outspoken critics of federal policy and for the proponents of what we who are educators think of as reasonable reforms. I choose, however, to take a somewhat different slant and reflect on what it means to teach in good faith and with full consciousness of what is going on.

This is a moment, after all, when many voices are being silenced, when many of us are wondering whether it is even worthwhile to take issue with authorities, to protest what we think is wrong inside the classroom and outside. Not long ago, I heard an interview with the playwright and actor, Wallace Shawn. Talking about how horrified he and so many others are by the war in Iraq, by what has happened in Rwanda, the Sudan, the Congo, and other sites of massacres, he kept stressing how our privileges keep us so immune to

sufferings in other places and how we go on leading fulfilling social lives and enjoyable conversations without having to attend to the sound of gun shots, screams, and children’s cries. When American soldiers are shown rushing into an Iraqi house in order to gun down those inside or to blow the house up, we are so used to the sight of those earth-colored uniforms and helmets, we do not have to think about the family huddled on the street (if they are lucky). That family, however, cannot but try to picture those assigned to do such damage. And we, ‘voyeurs’ as we are, protect ourselves by thinking that we had nothing to do with it, that we never would have given such an order or done such damage, and we retreat. Why pay particular attention after all? Shawn said he felt the need to take responsibility, that he felt a ‘worm’ inside—and had to find some way of becoming an activist.

I cannot but wish that practicing teachers would share such compassion and concern, and that they would ponder ways of suffusing their teaching with visions of action, with efforts to pay heed, to change consciousness or, perhaps, hearts and minds. I am reminded of Albert Camus’s *The Plague* and of Tarrou arriving in the plague-stricken town of Oran. Before long he organizes “sanitary squads” among the stunned and outraged citizens, afflicted by a pestilence that made no distinctions and for which there was no cure. The narrator says that those who enrolled had “no such great merit in doing what they did, since they knew it was the only thing to do, and the unthinkable thing would have been not to have brought themselves to do it. These groups enabled our townfolk to come to grips with the disease and convinced them that, now that the plague was among us, it was up to them to do whatever could be done to fight it.”

There is little difference between the disasters that cause Shawn to feel the ‘worm’ and the disease that moved some people to join Tarrou’s squads. It was not a matter of rewards and punishments or of abstract argument, the narrator goes on. “The essential thing was to save the greatest number of people from dying. . . . And to do this there was only one resource: to fight the plague. There was nothing admirable about this attitude; it was only logical.” In our case, I think, our case as educators, one of the essential things (in addition to the teaching of critical literacy, of the fundamentals of mathematics and the sciences) is to overcome care-

lessness, thoughtlessness, and indifference to the best of our abilities—and to refuse mere compliance with what is. Again, in *The Plague*, the narrator takes note of the moralists proclaiming there was nothing to be done “and we should bow to the inevitable.” Those willing to do something might disagree with one another, but their conclusions were the same: “that a fight must be put up, in this way or that, and there must be no bowing down.”

There is an essay by Theodore Adorno called “Education after Auschwitz” which has taken on a peculiar relevance for those of us teaching today at a time of growing awareness of our country’s complicity in torture, unwarranted ‘detainment,’ maltreatment of immigrants, and other injustices. Depending on their ages, young people—exposed to media as they are—cannot escape dreadful images of other people’s suffering. Granted, they have different ways of grasping all this; some cannot tell the news from TV drama, especially in these days of ‘reality’ television. But the difficulty of eradicating memories of the Twin Towers (even in the case of the very young) must remind us that our students too have a consciousness of vulnerability new in this country and, perhaps, an erosion of confidence in the long praised superiority of democracy.

The young were long protected against confrontation with our nation’s flaws, either deliberately on the part of the adults surrounding them or because of the obfuscations in our history. Teachers today must somehow reconcile their own unease and even their own more troubling insights with their obligation to initiate their students into a civil society they consider worthy of membership. This brings me back to Adorno’s essay, which begins: “The premier demand upon all education is that Auschwitz not happen again.” He had in mind the holocaust, of course, and the indifference in response to it. We ought easily see the connections between that response and the silences greeting the monstrosities of today.

Part of the indifference may be due to a sense of collective disinterest and a willingness to run with the crowd. But to run that way removes the sense of personal responsibility; one simply conforms. Indifference, too, may be due to the conviction that violence and injustices are simply inevitable from time to time; like earthquakes, they cannot be overcome. All we can do, many believe, is to give in.

