

CCNews

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

Volume 18, Number 1, Spring Issue, March 2007

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From left to right, CCTE Vice President for ATE Ann L. Wood, CCTE Board Member Deborah Hamm, CCTE Executive Secretary Alan H. Jones, and CCTE President Elect Jim Cantor at the CCTE exhibit table at the Association of Teacher Education 2007 annual meeting in San Diego.



Newsletter of the California Council on Teacher Education

CCTE Spring 2007 Conference: *The Growing Nexus between Education and the Private Sector*

By Thomas Nelson,
University of the Pacific,
CCTE Spring 2007 Conference Chair

The California Council on Teacher Education Spring 2007 Conference, to be held March 29-31 in San Jose, promises to be an extraordinary event. The conference theme, *The Growing Nexus between Education and the Private Sector: Implications for Teacher Preparation and Development*, will highlight the work of a number of well known and highly respected authors from across the country and will coincide with the release of the Spring 2007 issue of *Teacher Education Quarterly* on the same theme. Featured presentations will focus on the ways in which corporate influence over educational policies and practices have significantly altered the landscape of public schools, and what this means for the teacher education profession.

The purpose of the 2007 Spring Conference is two-fold: first to inform attending participants about the increasing acceleration of private interest activities associated with educational and school policies; and second to provide a unique forum for contemplating moral imperatives as a professional response.

Corporate business over the past 20 years has taken a larger and more powerful role in several key areas of education. One, public schools represent a significant market for profit-driven companies that dominate the textbook and standardized test publication industry. As standardized testing has become the prominent means of assessing student and school academic achievement, three major publishing companies have gained a stronghold in the commercialization of the public school environment, profiting directly from tax-supported education funds.

Two, major brand name companies such as Coca-Cola, Pepsi, and Dominos, among many others, have capitalized on new drink and food markets in schools in order to substantially increase revenue and profits, often at the expense of providing children with more healthy nutritional alternatives.

Three, corporate incursions into school decision-making processes have been the direct result of state, and more significantly, federal policies such as No Child Left Behind. The Business Roundtable is one example of a corporate coalition effort aimed at influencing school policy decisions.

Fourth, as students and schools are increasingly being viewed in business terms, the outcomes of contemporary schooling practices are directly associated with preparing a low-skilled, low-paid workforce, contrary to predominate

media-driven perceptions about more idealistic state and national educational goals.

A major purpose of the CCTE Spring 2007 Conference will be to collectively examine the ways in which the teacher education profession is being increasingly impacted as a result of these corporate-driven standardization and privatization movements, and to explore strategies for responding to this growing juggernaut.

Bruce Jones, David C. Anchin Endowed Professor of Education and Director of the Anchin Research Center and Associate Dean of Research, University of South Florida, and co-guest-editor of the Spring issue of *Teacher Education Quarterly*, will serve as invited guest and keynote presenter.

Authors whose work will appear in the Spring 2007 issue of *Teacher Education Quarterly* and who will also serve as guest-presenters at the conference include: Kathy Emery, Freedom School San Francisco; David Gabbard, East Carolina University; Denise Gelberg, Cornell University; Pepi Leistyna, University of Massachusetts, Boston; and Kenneth Saltman, DePaul University.

Other authors contributing to the special Spring 2007 issue of the journal, whose ideas will also be discussed at the Spring Conference, include: Jean Anyon and Kiersten Greene, City University of New York; Michael Apple, University of Wisconsin-Madison; Terry Atkinson, East Carolina University; Alex Molnar and David Garcia, Arizona State University; Gregory Seaton, The College of New Jersey; and Margaret Beale Spencer, University of Pennsylvania.

The Planning Committee for the Spring 2007 Conference consists of: Thomas Nelson, Chair, University of the Pacific; James Cantor, California State University, Dominguez Hills; Larry Grimes, Sierra High School; Karen Heintschel, California Department of Correctional Education; Eileen Kerr, California State University, Stanislaus; Helene Mandell, California State University, Cal State TEACH; Della Peretti, University of California, Berkeley; Kirsten Smith, California State University, Sacramento; Heidi Stevenson, University of the Pacific; Barron Sudderth, Linden High School; and Andrea Whittaker, San Jose State University.

The formal announcement and registration materials for the Spring 2007 Conference were e-mailed to all CCTE members and delegates in early January and again in early February. A copy of the tentative program and the registration form for the Spring Conference appear on the following pages. If you have not registered already, now is the time to do so. This is a Conference you won't want to miss.

Tentative Spring 2007 CCTE Conference Program

Wednesday, March 28:

Noon to 5 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

Thursday, March 29:

8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open, Start of Two-Day Silent Auction.

9:00 a.m. to Noon - Meeting of the California Association of Professors of Special Education/Teacher Education Division.

9:30 a.m. to Noon - Independent California Colleges and Universities Council on Education of Teachers
(begins with Continental Breakfast; meeting starts at 10:00 a.m.).

10:00 a.m. to Noon - Meeting of the California Association of Bilingual Teacher Educators.

11:45 a.m. to 12:15 p.m. - Newcomers Meeting (for First-time or recent new attendees).

Noon to 12:30 p.m. - Pick up box lunches (for those who ordered them).

12:15 to 1:30 p.m. - First Set of Special Interest Groups:

Arts and Education, Educational Foundations, International/Global Teacher Education, Lives of Teachers,
Special Education, and Technology and Teacher Education

1:30 to 2:30 p.m. - Opening Session: Introductions and Conference Orientation and Viewing of Film Captive Audience.

2:30 to 4:00 p.m. - Keynote Address by Bruce Jones, Director of the David C. Anchin Research Center and Associate Dean
for Research of the College of Education at the University of South Florida, followed by Question & Answer time.

4:00 to 4:15 p.m. - Break.

4:15 to 5:45 p.m. - First Policy Session and Delegate Assembly, focusing on state and national policy issues.

6:00 to 7:00 p.m. - Joint Presidents' Reception & Social Hour.

7:00 to 9:00 p.m. - Conference Banquet, followed by songfest led by CCTE song-writers and minstrels, all voices welcome.

Friday, March 30:

7:30 to 8:45 a.m. - Teacher Education Quarterly Editorial Board Meeting.

7:30 to 8:45 a.m. - Issues in Teacher Education Editorial Board Meeting.

8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open, Silent Auction Continues until 1:30 p.m.

8:00 to 8:30 a.m. - Coffee & Danish.

8:30 to 11:30 a.m. - Guest Panel Presentation I, featuring Kathy Emery of the San Francisco Freedom School, David Gabbard
of East Carolina University, Denise Gelberg of Cornell University, Pepi Leistyna of the University of Massachusetts,
Boston, and Kenneth Saltman of DePaul University (a combination of presentations, discussions, audience responses).

11:30 to 11:45 a.m. - Final opportunity to vote in CCTE annual election.

11:45 a.m. to 1:15 p.m. - Conference Luncheon, featuring CCTE semi-annual awards presentations and results of CCTE
annual election.

1:15 to 1:30 p.m. - Break and final opportunity to bid in Silent Auction (results of Silent Auction will then be posted).

1:30 to 3:00 p.m. - Guest Panel Presentation II, featuring Kathy Emery of the San Francisco Freedom School, David Gabbard
of East Carolina University, Denise Gelberg of Cornell University, Pepi Leistyna of the University of Massachusetts,
Boston, and Kenneth Saltman of DePaul University (a combination of presentations, discussions, audience responses).

3:00 to 3:15 p.m. - Break

3:15 to 4:30 p.m. - Concurrent Research and Practice Sessions.

4:30 to 4:45 p.m. - Break

4:45 to 6:00 p.m. - Second Set of Special Interest Groups:

BTSA and Induction Programs, Case Methods, Coalition for Educational Renewal, Coordinators of Credential Programs,
Deans and Directors of Teacher Education, and Equity and Social Justice

Saturday, March 31:

8:00 a.m. to noon - Conference Registration and Exhibits Room Is Open.

8:00 to 9:00 a.m. - Coffee & Danish.

9:00 11:45 a.m. - Closing Policy Session: Discussion of Issues Raised at Conference, seeking to identify positions and actions
to be taken by CCTE and other organizations, by teacher education programs and institutions, and by individual teacher
educators.

