

CCNews

Newsletter of the
California Council on Teacher Education

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Newsletter of the California Council on Teacher Education

Announcing the Spring 2006 CCTE Conference:

“Promoting Socially-Just Educational Policies & Legislation”

The Spring 2006 Conference of the California Council on Teacher Education will be held March 30-April 1st at the Sainte Claire Hotel in San Jose, California. The theme for the conference is “Promoting Socially-Just Educational Policies & Legislation.”

The Spring CCTE Conference will feature both national and California speakers, policy sessions, research and best practice presentations and poster sessions, meetings of Special Interest Groups (SIG), a Thursday reception and banquet, a Friday Awards luncheon, and a variety of other activities. The Spring Conference will be co-sponsored by the California Association of Professors of Special Education (CAPSE) and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET). Both of these groups, as well as the California State University Field Directors Forum, will hold meetings on Thursday morning.

The keynote speaker at the Conference on Friday will be Linda Darling-Hammond, Charles E. Ducommun Professor of Teaching and Teacher Education and Principal Investigator and Co-Director of the School Redesign Network (SRN) and the Stanford Educational Leadership Institute at Stanford University. On Thursday afternoon, there will be two interactive presentations by both the President of the Association of Teacher Education (ATE), Jane McCarthy, and the President of the American Association of Colleges for Teacher Education (AACTE), Sharon Robinson.

At the Friday awards luncheon, in addition to regular CCTE awards, a special award will be presented to Elizabeth Jimenez, former CCTE Legislative and Educational Policy Analyst.

Entertainment at the Thursday banquet will be performed by Brad Wolfe, representing the Sunbeam Foundation, in memory of Sara LaBoskey.

To continue the alliance-building momentum from the Fall 2005 Conference, another special luncheon will be held on Thursday at the Spring 2006 Conference to provide another opportunity for CCTE members and delegates to meet

and talk with representatives from other educational and cultural organizations across California.

Research and practice presentations and poster sessions selected by the CCTE Research Committee from proposals submitted in response to the Conference Call (see page 8 of this issue of the newsletter) will be scheduled on Friday, the CCTE Special Interest Groups will meet on both Thursday and Friday, and Policy Sessions of the CCTE Delegate Assembly will also meet both Thursday and Friday.

Saturday morning sessions will focus on the role of educational policies and legislation on California teacher induction programs across the state. State Superintendent of Public Instruction Jack O’Connell has been invited to speak but is not confirmed at this time. Several Beginning Teacher Support and Assessment (BTSA) new teachers and program coordinators will be participating in the Saturday sessions.

The Planning Committee for the Spring 2006 Conference is co-chaired by Sally Botzler (Humboldt State University) and Ann L. Wood (California State University, Los Angeles) and also includes Paul Ammon (University of California, Berkeley), Karen Benson (California State University, Sacramento), Alice Bullard (BTSA Cluster 2), Marianne Caston (Antioch University), Joel Colbert (University of Southern California), Deborah Hamm (California State University, Long Beach), Linda Hoff (Fresno Pacific University), Alan Jones (CCTE Executive Secretary), Virginia Kennedy (California State University, Northridge), Lisa Kirtman (California State University, Fullerton), Vicki LaBoskey (Mills College), Thomas Nelson (University of the Pacific), Reyes Quesada (University of San Diego), Ron Solorzano (Occidental College), Heidi Stevenson, (University of the Pacific), Susan Westbrook (California Federation of Teachers), and Andrea Whitaker (San Jose State University).

The formal announcement of the Spring 2006 Conference along with registration materials and hotel information will be mailed to all CCTE members and delegates in early January, and those items will also be posted on the CCTE website at that time. If you wish to be added to the mailing list for the announcement and registration materials, please contact CCTE Executive Secretary Alan Jones.

Be sure that the dates of March 30 to April 1, 2006, are on your calendar, so that you can join all of your CCTE colleagues and friends in San Jose for the Spring Conference.



Linda Darling-Hammond

CCTE Fall 2005 Conference Takes Major Strides in Alliance-Building

The Fall 2005 Conference of the California Council on Teacher Education held October 20-22 at the Shelter Pointe Hotel and Marina in San Diego featured the theme "Teacher Education Alliances for Children: Getting Beyond 'Us' and 'Them.'"

The conference began with an alliance-building luncheon on Thursday to which representatives from numerous groups interested and involved in teacher education were invited to meet and discuss common interests with CCTE officers, delegates, and members. The luncheon was followed by an opening session featuring a video message from Marion Wright Edelman of the Children's Defense Fund that was accompanied by comments from leaders of the California chapter of the Fund. The afternoon also included a poster session at which interested groups displayed and discussed their activities.

The Friday morning program featured a keynote address by Gary Fenstermacher of The University of Michigan and the National Network for Educational Renewal. He discussed the importance of alliance-building at local, state, and national levels, and offered suggestions for strengthening the teacher education community through such efforts.

The three-day program also included two policy sessions, research and practice presentations and poster sessions, meetings of special interest groups, a Thursday evening banquet, a Friday awards luncheon, a Saturday morning session on writing for the CCTE journals and other publications, and meetings on Thursday morning of the California Association of Professors of Special Education, the Independent California Colleges and Universities Council on Education of Teachers, and the California State University Field Directors Forum.

