

CCNews

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

Volume 17, Number 2, Summer Issue, June 2006

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Newsletter of the California Council on Teacher Education

CCTE Fall 2006 Conference Plans Taking Shape

The Shelter Pointe Hotel and Marina in San Diego, from October 19-21, will again be the venue for the Fall 2006 CCTE Conference. The theme is "Educating All Students for the Future: Strengthening the Special Education/General Education Partnership."

Teacher educators and other interested professionals will come together at the Fall Conference to consider the empirical, political, and practical ramifications of partnerships that prepare all teachers to educate students with disabilities. Inclusion, collaboration, co-teaching—how do we empower our current and future teachers to embrace these research-based practices? Accommodations and modifications in assessment and instruction—what works? Model programs, teacher preparation curricular materials, promising directions in credential design—gather new ideas!

Teacher educators in special education and general education are looking forward to forging new alliances that will strengthen our preservice, induction, and inservice efforts on behalf of California's students who have disabilities.

The Planning Committee for the Fall Conference stresses that this will not be just a program of and for special education professionals, but rather that the focus throughout will be on bringing together the teacher education community to explore how the teacher education process for both special education and general education teachers can best prepare teachers at the preservice, induction, and inservice levels to meet the needs of all of California's children.

The formal Fall Conference announcement along with registration materials will be mailed to all CCTE members and delegates later this Summer.

Please also see the Call for Proposals for the Fall 2006 Conference on page 20 in this newsletter. The deadline for proposals is August 1.

As the planning process continues, the Fall 2006 Conference Planning Committee will welcome your input and comments. The committee includes Co-Chairs Judy Mantle (University of San Diego), jmantle@sandiego.edu, and Virginia Kennedy (California State University, Northridge), virginia.kennedy@csun.edu, and committee members Helene Mandell (CalstateTEACH), Marie Schrup (Sweetwater Union High School District), Pat Cegelka (San Diego State University), Jane Duckett (National University), and LaRie Colosimo (BTSA Cluster 4).

New CCTE Officers and Board Members Take Office Following Annual Election

New CCTE officers and members of the Board of Directors took office at the close of the Spring 2006 Conference. Reyes Quezada (University of San Diego) assumed the office of CCTE President following his service the previous two years as President Elect, and James Cantor (California State University, Dominguez Hills) was elected as the new President-Elect for the coming two years.

Joel Colbert (University of Southern California) was re-elected to the office of Vice President for AACTE, while Ann L. Wood (California State University, Los Angeles) was elected as the new CCTE Vice President for ATE. They will both serve two-year terms.

The three new members of the CCTE Board of Directors elected this spring are Cindy Grutzik (Pacific Oaks College), Helene Mandell (California State University Office of the Chancellor), and Della Peretti (University of California, Berkeley). Terms on the Board of Directors are for three years.

The CCTE officers and Board members whose term of office expired this Spring were recognized with a certificate of appreciation during the banquet at the Spring Conference. Those so recognized were Vicki LaBoskey (Mills College) who completed her term as CCTE President, Sally Botzler (Humboldt State University) who served for two terms as CCTE Vice President for ATE, and outgoing CCTE Board members Paul Ammon (University of California, Berkeley), Judith Crowe (California Lutheran University), and Ann L. Wood (California State University, Los Angeles).

The full list of current CCTE officers, Board members, and committee chairs appears on page 18 of this newsletter.

CAPEA Joins CCTE as Affiliate

The California Association of Professors of Educational Administration has this Spring joined CCTE as an affiliate member, and beginning this Fall will be a co-sponsor of CCTE's semi-annual conferences and a participant on CCTE committees and at meetings of the Board of Directors.

CAPEA joins with the California Association of Professors of Special Education and the Independent California Colleges and Universities Council on the Education of Teachers, both of which have been affiliated with CCTE for several years.

Linda Darling-Hammond, Jane McCarthy (ATE), and M. Christopher Brown II (AACTE) Featured at Spring 2006 CCTE Conference

*By Ann L. Wood,
Spring 2006 Conference Co-Chair,
California State University, Los Angeles*

The Spring 2006 CCTE Conference held from March 29 to April 1 at the St. Claire Hotel in San Jose commenced with a Newcomers Orientation led by CCTE President-Elect Reyes Quezada, followed by an Alliance Building Luncheon. The Theme of the Conference was *Promoting Socially-Just Educational Policies and Legislation*. All sessions of the conference focused on, discussed, and highlighted people and programs that promote socially-just education.

The opening session began with addresses by ATE President Jane McCarthy and M. Christopher Brown II, AACTE Vice President of Research and Policy. Dr. McCarthy talked about her work with the Navaho Nation and the many educational inequities she has witnessed in her long career as an educator. While his speech was peppered with humor, Chris Brown delivered a scholarly review of the complex historical events and forces that have shaped present-day education policies and legislation. Both speakers promised to join with us to strengthen our collaborations with their national organizations.

Translating these ideas into practice, two CCTE members and assistant professors from San Jose State University, Ravisha Mathur and Rocio Dresser, then conducted a PowerPoint presentation on how to create a university-based legislative action committee. They discussed with participants the challenges and benefits of forming this kind of action committee at their own campuses.

The Conference banquet Thursday evening featured Brad Wolfe singing original songs composed in memory of Sara LaBoskey. Conference participants were deeply moved by Brad's talent and dedication to the SunBeam Foundation, a non-profit organization formed in Sara's honor.