11:45 a.m. to Noon - Final Comments and Conference Adjournment.

California Council on Teacher Education

Spring 2007 Conference Registration Form

March 29-31, 2007, Sainte Claire Hotel, San Jose

Please register me for the Spring 2007 CCTE Conference!

Name _____

Preferred Mailing Address _____

_____ (include ZIPcode)

Telephone _____ E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- ☐ Basic Pre-Registration - \$200 (will be \$225 on site)
- ☐ Special for First-Time Registrants - \$150 (will be \$175 on site)
- ☐ Special for Students - \$100 (will be \$125 on site)

Food Service (check those desired):

- ☐ Thursday Box Lunch - \$25
- ☐ Conference Banquet (Thursday evening) - \$45
- ☐ Conference Awards Luncheon (Friday noon) - \$35
- ☐ Check here if you wish vegetarian meals.

CAPSE Meeting and Refreshments (Thursday morning)

- ☐ Special Fee for Those Attending - \$20

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

Total from boxes checked above (please enclose check for this amount payable to CCTE): \$_____

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference; However, if you are not already a delegate or member, please consider joining (use the membership form in this issue of *CCNews*, and include membership dues in your check).

CCTE Special Interest Groups, all attendees are urged to attend a SIG of their choosing during each time slot (check the ones you plan to attend):

SIGs meeting at 12:15 p.m. on Thursday:

- ☐ Arts in Education
- ☐ Educational Foundations
- ☐ International /Global Teacher Education
- ☐ Lives of Teachers
- ☐ Special Education
- ☐ Technology and Teacher Education

SIGs meeting at 3:45 p.m. on Friday:

- ☐ BTSA and Induction
- ☐ Case Methods
- ☐ Coalition for Educational Renewal
- ☐ Credential Program Coordinators
- ☐ Deans and Directors
- ☐ Equity and Social Justice

Send completed form with check payable to "CCTE" to: Alan H. Jones, CCTE Executive Secretary,
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Pre-registration deadline is March 9; no refunds after that date. On-site registration will be available at the Conference. If you are paying for multiple registrants by institutional check, please complete a copy of this form for each person.

CCTE Special Interest Groups (SIGs) Which Will Meet at the Spring 2007 Conference

Twelve CCTE Special Interest Groups will meet at the Spring 2007 Conference in San Jose. The SIGs will meet concurrently, at two different times, during the 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. The twelve SIGs are:

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 SIG provides 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.

Coalition for Educational Renewal: This SIG explores issues related to implementation of the ideas of the national educational renewal movement in California. SIG coordinator: William Rich, California State University, Chico.

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: New coordinator to be selected.

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.

International/Global Teacher Education: This new SIG will explore issues and practices related to teacher education in the international/global context. SIG coordinator: Reyes Quezada, University of San Diego.

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 teacher 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 co-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.

Please Contribute Items for the CCTE Silent Auctions

All members, delegates, and friends of the California Council on Teacher Education are encouraged to contribute items for the silent auctions at the semi-annual CCTE Conferences. Two highly successful silent auctions have been held at the Spring and Fall 2006 Conferences, with such items as books, gift baskets, art works, and get-away weekends at beach houses and condos receiving enthusiastic bids from Conference attendees.

If you have such items available to contribute to the CCTE silent auction at the Spring 2007 Conference, please contact either Deborah Hamm (e-mail dhamm@csulb.edu) or Caryl Hodges (e-mail hodges@usfca.edu). Two-or-more-day stays at attractive locations have proven to be the best fund-raisers at the silent auctions.

Your contribution of any item to CCTE for a silent auction is tax-deductible, since CCTE is a non-profit organization.

ATE Holds Annual Meeting in San Diego

By **Ann L. Wood**, CCTE Vice President for ATE

The Association of Teacher Educators 2007 Annual Meeting was held on February 18-21 at the Manchester Grand Hotel in San Diego near Seaport Village. The California Council on Teacher Education, which serves as the ATE affiliate for California, acted as the host chapter for the event.

David Berliner of Arizona State University was the keynote speaker on Sunday evening, and other major speakers included Kimberly Oliver, the National Teacher of the Year, Arthur Levine of the Woodrow Wilson National Fellowship Foundation, and Robert Yinger of the University of Cincinnati. Special welcomes for the conference were delivered by Skip Meno, Dean of San Diego State University College of Education, and Carl Cohn, Superintendent of San Diego City Schools.

As Co-Chair of Local Arrangements for the meetings, I arranged for Dean Meno and Superintendent Cohn to speak as well as for six student groups from San Diego City Schools to entertain participants at each of the general sessions, the ATE Awards Ceremony, and the President's Breakfast. One of the groups was the Mariachi Juvenil de San Diego under the direction of Serefin Paredes from the San Diego Media, Theatrical, and Performing Arts High School. The other student entertainment groups included the jazz band and string quartet from the San Diego School for Creative and Performing Arts (SCPA), under the direction of Tamara Page, and the SCPA Choral, under the direction of Gail McKinney. The SCPA Choral received a standing ovation for their original rendition of several familiar songs.

Benjamin Roy, a senior at SCPA, opened the Monday session with two inspiring songs that resonated with the



CCTE Executive Secretary Alan H. Jones and CCTE President Reyes Quezada in front of the CCTE exhibit table at the ATE Annual Meeting in San Diego.



CCTE Board Member Jaime Romo of the University of San Diego behind the CCTE exhibit table at the ATE Annual Meeting.

theme of the ATE conference, *Reinventing the Educational Landscape: Renewing Hope, Heart, and Vision for Teachers, Learners, and Communities*. As David Ritchey, ATE Executive Director, stated, "We'll be able to say that we heard him first at ATE." Benjamin was truly inspirational!

The conference entertainment for the President's Brunch included the Advanced Dance Group from SCPA under the direction of Donald Robinson. Each student soloist and student group reminded us all why we must protect and advocate for public schools and ALL the students who attend them.

CCTE was represented at the ATE Delegate Assembly by Sally Botzler, LaRie Colosimo, Deborah Hamm, and myself.

A Preservice Teacher Strand was held Monday, February 19th that Ed Plutorak, 2004-2005 ATE President, and I are coordinated. Over 50 student teachers heard a presentation by the 56th National Teacher of the Year, Kimberly Oliver, as well as a presentation by Spencer Kagan on cooperative groups. They interacted with both presenters throughout the whole day.

CCTE representatives at the Tuesday evening ATE Awards Ceremony were Sally Botzler and myself. During the ceremony, Sikula Unit Achievement Awards were given to Michigan, Pennsylvania, and Texas. An Articulation with the National Office Award was given to Pennsylvania, and a Program/Services Award was given to Texas. An Outstanding Unit Award was awarded to Pennsylvania. For my role as CCTE Vice President for ATE, I was also honored with an ATE Presidential Service Award.

Sally Botzler, Co-Chair for 2007 Conference Local Arrangements, did a great job of organizing all the volunteers who helped greet participants at the Conference Welcome

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ATE Holds Annual Meeting in San Diego

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Table. In addition, CCTE Executive Secretary Alan Jones and others staffed an informative table in the ATE exhibits area advertising the California Council for Teacher Education and all its publications and services. Warm thanks go out to all of you who were there to greet conference participants at these tables!

In total, there were 81 individuals from California who participated in the ATE annual meeting program (see that list on the following pages).

Unfortunately, this ATE conference experienced its worse showing of on-site registrations of any ATE Conference in recent history. Usually on-site registrations run about 200 to 400, but at this conference only 30 people registered on site. This means that California teacher educators did not attend the ATE conference in numbers that were expected. Since ATE conferences are now scheduled for other states for the next six years, there is time to calculate how to better stimulate California participation in ATE conferences. I hope that we can all work together to increase California membership in ATE and participation from California in ATE conferences in the years to come. ATE is the only national and now international organization that promotes and includes both Pre-K-18 and university faculty educators collaborative participation in issues affecting teaching and all children's learning.

Future ATE Meetings

ATE 2007 Summer Conference, Milwaukee, WI, July 28-August 1.

ATE 2008 Annual Meeting, New Orleans, LA, February 9-13.

ATE 2008 Summer Conference, Washington, DC, July 30-August 5.