Indicative of the success of the alliance-building effort, in addition to participants from 55 of the 66 institutions that are members of CCTE, the Fall 2005 Conference involved representatives from co-sponsors CAPSE and ICCUCET, from both the Association of Teacher Educators and the American Association of Colleges for Teacher Education, and from the Alliance for Childhood, the Association of Independent California Colleges and Universities, several BTSA programs across California, CATESOL, the California Association for Bilingual Education, the California Association of Professors of Educational Administration, the California Reading Association, the California School Boards Association, Children's Defense Fund-California, several community colleges, and the John Tracy Clinic,

The Fall 2005 Conference Planning Committee was co-chaired by Deborah Hamm (California State University, Long Beach) and Sally Botzler (Humboldt State University), and other committee members were 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 (CalStateTEACH), 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 Fall Conference ended on a high note, with many attendees committing to go forward with developing partnerships and bringing their efforts to the next Conference.

Two Resolutions Passed at Fall Conference

During the meeting of the CCTE Delegate Assembly at the Second Policy Session on Friday, October 21, 2005, those present unanimously passed two resolutions.

The first resolution follows:

Whereas accreditation is one of the primary responsibilities of the California Commission on Teacher Credentialing, and

Whereas the accreditation process in California has historically fostered standards-based accountability for teacher preparation programs, and

Whereas the Commission established a working group of thoughtful experts from multiple constituencies who have faithfully addressed the mandate of the Accreditation Framework by developing a proposal for a renewed accreditation protocol,

Be it resolved that the members of the California Council on Teacher Education (CCTE) and its affiliate organizations, the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) and the California Association of Professors of Special Education (CAPSE), affirm the value of professional accreditation in teacher education and request that the California Commission on Teacher Credentialing give thoughtful and serious consideration to the proposal of the workgroup.

The second resolution passed by the Delegate Assembly at the Fall 2005 Conference was the "Joint Organizational Statement on the *No Child Left Behind (NCLB) Act*" that appears on the following two pages of this issue of the newsletter.

Joint Organizational Statement on No Child Left Behind (NCLB) Act

(Following is the text of a Joint Organizational Statement on *No Child Left Behind (NCLB) Act* drafted on October 21, 2004 by the Children's Defense Fund and endorsed at that time by 30 other organizations. The California Council on Teacher Education added its endorsement on October 21, 2005, by a unanimous vote of the CTE Delegate Assembly.)

The undersigned education, civil rights, children's disability, and citizen's organizations are committed to the *No Child Left Behind Act's* objectives of strong academic achievement for all children and closing the achievement gap. We believe that the federal government has a critical role to play in attaining these goals. We endorse the use of an accountability system that helps ensure all children, including children of color, from low-income families, with disabilities, and of limited English proficiency, are prepared to be successful, participating members of our democracy.

While we have different positions on various aspects of the law, based on concerns raised during the implementation of *NCLB*, we believe the following significant, constructive corrections are among those necessary to make the *Act* fair and effective. Among these concerns are: over-emphasizing standardized testing, narrowing curriculum and instruction to focus on test preparation rather than richer academic learning; over-identifying schools in need of improvement; using sanctions that do not help improve schools; inappropriately excluding low-scoring children in order to boost test results; and inadequate funding. *Overall, the law's emphasis needs to shift from applying sanctions for failing to raise test scores to holding states and localities accountable for making the systemic changes that improve student achievement.*

Recommended Changes in *NCLB*

Progress Measurement

1. Replace the law's arbitrary proficiency targets with ambitious achievement targets based on rates of success actually achieved by the most effective public schools.
2. Allow states to measure progress by using students' growth in achievement as well as their performance in relation to pre-determined levels of academic proficiency.
3. Ensure that states and school districts regularly report to the government and the public their progress in implementing systemic changes to enhance educator, family, and community capacity to improve student learning.
4. Provide a comprehensive picture of students' and schools' performance by moving from an overwhelming reliance on standardized tests to using multiple indicators of student achievement in addition to these tests.
5. Fund research and development of more effective accountability systems that better meet the goal of high academic achievement for all children.

Assessments

6. Help states develop assessment systems that include district and school-based measures in order to provide better, more timely information about student learning.
7. Strengthen enforcement of *NCLB* provisions requiring that assessments must:
 - Be aligned with state content and achievement standards;
 - Be used for purposes for which they are valid and reliable;
 - Be consistent with nationally recognized professional and technical standards;
 - Be of adequate technical quality for each purpose required under the Act;
 - Provide multiple, up-to-date measures of student performance including measures that assess higher order thinking skills and understanding;
 - Provide useful diagnostic information to improve teaching and learning.
8. Decrease the testing burden on states, schools, and districts by allowing states to assess students annually in selected grades in elementary, middle schools, and high schools.

(Continued on next page)

Joint Organizational Statement on No Child Left Behind (NCLB) Act

(continued from previous page)

Building Capacity

9. Ensure changes in teacher and administrator preparation and continued professional development that research evidence and experience indicate improve educational quality and student achievement.
10. Enhance state and local capacity to effectively implement the comprehensive changes required to increase the knowledge and skills of administrators, teachers, families, and communities to support high student achievement.

Sanctions

11. Ensure that improvement plans are allowed sufficient time to take hold before applying sanctions; sanctions should not be applied if they undermine existing effective reform efforts.
12. Replace sanctions that do not have a consistent record of success with interventions that enable schools to make changes that result in improved student achievement.