Friday's keynote presenter was Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at Stanford University and Principal Investigator for the School Redesign Network and the Stanford Educational Leadership Institute. Building on her career as a researcher, scholar, and writer about educational equity and social justice issues, Darling-Hammond challenged CCTE members to find the courage to speak out and act on injustices commonly encountered in schools and institutions of higher education. Melding statistics and case study vignettes in her keynote address, Darling-Hammond ended her thought-provoking and inspirational address with a call to CCTE members to align themselves with others who are committed to the struggle for socially-just educational policies and legislation.

Darling-Hammond's speech was followed by a book signing event through which her publisher donated a percentage of the sale price of her books to CCTE (see page 15 for additional information and books still available).

The Spring 2006 Conference also included research and best practice presentations on socially-just educational policies and legislation, as well as non-thematic presentations, on both Thursday and Friday. Special Interest Groups and Policy Sessions were also held on Thursday and Friday.

The Saturday session was a series of interactive activities about the impact of educational policies and legislation on the everyday lives of novice teachers in induction programs across the state. Organized and led by Alice Bullard, Region 2 BTSA Cluster Leader, and Corrine Muelrath, North Coast BTSA Director, it included two brief PowerPoint presentations, table discussions, and a panel of novice teachers who spoke about the realities of classroom teaching in the present milieu of national and state legislative policies.

A new and special feature of this conference was the inclusion of a fundraiser for CCTE. Seeking to augment its revenue, CCTE embarked on its first silent auction. Several CCTE members donated auction items, including stays at a beachside condo and a beach house in Mexico. Dr. Darling-Hammond contributed several signed copies of her books, and other CCTE members donated a painting, professional development books, and a CD Player. The Auction was a smashing success! It raised about \$3,000 for CCTE, and everyone seemed to enjoy it.

Many thanks to all who attended the Conference, all who participated on the Conference program, and especially to my conference co-chair, Sally Botzler (Humboldt State University), and other colleagues on the Conference Planning Committee—Paul Ammon (University of California, Berkeley), Karen D. Benson (California State University, Sacramento), Alice Bullard (Region 2 BTSA Cluster), 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), Sue Marston (St. Mary's College), Corrine Muelrath (North Coast BTSA Program), Thomas Nelson (University of the Pacific), Reyes Quezada (University of San Diego), Heidi Stevenson (University of the Pacific), Ron Solorzano (Occidental College), Susan Westbrook (California Federation of Teachers), and Andrea Whittaker (San Jose State University).

CCTE Award Recognitions at Spring 2006 Conference

*By Arlinda Eaton
Chair of CCTE Awards Committee
California State University, Northridge*

The highlight of the Friday luncheon at the Spring 2006 CCTE Conference was the presentation of awards to outstanding individuals and projects. Dr. Kathleen Taira was honored with the CCTE Distinguished Teacher Educator Award. Among her many contributions to the profession has been her service on the Board of Examiners for the National Council for Accreditation of Teacher Education (NCATE) and the Board of Institutional Reviewers for the California Commission on Teacher Credentialing (CCTC). Prior to her recent retirement from California State University, Dominguez Hills, Dr. Taira held the position of Interim Dean of the College of Education. Other posts held previously by Kathleen at CSUDH include Associate Dean and Chair of the Teacher Education Department. For four and a half years she was a Regional Director of CalStateTEACH.

The CCTE Quality Education Partnership Award for



A dozen representatives of the Equity Network line up to be recognized during the presentation of the CCTE Partnership Award at the Spring 2006 Conference Awards Luncheon.

Distinguished Service to Children and the Preparation of Teachers went to the Equity Network, a partnership of twelve professional development schools, their districts and teachers' associations, Sacramento Area Congregations Together (ACT), and California State University Sacramento's College of Education. The collaboration has a deliberate focus on improving teaching and learning in low income and culturally and linguistically diverse communities (LI/CLD); all of the Network's professional development schools serve students from these communities. The partnership is committed to providing special preparation for candidates interested in LI/CLD settings and to supporting teachers and students already engaged in these settings.

In addition to these two regular CCTE awards, the organization presented Elizabeth Jimenez with an Outstanding Service Award in recognition of her stellar work as CCTE's first Legislative and Educational Policy Analyst. As part of her work with CCTE the past two years, Elizabeth was instrumental in arranging a day in Sacramento when CCTE Board members and delegates had the opportunity to meet and talk with several state legislators and their staff about educational legislation.

Now is the time to consider nominating an outstanding educator and/or partnership deserving of one of the CCTE awards, which may be presented at each CCTE semi-annual conference. Information on the CCTE awards program is on page 21 of this issue of the newsletter and may also be found on the website at www.ccte.org. The deadline for submitting nomination information for awards to be presented at the Fall 2006 Conference is September 1, 2006. Please forward nominations via email to the CCTE Awards Committee Chair Arlinda Eaton at arlinda.eaton@csun.edu



Pia Wong of California State University, Sacramento (right) accepts the CCTE Partnership Award on behalf of the Equity Network from Arlinda Eaton (left).



Several representatives of the Equity Network talk during the luncheon prior to receiving the CCTE Partnership Award.

CCTE President's Message

Dear Colleagues,

In this first President's message I would like to introduce myself to the many new CCTE members, our new international advisory board for *Teacher Education Quarterly*, and reintroduce myself to the many old CCTE colleagues whom I have had a pleasure knowing and working with the past fourteen years. I also would like to provide the membership with an outline of some of the goals I have set for myself during my tenure as President.

First of all, I would like to thank both Past President Vickie LaBoskey and Past President Andrea Maxie who have provided leadership and wisdom to this organization. As a result of their strong work on the Strategic Plan, my tenure will be much smoother. I look forward to working with the CCTE Board members, with the editors and board members of both CCTE journals, with President Elect and *CCNews* Editor Jim Cantor, with our Executive Secretary and our Legislative and Educational Policy Analyst, and with all of the committee volunteers that make this organization the "jewel of teacher education."