ATE 2009 Annual Meeting, Dallas, TX, February 15-18.

ATE 2009 Summer Conference, Reno, NV, August 1-5.

ATE 2010 Annual Meeting, Chicago, IL, February 11-17.

ATE 2011 Annual Meeting, Orlando, FL, February 9-16.

ATE 2012 Annual Meeting, San Antonio, TX, February 12-16.

ATE 2013 Annual Meeting, Atlanta, GA.

Other ATE Notes

In the ATE tradition of leaving an area better than it was before an ATE event, several ATE members are working to help the 2007 Annual Meeting student entertainment groups to obtain scholarships and learn more about their opportunities as future university music majors. In addition, the scheduling of the 2008 ATE Annual Meeting in New Orleans



Ann L. Wood, CCTE Vice President for ATE, talks with ATE Executive Director David Ritchey in San Diego.

is purposeful and aimed at encouraging teachers and teacher educators from across the U.S. to visit New Orleans. ATE will be collecting children's books and teachers' professional development books to deliver to the Recovery Schools in the New Orleans area. Anyone wishing to donate books should contact me by telephone at 323/343-3156 or by e-mail at awood2@socal.rr.com. The registration form for the ATE 2008 Annual Meeting in New Orleans will also include an opportunity for conference participants to donate funds to the New Orleans Recovery Schools.



CCTE Board member Arlinda Eaton at the ATE welcome desk in San Diego.

California Presenters at 2007 ATE Meeting

Seventy-seven California teacher educators appeared on the annual program of the Association of Teacher Educators in San Diego in February of this year. Those presenters, and their topics, are listed below by the days of the conference.

Sunday, February 18

"Shedding Light on Invisible Classroom Management Skills," Rick Smith, Conscious Teaching, Napa, CA.

"Using the Arts as a Means for Transforming Multiple Subject Teacher Education Madeline," Patty Yancey, Humboldt State University, and Cathleen Micheals, The Teachers' Workshop.

"The Reading Comprehension Video Library: Teacher-Led Moels for Continuous Professional Learning," John Schacter, Stanford University.

"Writing for Publication in *Action in Teacher Education*," Valerie Ooka Pang, San Diego State University, and eight others.

"Research-Based Coaching Model Transformed into Practice," Wayne Padover, National University, and Donna L. Elder, Corinne A. Seeds University Elementary School at UCLA.

Monday, February 19

"A Computer for Each Student: Preparing Teachers to Teach in a 1:1 Computing Environment," Loretta Donovan, CSU Fullerton.

"Inclusive Education: Where We've Been, Where We're Going," Judy Mantle, University of San Diego, and 17 others.

"Examining the Relationship between Teachers' Beliefs in Mathematics and Their Instructional Practice," Michelle Vander Veldt, CSU Fullerton.

"Artful Teaching: Learning from Efforts to Integrate the Arts in Teacher Preparation," David Donahue, Mills College; Paul Ammon, Dafney Dabach, and Della Peretti, University of California, Berkeley; and Joan Davenport, CSU East Bay.

"Teacher Inquiry as the Gateway for Student Learning," Barbara J. Merino, R.C. Ambrose, J.A. Galli-Banducci, K Dixon, and G. Hamilton, University of California, Davis.

"Reflecting on Practice in Teacher Education," Ellen Kottler, CSU Fullerton and others.

"Teacher Leaders as Urban Change Agents: A Cross Cultural Comparison of Pre-service Teacher Candidates," Gisele Ragusa, University of Southern California.

"Building Resilience through Rtl (Response to Intervention)," Sherrye Smith and Jane McGuire, California Baptist University.

"Renewing Hope through Mentoring and Action Research: Rescuing Teachers from Burnout," Melissa Hartley, San Diego Schools and others.

"Using Graduate Case Studies in Dynamic Authentic Assessment," Sharon H. Ulanoff, Joan Fingon, and Dolores Beltran, CSU Los Angeles.

"Dual Student Teaching," Deborah Hamm, CSU Long Beach.

"Induction Program Support Activities and Strategies that Lead to Teacher Excellence," Joan Henderson-Sparks, Susan M. Tracz, and Janine Quisenberry, CSU Fresno.

"To Blog or Not to Blog, That Is the Question: A Pilot Study on School Principals; Attitudes toward Education Blogs in Teaching and Learning," Shaoyi He, CSU San Marcos.

"Lesson Study and the Social Studies Classroom," Jared R. Stallones, California State Polytechnic University, Pomona.

"Inclusive Education SIG," Stephen Lilly, CSU San Marcos.

Tuesday, February 20

"Mentoring Commission: Overview of Research," Ann L. Wood, CSU Los Angeles; Michael Strong, University of California, Santa Cruz; and 10 others.

"Santa Ana Partnership," Juan Francisco Lara, University of California, Irvine; Sara Lundquist, Santa Ana College; Lorraine Girard, Segerstrom High School; Carleen Watts, Santa Ana High School; Roslyn Soto, University of California Irvine Future Teachers Initiative for Science and Mathematics Teachers; and Rosa Harrison, Padres Promkotores de Educacion.

"Face-to-Face Versus Online," Dirk Davis, California Baptist University.

"Revisiting John Dewey's Views on Teacher Education," David L. Moguel, CSU Northridge.

"Assessing Teachers' Preparation to Integrate Technology in the Classroom," Loretta Donovan, CSU Fullerton and three others.

"Integrating Teacher Education into Urban Schools and Communities," Jana Noel, Pia Wong, and Tom Owens, CSU Sacramento.

"Lost in Transition: Novice Teachers' Experiences in a New Induction/Licensure Program," Ann L. Wood, CSU Los Angeles

"Book Clubs: A Strategy for Creating a Community of Learners in the Online Learning Environment," Bonnie Piller, CSU San Bernardino.

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California Presenters at 2007 ATE Meeting

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“Creating Spaces for Effective Second Language Literacy Development in an Urban Multi-Age Classroom,” Sharon L. Ulanoff and Ambika Gopalakrishnan, CSU Los Angeles; Diane Brantley, CSU San Bernardino; and Susan Courtney and Richard Rodgers, Los Angeles Unified School District.

“Educational Journals: A Session for Current and Prospective Editors, Editorial Review Board Members, and Authors,” Ann L. Wood, CSU Los Angeles, Thomas Nelson, University of the Pacific, and six others.

“All Differences Aside: Establishing a Research-Based University and Textbook Publisher Partnership for Powerful Teacher Development,” Kimberly A White Smith and Roxanne Miller, Chapman University.

“Improving the Mentoring of Pre-service Teachers’ Professional Dispositions,” Trini Lewis and Deborah Hamm, CSU Long Beach.

“Looking Within: Reflective Process in Teacher Education,” Marina Aminy and Katya Karathanos, San Jose State University.

“California Mini-Corps: Developing Quality Teachers for 40 Years,” Jose Lomeli, CSU Fresno.

“Study of Pathways into Teaching in New York City Schools,” Pamela Grossman and Susanna Loeb, Stanford University, and three others.

“Borderland Teacher Education: An Analysis of the 5th Annual Border Pedagogy Conference,” Jaime J. Romo, University of San Diego, and Margarita Luna Delgado, Universidad Iberoamericana.

“University Connection—Conexión Universidad: A Fam-



CCTE President Reyes Quezada (left) talks with Tom Griggs of the University of Northern Colorado at the ATE meetings in San Diego.



CCTE Board Member Deborah Hamm (right) at the CCTE exhibit table.

ily Literacy Project for ‘At Risk’ 4th Grade Pupils,” Mona Thompson and Susan Rodriguez, CSU Channel Islands.

“Preparing Pre-Service Elementary Educators to Teach Literacy in Diverse Urban Classrooms,” Jodene Kerstein and Helen Rockett, California State Polytechnic University, Pomona.

“Raising the Bar of Teacher Quality: Accountability, Collaboration, and Social Justice, DeLacy Ganley, Anita P. Quintanar, and Lisa S. Loop, Claremont Graduate University.

“Masters/Induction School-University Partnership: Collaborating to Develop a New Program,” James S. Cantor, CSU Dominguez Hills.

Wednesday, February 21

“No Child Left Behind: Character Education for Character Development,” Edward DeRoche, University of San Diego and Ron W. Germaine, National University.

