

CCNews

Newsletter of the
California Council on Teacher Education

Volume 20, Number 3, Fall Issue, September 2009

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**See Fall 2009 CCTE Conference Preview on Pages 4-6,
Tentative Program on Page 7, and Registration Form on Page 8**

Learn about the “Undersea Voyager”



The “Undersea Voyager” is an experimental submarine used at Lake Tahoe and Fallen Leaf Lake to explore the underwater ecology and identify biological trends. See article about its use by Lettie Ramirez and Christopher Kitting of California State University, East Bay on pages 12 and 13.



CCNews

Newsletter of the
California Council on Teacher Education

Message from CCTE President Jim Cantor

"If you think education is expensive, try ignorance."

—Derek Bok, American lawyer and educator,
and former President of Harvard University.

*"A good teacher is one who can understand those
who are not very good at explaining, and explain to
those who are not very good at understanding."*

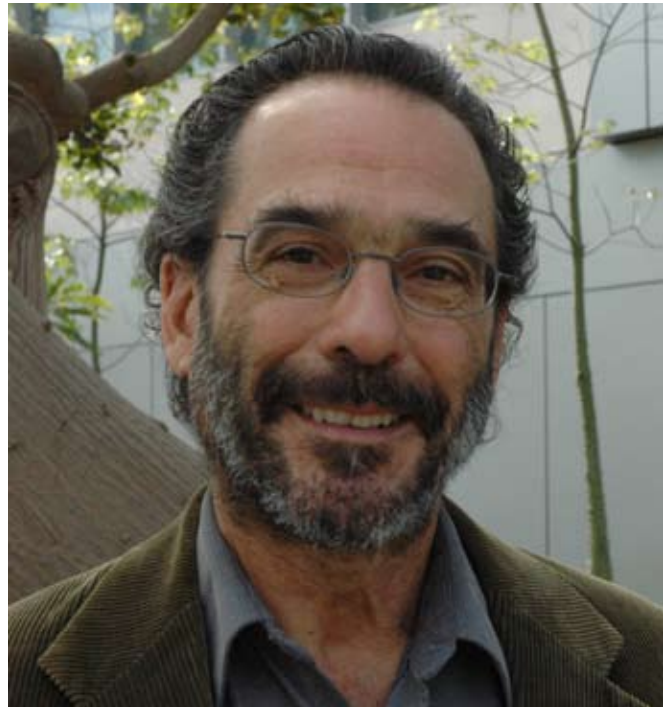
—Dwight D. Eisenhower, former U.S. President.

I have been doing quite a bit of traveling, reading, and writing, trying to understand why things are the way they are and trying to explain to policymakers why it is important to support education, specifically teacher education. I've honed my craft over a lifetime of teaching, and I think I am pretty good at explaining and understanding, but these sure are challenging times.

As President of the California Council on Teacher Education, I have written letters in support of people and policies that our organization endorses. During this economic crisis, the trials that face us are enormous, so I make an effort to meet with policymakers and educational leaders and put our case in plain words, working to garner support for teacher education. While I continually learn about how things work in Sacramento and Washington, I also work hard at trying to sustain hope.

As I prepared in June to travel to Washington, D.C. to attend the American Association of Colleges of Teacher Education's Leadership Institute and their Day on the Hill, my goals centered on gathering information, relationship-building, and advocacy. Each year AACTE organizes these two events so that the leading officers of each state's affiliate organizations (such as CCTE), gather together for one and a half days of updates, inspiration, and strategy development. This is followed by another day and a half of visiting our congressional delegation to press for our causes. I knew there would be opportunities to build relationships with other teacher educators, and I hoped to establish the beginnings of relationships with staffers of representatives and senators from our state.

I expected to learn more about the national perspective on teacher education from AACTE's leadership and planners: Dr. Sharon Robinson, President and CEO; Dr. Jane West, Senior Vice President, Policy, Programs and Professional Issues; and Ms. Mary Harrill-McClellan, Director, Government Relations. Before my journey I read over legislative updates, prepared talking points, and made appointments. I feel satisfied that my efforts bore fruit. I learned a great deal



James S. Cantor

in those three days, and I met many people. I even feel that I helped to make some positive changes.

As soon as I walked in the room for the opening session of the Leadership Institute, Jane West and Mary Harrill-McClellan introduced themselves to me and asked me for my take on wording that they were proposing to fix several California-specific technical issues in the legislation for the Teacher Quality Grants. I gave them my suggestions, and immediately they were on their BlackBerry, transmitting the revised text to Capital Hill for consideration. Several weeks later I read that President Obama signed this legislation, thus eliminating a number of barriers that fifth-year programs in California would have faced in qualifying for these funds. Right away I felt that I was an effective advocate—a part of really getting things done!