My involvement with CCTE began in 1993 when the late Joe Galbo introduced me to the organization. At that time I was an Assistant Professor at California State University, Stanislaus. During those years the Fall conference was held in Irvine and the Northern conference was held in Berkeley. I still recall his words/question as to "why more education faculty were not involved in the only teacher education organization in California." As a result of his mentorship I continued participating in CCTE and have involved myself in the many committees, the Board, as *CCNews* Editor, as President Elect, and now as President of the organization.

As an Associate Professor in the School of Leadership and Education Sciences at the University of San Diego, my goals for this organization will be to follow and continue to shape the Strategic Plan, as the organization moves forward in these challenging times. I also will seek input from our membership, as well as the Board of Directors, as we set the agenda for the next two years. The following points will guide me as we move forward with our Strategic Plan:

- ◆ Continue to focus on building and maintaining strong alliances with our affiliate organizations (AACTE, ATE, CAPSE, ICCUCET, CAPEA, and BTSA) with the hope of having yet more organizations joining us.
- ◆ Increase CCTE's visibility, both throughout the state and at the regional, national, and international levels by possibly co-hosting one regional conference and expanding the call for proposals nationally and internationally through other venues.
- ◆ Enhance our outreach to increase institutional delegates



Reyes L. Quezada

and individual members in K-12, Community Colleges, CSU and UC, and Private/Independent Colleges and Universities.

- ◆ Enhance our CCTE conferences through broader participation of teacher education students, undergraduate and graduate students, and BTSA teachers.
- ◆ Seek outside funding support as a non-profit organization to support the CCTE's goals to further enhance the preparation of quality teachers for our children.

The above points can be accomplished with the continued support of our membership. I hope that as we move forward the membership will feel free to provide new ideas as to how we can accomplish these goals and also to set new goals based on the changing needs of teacher education. Our role is to continue to serve the membership and all of our teacher education colleagues in order to further the goals of the organization.

This can only happen with everyone's support and participation. Again, I look forward to being your President of this most prestigious and honorable organization.

—**Reyes L. Quezada, Ed. D**
CCTE President

*School of Leadership and Education Sciences
University of San Diego*

CCTE Strategic Plan Activities

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

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

Membership and Resource Development: Deborah Hamm (dhamm@csulb.edu) and Lisa Kirtman (lkirtman@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)

Technology and Communications: Heidi Stevenson (hstevenson@pacific.edu)

Discussion meetings of these Priority Areas have been held during the second policy session at each recent semi-annual CCTE Conference, and such discussions will continue at future Conferences.

If you have not yet volunteered, please select one of these five Priority Areas and contact one of the committee chairs listed above. Your participation will be most welcome. It is hoped that all CCTE delegates and members will get involved.

The current work of each 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. Further reports on each section of the Strategic Plan will be made at the Second Policy Session at the Fall 2006 Conference.

CCTE Invites Financial Contributions

As was first announced in the Spring 2005 issue of *CCNews*, and repeated in subsequent issues, the California Council on Teacher Education is seeking 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 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

Teacher Education Quarterly Honors New Editorial Advisory Board with Special Reception at AERA

Earlier this year *Teacher Education Quarterly* editor Thomas Nelson announced the appointment of a new twelve-member international Advisory Board for the journal, and on Friday, April 7, in conjunction with the annual meetings of the American Educational Research Association in San Francisco the journal and CCTE honored the new Advisory Board at a special reception at the Harbor Court Hotel. The reception was attended by members of the Advisory Board, members of the journal's Editorial Board, CCTE officers, and other special guests.

The twelve members of the new Advisory Board are: Robert V. Bullough, Jr. of Brigham Young University, Linda Darling-Hammond of Stanford University, Ivor Goodson of Brighton University in the United Kingdom, Geert Kelchtermans of the Center for Educational Policy and Innovation at the Katholieke Universiteit Leuven in Belgium, John Loughran on Monash University in Australia, Carmen Montecinos of Pontificia Universidad Catolica de Valparaiso in Chile, Jeannie Oakes of the University of California Los Angeles, Virginia Richardson of the University of Michigan, Tom Russell of Queen's University in Ontario, John David Snyder of Bank Street College of Education, Ana Maria Villegas of Montclair State University, and Ken Zeichner of the University of Wisconsin-Madison.

The appointment of the new Advisory Board does not alter in any way the long-standing role of the *Teacher Education Quarterly* Editorial Board, which is the governing and policy board for the journal. (See a photograph of the Editorial Board on the next page of this newsletter).

In the photographs below from the AERA reception, Tom Nelson addresses the gathering (immediately below), others listen to the proceedings (bottom left), and CCTE President Reyes Quezada talks with guests (bottom right).



Enjoy Our CCTE Publications

CCNews

The quarterly newsletter of the California Council on Teacher Education — *CCNews* — is published on or about March, June, September, and December each year. The newsletter is posted on the CCTE website and e-mailed to all CCTE members and delegates. If you have information you want to share with your CCTE colleagues via the newsletter, contact James Cantor, the *CCNews* editor, at the College of Education, California State University, Dominguez Hills, 1000 East Victoria Street, Carson, CA 90747. Submit items via e-mail to jcantor@csudh.edu

Teacher Education Quarterly

The California Council on the Education of Teachers' internationally-recognized journal, *Teacher Education Quarterly*, is published each January, April, July, and October. Questions about and submissions to the journal should be addressed to Thomas Nelson, Editor, *Teacher Education Quarterly*, Benerd School of Education, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211; e-mail tnelson@pacific.edu

Issues in Teacher Education

The California Council on Teacher Education is also the sponsor of a second high-quality journal — *Issues in Teacher Education*, previously the journal of the State of California Association of Teacher Educators. The journal is published twice a year, each Spring and Fall. Questions about and submissions to the journal should be addressed to Margaret Olebe, Editor, *Issues in Teacher Education*, Office of the Chancellor, California State University, 401 Golden Shore, Long Beach, CA 90802; e-mail molebe@calstate.edu

The two journals are mailed to all institutional delegates and individual members of the California Council on Teacher Education upon publication; if you are not an institutional delegate to CCTE, be sure to join as an individual member so that you will receive all issues of these significant and informative professional publications.