“A Vision of Teaching: An Unexpected Result of a Pre-service Teaching Performance Assessment,” Mimi Miller, Cris Guenter, and Michael Kotar, CSU Chico.

“The Many Faces of School Reform: A Performance Using Song Parodies to Look at School Reform from Multiple Perspectives,” James S. Cantor, CSU Dominguez Hills.

“Four Dimensions of Teaching for Democracy: Pathway for Socially Responsive Teaching Practices,” Ann Unterreiner, University of Redlands.

AACTE Debates National Accreditation

A key item of discussion at the 2007 Annual Meetings of the American Association of Colleges of Teacher Education in New York February 24-26 concerned national accreditation of teacher education. For many decades the National Council for Accreditation of Teacher Education has been the sole national accrediting agency in the field, but in recent years the Teacher Education Accreditation Council has been created and has now received approval of the U. S. Department of Education as an alternative national accrediting

agency for teacher education, thus giving colleges and universities seeking national accreditation a choice.

At the AACTE Annual Meetings a resolution was introduced calling for a single national accreditation system. This resolution, called Resolution 54, engendered lively debate, and was passed by the narrow margin of 158 to 151 by the AACTE delegates. (See CCTE President Reyes Quezada's message on page 11 of this issue of *CCNews* for further commentary on this issue).

Photos from AACTE Annual Meetings in New York



Photo to the Left: Randy Hitz, the new Chair of AACTE, Sharon Robinson, the CEO of AACTE, and Reyes Quezada, CCTE President (left to right).

Photo Below: Reyes Quezada, CCTE President, Sharon Robinson, CEO of AACTE, and Joel Colbert, CCTE Vice President for AACTE (left to right).

Photo Left Below: Reyes Quezada, CCTE President, with Linda Darling-Hammond of Stanford University.



Photos in this issue of *CCNews* were taken by or for James Cantor (at ATE meetings), Alan Jones (at CCTE Board meeting and ATE meetings), and Reyes Quezada (at ATE and AACTE meetings).

Message from the CCTE President: Alternative Accreditation—Is California Ready To Listen or Lead?

Dear Colleagues and CCTE Members and Delegates,

At each of our semi-annual California Council on Teacher Education conferences we focus on issues of significance to the field. At the upcoming Spring 2007 Conference in San Jose, under the leadership of the conference committee chaired by Tom Nelson (University of the Pacific) we will explore the growing, and worrying incursion of the private sector into public education, and our aim will be to identify ways in which we can, as an organization, in our teacher education programs, and as individuals be better informed and more proactive in the face of such pressures.

Our Fall 2007 Conference in San Diego will then focus on assessment. The conference committee, co-chaired by Ron Solorzano (Occidental College) and Magaly Lavadenz (Loyola Marymount University), is busy at work planning the various components, with the intention that we will explore the impact of the high-stakes testing movement and the potential for alternative approaches in assessment in the K-12 sector and in the preparation of “highly qualified teachers.”

I anticipate that our Fall 2007 Conference discussions will naturally lead to a conversation about how our schools, colleges, and departments of education at colleges and universities across California are being assessed now and in the future. Based on discussions and actions at the recent meetings of the Association of Teacher Educators (ATE) and the American Association of Colleges of Teacher Education (AACTE) it appears some changes may be afoot nationally.

Recently it was reported that Maryland’s State Board of Education is thinking of accepting a recommendation from a committee to possibly initiate the utilization of a alternative accrediting agency. The reasons vary, but similarly intriguing initiatives may occur in other states as well. For several decades the National Council for Accreditation of Teacher Education (NCATE) has been the only national accrediting agency for teacher preparation in the United States. Recently, however, the Teacher Education Accreditation Council (TEAC) has been created and has been recognized by the United States Department of Education as an alternative agency for national accreditation in our field.

Here in California, of course, colleges and schools of education must be accredited by the California Commission on Teacher Credentialing (CCTC), but many choose also to seek national accreditation in order to maintain a competitive edge. To date California institutions wishing national accreditation have turned to NCATE, but now there may be an alternative available through TEAC.

The questions to ponder are several: Would having two national accrediting agencies promote competition and improve service to our institutions? Does it make more sense for colleges and schools of education to set their own



Reyes L. Quezada

standards of assessment and evaluate their own measures of achievement? What value does national accreditation have for California institutions? Are the costs of national accreditation returned in institutional reputation and credibility that may accompany such accreditation? These and other questions are being discussed at the national level through ATE and AACTE.

The challenge I put forth to all CCTE members and delegates is to continue this dialogue at the state level. Many of our institutions will be considering which national accrediting agency might be the best fit for their needs. Just as NCLB requires a “highly qualified teacher in each classroom” we want to make sure that we have a choice of “highly qualified” national accrediting agencies that meet our needs here in California.

I hope many of us will keep our eyes open and our ears attuned to listen carefully to the discussions being held nationally on accreditation and other assessment issues, so that here in California we can “Lead the Discussion” and not just “Listen to the Discussion.”

I look forward to seeing you at our Spring Conference in San Jose.

—Reyes Quezada, CCTE President
School of Leadership and Education Sciences,
University of San Diego

Plans Developing for Fall 2007 CCET Conference around Theme of Assessment

The Fall 2007 Conference of the California Council on Teacher Education will address the topic of assessment, a theme that has been requested by many CCTE members and delegates given its contemporary importance in teacher education and K-12 schools.

It is the expectation of the Planning Committee for the Conference that both national and state trends in assessment will be examined, as well as an exchange of ideas and practices related to the Teacher Performance Assessment system evolving in California.

The Fall 2007 Conference will be on October 18-20 at the Kona Kai Resort in San Diego. The formal announcement of the Conference as well as registration materials will be disseminated to all CCTE members and delegates this summer.

Magaly Lavadenz of Loyola Marymount University and Ronald Solorzano of Occidental College are serving as co-chairs of the Planning Committee for the Conference, and they will welcome ideas as well as volunteers to serve on the Committee. They can be e-mailed at mlavaden@lmu.edu and solor@oxy.edu

CCTE Conference on Internationalizing Teacher Education To Be Held Fall 2008

Plans for a CCTE Semi-Annual Conference around the theme *Internationalizing Teacher Education* have been rescheduled to the Fall 2008 Conference, which will be held at the Kona Kai Resort in San Diego on October 16-18.

CCTE President Reyes Quezada of the University of San Diego is chairing the Planning Committee for the Conference, and he will welcome ideas as well as volunteers to serve on that Committee. He can be contacted by e-mail at rquezada@sandiego.edu

CCTE 2007 Election

The annual election of the California Council on Teacher Education in 2007 is being held to fill three seats on the CCTE Board of Directors. Directors are elected to three-year terms, and the Directors whose terms will expire at the end of the 2007 Spring Conference are Deborah Hamm of California State University, Long Beach, Lisa Kirtman of California State University, Fullerton, and Jaime Romo of the University of San Diego. Three new Directors will be elected to take office following the Spring Conference.

The CCTE Committee on Nominations and Elections is chaired by Past President Andrea Maxie of California State University, Los Angeles, and the other two members of the Committee this year are Deborah Hamm and CCTE Executive Secretary Alan Jones. The Committee was charged with recruiting a slate of at least six candidates for the three open positions.

The six nominees recruited by the Committee are Alice Bullard of BTSA Cluster 2, Mary Christianakis of Occidental College, Virginia Kennedy of California State University, Northridge, Jose Lalas of the University of Redlands, Kimberly Mayfield of Holy Names University, and Heidi Stevenson of the University of the Pacific. Those nominees were announced in a communication to all CCTE members and delegates in early January, and the opportunity was offered for other candidates to be nominated by petition. No additional nominations were received, so the final list of six candidates was mailed to all members and delegates in mid-February along with ballots that are to be returned by mail or brought to the Spring Conference in San Jose.

The election will close at noon on Friday of the Spring Conference, at which time the ballots will be tallied by the Committee and the three candidates receiving the most votes will be declared elected, will be announced at the close of the Awards Luncheon that day, and will take office at the end of the Spring Conference.

The current CCTE officers (President, President-Elect, Vice President for AACTE, Vice President for ATE, and Past President) are serving two-year terms that run from the Spring of 2006 to the Spring of 2008. Those offices will be up for election again in the CCTE election of 2008. The nomination process for that election will begin following the Fall 2007 Conference.