Now I will share with you the pertinent information that I gathered. Dr. Robinson's opening remarks were aimed at uniting us as we prepared to meet with policymakers. She stressed the consensus that teacher quality really matters. The primary issue remains to define what is quality teach-

(continued on next page)

Message from the CTE President

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ing. AACTE is engaged in the development of a large-scale teacher performance assessment system. They are seeking a Teacher Performance Assessment (TPA) that is a predictor of what will happen in the classroom. Will a candidate's high score predict successful classroom teaching and student achievement? Under the leadership of Pat Wasley, University of Washington, ten states are developing a TPA that looks to me to be quite similar to what we are doing in California. I found it ironic that at that very time I was in Washington, D.C., learning about this national effort, legislators in California were grappling with our budget crisis and considering putting our ground-breaking TPA on hiatus.

Economic crisis or not, it is clear that it is all about data. Although the states are struggling, there is a lot of Federal stimulus money out there right now, and the Federal government is going to put its money into programs where state data systems match candidates with impact data on student achievement. They say they are interested in other factors besides standardized testing—higher order sorts of assessments for school children, assessments that are “fewer, cleaner, and of higher quality.” Besides the development of performance assessment for education candidates that will reflect mastery of both academic content and professional skills, Secretary of Education Arne Duncan wants to link student achievement data with teachers, and further link teacher preparation programs to these data. He expresses concern with the inequitable distribution of good teachers and he supports systems that link teacher pay with merit.

The current Congress acknowledges the shortcomings of the No Child Left Behind (NCLB) Act. In fact, policymakers see NCLB as a toxic label and the reauthorization discussion now uses the original label, Elementary and Secondary Education Act (ESEA). “Highly qualified” is no longer seen as correlating with good teaching. The new term is “teacher effectiveness.” Policymakers want to improve the accountability of NCLB with “educationally sound implementation strategies.” I was pleased to see this new, critical consensus, but was cautioned not to expect any action on reauthorization until 2011. This year's focus will be on health care reform, and next year is an election year.

There was a good deal of talk about a new model of enriched clinical development called Urban Teaching Residencies. This residency model is sort of a hybrid of professional development schools, internship, and the traditional student teaching. In this model, teaching candidates, known as residents, are selected according to rigorous criteria aligned with district needs. They integrate their master's level course work with an intensive, full-year classroom residency alongside an experienced mentor. In their second year, they become a teacher with their own classroom while continuing to receive intensive mentoring.

What does all this mean for the teacher educators of California? No matter what one might feel about the TPA, the fact is that the rest of the country is moving in this direction and they are developing their models and learning from our experiences. It is an expensive endeavor and it will be interesting to see how the budget crisis affects our abilities to continue on our own campuses. California has a reputation for leading the way, and we should be supported in order to continue this effort. But will that be the case?

Most of the states are in economic crisis and the economic stimulus money from the Feds certainly is welcome. It is clear that in order to be granted some of that money, teacher education programs will have to focus on data systems that link programs to teachers and their students. If we want a share of that money we will have to explore different ways of rewarding teachers, as well as different ways of organizing schools.

In addition, the Obama administration certainly appears intent upon supporting the growth and development of charter schools. The fact that there is no rush to reauthorize ESEA gives educators time to research and develop authentic ways of showing educational achievement and direct those efforts in ways that narrow the achievement gap. Hopefully, we will have an opportunity to broaden assessment well beyond standardized testing.

Simply stated, we need to work with policymakers and define what makes good teaching and learning. How do we know what we know? How do we show what we know? And how do we come together to share this knowledge in ways that improve the lives of all children?

—James S. Cantor, CTE President
and Professor, California State University, Dominguez Hills
jcantor@csudh.edu

Dates of Upcoming CTE Conferences

Fall 2009

October 15-17

Kona Kai Resort, San Diego

Spring 2010

March 25-27

Sainte Claire Hotel, San Jose

Fall 2010

October 14-16

Kona Kai Resort, San Diego

“21st Century Schools of Education: Responding to a Changing World” Is Theme for Fall 2009 CCTE Conference

*By Cindy Grutzik & Helene Mandell
Fall 2009 CCTE Conference Co-Chairs*

Computers, iPods, cell phones, texting, Twitter, Facebook, gaming, blogs, Google, MySpace, Youtube, Skype—these are changing the way our students are learning and interacting in the world, with urgent implications for how we structure and envision teacher preparation. Our students experience levels of connectivity, complexity, curiosity, and immediate feedback that most of us haven't known or with which we are not familiar. “Digital natives” populate our college classes and K-12 classrooms, and we seek ways to engage these students and to prepare them for teaching in their own classrooms.