CCTE Website

Also be sure to log on regularly to the CCTE Website for updates on organizational activities and teacher education news, as well as quarterly issue of *CCNews*: www.ccte.org



Members of the *Teacher Education Quarterly* Editorial Board at their meeting on March 31 at the Spring 2006 Conference: Jerry Brunetti, Christine Sleeter, Tom Nelson, Dana Grisham, and Reynaldo Baca (left to right, back row); Vicki LaBoskey, Rachel Lotan, Barbara Levin, Jill Kerper Mora, and Andrea Whittaker (left to right, front row).

Message from CCTE Vice President For ATE

By Ann L. Wood
California State University, Los Angeles

The Association of Teacher Educators (ATE) is the national organization of teacher educators for which CCTE serves as the California state chapter. It is the only national educational organization that is truly a collaborative organization of both college and university faculty members and K-12 educators. It is sponsoring a summer conference in Philadelphia from July 29-August 2, 2006. Many inspiring historical and educational activities and presentations have been planned. I will be attending and encourage other CCTE members to do so. For more information and to register, go to ATE's website listed below.

ATE's Annual Meeting for 2007 will be in San Diego from February 17-21 at the Hyatt Hotel. The theme of the conference is *Reinventing the Educational Landscape: Renewing Hope, Heart, and Vision for Teachers, Learners, and Communities*. Strands for conference proposals are:

- ◆ Communities as Classrooms
- ◆ Technology as a Tool for Reinventing the Educational Landscape
- ◆ The Role of Teacher as Change Agent
- ◆ Collaborative Approaches to Reinventing the Educational Landscape
- ◆ Creating New Pathways to Teacher Excellence
- ◆ Renewing Hope and Heart through Equity for All Learns.

Every year ATE honors educators and educational programs. As an ATE member, you can nominate any person or program for the following awards. Certainly, several California educators and programs would be worthy nominees for the awards listed below.

◆ Distinguished Research in Teacher Education Award

An award is provided to recognize and encourage outstanding investigations influencing teacher education and/or student learning. Any person involved in research in teacher education in college or university, public or private schools, or other educational agencies may enter. Deadline: 06/01/2006 E-mail: dbyrd@uri.edu

◆ Award for Distinguished Clinician in Teacher Education

An award is given to recognize and honor those school-based teacher educators whose work in a clinical environment helps teachers become better at what they do. Nominations for the national award must come through the State Affiliates. Deadline: 07/15/2006 E-mail: kmccclusk@hbg.saline.k12.il.us

◆ Award for Distinguished Teacher Educator

An award is given to recognize and honor those individuals in higher education or state departments of education who have advanced the profession of teacher education. Nominees must have been a member of the Association of Teacher Educators for at least seven years. Deadline: 07/25/2006 E-mail: johnm@siu.edu

◆ Award for the Distinguished Program in Teacher

An award is given to recognize and honor outstanding teacher education programs that exemplify collaboration between local education agencies and institutions of higher education in program development and administration. Eligible applicants are consortiums of higher education institutions, school systems, and other involved agencies. Deadline: 10/01/2006 E-mail: vdeshields@aol.com

I am a member of the ATE 2007 Conference Planning Committee and am co-chairing the Hospitality Committee with Sally Botzler. We encourage Southern California CCTE members to volunteer to help us organize locally-based welcome activities. Among other things, we need local graduate students to stuff conference folders, recruits for student teacher activities, and volunteers to man the registration table. To volunteer, just email either Sally or me: sjb3@humboldt.edu or awood@calststala.edu

To join ATE and/or register for a conference go to: <http://www.ate1.org>

Since it will be in California, we hope that all of you will attend the 2007 Annual ATE Conference. Let's join together in San Diego to have CCTE well-represented at this conference!

Notes from AACTE

Save the Date for AACTE's Day on the Hill

It is more important than ever to make sure that Congress knows the good work that education schools are doing to improve teacher quality. Join your AACTE colleagues in Washington, D.C., on June 14-15, 2006, to renew old relationships with your Members of Congress and to establish new ones. This is a unique opportunity for you to impact what happens in Congress so that your programs and your states benefit. For more information, including a Conference brochure and registration form, visit www.aacte.org

59th AACTE Annual Meeting

Theme: "Jumping the Chasm: From Vision to Action," February 24-27, Hilton New York. The call for presentations is an opportunity to reflect on and share in advancing the learning of PK-12 students, furthering the common agenda of educator preparation, and guiding the direction of AACTE. As we jump from new visions to action, we can do so from a foundation based on the strategic priorities developed by the membership, which serve as the strands for the 2007 Annual Meeting. Please visit www.aacte.org/Events/meeting_exhibits.aspx for more information.