If you have any questions about the CCTE nomination and election procedures, which are spelled out in the CCTE By-Laws, please contact Executive Secretary Alan Jones. He can be reached by e-mail at caddogap@aol.com or by telephone at 415/666-3012.

Dates of 2007 CCTE Conferences

Spring 2007, March 29-31, Sainte Claire Hotel, San Jose
Fall 2007, October 18-20, Kona Kai Resort, San Diego

University of San Diego To Host 52nd International Council for the Education of Teachers (ICET) World Assembly Combined with the 7th Border Pedagogy Conference

This summer the School of Leadership and Education Sciences at the University of San Diego is pleased to hold, for the first time in the United States, the 52nd International Council for the Education of Teachers (ICET) World Assembly in conjunction with the 7th Border Pedagogy Conference. This event will take place between July 16 and 19, 2007.

The theme of this year's conference is "Borders, Boundaries, Barriers, and Frontiers: Promoting Quality in Teacher Education." The combination of these two conferences will provide opportunities for colleagues from around the world to examine the many kinds of boundaries we experience on a daily basis: geo-political barriers; social, economic or educational barriers; boundaries that can separate but may also be permeable; and the expanding opportunities as we face the frontiers of our own knowledge.

Scholars and administrators from universities, colleges, departments, and institutes of education, as well as government ministries and agencies, professional organizations, and the business sector interested in educational development and others are invited to participate in this unique international forum on education and to share their ideas, research, and experience with their colleagues from around the world. The program will offer challenging general sessions by world leaders and scholars, as well as concurrent and round table sessions by a multi-national cadre of educators.

In addition to providing a forum for teacher educators and policymakers from around the world, participants will be provided with suggestions as to how to best enjoy the wonderful sights and sounds that the region has to offer, such as, San Diego's historic Old Town, the magnificent Balboa Park museums, and a visit to Tijuana, Mexico.

For additional information about the conference please visit the website:

http://myclass.nl.edu/icet/world_assembly/worldassembly07.htm

or contact the University of San Diego's School of Leadership and Education Sciences Global Center Coordinator, Whitney McIntyre Miller by phone (619) 260-7443 or by e-mail globalcenter@sandiego.edu.

The California Council on Teacher Education has served as a co-sponsor of the annual Border Pedagogy Conferences, and again this year urges CTE members and delegates to attend this combined international conference.

Dale Janssen Appointed Executive Director of California Commission on Teacher Credentialing

From a press release issued by the California Commission on Teacher Credentialing on February 9, 2007:

The California Commission on Teacher Credentialing today appointed Dale Janssen as its Executive Director. He had previously served as Interim Executive Director since August of 2006.

"The Commission is very pleased that Mr. Janssen has agreed to accept the Executive Director position," stated P. David Pearson, Chair of the Commission. "He has demonstrated his ability to effectively lead the Commission staff as it accomplishes its important work serving the educators and public school children of California. Mr. Janssen brings a new vitality to the work of the Commission."

Janssen, 56 years of age, has been employed at the Commission for 15 years, nine of those in a management role. Prior to his appointment as Interim Executive Director, he served as the Director of Certification, Assignment, and Waivers Division which is responsible for granting professional education credentials, issuing credential waivers, and monitoring teaching assignments across the state.

As Interim Executive Director, Janssen significantly improved the Commission's internal and external communications, resolved long-standing budget issues, and promoted a fresh image for the agency.

Before joining the Commission staff in 1991, Janssen was the managing partner of a small business in Sacramento. Currently he is a member of the technology committee of the National Association of State Directors of Teacher Education and Certification. He earned his master's degree in communications and public administration and a bachelor's degree in communications, both from California State University, Chico. He also holds a Professional Clear Teaching Credential in Social Science and a Community College Credential in Communications.



Dale Janssen speaking at the CCTE Fall 2006 Conference Delegate Assembly in San Diego.

CCTE Leadership Directory

CCTE Officers:

Reyes Quezada, President (2006-2008), University of San Diego; rquezada@sandiego.edu
 James Cantor, President-Elect (2006-2008), California State University, Dominguez Hills; jcantor@csudh.edu
 Joel Colbert, Vice President for AACTE (2006-2008), Chapman University; colbert@chapman.edu
 Ann L. Wood, Vice President for ATE (2006-2008), California State University, Los Angeles; awood@calstatela.edu
 Andrea Maxie, Past President (2006-2008), California State University, Los Angeles; amaxie@calstatela.edu

CCTE Board of Directors:

LaRie Colosimo (2005-2008), Claremont Unified School District; lcolosim@csud.claremont.edu
 Arlinda Eaton (2005-2008), California State University, Northridge; arlinda.eaton@csun.edu
 Cindy Grutzik (2006-2009), Pacific Oaks College; cgrutzik@pacificoaks.edu
 Deborah Hamm (2004-2007), California State University, Long Beach; dhamm@csulb.edu
 Lisa Kirtman (2004-2007), California State University, Fullerton; lkirtman@fullerton.edu
 Helene Mandell (2006-2009), California State University Office of the Chancellor; hmandell@calstate.edu
 Eugenia Mora-Flores (2005-2008), University of Southern California; moraflores@usc.edu
 Della Peretti (2006-2009), University of California, Berkeley; dperetti@berkeley.edu
 Jaime Romo (2004-2007), University of San Diego; jromo@sandiego.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2007-2010), Caddo Gap Press; caddogap@aol.com
 Martha Zaragoza-Diaz, CCTE Legislative and Educational Policy Analyst, Zaragoza-Diaz & Associates; madiatz@earthlink.net
 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@pacific.edu
 Margaret Olebe, Editor, *Issues in Teacher Education*, California State University, Long Beach; molebe@csulb.edu
 James Cantor, Editor, *CCNews* (see above under CCTE Officers)

CCTE Committee Chairs:

Alliance Building Committee Chair:
 Reyes Quezada (see above under Officers)
 Awards Committee Chair:
 Arlinda Eaton (see above under Board of Directors)
 Membership & Resources Committee Co-Chairs:
 Deborah Hamm (see above under Board of Directors)
 Lisa Kirtman (see above under Board of Directors)
 Policy Committee Co-Chairs:
 Ron Solorzano, Occidental College; solor@oxy.edu
 Susan Westbrook, California Federation of Teachers; suew447@aol.com
 Policy Framework Committee Chair:
 Thomas Nelson (see above under editors)
 Research Committee Chair:
 Helene Mandell (see above under Board of Directors)
 Technology and Communications Committee Chair:
 Heidi Stevenson, University of the Pacific; hstevenson@pacific.edu

CCTE Conference Committee Chairs:

Spring 2007 Conference Chair:
 Thomas Nelson (see above under editors)
 Fall 2007 Conference Co-Chairs:
 Magaly Lavadenz, Loyola Marymount University; mlavaden@lmu.edu
 Ron Solorzano, Occidental College; solor@oxy.edu

Call for Volunteers for CCTE Committees

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.

CCTE Board Meeting Held February 9

The Board of Directors of the California Council on Teacher Education met on Friday, February 9, 2007, at the Wallace Conference Room of the California State University Office of the Chancellor in Long Beach. Details from that meeting are as follows:

Directors Present: James Cantor, President-Elect (California State University, Dominguez Hills), Joel Colbert, Vice President for AACTE (Chapman University), Arlinda Eaton (California State University, Northridge), Cindy Grutzik (Pacific Oaks College), Deborah Hamm (California State University, Long Beach), Lisa Kirtman (California State University, Fullerton), Helene Mandell (Office of the Chancellor, California State University), Andrea Maxie, Past President (California State University, Los Angeles), Eugenia Mora-Flores (University of Southern California), Reyes Quezada, President (University of San Diego), Jaime Romo (University of San Diego), and Ann Wood, Vice President for ATE (California State University, Los Angeles).

Others Present: Caryl Hodges, President of Independent California Colleges and Universities Council on the Education of Teachers (University of San Francisco), Alan H. Jones, Executive Secretary (Caddo Gap Press), Virginia Kennedy, Past President of California Association of Professors of Special Education/Teacher Education Division and Co-Chair of Fall 2006 Conference (California State University, Northridge), and Martha Zaragoza-Diaz, CCTE Legislative and Educational Policy Analyst (Zaragoza-Diaz & Associates).