For Adorno, however, critical thinking makes giving in far less likely “As long as it doesn’t break off, thinking has a secure hold on possibility. . . . Open thinking points beyond itself.” To say this is, for me, to suggest an intertwining of thinking and imagination. We know that imagination reaches towards a future, towards what might be, what should be, what is not yet. Or, as Dewey once described it: it is the capacity to look at things as if they could be otherwise. Or it may be conceived as a “passion for the possible.” Indeed, Emily Dickinson wrote; “Imagination lights the slow fuse of possibility.”

I want to make the point that the arts, among all human creations, have the potential of releasing imagination if the reader or perceiver or listener can lend his/her life to a work.

An example might have to do with coming into a room and seeing a book lying on a table. It may be a play by Shakespeare, a collection of poems by Elizabeth Bishop; left there unread, it would not exist as a work of art. Picked up, recognized as something other than an object, the book might, in its very being, elicit an act of imagination. The reader may find a new dimension of a self-in-the-making, even as he/she moves level by level into the depths of a novel, story, or poem, even as multiple perspectives open within it.

When I argue for an integration of the arts in curriculum, this suggests what I have in mind. I recall John Dewey saying that facts are mean and static things unless imagination goes to work and opens intellectual possibility. It is not hard to summon up history courses focused on dates, wars, presidents, and how what was called learning was a matter of outlining, listing, memorizing.

Suppose, for instance, we are studying migration patterns in this country: movements to the west and then ‘backtrailing’ to the east; movements from south to north, south from the northern border, internal migrations from coast to Midwest. The facts become mere givens—names, dates, lines on maps. Yes, they need to be taken into account as beginnings, take-off points. Consider *The Adventures of Huckleberry Finn* and the faces, the human presences it sets before us, people enslaved and free, with the open questions, the contradictions, the ambiguities on the journey to the always receding ‘territory ahead.’

All this is to be experienced, not to illustrate or motivate, but as an event within the reader’s life. The imagination activated to bring the novel alive opens manifold intellectual possibilities: the impacts on adolescent life in the slave south; the persistence of old chivalric myths and disguises; the irresistible power of a new technology; the shapes of piety and evangelism. Surely, teacher education in social studies would be enriched and complicated by the inclusion of the arts. Think, for example, of Jacob Lawrence’s “Migration Series,” those remarkable paintings of African-Americans taking the trains to go north, arriving in an inhospitable Chicago. Think of linking some of the history of jazz—and, yes, I free associate to Edward Hopper and his renderings of empty city streets, lonely people in hotel rooms or in luncheonettes in early mornings.

The patterns forming in experience will be multiple. The connections that are made are what give rise to meanings. Aesthetic education is an effort to make it more likely that people will lend their lives to forms of art, bringing them alive, opening the questions that keep human beings wide awake and in the world.

Prior to her address on April 1, Maxine Greene was presented an award by the California Council on Teacher Education recognizing her “for releasing our imaginations on the arts, education, and social change through her life’s work.”

# CCTE Day in Sacramento and Other Policy News

A Report by Elizabeth Jimenez,  
CCTE Legislative and Educational Policy Analyst

## A CCTE Day in Sacramento

On May 9, 2005, Sacramento received a visit from a delegation of California Council on Teacher Education officers and members who brought the experience and insight on the importance of teacher preparation to the State Capitol. The day began early for everyone who drove and flew into the city of Sacramento to build awareness of CCTE and the issues articulated in our CCTE Policy Framework.

The day was kicked off by a wonderful briefing by Assembly Education Chairperson Jackie Goldberg, who talked about the status of issues relevant to CCTE that are currently before the Legislature for consideration. Her strong recommendation to the group was to take the lead in California in convening at every campus a discussion with local businesses, community, and church leaders on the future of edu-

cation. Her advice was that educators and the business community work together to articulate a common vision on how schools should prepare children for careers in the 21st Century. Goldberg speculates that businesses want workers who are creative problem solvers and who can communicate clearly. This differs from the more discrete, minute skills that the federal No Child Left Behind law focuses on. Goldberg's contention was that if CCTE can help gather evidence that the communities we all serve want and need something other than what NCLB delivers, then members of the Legislature will respond.