Report from the CCTE Legislative and Educational Policy Analyst

By Martha Zaragoza-Diaz

CCTE Legislative and Educational Policy Analyst

I. Legislature Approves Major Bond Package

The Legislature approved a major \$35.3 billion bond package to build schools, housing, roads, and flood control projects. As a result, four separate infrastructure bonds will be placed on the November 2006 ballot. Of the four measures, one would allocate \$10.4 billion on education, \$2.8 billion on housing, \$18.9 billion on transportation and 3 billion on flood control. Another \$500 million appropriation will be earmarked toward emergency levee repair, and three separate policy bills would cover design-build contracting for transportation, streamlining the state's environmental review process, and expanding public-private partnerships.

The Education Bond provides for the following:

- ◆ \$1.580 billion for UC and CSU;
- ◆ \$1.5 billion for Community Colleges;
- ◆ \$1.9 billion for new construction;
- ◆ \$3.3 billion for rehabilitation and modernization
- ◆ \$200 million for small high-schools, included in the funding for new construction and modernization;
- ◆ \$500 million for career technical education facilities;
- ◆ \$100 million for "green" schools;
- ◆ \$29 million for "joint use" facilities.

II. May Revision Provides Good News for Public Education

The state is collecting record-breaking tax revenues this year. The General Fund revenues from April tax receipts are far above earlier predictions from the Administration and the Legislative Analyst Office. The Franchise Tax Board took in \$11.3 billion in personal income tax payments in April 2006, an increase of \$3.5 billion dollars above January 2006 predictions. A two-year increase for 2005-2006 and 2006-2007 is projected in the range of \$4.5 billion to \$5 billion dollars. The higher than expected revenues for 2005-2006 should result in increased revenues for Proposition 98. It is estimated that the increased revenues should yield approximately \$1.5 billion dollars in increased funding under Proposition 98 for 2005-2006.

Governor Schwarzenegger has promised to spend an extra \$5 billion dollars on schools over the next ten years. As part of the May budget revision, the Administration has settled a lawsuit filed by State Superintendent O'Connell and the California Teachers Association that stated the Governor shortchanged schools last year by approximately \$3.2 billion dollars. The new commitment makes good on the promise that was broken by the Governor last year. Under terms of the agreement, the Administration will propose to add \$2 billion to the Prop 98 "base" funding for the current fiscal year and the year that begins July 1, 2006. Additionally, it

will ask the Legislature for another \$3 billion in "settle-up" funds to be paid from now through the 2013-14 year. Political pundits anticipate the agreement will dramatically improve the Governor's standing with school advocates such as school administrators and will also buy him good will among some Democrats and independents, but may hurt him with his Republican base because it is adverse to massive additional spending.

The Governor stated that his May Revision plan "invests in our children and our future by increasing school funding by \$3.1 billion this year and \$8.3 billion over the last two years, and is fiscally responsible by paying down the state's debt in the revised state budget plan submitted to the legislature today." The revised budget does not include a tax increase. It calls for spending \$3.2 billion prepaying future debts and provides \$2.2 billion as a budget reserve.

With respect to public education, the Administration continues to place priority on maintaining the state's standards-based reforms in professional development, instructional materials, and testing and accountability programs. The May Revision proposes a total of \$2.3 billion in new discretionary spending above levels contained in the 2005-2006 state budget. The increases are provided as cost-of-living adjustments, deficit reduction funding, and revenue limit equalization funding. The Governor states, "These funds will provide local educators with the flexible resources to craft specific solutions to help their students succeed."

The May Revision for higher education remains consistent with the 2004 Higher Education Compact. Overall General Fund and related Proposition 98 growth for higher education will increase 7.9% over the current year revised level in the May Revision, as compared with the 9.4 percent growth referenced in the Governor's Budget Summary.

May Revision highlights include but are not limited to:

University of California

- ◆ The May Revision proposes \$1 million in General Fund for 2006-2007 to provide funding on a one-time basis for faculty recruitment and start-up costs associated with the expansion of undergraduate and graduate nursing programs.
- ◆ In the current year, a reduction of \$3.8 million due to decline in enrollments of 500 FTES.
- ◆ The May Revision proposes an increase of \$300,000 in Prop 99 funds to provide additional funding for tobacco related research.

California State University

- ◆ No change in current year.
- ◆ The May Revision proposes \$1 million General Fund to provide funding on a one-time basis for faculty recruitment and start-up costs associated with the expansion of undergraduate and graduate nursing programs.

California Community Colleges

◆ The May Revision proposes a net General Fund and Prop 98 related increase of \$244.4 million, including an augmentation of \$257.3 million on a one-time basis as a result of an increase in the current-year Prop 98 guarantee.

◆ The following current-year Prop 98 adjustments will be addressed through budget trailer bill legislation:

◆ \$100 million for deferred maintenance, instructional equipment, and hazardous substance abatement.

◆ \$77 million for a "general purpose" block grant to be distributed on a full-time equivalent students (FETS) basis for the purpose of addressing other local priorities.

◆ An additional \$22.3 million proposed for this purpose is also provided from the Prop 98 Reversion Account in the Budget Year for a total of \$100 million.

◆ \$40 million for career technical education equipment and associated facility reconfigurations.

◆ \$23.6 million set aside for one-time costs associated with the implementation of a new funding formula for community colleges.

◆ Additionally, the May Revision proposes major budget adjustments which will increase the total General Fund and Prop 98 Related sources by a net of \$80.4 million, including an increase of \$38 million in on-going Prop 98 General Fund.

◆ Major ongoing Prop 98 General Fund adjustments include, but are not limited to:

◆ Increases of \$32.6 million for apportionments and \$2.3 million for selected categorical programs to reflect an increase in the COLA factor from 5.18 % to 5.92%.

◆ \$24 million increase for matriculation, providing colleges with additional resources to "assist" students' progress toward their educational goals.

◆ \$10 million increase in apportionments to support remediation programs at community colleges for high school students who have failed to pass the California High School Exit Exam.