Funding

13. Raise authorized levels of NCLB funding to cover a substantial percentage of the costs that states and districts will incur to carry out these recommendations, and fully fund the law at those levels without reducing expenditures for other educational programs.
14. Fully fund Title I to ensure that 100 percent of eligible children are served.

We, the undersigned, will work for the adoption of these recommendations as central structural changes needed to NCLB at the same time that we advance our individual organization's proposals.

Advancement Project

American Association of School Administrators

American Association of University Women

ASPIRA

Association of School Business Officials International (ASBO)

Campaign for Fiscal Equity/ACCESS

Children's Defense Fund

Citizens for Effective Schools

Council for Children with Behavioral Disorders

Council for Exceptional Children

Cross City Campaign for Urban School Reform

Division for Learning Disabilities of the Council for Exceptional Children (DLD/CEC)

FairTest: The National Center for Fair & Open Testing

Forum for Education and Democracy

International Reading Association

International Technology Education Association

Learning Disabilities Association of America

League of United Latin American Citizens (LULAC)

National Association for the Advancement of Colored People (NAACP)

National Association for Bilingual Education (NABE)

National Alliance of Black School Educators

National Association of School Psychologists

National Association of Social Workers

National Council of Teachers of English

National Down Syndrome Congress

National Education Association

National Urban League

Service Employees International Union

School Social Work Association of America

Stand for Children

A Message from CCTE President Vicki LaBoskey:

Reason To Hope

I don't know about the rest of you, but in the last few weeks I have found myself a bit more hopeful than I have been in quite some time. The tide in the country may at last be turning. At any rate, we know for sure that we were able to come together in the state of California and defeat a set of anti-teacher proposals that would have further reduced our power and our rights. I am proud of the fact that the California Council on Teacher Education Board voted to take a public stance in opposition to those proposals and thereby help the cause and go on record as having done so. Such activity on our part seems quite consistent with the position taken by Marion Wright Edelman of the Children's Defense Fund.

In the talk she delivered to us via videotape at our Fall 2005 Conference, Edelman told a story about Sojourner Truth. When facing a heckler who told her he did not care for her anti-slavery talk anymore than he would for the bite of a flea, Truth replied, "Perhaps not, but Lord willing I'll keep you scratching." Extending the metaphor, Edelman exhorted all of us to continued action on behalf of children despite the odds with the phrase, "Enough fleas for justice can make even the biggest dog uncomfortable." Our group seemed captivated by this notion as was apparent in the way in which we often referred to ourselves as "fleas for justice" during the remainder of the Conference. In that spirit at one of our delegate assemblies we voted unanimously to sign on to the Children's Defense Fund's Joint Organization Statement on the *No Child Left Behind (NCLB) Act* (see the content of that statement on pages 4 and 5 of this issue of our newsletter).

A key word in Edelman's statement is "enough"; the implication is, of course, that we need lots of "fleas for justice" in order to make the "big dog" uncomfortable *enough* to seek a change. This captures well the intended spirit and mission of both our recently concluded Fall Conference and our upcoming Spring 2006 Conference. In both of these meetings we are focusing on the Priority Area of CCTE's Strategic Plan having to do with Alliance Building. The organization has acknowledged that now, more than ever, teacher educators like ourselves need to strengthen our bonds with other groups interested in and working toward improving the lives of all children in this country and beyond. We have always known that that is our fundamental mission, but it has not always been made apparent enough to

others. I think the representatives of invited groups who joined us at the Fall Conference in San Diego became clear about that and, as a result, are excited about working more closely with us in the future. Likewise, we benefited from their presence and the information they shared with us about additional ways in which we might enhance our ability to be "fleas for justice." We know for sure that persistence and pervasiveness are key, so in addition to all the wonderful work you already do on your own and as part of your institutions, we encourage members to become actively involved in

one of our CCTE Strategic Plan committees by contacting the relevant chair to express your interest (see the list of Priority Areas and associated Chairs on the next page of this newsletter).

The spirit of these current endeavors of ours seem well expressed by this statement from Reinhold Niebuhr, an early 20th century socialist theologian:

Nothing that is worth doing can be achieved in our lifetime; therefore we must be saved by hope. Nothing which is true or beautiful or good makes complete sense in any immediate context of history; therefore we must be saved by faith. Nothing we do, however virtuous, can be accomplished alone; therefore we are saved by love.

By building stronger bonds with our allies, we may have more reason to hope that our rigorous professional education programs will make the differences they are capable of making in the lives of teachers and children—that we will be ever more successful "fleas for justice."



Vicki K. LaBoskey

—Vicki K. LaBoskey
President

California Council on Teacher Education
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Mills College
Oakland, California
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E-mail laboskey@hotmail.com

CCTE Strategic Plan Activities

Under directions from the California Council on Teacher Education Board of Directors, six sub-committee are continuing the work of the CCTE Strategic Plan adopted by the Delegate Assembly at the Fall 2004 Conference. The six Priority Areas and the chairs of the sub-committees are:

Alliance Building: Reyes Quezada (rquezada@sandiego.edu)

Membership Development: Chris Renne (crenne@fullerton.edu)

Policy Framework Review: Tom Nelson (tnelson@pacific.edu) and Jim Cantor (jcantor@csudh.edu)

Policy Response and Initiation: Ron Solorzano (solor@oxy.edu) and Susan Westbrook (suew447@aol.com)

Resource Development: Alan Jones (caddogap@aol.com)

Technology: Alan Jones (caddogap@aol.com) and Heidi Stevenson (hstevenson@pacific.edu)

Discussion meetings of these Priority Areas were held at the Spring 2005 Conference during the Second Policy Session, and all CCTE members and delegates were urged then and again during the Second Policy Session at the Fall 2005 Conference to join one of the sub-committees and participate in the ongoing efforts to implement the Strategic Plan.