The CCTE officers and members participating in the May 9 day in Sacramento included *CCNews* Editor James Cantor from California State University, Dominguez Hills, CCTE Vice President for AACTE Joel Colbert from the University of Southern California, Kami Gutierrez from Fresno



Some CCTE Legislative Day in Sacramento participants (left to right): George Martinez (California Federation of Teachers), James Cantor (California State University, Dominguez Hills), Veronica Villalobos (Association of Independent California Colleges and Universities), Linda Hoff (Fresno Pacific University), Kami Gutierrez (Fresno Pacific University), and Elizabeth Jimenez (CCTE Legislative and Educational Policy Analyst).



*Some participants in the CCTE Legislative Day in Sacramento on May 9 (from left to right): Lisa Kirtman (California State University, Fullerton), Jaime Romo (University of San Diego), Virginia Kennedy (California State University, Northridge), Elizabeth Jimenez (CCTE Legislative and Educational Policy Analyst), and Alan Jones (CCTE Executive Secretary).*

Pacific University, ICCUCET President Linda Hoff from Fresno Pacific University, CCTE Executive Secretary Alan H. Jones, CAPSE President Virginia Kennedy from California State University, Northridge, CCTE Board of Directors member Lisa Kirtman from California State University, Fullerton, CCTE President Vicki LaBoskey from Mills College, CCTE Board of Directors member Jaime Romo from the University of San Diego, Deidre Sessoms from California State University, Sacramento, and myself. We were joined for the day by George Martinez from the California Federation of Teachers and Veronica Villalobos from the Association of Independent California Colleges and Universities.

Teams of three or four of us met throughout the day with staff and legislators, where we were asked to comment on various bills, and to give input on current policy issues. This effort provided the opportunity to raise the profile of our organization by distributing several CCTE publications. Several of us also attended the Senate Budget Subcommittee hearing in the afternoon.

One of our teams visited with the staff of Assemblyman Mervyn Dymally (D-Compton) who is carrying a bill (AB 123) to move the California Commission on Teacher Credentialing (CCTC) under the California Department of Education (CDE). Staff in his office and in other offices expressed frustration with the management issues cited in last year's audit of the CCTC and seem to be using the bill to grab the attention of the CCTC to improve its performance.

Let me personally express thank yous to everyone who participated and offer congratulations to the CCTE leadership for the direction and support in putting together this first-time effort to present ourselves organizationally in Sacramento.

### **Commission on Teacher Credentialing**

Over the course of the last two meetings, CCTC has been joined by eight brand new commissioners. This has caused the Commission to move very slowly and cautiously

on its action agenda. A large part of last month's meeting was devoted to discussions of the budget recommendations by staff which focused heavily on cuts, but did not include a key revenue generating recommendation for commissioners to discuss—the restoration of the full \$70 credential fee. Stakeholders almost unanimously recommended consideration of restoring some of the credential fee up from the current \$55, which would have covered the current budget shortfall. Commissioners contended that they could not even discuss the increase, because it was not agendized.

The CCTC budget will come up again for consideration at the June 1, 2005 meeting. When hearing the CCTC budget item in Senate Budget Subcommittee #1, committee member Senator Joe Simitian made it clear that he would not support the CCTC budget at all until CCTC could show its resolution of some of the audit findings.

The CTEL exam was delayed another month while one Commissioner submitted proposed changes that had not been included in the agenda. The proposed changes were given to the test company to review to determine if these were substantial enough to delay or change the test development contract. This item will come up for a vote on June 1, 2005.

Please review the CCTC agenda and these proposed changes to the CTEL which begin on page 79 of the CTEL agenda item. Send your comments directly to CCTC and please copy me so that I can include your thoughts, comments, and recommendations in my testimony. You will find the relevant information at <http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6C.pdf>

The BCLAD item will also come up at the June meeting for a discussion of the process for establishing an advisory group. This information is available at <http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6D.pdf>

We need CTE members with expertise in English Language Development to consider applying for inclusion on this panel. Let me know if you are interested, or if you have individuals to recommend.

## State Board of Education

New State Board of Education (SBE) members Ken Noonan, Yvonne Chan, and Secretary of Education designate Alan Bersin participated in the May 2005 SBE meeting. During the meeting, Margaret Fortune, former CCTC member, now with the Secretary of Education's office, presented a plan by the Governor for schools that fail to improve after participating in the current SAIT process. The focus of the presentation seemed to be on turning such schools into charter schools. Few specifics were offered, but the three presenters invited by Ms. Fortune to speak were all charter success stories. Public testimony from widely disparate perspectives was generally critical of bringing forward this bare bones idea at this time.