Directors Absent: LaRie Colosimo (Claremont Unified School District) and Della Peretti (University of California, Berkeley).

The meeting was called to order at 10 a.m. by President Reyes Quezada. Each person present introduced themselves and offered a few comments. The announced agenda was reviewed and approved. The minutes from the October 18, 2006, meeting of the Board of Directors were approved as prepared and presented.

Reports were presented by President Quezada, Vice President for AACTE Joel Colbert, Vice President for ATE Ann Wood, Arlinda Eaton for the Awards Committee, Deborah Hamm and Lisa Kirtman for the Membership Committee, and Helene Mandell for the Research Committee. Reports were also presented on behalf of the editors of both journals.

On the subject of membership, a brief discussion centered on ways in which the organization can encourage institutions to update their delegate lists, include a wider range of participants in CCTE, and add additional members to the list of six delegates. It was agreed that we will expand efforts to identify a key individual on each campus to spearhead such directions.

Executive Secretary Alan Jones distributed copies of the Executive Secretary report and the current budget report for 2006-2007 year to date, which showed that CCTE has had income to date during the 2006-2007 year of \$94,826.16 and expenditures of \$94,434.20.

Under discussion and action items, Virginia Kennedy distributed copies of the evaluations of the Fall Conference, which included several pages of tallies, charts, and graphs

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CCTE Board members (left to right) Ann Wood, Virginia Kennedy, Jaime Romo, Helene Mandell, Reyes Quezada, Deborah Hamm, Jim Cantor, Andrea Maxie, Eugenia Mora-Flores, Joel Colbert, Caryl Hodges, Arlinda Eaton, Martha Zaragoza-Diaz, and Cindy Grutzik at the February 9, 2007, meeting in Long Beach.

CCTE Board Meeting Held February 9



CCTE Board members Joel Colbert, Caryl Hodges, Arlinda Eaton, Martha Zaragoza-Diaz, and Cindy Grutzik at February 9 meeting.

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prepared by Tisa Jimenez of Loyola Marymount University. The evaluations were generally positive on all aspects of the Fall Conference.

Alan Jones reported for Tom Nelson that the Spring Conference announcement and registration materials have been distributed to all members and delegates by e-mail twice, initially around the first of the year and again around the first of February. It was also reported that Magaly Lavadenz and Ron Solorzano are co-chairing the planning committee for the Fall Conference around the theme of assessment, and that they will be holding an initial planning meeting in the near future and will have more to report to the Board at the Spring Conference.

Martha Zaragoza-Diaz distributed two written reports. One handout listed the new chairs of the education-related committees in the Legislature and provided an overview of activities and reports from the Governor's office, the budget proposal, the Commission on Teacher Credentialing, and recent hearings. The other handout was a list of new bills this session, which Martha stated would be significantly expanded in the near future as other bills are proposed. Discussion focused on how CCTE might best be introduced to the new committee chairs in the Legislature, and the possibilities for visits to Sacramento, meetings at district offices of Legislators, and briefing sessions for key legislative staff will be explored.

As scheduled for this meeting of the Board of Directors—continued on page 17—



CCTE Board members (clockwise from top) Deborah Hamm, Jim Cantor, Andrea Maxie, Eugenia Mora-Flores, Joel Colbert, Caryl Hodges, Arlinda Eaton, Martha Zaragoza-Diaz, and Cindy Grutzik at February 9 meeting.

CCTE Board Meeting Held February 9



CCTE Board members (clockwise from bottom) Helene Mandell, Reyes Quezada, Deborah Hamm, Jim Cantor, Andrea Maxie, Eugenia Mora-Flores, and Joel Colbert. at the February 9 meeting.

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tors, staff reviews of the Legislative and Educational Policy Analyst and the Executive Secretary were undertaken. Reyes Quezada distributed copies of a summary of the comments that he had received from all officers and Board members who completed the forms for the two reviews. An initial discussion of the comments was held by the Board with the staff members absent, and then each staff member participated in further discussion with the Board. Following the reviews the Board unanimously reappointed Martha Zaragoza-Diaz as Legislative and Educational Policy Analyst for another year and reappointed Alan H. Jones as Executive

Secretary for another three-year term which will run from July 2007 to June 2010.

Since no time remained for ongoing discussion of CCTE strategic planning, it was agreed that this topic would be placed early in the agenda at the Board meeting at the Spring Conference, in order to assure that we can return to this area of effort.

The next meeting of the CCTE Board of Directors will be held on Wednesday, March 28, from 1 p.m. to 5 p.m., at the Sainte Claire Hotel in San Jose, the day prior to the Spring 2007 CCTE Conference.



CCTE Board members (clockwise from top) Ann Wood, Virginia Kennedy, Jaime Romo, Helene Mandell, Reyes Quezada, Deborah Hamm, Jim Cantor, Andrea Maxie, Eugenia Mora-Flores, and Joel Colbert at February 9 meeting.

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, when time allows, 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 both implemented and evaluated.

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. As the 2006 tax year comes to an end, please consider a contribution to CCTE this month. So far CCTE has received close to \$5,000 in contributions.

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

Report from the CCTE Legislative and Educational Policy Analyst:

The State Legislature Gears Up for Action

By Martha Zaragoza-Diaz,
CCTE Legislative and Educational Policy Analyst

The State Legislature officially began its 2007-2008 session on December 4, 2006. Thirty-four newcomers were sworn into office. The Senate welcomed 12 newly elected members, the majority of them Democrats and previous office holders. In the Assembly, 36 newly elected members were sworn into office, again the majority of them being Democrats. Although Democrats continue to hold the majorities in both legislative houses, the Republican votes will remain crucial, especially with respect to the approval of the state budget, tax proposals, and other legislative matters that require a two-thirds majority vote for passage.

Governor Schwarzenegger also attended the December 4 session, marking the first time attendance at a legislative swearing-in session by a governor. The Governor urged a continuation of a "bipartisanship" that characterized the 2006 legislative session. "We can accomplish extraordinary things this year if we continue working together. Let us find things that we have in common, rather than things we should fight over," he proclaimed. Leaders of both houses, Senate President Pro Tempore Don Perata and Assembly Speaker Fabian Nunez, expressed support for the continued "spirit of bipartisanship" and said they look forward to working with the governor and Republican lawmakers in order to "satisfy the needs of all Californians."

Legislative priorities for the 2007-2008 Legislative session include:

Ensure health coverage for approximately 6 million residents who are uninsured.

Overseeing the implementation and spending of the \$47.2 billion in bonds.

Adopting policies for floodplains targeted for development, such as insurance fees.

Redistricting proposal, such as establishing an independent commission, rather than the legislature, with the authority to draw political districts.

Revisions to the state's legislative term limits.

"Reforming" the state prison system.

Addressing the continued chronic state budget deficit.

Addressing the needs of public education continues to be a priority both for the Governor and the Legislature. "Education accountability," a focus on career technical education, narrowing the achievement gap, and adequacy of school funding have emerged as K-12 public education priorities. It is also safe to state that the Governor and his administra-



Martha Zaragoza-Diaz

tion will continue to "stay the course" regarding the state's standards-based education reform. The issues of access, equity, and accountability continue to be legislative priorities for the higher education systems. Implementation of specified 2006 legislation will occur this legislative session, such as the implementation of SB 1209 (Scott, Ch.517; Statutes of 2006), an omnibus bill that streamlines and consolidates various teacher credentialing provisions. At the federal level, the reauthorization of the No Child Left Behind Act of 2001 will take place this year as well.

February 23, 2007, was the deadline for all proposed legislation to be introduced and given a bill number. Approximately 3,000 bills were introduced, of which about a third deal with public education. The legislative policy committees will commence hearing and acting on these legislative proposals in March 2007. The following legislators were appointed to the legislative policy committees that deliberate on public education bills:

Assembly Education Committee: Assembly Members Gene Mullin, Chair; Martin Garrick, Vice Chair; Julie Brownley; Joe Coto; Mike Eng; Lori Hancock; Bob Huff; Betty Karnette; Alan Nakaniishi; and Jose Solorio.