If you have not yet volunteered, please select one of these six Priority Areas and contact one of the sub-committee chairs listed above. Your participation will be most welcome.

The current work of each sub-committee involves ongoing redefinition of the goals embodied in the Strategic Plan and creation of procedures by which the planning efforts in each Priority Area can be evaluated.

CCTE Invites Financial Contributions

As was first announced in the Spring 2005 issue of *CCNews*, and repeated in the Summer and Fall 2005 issues, the California Council on Teacher Education is seeking this year to augment its finances, and thereby its programs and policymaking efforts, through solicitation of gifts from delegates, members, friends, and other interested persons.

CCTE is a non-profit, tax-exempt organization, and contributions are therefore tax deductible. So far this year CCTE has received over \$3,000 in gifts

Individuals wishing to make a financial gift to CCTE are asked to complete the form below and mail it with a check payable to CCTE to the address noted on the form.

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

Call for Proposals for Research and Practice Sessions at the Spring 2006 CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Spring 2006 Conference to be held March 30-April 1 at the Sainte Claire Hotel in San Jose. The theme of the Spring 2006 Conference is "Promoting Socially-Just Educational Policies and Legislation through Expanding CCTE's State and National Alliances." 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 Spring 2006 Conference must be received by February 1, 2006.

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 Friday, March 31 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

The submission procedures will be similar for future CCTE Semi-Annual Conferences. The submission deadline for the Fall 2006 Conference, to be held in San Diego on October 19-21, will be August 1, 2006.

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 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 2006 Conference in San Jose. Next summer the Awards Committee will seek nominations of programs in Southern California for the award to be presented at the Fall 2006 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 2006 Conference is February 1, 2006.

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 2006 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, 2006, 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 Which Will Meet at the Spring 2006 Conference

Arts in Education: This new SIG will explore issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinator: Paul Ammon, University of California, Berkeley.

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: Keith Walters, Biola University.

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.

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

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 Polytechnic University, Pomona.

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 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, and 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.

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

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education. SIG coordinator: Heidi Stevenson, University of the Pacific.

The SIGs will meet concurrently, at two different times during the Spring Conference. All CCTE SIGs are open to any interested persons. Each person attending the Spring Conference is encouraged to attend SIGs of his or her choice.

CCTE Award Presented to Rae Jeane Williams at Fall 2005 Conference

Rae Jeane Williams of Center X at the Graduate School of Education and Information Studies at the University of California, Los Angeles, received the CCTE Distinguished Teacher Educator Award at the Friday Awards Luncheon at the Fall 2005 CCTE Conference.

CCTE Conducts Search for New Legislative and Educational Policy Analyst

As was announced at the First Policy Session of the Fall Conference on October 20, Elizabeth Jimenez submitted her resignation on October 6 from the position of CCTE Legislative and Educational Policy Analyst. Elizabeth indicated in her resignation that she thoroughly enjoyed working with CCTE, but that her work load dictated that she cut back, and all of her other activities are related specifically to K-12 education. The Board of Directors accepted the resignation on October 19, and also voted its strong appreciation for Elizabeth's work on our behalf.

The Board of Directors also agreed that in seeking a new Legislative and Educational Policy Analyst, CCTE will follow the same search and selection procedure as before, in which members of the Policy Committee serve as a search and interview committee and make a recommendation to the Board of Directors. A five-person search and interview committee from among Policy Committee members has been appointed, consisting of Vicki LaBoskey, Andrea Maxie, Reyes Quezada, Ron Solorzano, and Susan Westbrook. That committee will receive and screen nominations and applications and conduct interviews and it is anticipated that a recommendation for appointment of a new Legislative and Educational Policy Analyst will be made to the Board of Directors at the January 20, 2006, meeting of the Board.

A call for nominations and applications for the position has been disseminated, as follows:

Call for Nominations and Applications for Position of Legislative and Educational Policy Analyst for the California Council on Teacher Education

The Legislative and Educational Policy Analyst will work with the California Council on Teacher Education Board of Directors, the Executive Secretary, and the Policy Committee in promoting communication, knowledge, and cooperation regarding issues concerning teacher education in California among the various constituencies responsible for the preparation and continuing education of teachers: the California Commission on Teacher Credentialing, the California State Board of Education, the California Legislature, the United States Congress, colleges and universities, school districts, and ancillary local, state, and national organizations.

Scope of work for the position will include: reviewing, analyzing, and presenting information on current legislation, emerging issues, and concerns in teacher education; assisting in the identification of core issues for organizational focus

and action; meeting with legislators to present the viewpoint of CCTE on current or proposed legislation; assisting in the development, implementation, and refinement of an organizational plan for policy work; attending CCTE Board meetings, attending and participating in the fall and spring CCTE Conferences, and assisting in development of policy sessions at the Conferences with the Board and Policy Committee; becoming familiar with the organization, its constituents, goals, history, past policy activities, and affiliate organizations; attending Policy Committee meetings and working with the Committee and the Board to build capacity and understanding of state policymaking and help review and revise the CCTE Policy Framework and develop a policy handbook.