Testimony from Caprice Young, former Los Angeles Unified School District (LAUSD) board member who represents charters reminded the board that charter schools are not

the answer for everyone and shared their concern that failing schools could become failing charters. Governor Roy Romer, Superintendent of LAUSD, expressed his concern that if charters sprang up in the LAUSD area and students went back and forth between the public schools and charters, they would not be able to sustain their building efforts nor their reforms and improvements. Board member Don Fisher, CEO of *The Gap* and a huge charter school proponent, joined the criticism of the proposal, saying that it did not provide enough information for the board to consider and that it had the potential to harm the charter movement. No action was taken.

Dr. Gary Orfield from the Harvard University Civil Rights Project testified before the board for two minutes regarding the recent Harvard report on drop-outs in California and discussed the connection to the sanctions for failing the high school exit exam. The SBE vice chair made clear that she saw very little connection between the exit exam and the drop out problem. The board then voted unanimously to oppose two current bills in the legislature that would make changes to the 2006 sanctions and that are supported by CTE. Those bills are:

**AB 1531 – Bass.** This bill authorizes a school district, charter school, or other local education agency to create, subject to approval by the State Department of Education (SDE), a performance assessment that is aligned with the state academic content standards and allows high school pupils, as a component of graduation standards and requirements, to demonstrate a minimum level of proficiency in English language arts (ELA) and mathematics at least equal to the proficiency level demonstrated by a passing score on the California High School Exit Examination (CAHSEE).

**SB 571 – Romero.** This bill would delay the effective date of the High School Exit Exam (HSEE) for a student in a high school ranked in Deciles 1 to 3 of the Academic Performance Index and identified for review by the County Superintendent of Education. The bill would provide that delay shall be imposed until the Superintendent of Public Instruction (SPI) certifies that the high school offers full and equal access for all students to specified minimum conditions necessary for successfully passing the HSEE. The SPI would be required to prepare an annual report that compares specified conditions in high schools with regard to the HSEE. School districts would be required to prepare an annual report, as warranted, that identifies the barriers to providing the minimum conditions necessary for success on the HSEE and specifies actions to be taken by the school district to ensure that students will receive those minimum conditions.

To view the contents of these bills go to [www.leginfo.ca.gov](http://www.leginfo.ca.gov) and click on bill information, then enter the bill number.

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## A Message from CCTE President Vicki LaBoskey:

# Speaking to Sacramento — A Student Teacher's Oath

On May 9 the California Council on Teacher Education went on a field trip to Sacramento. Thanks to the capable orchestration of our Legislative and Educational Policy Analyst, Elizabeth Jimenez, several members of the CCTE Board, including me, and other interested CCTE delegates spent a productive day meeting and talking with various state legislators and legislative staff about our needs and wishes with regard to educational legislation. I went away from that day both invigorated and depleted, encouraged and discouraged.

On the one hand, it was clear that at least some folks in the capitol building welcomed our perspective; they were truly knowledgeable, appropriately concerned, and aware of the need to have educational expertise inform the legislative process. On the other hand, it was equally clear that we would have to continue to fight for the right to be heard; we would have to be vigilant in protecting ourselves from ill-informed, punitive regulation based in a profound mistrust and misunderstanding of teaching and teacher education.

Indeed, the very next day we were informed about a new "Big Brother" bill that if passed would allow for closer tracking and monitoring of new teachers and, therefore, greater ease in collecting data that could hold the programs from which they graduated accountable for ANY and all failures that occur—yet another version of the ongoing effort by some in state government to prove that teacher education is a waste of time and money. Sigh!

At the end of that same week was commencement at Mills College. As a part of the special ceremony we hold for the teacher education program, our student teachers took an unprecedented step; they read and signed a "Teaching Oath" written by a committee of their own. This group had been motivated by their desire to make a public commitment to their profession, as is done in medicine and law. That is, they wanted to hold themselves accountable for the important work they were about to begin. Here is that oath:

*As educators, learners, and colleagues, we swear to fulfill, to the best of our ability and judgment, this covenant:*

We will actively seek opportunities to further our own learning, becoming experts in our fields through research, outreach, and scholarship, for effective teaching is inseparable from a joyful love of learning.

We will refine and put to use the resources developed by those educators who came before us, and will gladly share our knowledge with those who come after us.