A Changing World

Building on the theme of the Spring 2009 conference—“Teaching and Learning, Past, Present, Future”—the Fall 2009 Conference addresses “21st Century Schools of Education: Responding to a Changing World” through three guiding questions:

What is our changing educational context and who are our students?

What does this mean for learning, and where is teacher education going?

What responses are already working?

To address these questions, we will hear from two keynote speakers—Dr. James Gee of Arizona State University on Thursday afternoon (author of *What Video Games Have to Teach Us about Literacy and Learning*) and Dr. John Bransford from the University of Washington on Friday morning (co-editor with Linda Darling-Hammond of *Preparing Teachers for a Changing World*).

Also on Friday, in the afternoon, a panel of Education Deans will share their visions for Schools of Education.

The Saturday Practicum will be an opportunity to hear about cutting-edge practice from experts in county offices, school districts, community colleges, and K-12 classrooms, providing specific examples of ways in which schools and classrooms are addressing our changing world.

Special Website

For additional in-depth information about the Fall 2009 Conference plans, speakers, and activities, all with links to



Panorama of the yacht harbor at the Kona Kai Resort in San Diego, site of the CCTE Fall 2009 Conference.

additional sources, you are invited to log on to the special Fall 2009 Conference website at

<http://www.csudh.edu/cps/soe/ccte/index.htm>

This website will be continuously updated between now and the Conference, so you are encouraged to visit it regularly. And once you have registered for the Conference, keep checking the website for new information that will help you prepare for attending the Conference.

Tentative Program and Registration

The tentative program for the Fall 2009 Conference appears on page 7 of this issue of *CCNews*, and the registration form for the Conference is on page 8. You are encouraged to register now. The pre-registration deadline is September 25. Conference attendees must make their own hotel reservations. Call the Kona Kai Resort at 800/566-2524 and tell them you are attending the CCTE Fall 2009 Conference. Hotel reservations must be made by September 18 to be assured of rooms within our reserved CCTE block, although some rooms may still be available after that date.

Conference Co-Sponsors

The Fall 2009 Conference will once again be co-sponsored by the California Association of Bilingual Teacher Educators (CABTE), California Association of Professors

—continued on page 5—

More about Fall 2009 CCTE Conference Plans

—Continued from page 4—

of Educational Administration (CAPEA), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET).

CABTE, CAPSE/TED, and ICCUCET will meet as usual on Thursday morning of the Conference, and the California State University Field Coordinators Forum will meet on Wednesday prior to the Conference.

Building on Theme from Spring

Building on the theme of the Spring 2009 Conference, Fall Conference presenters will explore how innovations, technology, and new paradigms for teaching and learning continue to change the way the world learns, and how we can prepare professional educators to meet these challenges. Research and best practice concurrent sessions and poster sessions will extend the theme and build our scope of understanding.

At the Policy Session and Delegate Assembly, the CCTE Policy Committee will seek feedback on streamlined policy priorities from the membership. The Thursday evening banquet will feature our own CCTE Executive Secretary Alan Jones, who will present a retrospective of teacher preparation in California geared to help us respond to the challenges of the future.

New Pre-Conference Website Highlights Keynotes and Theme

Coming to San Diego for the Fall Conference? Visit

<http://www.csudh.edu/cps/soe/ccte/index.htm>

This website is a new feature of the CCTE conference, designed by the planning committee to get participants thinking about the conference theme, and to provide lots of information for all CCTE members, whether they are coming to San Diego or not.

Read papers and purchase books by our keynoters, Jim Gee and John Bransford. Find links to games and theme-related sites. Find out what a “wiki” or “Moodle” is on the “Tech Terms” page. And find important schedule and hotel information.

The website will be updated as the Conference approaches, so bookmark it and be sure to visit often.

The link to the website is also posted at www.ccte.org, or you can Google CCTE Fall 09 Conference.



A high school mariachi band provides entertainment on the Kona Kai Resort patio during the Fall 2008 CCTE Conference.