The desired qualifications and experience for the position are: experience as a legislative analyst or lobbyist; experience assisting other non-profit groups concerned with education policy; working knowledge of state and federal laws and regulations in the field of teacher education; and excellent written and verbal skills.

The position is part-time, with a quarterly stipend not to exceed \$2,500. Appointment will be for an initial one-year term, with a renewable contract and annual evaluation by the CCTE Board of Directors. Nominations and applications will be welcomed immediately, with an initial deadline of December 1, 2005, or until the position is filled.

Nominations and applications with resume, examples of relevant previous activities, samples of written work relevant to the position, and at least three references should be sent 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

Thanking Elizabeth

At the meeting of the California Council on Teacher Education Board of Directors on Wednesday, October 19, the Board reluctantly received and accepted the resignation of Elizabeth Jimenez as the CCTE Legislative and Educational Policy Analyst and voted a unanimous expression of appreciation for her excellent work in that role the past two years. The appreciation of CCTE for her work will be further expressed in the form a special award that will be presented to Elizabeth at the Spring 2006 Conference in 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.

As part of the current CCTE strategic planning effort, one of the planning sub-committees is exploring possible updates to the CCTE Policy Framework. Any CCTE member or delegate who has suggestions or recommendations relative to such updating, please share those ideas with us by sending them to CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard PMB 275, San Francisco, CA 94118 or by e-mail to him at caddogap@aol.com

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 2005-2006 membership year (July 2005 through June 2006). 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. Regardless of when during the membership year one joins, you will be sent all publications and other membership materials that have already been distributed during the membership year to date.

Individual Membership for 2005-2006 Academic Year (July 2005 to June 2006)

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 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 2005-2006, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

Message from the CCTE Vice President for ATE

2006 ATE Conference To Meet in Atlanta

As noted in the last issue of *CCNews*, the Association of Teacher Educators next annual conference will be held February 18-22, 2006, at the Hyatt Regency in Atlanta, Georgia. The theme for the meeting will be "Advocacy through Engagement: The School-Community Collaborative Imperative in Educating ALL Children." The Hyatt Regency Atlanta is the first contemporary atrium hotel in the world and is conveniently located in the heart of downtown Atlanta with Peachtree Center and other interest areas within walking distance. For more information about the conference, please go to the ATE Web site at www.ate1.org. Online registration is now available at this site.

Linda Darling-Hammond will be delivering the Robert J. Stevenson Lecture at the Atlanta conference on Monday, February 20th. This will be an especially significant occasion since the beloved Executive Director Emeritus of the Association of Teacher Educators passed away October 15. More about Robert J. Stevenson and about the memorial fund that has been established by the Association of Teacher Educator's Leadership Foundation for Teacher Education is available through a link on the ATE Web site.

As you likely already know, Linda Darling-Hammond also will be a keynote speaker at our CCTE Spring 2006 Conference in San Jose. Her research, teaching, and policy work focus on issues of teaching quality, school reform, and educational equity. She will have much to offer us related to the spring conference theme "Promoting Socially-

Just Educational Policies and Legislation: Expanding CCTE's Alliances."

It also bears repeating that ATE incoming president Jane McCarthy will be a featured speaker at the CCTE Spring 2006 Conference, too, and that the ATE annual conference in February 2007 will be in San Diego at the Manchester Grand Hyatt. As members of the ATE 2007 Conference Planning Committee, Ann Wood and I are actively seeking CCTE volunteers to assist as California hosts in San Diego that February. Jane McCarthy and the ATE Conference Planning Committee will greatly appreciate all the help and in-state hospitality we can provide. Please let us know if you are able to join us in this effort.

Ann Wood and I will also be serving as California delegates to the 2006 ATE Conference in Atlanta, and in addition Ann serves on the ATE National Commission on Induction and Mentoring and has recently been appointed to the ATE Leadership Academy. I sincerely hope that many of you will join Ann and me in attending the 2006 ATE conference in Atlanta in February. We hope some of you will be able to participate as CCTE liaison representatives in the ATE Delegate Assembly sessions on Saturday and Sunday, February 18 and 19. Please contact me for more information if this is of interest to you.

—Sally Botzler, CCTE Vice President for ATE
Humboldt State University, (707) 826-5869
sjb3@humboldt.edu

Message from the CCTE Vice President for AACTE

AACTE Update

The 2006 Annual Meeting of the American Association of Colleges for Teacher Education will be held January 29 to February 1 in San Diego at the Manchester Grand Hyatt Hotel. With AACTE coming to California for its 2006 Annual Meeting, this provides a special opportunity for teacher educators in our state to participate and to get to know first hand more about the activities of AACTE and the benefits that AACTE membership hold for the colleges and universities in our state.

Highlights of the Annual Meeting include an opening night program on January 29, the Hunt Lecture which will be delivered by Sonia Nieto of the University of Massachusetts at Amherst on January 30 with a "Creating New Visions" Reception that evening, several major forums on January 31, and an Awards Ceremony on February 1. There will also be a special session for new deans on January 28 and several preconference workshops on January 29.

Information on the Annual Meeting, including registra-

tion forms, can be accessed on the AACTE website at www.aacte.org along with wide a variety of other items concerning ongoing AACTE activities.