Through inquiry and reflection we will learn from our mistakes and celebrate our strengths, appreciating that errors are a natural part of growing. We will be true to our emotions and maintain our sense of humor and perspective, even in the face of difficulty.

We will remember to care for ourselves both inside and outside of the classroom.

We will not define our students or their families by their circumstances or our assumptions, but will create classrooms inclusive of multiple ways of being and knowing, in which differences are community assets. We will participate in a two-way flow of resources with our students' families and communities, both providing and gaining knowledge, skills, materials, and information.

We will care for each student's physical, social, emotional, linguistic, and cognitive needs, building a safe community through curricula based on their interests and experiences. We will develop and share explicit goals with our students for their intellectual, emotional, and moral growth.

We will bear in mind the personal histories of our students, recognizing that we enter and leave their lives during one brief window of their development.

We will not be ashamed to say "I don't know" or "I



*Vicki K. LaBoskey*

can't," and will call upon our colleagues when another's resources or skills are needed for a student's learning. We will make sure that *someone*—if not us—is serving every child. While we are humbled to the fact that we cannot meet every need of every child, we believe we can make a difference in every child's life.

We accept as a moral responsibility supporting our students in becoming self-motivated, creative, critical thinkers who understand the issues and concerns of their communities and can act as agents of social change.

We will use the disciplines to teach fundamental ways of learning and knowing so as to best equip our students to pursue their life-long interests and goals.

We will embrace teaching as inseparable from our personal values and those of the communities and society in which we teach.

We will act as agents of change at all levels of schooling, from the classroom to the state and nation, recognizing that we must struggle daily to make ethical choices and to clarify our reasoning to ourselves and others.

We will work against harm and ignorance wherever we can, recognizing that biases exist in all people, including ourselves. We will view our work as hav-

ing a deep impact on the fabric of society and contributing to a better world.

*May we always act in accordance with our beliefs and toward the achievement of our ideals. In the company of our colleagues, may we long experience the joy of teaching those whose learning is our first concern.*

As I listened to our students recite and commit to this oath, I found myself wishing for all the folks in Sacramento to be in that room. I wanted them to hear this message, really hear it; then they would have to understand what teachers and teacher educators need from them. Simply ensure that we are given adequate support and recognition and we will hold ourselves accountable to far higher standards than you ever imagined. Thank these folks who choose to be teachers today in California—every day; give them the resources they need to do the job well, and they will do the rest.

But, alas, those policy makers were not in that room, neither literally nor figuratively, so we must continue the job of bringing the message to them in all ways possible, including valuable field trips to Sacramento like the one we had. Thank you to Elizabeth and to all those who were able to attend; let's keep the ball rolling!

—Vicki K. LaBoskey  
President

California Council on Teacher Education  
Department of Education  
Mills College

Please consider supporting the California Council on Teacher Education with a financial contribution.

## California Council on Teacher Education

Accompanying is my gift to the California Council on Teacher Education in the amount of \$ \_\_\_\_\_  
(Please make checks payable to CCTE)

Name \_\_\_\_\_

Address \_\_\_\_\_

City & ZIP \_\_\_\_\_

You will receive a letter of acknowledgement and appreciation that will also serve as a receipt for tax purposes.

Please mail this form with your check to:  
Alan H. Jones, CCTE Executive Secretary  
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

## 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 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](mailto: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 semi-annual conference announcements 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**

Fall 2005 — October 20-22, Shelter Pointe Hotel and Marina, San Diego  
Spring 2006 — March 30-April 1, Hyatt Sainte Claire Hotel, San Jose

## 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](http://www.ccte.org))

## From the Desk of the CCTE Executive Secretary

### Fall 2005 Conference Plans

I hope all delegates and members of the California Council on Teacher Education have the Fall 2005 Conference dates on your calendars. We will be meeting again at the beautiful Shelter Pointe Hotel and Marina in San Diego, surrounded by water, yachts, and seabirds. The dates this Fall are October 20-22, and the "Alliance Building" theme should produce both interesting ideas and significant potential for the growth and development of CCTE. I look forward to seeing you there.

### CCTE 2005 Annual Election

Three new members of the CCTE Board of Directors were elected this spring. LaRie Colosimo of the Claremont Unified School District, Arlinda Eaton of California State University, Northridge, and Eugenia Mora-Flores of the University of Southern California were elected to three-year terms on the Board, beginning immediately following the Spring 2005 Conference and serving until the Spring 2008 Conference. Congratulations to those three, and thanks also to the three Board members who completed terms of office this Spring — James Cantor of California State University, Dominguez Hills, Marilyn Draheim of the University of the Pacific, and Magaly Lavadenz of Loyola Marymount University. Their efforts were significant in helping CCTE prosper. Jim continues in an important role as editor of *CCNews*.