◆ \$4 million increase for ongoing claims for mandated programs.

◆ An increase of \$3.2 million Prop 98 General Fund that offsets a reduced estimate of student fee revenues for 2006-2007.

The Budget Subcommittees on Education Finance in both houses of the Legislature have been reviewing and taking action on the Governor's May Revision of the 2006-2007 proposed budget. The Senate subcommittee has finished its work and now awaits the Assembly to do so as well. As soon as they complete their business and provide their recommendations to the full legislative budget committee, an updated fiscal report will be forwarded. It is projected that the subcommittees will "close" the budget by the end of this week (written the week of May 22). Both subcommittees will forward their respective report to the full budget committee. Members of the budget subcommittee have not yet been revealed.

III. Proposed Legislation

Generally, proposed bills have gone through the first step of the legislative process. Bills were heard in their respective policy committees and are now in their respective fiscal (appropriations) committees. Even though the State's economic situation has improved, the committees still retain

the fiscal threshold of \$150,000 General Fund. If bills have been found to have a fiscal impact of \$150,000 to the General Fund, they are sent to "the suspense file." Some of these bills will stay on the "suspense file" and will not proceed through the legislative process.

Following are some bills currently being monitored, but please note that this is not an exhaustive list.

Teacher Credentialing/Professional Development Bills

AB 1836 (Daucher) Teachers: Allows "industry" persons to teach in classrooms who in turn will be mentored by "master" teachers.

AB 1857 (Garcia) Teachers: This bill proposes to provide for one pedagogy test for all single Subject credential types and requires pre-service training for single subject credential interns.

AB 2970 (Pavley) Teachers: Establishes the Teacher Recruitment and Retention Act of 2006.

SB 472 (Alquist) Teachers: Reauthorizes the professional development program (AB 466).

SB 1190 (Alquist) Science, Math, and Reading Teacher Development Program. This bill is similar to SB 472 but will now include professional development for science teachers.

SB 1224 (Torlakson) Teachers: Among other provisions, allows fully retired credentialed teachers to return to teaching without having to take the CBEST.

SB 1290 (Scott) Out of State Credentialing. This is an omnibus bill sponsored by the Administration and its intent is to streamline the credentialing process for out of state teachers.

Assessment

There is much interest regarding the CAHSEE and several bills have been introduced to address the problems associated with its administration or with assisting students in passing the CAHSEE.

AB 2180 (Garcia) CAHSEE: Commencing with 2008-2009 school year allow school districts to offer the high school exit exam to students in grade 9 if the pupil has completed the courses required to pass the exam.

AB 2255 (de la Torre) CAHSEE: Commencing 2007-2008, the high school exit exam may be administered at least one time per year on a Saturday.

Other

SB 1731 (Scott) College Opportunity Act of 2006. Would enact the College Opportunity Act of 2006. Provisions of the bill include notifying families of students in the 6th, 8th, and 10th grades about opportunities in higher education (including financial aid) and directing all higher education segments to decrease costs per graduate by focusing on improving completion rates.

The "suspense file" will also be taken up this week, determining which bills will continue to proceed through the legislative process.

—Martha Zaragoza-Diaz

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(The two articles on this page were recommended by readers of CCNews as items to share with the membership.)

Study To Examine Public Schools

From Los Angeles Times, March 31, 2006

For years, state Sen. Don Perata recalled, California officials shrugged off the issue of public school funding by saying, "Thank God for Alabama and Mississippi, or else we'd be last."

California isn't scraping bottom anymore, although it still ranks in the lower half of all states in per-pupil spending. But one thing hasn't changed: No one can say with certainty how much money it would take to properly educate all children—if that's even possible.

That should change, Perata, a Democrat from Oakland, and others promised Thursday, with the launch of a major research initiative aimed at determining how California can meet its educational goals and what the price tag will be.

Spearheaded by Stanford University, with \$2.6 million in funding from four philanthropic organizations, the project will bring together scholars from around the nation to conduct 20 studies into California's K-12 public school system.

The studies, to be completed by the end of the year, will be aimed at giving state officials the information needed to reform the system, with a focus on whether funding is adequate and whether it is allocated efficiently and fairly.

That will mean taking on some politically delicate topics such as the discrepancies between rich and poor districts, and the difficulty of assigning the best teachers to the neediest schools.

"We admit we have an achievement gap, and that achievement gap is unacceptable," state Supt. of Schools Jack O'Connell said in a telephone news conference about the research project. "We need a clear idea of what it's going to cost to meet the different educational needs of our very diverse student population."

The project will be led by educational economist Susanna Loeb of Stanford and will include researchers from 17 schools or research institutions, including USC, San Diego State, the University of Pennsylvania, the Rand Corp., UC Berkeley, UC Davis and, UC Santa Barbara.

Funding comes from the Bill and Melinda Gates Foundation, the William and Flora Hewlett Foundation, the James Irvine Foundation, and the Stuart Foundation.

Loeb said the study would focus on three areas: the current state of school financing and governance; how the state can use its resources better; and what it would take to meet the needs of all students.

Ted Mitchell, the former Occidental College president who heads Gov. Arnold Schwarzenegger's advisory committee on education, said no state had attempted a comparable study.

"There really is no marker in the history of school reform for this kind of collaborative, bipartisan, independent research," he said. He added that there is broad consensus in Sacramento now about the need for meaningful educational reform.

Perata pledged that the study would not suffer the typical fate of a state-sponsored report.

"Our commitment is that this will not die on the shelf," he said. "It could be and should be the centerpiece of the governor's State of the State [speech] next year, and should be the driving force behind what we do legislatively and with our budget in 2007. We have a lot riding on this."