Planning Committee

If you have suggestions for the Fall Conference Planning Committee or wish to assist with conference preparations, please contact Cindy Grutzik (cgrutzik@csudh.edu) or Helene Mandell (hmandell@sandiego.edu). Other members of the Fall 2009 Conference Planning Committee include Jerry Ammer (University of San Diego), Carolyn Bishop (CalStateTEACH), Alice Bullard (BTSa State Leadership Team), Don Cardinal (Chapman University), LaRie Colosimo (Claremont Unified School District), Magaly Lavadenz (Loyola Marymount University), Andrea Maxie (California State University, Los Angeles), Sabrina Mims-Cox (California State University, Los Angeles), Tom Nelson (University of the Pacific), Margaret Olebe (Commission on Teacher Credentialing), Allen Perlstein (El Camino College), Heidi Stevenson (University of the Pacific), and Andrea Whittaker (San Jose State University).

Conference Goal

The goal of the Fall 2009 Conference will be to draw together all stakeholders—four-year colleges and universities, community colleges, undergraduate programs, pre-service and induction programs, and career-long professional development—to jointly investigate the implications of major social trends and the changing learning patterns of youth and how these factors affect the ways schools of education prepare professional educators for the 21st century. Combining macro approaches and hands-on ideas, the Conference will be an opportunity for us to re-think our current practices and to work across traditional divides.

—continued on page 6—

More about Fall 2009 CCTE Conference Plans

—Continued from page 5—

Program Features

The Fall 2009 Conference will again be held at the Kona Kai Resort in San Diego. The Conference will also include meetings of associated organizations, Special Interest Group meetings, a policy session featuring reports from the CCTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday banquet followed by the CCTE sing-along, and the Friday awards luncheon.

A special introductory session for first-time and recent attendees will be held at the beginning of the Conference late Thursday morning. All new and recent attendees are urged to attend to learn more about CCTE and our Conferences.

The CCTE graduate student group will meet at breakfast on Friday morning. Students from colleges and universities across the state have found participation in the graduate student group valuable the past few years, and we hope that additional students will attend this Fall.

Final Reminders

It's time to register for the Fall Conference now. Send in your registration form (see page 8 of this newsletter) and make your hotel reservations before the cut-off dates.

Also, in preparing for the Fall Conference, all CCTE members and delegates are urged to log on to the special Fall Conference website (<http://www.csudh.edu/eps/soe/ccte/index.htm>) for links to articles, games, and pre-Confer-



Mariachi bass player, palm tree, and yacht harbor off the Kona Kai Resort patio, all representative of the atmosphere of CCTE Fall Conferences.



Another scene of the high school mariachi band at the Fall 2008 CCTE Conference at the Kona Kai Resort, with the yacht harbor in the background.

ence information and also watch that website and the CCTE website for other updates.

And finally, remember to bring your laptops to the Conference.

For Information

For additional information, contact Fall Conference co-chairs Cindy Grutzik (California State University, Dominguez Hills, cgrutzik@csudh.edu) and Helene Mandell (University of San Diego, hmandell@sandiego.edu) or CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).

Tentative Fall 2009 CTE Conference Program

Wednesday, October 14:

9:00 a.m. to 4 p.m. - Meeting of the **California State University Field Coordinators Forum**
 10:30 a.m. to 5 p.m. - Meeting of **Board of Directors** of the California Council on Teacher Education

Thursday, October 15: "What Is Our Changing Context and Who Are Our Students?"

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 Bilingual Teacher Educators**
 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 the Education of Teachers**
 (begins with continental breakfast; meeting starts at 10:00 a.m.)
 9:00 a.m. to 7:00 p.m. - **Ongoing Multi-Lobby Projections:** iTunes U, TED Conference, Edutopia, Etc.
 11:15 to 11:45 a.m. - **Newcomers' Meeting** (for first-time or recent new attendees)
 11:30 a.m. to 12:30 p.m. - Pick up box lunches (for those who ordered them)
 Noon to 1:00 p.m. - **First Set of Special Interest Groups:**
 Arts & Education, Coordinators of Credential Programs, Internationalizing Teacher Education, Lives of Teachers, & Special Education
 1:15 to 3:00 p.m. - **Opening Session:**
 Introductions with CCTE President James S. Cantor (California State University, Dominguez Hills) presiding
 Conference Orientation by Cindy Grutzik (California State University, Dominguez Hills) & Helene Mandell (University of San Diego)
 Introduction to Game Playing: Laptops and Big Screen with Facilitator
Keynote Address by **James Gee** (Arizona State University) with Questions and Answers
 3:00 to 4:15 p.m. - **First Set of Concurrent Research and Practice Sessions**
 4:15 to 4:30 p.m. - Break
 4:30 to 6:00 p.m. - **First Policy Session and Delegate Assembly**, including policy updates from the CCTE Policy Committee
 6:00 to 7:00 p.m. - **Joint Presidents' Reception & Social Hour.**
 7:00 to 9:00 p.m. - **Conference Banquet**, with address by Alan H. Jones (CCTE Executive Secretary) on "Who We Are, How We Got This Way, and What We Can Do about It" followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome

Friday, October 16: "What Does This Mean for Learning, and Where Is Education Going?"