### Membership

Our CCTE membership efforts during the 2004-2005 year have registered significant progress over the previous year. Our institutional membership totals have grown modestly, and our individual membership numbers have almost doubled. Both of these, however, remain below the targets that we have set for strengthening CCTE, and we look forward to another strong membership push during the 2005-2006 year. 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 ([crenne@fullerton.edu](mailto:crenne@fullerton.edu)), or me ([caddogap@aol.com](mailto:caddogap@aol.com)).

A CCTE individual membership form appears on page 9 of this issue of *CCNews*, and you are encouraged to copy and circulate that form to encourage others to join. If you are not already a CCTE individual member or institutional delegate, you are encouraged to join now. Memberships received now will be credited for the 2005-2006 membership year that begins July 1, but you will also receive journals and other membership benefits for the end of the 2004-2005 membership year.

### Publications

All CCTE delegates and members receive by mail quar-

terly issues of *Teacher Education Quarterly* and semi-annual issues of *Issues in Teacher Education*, and quarterly issues of *CCNews* are posted on the CCTE website. The Spring 2005 issues of *Teacher Education Quarterly* and *Issues in Teacher Education* were mailed out in April, and the Summer 2005 issue of *Teacher Education Quarterly* is now at the printer and is scheduled to be mailed around July 1. The next issue of *CCNews* will come out in September 2005, with a submission deadline of August 15 for information that any delegate or member may wish to submit for consideration.

### Website

The CCTE website is available to all interested persons at [www.ccte.org](http://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 13 of this issue of *CCNews*. Each issue of *CCNews* is posted on the website, and kept available there for at least a year.

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.

### CCTE Strategic Plan

The CCTE Board of Directors and several special committees are continuing the development and implementation of the CCTE Strategic Plan that was presented to and adopted by the Delegate Assembly at the Fall 2004 Conference. CCTE delegates and members joined with the special committees for discussion of these implementation efforts at the Second Delegate Assembly during the Spring 2005 Conference, and further steps in each area of the Plan will be considered by the Board of Directors when that group meets on June 10, 2005, at Mills College. Progress on implementation of the Plan will again be presented and discussed at one of the Delegate Assembly sessions at the Fall 2005 Conference, and all of you are urged to attend and participate.

### 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  
 Telephone 415/666-3012  
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**Message from the CCTE  
Vice President for ATE**

## **ATE Holds Annual Summer Conference**

As summer approaches, there may still be time for you to include the Association of Teacher Educator's Summer 2005 Conference in your plans. This summer's ATE conference is being held at the Ramkota Hotel Bismarck in Bismarck-Mandan, North Dakota, July 30-August 3, 2005. There is still time to register for the conference online at [www.ate1.org](http://www.ate1.org). The Early Bird Registration Deadline is July 8, 2005. Registration fees will be increased after that date. If you are reluctant to register online, you may download a PDF of the registration form and mail or fax it to the ATE offices with your payment.

The theme for the summer conference is "Advocacy through Engagement: The School-Community Collaborative Imperative in Educating ALL Children." As noted on the ATE Web site where the conference is described:

"Despite the plethora of efforts to reform teacher education and the preparation of teachers both for and in the classroom, one element still gets left behind: preparing teachers and teacher candidates who genuinely understand the communities in which the majority of students spend most of their lives. More emphasis needs to be placed on genuine preparation of teachers who are fully prepared to consider school, family, and community context in connecting concepts to students' prior experience and applying the ideas to real world problems.

"Indeed, what is needed is *engagement* with both the parents of students and their communities. This conference will provide opportunities for learning about programs that have addressed the issues of advocacy and engagement by teachers and teacher educators . . . as well as . . . research on such aspects and new directions."

For a complete description of the conference schedule, featured speakers, and workshops, see the Web site at [http://www.ate1.org/pubs/ATE\\_2005\\_Summer\\_Co.cfm](http://www.ate1.org/pubs/ATE_2005_Summer_Co.cfm). I wish you a very enjoyable, safe, and restful summer—wherever your destination may be!