Assembly Higher Education Committee: Assembly Members Anthony Portantino, Chair; Shirley Hor-

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Report from the CCTE Legislative and Educational Policy Analyst

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ton, Vice Chair; Juan Arambula; Jim Beall; Paul Cook; Cathleen Gagliani and Ira Ruskin.

Senate Education Committee: Senators Jack Scott, Chair; Mark Wyland, Vice-Chair; Elaine Alquist; Jeff Denham; Abel Maldonado; Alex Padilla; Gloria Romero; Joe Simitian and Tom Torlakson.

Senate Subcommittee on Higher Education: Senator Jack Scott, Chair.

The California Council on Teacher Education, through its advocacy efforts, will continue to monitor and participate in the legislative process with respect to budgetary or legislative proposals impacting schools and colleges of education, teacher preparation programs and the teaching profession. Stay tuned for future reports on activities of the state Legislature and the Governor.

—Martha Zaragoza-Diaz
CCTE Legislative and Educational Policy Analyst
Zaragoza-Diaz & Associates
3009 K Street, Suite 202
Sacramento, California 95816
Telephone 916/395-2616
E-mail madiatz@earthlink.net



Other CCTE Policy Items in this Issue of CCNews

See the CCTE
Policy Framework
on page 21

See the CCTE Communication
to State Superintendent
Jack O'Connell
about *No Child Left Behind*
on pages 22-26

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.

CCTE Offers Commentary on NCLB to Superintendent O'Connell

December 26, 2006

The Honorable Jack O'Connell
Superintendent of Public Instruction
State of California
1430 N Street
Sacramento, California 95814

Dear Superintendent O'Connell:

The California Council on Teacher Education appreciates your invitation to the California education community to provide commentary related to the reauthorization of the federal No Child Left Behind Act. It is our pleasure to share with you the following:

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

Following is the text of a Joint Organizational Statement on No Child Left Behind Act originally 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 CCTE 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.

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CCTE Offers Commentary on NCLB to Superintendent O'Connell

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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.

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.

Organizations endorsing Joint Statement: Advancement Project, American Association of School Administrators, American Association of University Women, ASPIRA, Association of School Business Officials International (ASBO), California Council on Teacher Education, 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

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(2) Additional Commentary from Members and Delegates of the California Council on Teacher Education

The following comments were recorded as the result of a discussion of reauthorization of the No Child Left Behind Act at the Second Policy Session of the Fall 2006 Conference of the California Council on Teacher Education on October 20, 2006:

Accountability

- California developed standards prior to NCLB. Thus it has rigorous standards focused on mastery while many other states focus on competency. Do we want to be comparable? Isn't that a movement toward a "national" curriculum?
- The NCLB system doesn't recognize the diversity of learners. Thus the current assessment system is heavily focused on linguistic/verbal assessment. The lack of alternative ways to demonstrate proficiency has a negative impact on student instruction and learning, and the methods schools implement in an attempt to meet these goals. To address this a rigorous alternative assessment system needs to be developed and implemented that allows all students to demonstrate what they know.
- More specific language needs to be written for Response to Intervention (RtI) that provides support for modeling child centered practices. There should be more federal money supporting RtI.
- Students with Disabilities (SWD) should continue to be designated as SWD for NCLB purposes for three years after they are redesignated as they usually continue to need added support for some time.
- NCLB does not clearly articulate the priorities for working with students with disabilities and IDEA is a work in progress.
- It is statistically impossible to have 100% of students achieving at the proficient level by 2013-2014. A realistic goal would be for continual improvement using multiple measures.
- It is not reasonable for a school to fail AYP if one subgroup misses the 95% participation requirement. This has happened in our experience due to circumstances beyond the school's control such as parent opt out and high school students refusing to take the test as a protest to so many tests being given.
- A more useful way to compare student progress is to look at the same group of students over time, otherwise it is like comparing apples to oranges. Each group of students comes with skills and knowledge unique to their group.
- There should be "credit" for moving up all students, especially those with the most needs.
- The 95% participation rate should not trigger a school or district into PI. There should be a requirement for a plan to improve participation. If that does not improve participation over a number of years, then the consequence should be PI.
- California should implement an individual student growth model or a "value added" model. This model, linked with a rigorous alternative assessment would provide a more accurate and realistic understanding of student knowledge and areas of needed support.

Questions/Areas to Explore:

- What does "proficiency" mean?
- We should draw on the Civil Rights work being done at Harvard and the impact of NCLB.
- The unintended "fall-out" related to Prompt 7: the "blaming" of a sub-group for a school not meeting a goal – whether due to the participation rate or lower scores. The sub-group often seen as the problem is special education, as these students are seen as "pulling the scores down" for a school or a district. This becomes divisive and also perpetuates stereotypes and biases.

Interventions and Corrective Actions

- PI schools should be allowed to offer Supplemental Educational Services for at least a year.
- Public school choice is not necessarily a good idea. The barriers to implementation of public school choice are: (1) there are no schools in the area that are not PI, and (2) parents want their children to attend schools in their immediate neighborhood.

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- Modifications of the accountability system are needed. Schools or districts should not have to make progress for two years to get out of PI status and should not move in to PI status after only two years of difficulty.
- More money, not less, should be given to schools in PI status. Pay for representatives from PI schools to visit exemplary schools with the same demographics (and making AYP) to watch models of good practice. Representatives from successful schools could be paid to visit PI schools to share ideas, support, observe, and help with action plans. Schools should be given more time; improvement takes more than one year.
- Make sure there is adequate money for early intervention for the students and the school. Schools and teachers need more teaching time and less testing. More counselors and more community outreach are needed for these schools. Strength-based assistance and more services at the school are also needed (for example, health clinics). LEAs should be encouraged to form formal partnerships with IHEs in the area.
- It takes as long or longer for districts to improve than schools. The schools within a district have to make improvement for the district to improve. Districts need more time within the accountability system.
- Instructors in Supplemental Education Services (SES) need to be as highly qualified as public school teachers (HQT). It is appalling that these providers are not required to have qualified teachers to teach the students that need the most help. In addition, only students with the most needs should qualify for SES.
- The accountability system is defective and needs to be fully reworked, not just a token attempt to fix. The process is undermining public schools and diverting public money to private enterprises. Once the model is properly reworked, the federal government should fully fund NCLB.

Teacher Quality

- The federal and state government can implement an initiative to inspire talented and diverse students at junior high, high school, community college, and upper division colleges to become teachers. These students can be recruited via mentors.
- Teachers should be paid at the level of their value, that is, what they would be paid with their level of education and experience in the private sector.
- Eliminate the Social Security Offset so that “career changers” do not have a disincentive to go into teaching.
- Teachers should get signing bonuses to teach special education, mathematics, and science in low-performing schools.
- Schools should be cast as positive, empowering learning environments. They should be funded appropriately, with the low-performing schools getting the most support.
- Schools should have good working conditions, including a clean and safe site, a supportive principal, and quality professional development.
- Teaching should be viewed as value added, the best of the best goes into teaching.
- Reduce the complexity of NCLB, do not make it more cumbersome.
- Teachers face a roadblock, as they have testing costs on top of teacher preparation program costs. Federal funds need to be used to defray these costs to students.
- Waiver programs need to be allowed again; tests like CSET should not be the only avenue for demonstrating subject matter competency for teaching K-6.
- Allow multiple entry points to teaching.
- Teachers can prove proficiency in authentic teaching situations and they can demonstrate their ability to communicate content area information.
- There should be a commitment to life long-learning for teachers and students.

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- There should be an incentive structure at pre-service level and the point of induction.
- There should be incentives to support Professional Development Schools.
- Money should be available to support teachers taking classes to become highly qualified or school districts providing professional development for the same.

English Learners

- Maintain English learners as a subgroup.
- Require that ELL students be exempted from English assessments, except CELDT, for three years and that they be tested in their primary language for those three years, but only if they have been instructed in their primary language.
- Include scores of primary language assessments and CELDT in determining AYP and API.
- Require uniform implementation of the NCLB provisions regarding ELLs and enforcement by USOE, which includes (1) 3-year exemption for new immigrants, (2) modified EL assessments in English, and 3) assessment in the primary language for only those who have had instruction in the primary language.
- Require persons providing services to school improvement schools (as required by NCLB) to possess knowledge and experience with regards to the instructional methodologies and pedagogy used for English learners.
- Teachers providing instruction to ELL students should possess the credentials/certificates required by states to do so.
- A singular approach to teaching reading, such as Open Court and Reading First does not address the needs of ELLs. Research-based curriculum and instruction should be considered.
- Identify Title III "best practices" and research and disseminate information nationally.
- Remove the provision for military recruiters to recruit on high school campuses.