AACTE is also providing resources for a monograph tentatively titled "Technology Pedagogical Content Knowledge" which will address the decision-making process teachers go through to integrate technology into instruction. The AACTE Teacher Education and Technology Committee that I chair will be serving as the editors for the monograph, which will be introduced at the 2007 AACTE Annual Meeting.

—Joel A. Colbert
CCTE Vice President for AACTE
Director, Undergraduate and Teacher Education Programs
Rossier School of Education, WPH 1004C
University of Southern California
Los Angeles, CA 90089
Telephone (213) 740-6985; Fax (213) 740-3671
jcolbert@usc.edu

Update on Issues in Teacher Education

Issues in Teacher Education and its editorial board continue to work on the quality and nature of the journal. The October 2005 Editorial Board meeting in San Diego was very productive, yielding some additional changes in the structure of the publication, in addition to a very successful interactive session on Saturday with prospective authors.

The Editorial Board agreed to place a stronger focus on book reviews. While *ITE* has featured book reviews from time to time, it has been an uneven venture. With the large number of professional publications available, it is not always possible to sort through the array, either to locate books of high quality and interest for one's own practice, or to find a noteworthy publication of general interest to the field. The board felt that establishing a book review section that would appear at least annually would serve two purposes: to provide a lens for readers on publications of note, and to encourage authors who may wish to write a review as a first attempt at publication.

Suzanne SooHoo of Chapman University has agreed to serve as the *ITE* Book Review Editor. In that capacity she will work with both publishers and prospective authors, shaping the book review section so that our readers will come to expect reviews of high quality and high interest. New Review Guidelines appear on the next page of the newsletter, and are available on the CCTE website. In brief,

these guidelines suggest that reviews are appropriate to the journal's mission, and are responsive to a set of Questions to Consider. Reviews may be commissioned or submitted independently. A set of criteria to be used by the editors in considering reviews for possible publication is also included.

The term of editorial board member Susan Westbrook expires at the end of this year. When the board was established in 2002, staggered initial terms resulted in members serving varying lengths of time as founding members. Sue graciously agreed to the short term. An election for this position will be held at our next meeting in March 2006. Those interested in running for this position should submit a statement of qualifications to Margaret Olebe, Editor, by March 1, 2006.

—Margaret Olebe
 Editor, *Issues in Teacher Education*
 Associate Director
 Teacher Education & Public School Programs
 Office of the Chancellor
 The California State University
 401 Golden Shore
 Long Beach CA 90802
 Telephone (562) 951 - 4713
 molebe@calstate.edu

Dates of Upcoming CCTE Conferences

Spring 2006 — March 30-April 1, Sainte Claire Hotel, San Jose
 Fall 2006 — October 19-21, Shelter Pointe Hotel and Marina, San Diego
 Spring 2007 — March 29-31, Sainte Claire Hotel, San Jose
 Fall 2007 — October 18-20, Shelter Pointe Hotel and Marina, San Diego

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

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Alan H. Jones, Publisher & CCTE Executive Secretary, 3145 Geary Blvd., PMB 275, San Francisco, CA 94118, Phone: 415/666-3012, E-mail: caddogap@aol.com

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 Spring 2006 issue, which will appear in March, is February 15, 2006.

ITE Book Review Guidelines

Issues in Teacher Education is enthusiastic about soliciting book reviewers and book reviews from our readership. If you are interested in volunteering to be a book reviewer, please write to Suzanne SooHoo at soohoo@chapman.edu or Margaret Olebe at molebe@csu.edu and provide the following information: name, rank, institution's name, institution's address, email address and expertise/interests.

Should you be interested in submitting a book review, please consider the journal's mission statement when selecting the appropriate book to review.

ITE Mission Statement

Issues in Teacher Education is a scholarly publication focused on the education of teachers from initial preparation through induction and ongoing professional growth. *Issues* examines teaching from a practical stance, inviting commentary, discussion and analysis on the nature and quality of the profession from a variety of perspectives.

Questions to Consider

ITE is interested in featuring book reviews that promote the knowledge and scholarship of its readership. Toward this end, the author may want to consider the following questions when writing the review. While it is not necessary or even desirable to answer each question, the set as a whole represents the features of a scholarly review. These questions are intended to be a guide, not a checklist.

Overview:

- ◆ What is the subject/topic of the book?
- ◆ What is the author's background?
- ◆ What is the thesis or purpose for writing this book?
- ◆ What is the genre of the text? Briefly describe the organizational structure and writing style.

Analysis:

- ◆ Are the theories or facts organized in such a way as to support the thesis of the book most effectively?
- ◆ Does the author make a novel contribution to the literature? e.g., collaborative scholarship, original data sources, integrating two dissimilar disciplines, unconventional theoretical frame, etc.
- ◆ What is the nature of the evidence presented?
- ◆ What conclusions does the author make? Are the author's conclusions supported by evidence?

Insights:

- ◆ How has this book informed your own work or understanding of the subject?
- ◆ What is the historical significance of the book?
- ◆ Has the book challenged you intellectually, raising new questions and/or presenting the material in a novel manner?

- ◆ Would you recommend this book to others? To whom? (teacher educators, practitioners, community members, policy makers, etc.)

Book Review Criteria

The Book Review Editor in consultation with the Editor will make decisions on acceptance for possible publication based on the following criteria:

- ◆ Does the review help readers form a clear idea of the contents of the book under consideration?
- ◆ Is the review fair and accurate in its presentation of the evidence, arguments, and methodology of the book?
- ◆ Does the review present a reasoned evaluation of the book and its conclusions?
- ◆ Is the review written in a manner that will promote understanding and further discussion? Is it respectful in tone?
- ◆ Does the review satisfy editorial standards of clarity of presentation, organization of ideas, and quality of writing?
- ◆ Does the review fit within the specific format and length requirements of this journal?