—Sally Botzler  
CCTE Vice President for ATE  
(707) 826-5869  
[sjb3@humboldt.edu](mailto:sjb3@humboldt.edu)

## **Check Out AACTE in the ACRS Newsletter**

All CCTE delegates and members are encouraged to use the American Association of Colleges for Teacher Education as a source for national news and policy developments important to the field. The California Council on Teacher Education serves as the California Chapter of AACTE, and the CCTE Board of Directors will welcome suggestions on how CCTE can work in the most effective way with AACTE. Please direct thoughts on this Joel Colbert at the University of Southern California ([jcolbert@usc.edu](mailto:jcolbert@usc.edu)), who is the the CCTE Vice President for AACTE and the chair of the California Chapter of AACTE.

AACTE publishes a quarterly ACRS newsletter which is directed specifically to members of state chapters. The newsletter can be accessed on line through the AACTE website. The May 2005 issue of the ACRS Newsletter offers information on this Summer's AACTE Leadership Summit, news from several state chapters, information on AACTE annual reports, and a welcome to the new state chapter in Alaska.

CCTE also encourages all colleges and universities in California engaged in teacher education to join AACTE.

### **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 posted on the CCTE website for reading by 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 via e-mail to either Jim Cantor or Alan Jones at either of the e-mail addresses listed above. The deadline for the Fall 2005 issue, which will appear in September, is August 15, 2005.

# CCTE Website Serves Delegate and Members

The California Council on Teacher Education website — at [www.ccte.org](http://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.
- ◆ An appeal for interested persons to make tax-exempt gifts to CCTE.

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](mailto:caddogap@aol.com)

# Call for Proposals for Research and Practice Sessions at the Fall 2005 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Fall 2005 Conference to be held October 20-22 at the Shelter Pointe Hotel and Marina in San Diego. The theme of the Fall 2005 Conference is alliance building in teacher education. Proposals are encouraged on that theme, but not limited to it. Proposals are sought for several types of sessions: poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups.

**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 Fall 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:

EdwardBehrman@aol.com

**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 Fall 2005 Conference must be received by September 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 practice sessions will be scheduled on Thursday and/or Friday, October 20 and 21, at times to be determined. Persons submitting proposals must be planning to register for and 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, e-mail EdwardBehrman@aol.com; 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 now invites nominations (and self-nominations) from programs in Southern California for the “Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers” that will be presented at the Fall 2005 Conference in San Diego. Next winter the Awards Committee will seek nominations of programs in Northern California for the award to be presented at the Spring 2006 Conference in San Jose.

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](mailto:arlinda.eaton@csun.edu)

The deadline for nominations for the award to be made at the Fall 2005 Conference is September 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 Fall 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 September 1, 2005, to: [arlinda.eaton@csun.edu](mailto: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](mailto: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.

## Comments from Evaluations of the Spring Conference

Following are comments taken from the evaluations of the Spring 2005 Conference, organized around various sessions and overall commentary:

Comments about the Keynote Address: “Down to earth-inspiring-awesome”; “Inspirational”; “Absolutely wonderful and timely”; “I loved the use of art as a lens through which to present the topic”; “Great speaker”; “Wow”; “Inspiring!”; “I enjoy her personal stories”; “Very insightful commentary on the role of art in personal expression”; “So all-encompassing and inspiring—the optical, real, value-based, action-oriented”; “Great background knowledge”; “Very inspirational!”; “Excellent speaker—articulate, down to earth, knowledgeable”; “Set the tone for the conference”; “Enlightening!”

Comments about the Art-Making Session: “Terrific!”; “Practical/can use in the classroom”; “A fun break from thinking”; “I would have liked to see the final result”; “Surprise, Surprise!”; “Great fun with an important message”; “Cool Idea!”; “Wonderful”; “Tremendous fun”; “Collaboration is liberating—if we let it be”; “Was great fun and helped to be very creative & expressive”; “In the spirit for doing art providing a deep, authentic understanding of its value, I recommend doing this activity before the keynote—‘Naming what you’ve done, vs. doing what you’ve named’”; “Again, great activity—needed interconnectedness”; “Enjoyable, thoughtful”; “I felt the stated goals didn’t match the goals implicit in the activity—I really enjoyed the collaging though!”; “What’s going to come of it—how will we make something of it?”; “What a delight”; “Fun”; “A great opportunity to interact & meet people.”