(3) Summary and Conclusions

The No Child Left Behind Act as originally written and enacted contains significant flaws, the most serious of which are an over-reliance on testing and assessment, a failure to recognize the importance of offering encouragement and incentives rather than censure and punishment, and serving as a vehicle for creating and developing alternatives to America's public schools rather than focusing on strengthening the public school system. The California Council on Teacher Education (CCTE) urges Congress to correct these misorientations in NCLB. If such corrections are made, then CCTE favors reauthorization of NCLB with full funding. If such corrections are not made, then CCTE opposes reauthorization of NCLB and most specifically opposes any funding of NCLB without first correcting these major flaws. CCTE hopes that Congress will make the necessary corrections, so that NCLB can take its place as a worthy successor to the Elementary and Secondary Education Act as a stimulus to the improvement of public education in all states and for all children.

The communication was unanimously approved by an e-mail vote of the officers and members of the Board of Directors of the California Council on Teacher Education on December 22, 2006.

Signed for the California Council on Teacher Education by Alan H. Jones, CCTE Executive Secretary, December 26, 2006

For further information on the California Council on Teacher Education and its position on the No Child Left Behind Act please contact:

Reyes Quezada, CCTE President, rquezada@sandiego.edu

Alan H. Jones, CCTE Executive Secretary, caddogap@aol.com

Martha Zaragoza-Diaz, CCTE Legislative and Educational Policy Analyst, madiatz@earthlink.net

Enjoy Our CCTE Publications

Issues in Teacher Education

The *Issues in Teacher Education* Editorial Board announces a vacancy. One member whose term expires this year has elected to step down. We invite those interested to apply for board membership. Responsibilities include attending editorial board meetings twice a year (held during CCTE semi-annual conferences) to advise the editor and set journal policy, participating as a manuscript reviewer, and representing the journal at conferences. Terms are five years. Those interested in applying should write a letter of application indicating current affiliation and practice, the reasons for wishing to serve, and relevant experience. Letters should not exceed one page. Letters should be sent via email to: Steve Turley, Interim Editor, at hturley@csulb.edu or Margaret Olebe, Editor, at molebe@csulb.edu. Applications will be reviewed at the Spring CCTE conference and selection of a new member will be made at that time. Application deadline is March 15, 2007.

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.

California Council on Teacher Education members and delegates receive *Issues in Teacher Education* twice annually. Recent issues have focused on teacher development, innovations in teacher education and special education (upcoming).

The ITE editorial board wishes to thank Ed Behrman for his illustrious service to ITE. He has been instrumental in raising our national presence, been a keen policy advisor, and a stellar reviewer. We will miss him.

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

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.

James Cantor of California State University, Dominguez Hills, the current CCTE President Elect, has served as editor of *CCNews* for the past three years and will step out of that role this spring to focus fully on his responsibilities as a CCTE officer. The new editor of *CCNews* beginning in April will be Sherrye Smith of California Baptist University.

If you have information you want to share with your CCTE colleagues via the newsletter, contact either the current or future editor via e-mail at jcantor@csudh.edu or shsmith@calbaptist.edu

Join CCTE To Get Journals

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.

CCNews is distributed on a quarterly basis to all CCTE members and delegates via e-mail and is also posted on the CCTE website.

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 issues of *CCNews*: www.ccte.org (see additional information on page 28).

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

James Cantor, Editor, College of Education, California State University, Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747, Phone: 310/243-3775, E-mail: jcantor@csudh.edu

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

CCTE Website Provides Information for 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

From the Desk of the CCTE Executive Secretary

Following is information reflecting the current status of the California Council on Teacher Education:

Membership

Our CCTE membership effort to date during the 2006-2007 year continues to go well. We currently have 68 institutional members and 98 individual members, which represent approximately 80% of our membership goals for the year. Our current combined list of institutional delegates and individual members numbers 521. The Membership and Resources Committee is still targeting nine institutions that have not yet renewed from last year, and those renewals will hopefully be accomplished soon. The Committee is also seeking new institutional memberships, with BTSA, community colleges, school districts, and county offices as major targets. We recently sent out e-mail reminders to members and delegates from recent years who are not current members or delegates, and we are receiving many responses to that effort. We also hope to collect e-mail addresses for teacher education faculty across the state who have not previously been affiliated with CCTE, and send membership information to them as well. The updated membership brochure is also available for use in these efforts.

Spring Conference

The initial announcement of the Spring 2007 CCTE Conference along with the tentative program and registration materials was e-mailed to all CCTE members and delegates in early January, and a reminder e-mail went out to everyone around February 1. Conference registrations are coming in every day. The Conference planning committee met in mid-January, and arrangements are in place with the hotel. Plans are also underway for another silent auction and for sales of books by speakers at the Conference.

If you have not already registered for the Spring Conference, please use the form on page 4 of this issue of *CCNews* to do so now.

Annual Election

The announcement of the 2007 CCTE election was e-mailed to all members and delegates in early January, providing the report of the Nominations and Elections Committee and inviting other nominations from the membership. The final election mailing, with ballots and return envelopes, was sent out the first week of February. This year's election involves filling three seats on the Board of Directors. Additional information on the election appears on page 11 of this issue of *CCNews*.

Newsletter

The function of *CCNews*, the quarterly newsletter of CCTE, is to provide a wide range of information about the organization and the teacher education field to all of our members and delegates. The newsletter is disseminated by e-mail to all CCTE members and delegates and also posted on the CCTE website. All members and delegates are invited to submit information for publication in the newsletter.

Journals

The California Council on Teacher Education sponsors publication of two scholarly journals, copies of which are mailed to all members and delegates. Information on the journals appears on page 25 of this issue of *CCNews*.

Website

The CCTE website, at www.ccte.org, serves as an ongoing communication exchange for our members and delegates and others interested in teacher education in California. We post each issue of *CCNews*, conference announcements, membership information, and other updates on the website. Let me know if you have other items that you wish posted or ideas for the further development of the website.

Finances

A periodic report on the CCTE 2006-2007 budget year as of January 31, 2007, shows income to date this year of \$94,826.16 and expenditures to date of \$94,434.20.

Other Information

If you have questions or wish additional information about the California Council on Teacher Education, don't hesitate to contact me.

—Alan H. Jones
CCTE Executive Secretary

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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 \$125 annual value by 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.

Call for Proposals for Research and Practice Sessions at CCTE Conference

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for semi-annual conferences. The theme of the Fall 2007 Conference will involve assessment. Proposals that relate to the theme of the conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for several types of sessions: poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and email addresses, along with requested audiovisual equipment; and
- ◆ File attachment of a maximum 3-page, single-spaced proposal without names of the presenters.
- ◆ Please note type of presentation forum requested (i.e., paper, poster, workshops, demonstrations, etc.)

Proposals should be emailed to Helene Mandell, Chair of the CCTE Research and Practice Committee at:

hmandell@calstate.edu

Deadline

Proposals for the Fall 2007 Conference must be received by August 1, 2007.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Theoretical framework;
- ◆ Methods, data source(s);
- ◆ Results/conclusions/points of view;
- ◆ Significance to the field of teacher education, and
- ◆ Proposed style of presentation.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or to other significant teacher education issues;
- ◆ Is methodologically or theoretically sound; and
- ◆ Clearly states its significance for teacher educators and those involved in professional development.

Scheduling

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

Presentations at CCTE Conferences may be considered for inclusion on the CCTE website following the Conference, and may be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for publication consideration to either *Teacher Education Quarterly* or *Issues in Teacher Education*.

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 2007 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 2007 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 2007 Conference is February 1, 2007.

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 2007 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 Address, Phone, e-mail; Name of Nominator; Nominator Address, Phone, e-mail; (4) Send nomination information via e-mail by February 1, 2007, 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