Publication of commissioned reviews is presumed, but only when in the Editors' judgment the criteria listed above are satisfied. Commissioned reviews should be completed by the agreed upon deadline.

Preview of the Winter 2006 Issue of *Teacher Education Quarterly* Due Out in January

The Winter 2006 issue of *Teacher Education Quarterly* will be published and mailed to all CCTE members and delegates and other subscribers in January.

The theme for the Winter 2006 issue is "Furthering Theory, Policy, and Practice through High Quality Research." The lead article in the issue, by Diane Mayer of the University of California, Berkeley, is "Research Funding in the U.S.: Implications for Teacher Education Research."

The issue also includes seven other articles, all accepted through the journal's regular peer review process.

Report from ICCUCET

The Independent California Colleges and Universities' Council on the Education of Teachers (ICCUCET) met on Thursday morning, October 22, for our traditional pre-conference meeting before the opening luncheon of the CCTE Fall 2005 Conference. The room was full, and we were delighted to welcome a large number of first-time guests.

Dr. Karen Gallagher, Dean of the Rossier School of Education at the University of Southern California was our invited guest. Dr. Gallagher occupies a position of particular importance to ICCUCET members as she represents our private institutions to the California Commission on Teacher Credentialing. She provided us with a straight-forward description of the Commission issues of greatest significance to our institutions. She focused particularly on the ongoing work of the Accreditation Working Group which is charged by the CCTC to review and restructure this important process. Dr. Gallagher's presentation elicited a robust discussion among the ICCUCET members.

As there was a spirit of strong support for the value of peer-review, one of the members of ICCUCET suggested that we draft a resolution urging the Commission to give serious and thoughtful consideration to the proposal of the work group. Judy Greig, ICCUCET secretary, and I worked together to write the draft of the proposal, which was then approved by the ICCUCET Board, and forwarded to the CCTE membership by Dr. Joel Colbert at the Second Policy Session on Friday afternoon. Because there was unanimous support for the resolution, CCTE approved it during the policy session, and the proposal is now posted on the CCTE website and has been forwarded to the Commission.

We also enjoyed hearing from Veronica Villalobos of AICCU who explained the mission of AICCU and described current legislation that is pertinent to our work in teacher education. AICCU and ICCUCET have discussed ways in which we might develop a more intentional relationship and look forward to working together in the future. Veronica explained that AICCU frequently needs to gather information and perspectives from the private institutions regarding legislation that pertains to teacher education. ICCUCET has offered to serve in this capacity.

ICCUCET will once again gather for our pre-conference meeting at 9:30 on Thursday morning before the Spring CCTE Conference begins. We always begin our meeting with a relaxed time for networking and building new friendships. We urge all of our members and new friends to take advantage of the opportunity to join us for our spring meeting when we will elect new Board members. We also look forward to hearing from Dr. Walt Gmelch, Dean of the University of San Francisco School of Education, who will challenge us to think in new ways about our roles as education leaders. Dr. Gmelch's presentation will be followed by further exploration of the development of the new accreditation

protocol. In addition, we always leave time for small group discussion. We hope to see you in San Jose.

—Linda Hoff, ICCUCET President
Fresno Pacific University
E-mail: lehoff@fresno.edu

California Association of Professors of Special Education/Teacher Education Division

CAPSE/TED met on Thursday morning of the Fall 2005 Conference of CCTE. Special education teacher educators and other interested parties gathered to share information and discuss viewpoints and issues. The meeting began with the presentation of the Richard Thurman Memorial Award to Mary Link, a doctoral student at University of California, Riverside. Ms. Link's area of specialty is students with emotional/behavior disorders, and her dissertation study is exploring gender differences in this area.

The IHE Leadership Team, part of the State Improvement Grant administered by the California Department of Education, Special Education Division, presented an update of its activities this year. Preliminary results of a survey of special education teachers designed to investigate factors that influence retention were shared. The complete report will be available soon.

Our guest speaker was Penni Hansen from the Professional Development and Curriculum Support Division of the California Department of Education. Ms. Hansen works closely with CDE's Special Education Division and with the Commission on Teacher Credentialing on issues of subject matter competence and NCLB compliance. Her highly informative presentation explored the legal and the practical issues that special education teachers and their employers are grappling with, particularly regarding middle and high school teachers who teach several subjects.

Later in the afternoon, the Special Education SIG of CCTE (Special Interest Group) met to continue our discussion. Induction programs for special education teachers and major changes in service delivery from traditional to inclusive models were the main topics.

CAPSE/TED is looking forward to participating in next year's national TED conference, to be held in San Diego in November, 2006. The next regular meeting of CAPSE/TED will be during the CCTE Spring 2006 Conference in San Jose on Thursday, March 30. Please join us! For further information, contact either of the CAPSE/TED Co-Presidents listed below.

—Michelle Cepello, California State University, Chico
MCepello@csuchico.edu
—Lou Larwood, San Jose State University
llarwood@email.sjsu.edu

From the Desk of the CCTE Executive Secretary

Following are some highlights of the 2005-2006 CCTE membership year to date:

Membership

As of mid-November we have received institutional membership renewals for 2005-2006 from 66 colleges, universities, and other institutions, and we hope to have another dozen or more institutional members in hand soon. Overall our CCTE membership totals, both institutional and individual, are on pace with the previous year.