Comments about research and practice sessions: “Knowledgeable presenters”; “Outstanding illustration of arts/education partnerships”; “Were great!”; “An amazing-inspiring session!”; “Strong, excellent”: “Fantastic, informative & inspiring!”; “Generated a very productive discussion—like the model of work in progress”; “Delightful and engaging!”; “Excellent & interesting”; “Great fun and interactive—though would have liked a little more overall discussion of implications”; “They rock!!”; “Wow! Doing the art and seeing others do the same was so wonderful.”

Comments about the Luncheon: “Worth the effort/cost”; “Loved hearing & seeing Maxine—despite glitches”; “Truly a rich experience”; “Too bad the technology flaked out for a bit but she is always worth it—what a treat!”; “Inspirational.”

Comments about invited panel: “Could have gone longer”; “Articulate, wise, and motivational”; “Good for-

mat”; “Interesting!”; “Good ideas from art-involved teacher educators”; “Very inspiring to hear how others are doing it! It would be very helpful to continue this part of the program at the nuts & bolts level and the inspirational. When, where, I’m not sure . . . maybe some kind of online conversation through website?”

Comments on Saturday panel: “Finally some secondary (in addition to elementary) people! Too bad they weren’t part of the poster sessions”; “Truly inspiring”; “Great learning possibility”; “Great to listen to the ‘front line.’”

Comments on concluding conversation: “A meaningful conclusion of a very important conference”; “Wonderful, thoughtful”; “Bring them back for more!”; “Wonderful deep conversation.”

Comments on conference as a whole: “This conversation needs to continue!”; “These bridges that have been built need to be nurtured”; “Thank You”; “Many thanks for your hard work!”; “Great Sessions!; “Great! NCLB=The work we all must do. Not to be defined by politicians, corporations or private interest alone”; “Fantastic. Keep this going!!!”; “Would have liked a bit more emphasis on secondary as well as elementary”; “Enjoyed theme & areas/workshops in interaction. Thank you—my favorite piece was listening to those who are making a difference!”; “At such a critical crossroads for the profession when we are being ‘fired upon’ I wonder why on earth we addressed the topic of arts in education. I ask those organizing the conference to please keep your eyes on the fall—your finger on the pulse of what is happening around us and focus our valuable time together on relevant matters. How about ‘getting to know the Commissioners,’ ‘how to approach your legislator & when’ (not when bills are about to be signed), building coalitions, gathering parent support. What happened to our year-long mission statement of legislative items we were going to focus on this year? If we are struggling for topics to address I urge us to move to a one-a-year conference”; “Food was fabulous!”; “I really enjoyed meeting people and learning more of California’s story”; “Some great networking & stimulation”; “Great conference—so much packed in. Really appreciated having the Arts Community represented—as well as policy makers”; “Days were long”; “As always I have come away from this conference with great ideas & plans to take back to my school & district—I had forgotten my artistic sense.”

## CCTE Leadership Directory

### *CCTE Officers:*

Vicki LaBoskey, President (2004-2006), Mills College; laboskey@hotmail.com  
 Reyes Quezada, President-Elect (2004-2006), University of San Diego; rquezada@sandiego.edu  
 Sally Botzler, Vice President for ATE (2004-2006), Humboldt State University; sjb3@humboldt.edu  
 Joel Colbert, Vice President for AACTE (2004-2006), University of Southern California; jcolbert@usc.edu  
 Andrea Maxie, Past President (2004-2006), California State University, Los Angeles; amaxie@calstatela.edu

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### *CCTE Committee Chairs:*

#### Awards Committee Chair:

Arlinda Eaton (see above under Board of Directors)

#### Fall 2005 Conference Chair:

Deborah Hamm (see above under Board of Directors)

#### Spring 2006 Conference Co-Chairs:

Sally Botzler (see above under Officers)

Ann L. Wood (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; EdwardBehrman@aol.com

## 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 Fall 2005 Conference**

See Description on Page 1

◆ **Report on the Spring 2005 Conference**

See Report on Page 1  
See Text of Maxine Greene’s Address on Pages 2-3  
See Comments from Evaluations on Page 17

◆ **Join CCTE; Contribute to CCTE**

See Membership Form on Page 9  
See gift form on Page 8

◆ **CCTE Visits Sacramento**

See Policy Report on Pages 4-6

◆ **CCTE President’s Message**

See Message from Vicki LaBoskey on Pages 7-8

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Check out the CCTE Website at [www.ccte.org](http://www.ccte.org)

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