NEA Backs Global Right to Education

WASHINGTON—The statistics are staggering. More than 100 million children of school age have never set foot inside a classroom or had the opportunity to know a teacher. Another 150 million children will drop out before they finish elementary school. And in many African countries, more than half of all girls never finish elementary school, and only one out of every five girls attends school beyond the sixth grade.

With a new program called "Send My Friend to School Week," the National Education Association appealed to its 2.8 million members to reach out to their leaders in government and secure their promise for a free, quality, basic education for every child in the world. The appeal was part of the Global Campaign for Education Action Week, April 24–30. Oscar winner Angelina Jolie was honorary chair of the 2006 "Send My Friend to School Week."

"Access to a great public school is a basic right for every child," said NEA president Reg Weaver. "A child's birthplace or economic situation should never dictate whether he or she receives an education," added Weaver, who also serves as the vice president of Education International, which represents 29 million teachers, higher education faculty, and education support professionals in 166 countries.

At the 2000 World Education Forum in Dakar, Senegal, international leaders declared that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources." Governments made a commitment to achieve quality, basic education for all by 2015, with a particular emphasis on girls' schooling.

As more than 115 countries around the world celebrated Global Action Week, NEA shined the spotlight on this urgent global education need and called on the U.S. government to fulfill its promise to fund this initiative.

NEA members will work with their students to "Make the Case." Students will hold mock hearings or create life-size cutouts to make the case for the 100 million children who lack access to education. These home-made messages will be directed to President Bush and members of Congress to remind the federal government of its commitment to funding global education.

"Every day our members educate more than 48 million public school students," said Weaver. "Together we can make a difference and urge members of Congress to have our government provide its fair share of funding to help children worldwide."

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 alliances that work 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.
- ◆ Recognize the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.
- ◆ 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 in evaluation of inservice teachers; and assure that all assessment measures used to evaluate teacher candidates and teachers at any point in their preservice preparation and inservice practice 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, with an equitable commitment of resources to maximize teaching and learning.
- ◆ 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 and updated and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006.

CCTE delegates and members are encouraged to reproduce and distribute the CCTE Policy Framework to all interested colleagues and friends.

Special Interest Groups (SIGs) of the California Council on Teacher Education Which Will Meet at the Fall 2006 Conference

Arts in Education: This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinator: Della Peretti, University of California, Berkeley.

BTSA and Induction: This new SIG will provide an avenue for continuing exploration of the work of BTSA programs and the role of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education. SIG coordinator: LaRie Colosimo, Claremont Unified School District.

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.

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 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 coordinators: Michele Cepello, California State University, Chico, and Lou Larwood, San Jose State University.

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

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

From the Desk of the CCTE Executive Secretary

Following are highlights of some CCTE activities as we near the end of the 2005-2006 CCTE membership year:

Membership

Around the end of June we will be mailing out membership renewal notices for the 2006-2007 CCTE membership year, which will run from July 2006 through June 2007. Renewal notices and membership forms will be mailed to both institutional and individual members, and you are encouraged to send in your new membership as early as possible.

If you have been an individual member during the 2005-2006 year, and wish to save the organization the expense of mailing you a renewal letter and form, I encourage you to use the membership form on the next page of this newsletter to send in your membership for 2006-2007 before the end of June. Such early renewals will be greatly appreciated.

If any institutions wish to renew their memberships prior to receiving the renewal letter, you are also welcome to do so. Instead of waiting for the usual forms, just prepare an institutional check (for \$480, plus \$80 for each additional individual member over and above the six delegates, plus \$75 if you wish to also renew your ICCUCET membership) and send it along to me with a list of your delegates and additional members if any.

If you are not currently either an institutional delegate or an individual member for 2005-2006, but wish to join for the 2006-2007 membership year, please use the form on the next page. We will welcome your membership.

Conference Plans

Plans are developing for the Fall 2006 CCTE Conference in San Diego (see information on page 2). We will be sending out the formal announcement and registration materials for the Conference later this summer.

Membership Survey

On behalf of the CCTE Board of Directors, I wish to thank the nearly 100 delegates and members who responded on line to the membership survey which we conducted earlier this year. We have pulled some 40 pages of information from those responses, and the Board will be using that information in shaping our future organizational efforts. I am pleased to report that most of the responses were quite positive and supportive of ongoing CCTE activities, along with many relevant suggestions for the future. Thanks again if you were one of the respondents. If not, we anticipate undertaking a similar survey again next year, so you will have another chance to provide feedback to the organization.

Book Sales

At the Spring 2006 Conference, in conjunction with the keynote address by Linda Darling-Hammond, CCTE was able to sell copies of several of her books through an arrangement with the publisher by which CCTE received a percentage of the sales. We still have copies available of some of those books, which may be ordered using the form below. We hope you will take advantage of this chance to purchase important books and help CCTE at the same time.

Please let me know if you need further information about any of our CCTE activities.