A CCTE individual membership form appears on page 13 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, we hope you will join now. Membership benefits include annual subscriptions to *Teacher Education Quarterly* and *Issues in Teacher Education*, voting privileges at the delegate assemblies at CCTE semi-annual conferences and in the annual CCTE election of officers, and receipt of e-mail reminders about news and policy items placed on the CCTE website. The value of CCTE membership can be seen by comparing the cost of membership (\$80 per year) with the price of subscribing as a non-member to the two journals (combined \$100).

During this Winter the CCTE Membership Committee will be contacting institutions which have not yet joined and will also be seeking to expand the individual membership rolls. 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), or me (caddogap@aol.com).

Conference Plans

Those of you who attended the Fall 2005 Conference (October 20-22) know how successful CCTE was in attracting representatives of other educational and cultural organizations to our gathering, and that effort will continue at the Spring 2006 Conference (March 30-April 1). I encourage you to put the Spring Conference on your calendar now. The formal announcement and registration materials will be mailed to all CCTE members and delegates early in January.

Publications

All CCTE delegates and members receive by mail quarterly 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 Fall 2005 issues of *Teacher Education Quarterly* and *Issues in Teacher Education* were mailed out back in October, and the Winter 2006 issue of *Teacher Education Quarterly* will be mailed out in early January.

The next issue of *CCNews* will come out in March 2006, with a submission deadline of February 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 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 20 of this issue of *CCNews*. Each issue of *CCNews* is posted on the website, and kept available there for at least a year. Each semi-annual Conference is also described on the website.

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. The ongoing discussion and implementation of the Strategic Plan is a CCTE-wide activity, and it is hoped by the Board of Directors that all delegates and members will wish to play a role. To do so, read the information at the top of page 7 of this newsletter, and get in touch with the leader of the Priority Area that most interests you.

2006 Annual Election

Early in 2006 we will conduct the annual CCTE election of officers, and this coming year we will be electing a President-Elect, Vice Presidents for AACTE and ATE, and three members of the Board of Directors. A brief description of the nomination and election process appears on page 20 of this issue of the newsletter, and all members and delegates will receive the report of the Nominations and Elections Committee early in the new year.

Need Other Information?

If you have questions about any aspects of our CCTE activities, 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
 Fax 415/666-3552
 E-mail caddogap@aol.com

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

CCTE Board of Directors:

Paul Ammon (2003-2006), University of California, Berkeley; prammon@uclink.berkeley.edu
 LaRie Colosimo (2005-2008), Claremont Unified School District; lcolosim@csud.claremont.edu
 Judith Crowe (2003-2006), California Lutheran University; crowe@clunet.edu
 Arlinda Eaton (2005-2008), California State University, Northridge; arlinda.eaton@csun.edu
 Deborah Hamm (2004-2007), California State University, Long Beach; dhamm@csulb.edu
 Lisa Kirtman (2004-2007), California State University, Fullerton; lkirtman@fullerton.edu
 Eugenia Mora-Flores (2005-2008), University of Southern California; moraflores@usc.edu
 Jaime Romo (2004-2007), University of San Diego; jromo@sandiego.edu
 Ann L. Wood (2003-2006), California State University, Los Angeles; awood@calstatela.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2004-2007), Caddo Gap Press; caddogap@aol.com
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@uop.edu
 Margaret Olebe, Editor, *Issues in Teacher Education*, Office of the Chancellor, California State University; molebe@csu.edu
 James Cantor, Editor, *CCNews*, California State University, Dominguez Hills; jcantor@csudh.edu

CCTE Committee Chairs:

Awards Committee Chair:

Arlinda Eaton (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)

Fall 2006 Conference Chair:

Virginia Kennedy, California State University, Northridge; virginia.kennedy@csun.edu

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.

CCTE Website

Serves Delegates 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.
- ◆ Information on the *Issues in Teacher Education* journal, including submission guidelines and invitations for special issues.
- ◆ 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 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 and your suggestions for new postings. Please contact Alan H. Jones, CCTE Executive Secretary, via e-mail at: caddogap@aol.com

Plans Underway for 2006 Annual CCTE Election

In the 2006 California Council on Teacher Education annual elections CCTE members and delegates will be electing a President-Elect, a Vice President for AACTE, a Vice President for ATE, and three members of the Board of Directors.

The CCTE Nominations and Elections Committee for the 2006 elections is chaired by CCTE Past President Andrea Maxie of California State University, Los Angeles, with Committee members Judith Crowe of California Lutheran University, Lisa Kirtman of California State University, Fullerton, and Reyes Quezada of the University of San Diego.

The report of the Nominations and Elections Committee, offering nominees for the offices to be elected,

will be disseminated to all members and delegates in early January, and will include an opportunity for submission of additional nominations from the membership.

In early February a mailing will be made to all members and delegates with the final list of nominations, statements from each candidate, and a ballot. Ballots may be returned by mail to the CCTE Executive Secretary or brought by members and delegates to the CCTE 2006 Spring Conference. The deadline for voting is noon on Friday, March 31 at the Conference. The Nominations and Elections Committee will open and count all ballots during the Spring Conference, and the results of the election will be announced at the Conference that Friday afternoon.