—Alan H. Jones

CCTE Executive Secretary
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San Francisco, CA 94118
Telephone 415/666-3012
Fax 415/666-3552
E-mail caddogap@aol.com

Order Form for Books by Linda Darling-Hammond

Please send me the following books:

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do

Linda Darling-Hammond and John Bransford, Editors - price \$38

of copies _____

The Right To Learn: A Blueprint for Creating Schools That Work

Linda Darling-Hammond - price \$24

of copies _____

A Good Teacher in Every Classroom: Preparing The Highly Qualified Teachers Our Children Deserve

Linda Darling-Hammond and Joan Baratz-Snowden, Editors - price \$20

of copies _____

Name _____

Total cost _____

Address _____

Make check payable to CCTE and mail form and check to CCTE, 3145 Geary Blvd. PMB 275, San Francisco, CA 94118 (your order will help CCTE, since our organization will receive a percentage of all such sales)

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 2006-2007 membership year (July 2006 through June 2007). 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 2006-2007 Academic Year (July 2006 to June 2007)

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 2006-2007, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

How to be a Good CCTE Delegate

*By David Georgi
California State University, Bakersfield*

I was approached at the Spring 2006 Conference by a colleague who confronted me with the question of what I was doing for Cal Council. Not wanting to leave myself open to being shamed into volunteering for something, I thought fast and replied, "I'm serving as a delegate." She triumphantly said, "Is that all?" Feeling somewhat cornered, I countered with "Yeah, but I'm a really good delegate." She persisted in demanding that I justify my service to Cal Council. As I scrambled to defend myself, I realized that I really *was* a good delegate.

The position of CCTE delegate has always been a mysterious one. Institutions can appoint six delegates, but there is no formal accounting procedure. Deans often assume, if they even think about it, that previous delegates will continue on. But, being human, delegates resign, change jobs, lose interest, or die, leaving positions vacant. All this is made more complex by the fact that many teacher educators don't know that CCTE is their professional organization.

This brings me back to how I can be a good delegate. When I get back to campus after a conference, I write a summary of it and email it to the School of Education faculty. I include a link to the *CCNews* describing the conference. This may raise awareness among those faculty that don't know about Cal Council. It also gives them access to the CCTE web site and its resources. I also make announcements at School of Education meetings about policy issues and other trends that emerge at CCTE Conferences.

Being a good delegate also is an effective way to weasel out of more rigorous service, which is part of my plan to graciously transition into retirement.

CAPSE/TED Summer 2006 Update

*By Virginia Kennedy
California State University, Northridge*

The California Association of Professors of Special Education/ Teacher Education Division of CEC (Council for Exceptional Children) met on Thursday, March 30, during the California Council on Teacher Education Spring 2006 Conference. Our guest speaker, Dr. Jan Jones-Wadsworth, Consultant with the California Commission on Teacher Credentialing, shared legislative updates and information about credentialing issues.

Topics addressed in the discussion that followed included English learner authorization for special education teachers, professional level induction programs, and subject matter preparation for middle and high school special education teachers. We also considered the need for a revision of the Education Specialist credential structure. As an outcome of this discussion, CAPSE/TED adopted a position on these issues, drafted a statement, and received a vote of support from the CCTE Delegate Assembly when it met later in the Spring Conference.

CAPSE/TED is involved in the planning of CCTE's Fall 2006 Conference on the partnership of special education and general education teacher educators. Please contact Michelle Cepello (mcepello@csuchico.edu) or Lou Larwood (llarwood@email.sjsu.edu), the CAPSE/TED Co-Presidents, for further information. CAPSE/TED will again be a co-sponsor of the CCTE Fall 2006 Conference, and a CAPSE/TED meeting will be held on Thursday, October 19, as part of the Conference.

We are also pleased to announce that the annual national conference for the Teacher Education and the Technology and Media Divisions of the Council for Exceptional Children will be held in San Diego on November 8-11. Please go on the web to www.tedcec.org for further information.

Dates of Upcoming CCTE Conferences

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

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Arlinda Eaton (see above under Board of Directors)

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

Judy Mantle, University of San Diego; jmantle@sandiego.edu

Spring 2007 Conference Chair:

Thomas Nelson (see above under editors)

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 Reyes Quezada 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.

CCTEWebsite

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 offers 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

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 sent by e-mail to all delegates and members of the California Council on Teacher Education and also posted on the CCTE website.

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 2006 issue, which will appear in September, is August 15, 2006.

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

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for the Fall 2006 Conference to be held October 19-21 at the Shelter Pointe Hotel and Marina in San Diego. The theme of the Fall 2006 Conference is "Educating All Students for the Future: Strengthening the Special Education/General Education Partnership." 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.

Topics of particular interest for the Fall 2006 Conference include: Preservice, induction, and inservice partnerships in special education and general education; Responses to intervention and other national and state initiatives; Educating teachers for inclusion and collaboration; Assessment and instructional issues.

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.

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 Helene Mandell, CCTE Research Committee Chair at:

hmandell@calstate.edu

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

Deadline: Proposals for the Fall 2006 Conference must be received by August 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 Thursday and Friday of the Fall Conference 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 Helene Mandell, California State University Office of the Chancellor, via e-mail at:

hmandell@calstate.edu

The submission procedures will be similar for future CCTE Semi-Annual Conferences. The submission deadline for the Spring 2007 Conference, to be held in San Jose on March 29-31, will be February 1, 2007.

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 2006 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 2007 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 benefited — 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 Fall 2006 Conference is September 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 Fall 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 September 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

6th Annual Bi-National Border Pedagogy Conference

October 26, 27, & 28, 2006
Universidad Pedagógica Nacional
Tijuana, Baja California

Theme:

“Steps Toward Educational Innovation and Transformation: Border Challenges”

The California Council on Teacher Education serves as a co-sponsor of the annual Bi-National Border Pedagogy Conferences.

All CCTE members and delegates are urged to attend.

Additional information may be obtained from Jaime Romo School of Education University of San Diego jromo@sandiego.edu

6to Congreso de Pedagogía Fronteriza

Logos:

26, 27 y 28 de Octubre, 2006

Costos:
\$1,000.00 Pesos
Antes del 26 Oct

Día del congreso:
\$1,300.00 Pesos

Sede
Universidad Pedagógica Nacional
Tijuana, México

**Pasos hacia la innovación y la transformación educativa:
Retos de la frontera**

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