7:30 to 8:30 a.m. - **Teacher Education Quarterly Editorial Board Meeting**
 7:30 to 8:30 a.m. - **Issues in Teacher Education Editorial Board Meeting**
 7:30 to 8:30 a.m. - **Graduate Student Meeting**
 8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**, Silent Auction continues until 3:00 p.m.
 8:00 to 8:30 a.m. - Coffee, tea, juices, breads, and pastries
 9:00 a.m. to 7:00 p.m. - **Ongoing Multi-Lobby Projections:** iTunes U, TED Conference, Edutopia, Etc.
 9:00 to 10:15 a.m. - **General Session:**
 Welcome and Conference Updates
Keynote Address by **John Bransford** (University of Washington) with Questions and Answers
 10:15 to 10:30 a.m. - Break
 10:30 to 11:45 a.m. - **Second Set of Concurrent Research and Practice Sessions**
 11:45 a.m. to 1:00 p.m. - **Conference Luncheon**, featuring CCTE semi-annual awards presentations
 1:15 to 2:45 p.m. - **Deans' Panel** featuring deans from the California State University system, University of California system, private and independent colleges and universities, and community colleges all sharing their visions for teacher education in our state
 2:45 to 3:00 p.m. - Break and final opportunity to bid in **Silent Auction**
 3:00 to 3:30 p.m. - **Second Policy Session and Delegate Assembly**, for discussion and action on key issues
 3:30 to 4:30 p.m. - **Second Set of Special Interest Groups:**
 BTSA and Induction Programs, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Preparation
 4:30 to 6:00 p.m. - **Poster Session** for Research and Practice Topics, with wine and cheese, and Conference Updates/Saturday Information
 6:30 to 7:30 p.m. - All Conference attendees are invited to a **Reception** hosted at the University of San Diego School of Leadership and Education Sciences (transportation from the Kona Kai Resort at 6:15 p.m.)

Saturday, October 17: "What Responses Are Already Working?"

8:00 a.m. to noon - **Conference Registration and Exhibits Room Is Open.**
 8:00 to 9:00 a.m. - Coffee, tea, juice, breads, and pastries
 9:00 11:45 a.m. - **Saturday Practicum** featuring presenters from schools, school districts, county offices, community colleges, four-year and graduate colleges and universities
 11:45 a.m. to Noon - **Final Comments and Conference Adjournment**
 Led by Cindy Grutzik (California State University, Dominguez Hills) and Helene Mandell (University of San Diego) with Preview of Spring 2010 Conference by Pamela Redmond (Touro University) and Heidi Stevenson (University of the Pacific)

California Council on Teacher Education Fall 2009 Conference Registration Form

October 15-17, Kona Kai Resort, San Diego

Please register me for the Fall 2009 CCTE Conference!

Name _____

Preferred Mailing Address _____

_____ (include ZIPcode)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$250 (will be \$275 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.

California State University Field Coordinators Forum Meeting (Wednesday)

- Special Fee for Those Attending - \$25

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

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 on page 18 of this newsletter, 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 Noon on Thursday:

- Arts in Education
- Credential Program Coordinators/Directors
- Internationalizing Teacher Education
- Lives of Teachers
- Special Education

SIGs meeting at 3:30 p.m. on Friday:

- BTSA and Induction
- Equity and Social Justice
- Technology and Teacher Education
- Undergraduate Teacher Preparation

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

CCTE Special Interest Groups (SIGs) Which Will Meet at the Fall 2009 Conference

Nine CCTE Special Interest Groups will meet at the Fall 2009 Conference in San Diego. 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 Fall Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

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

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 coordinators: Alice Bullard, BTSA State Leadership Team, and LaRie Colosimo, Claremont Unified School District.

Coordinators and Directors 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.

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 coordinator: Anaida Colon-Muniz, Chapman University.

International and Global Teacher Education: This SIG has been developed to explore and encourage internationalization of teacher education. 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 coordinator: Virginia Kennedy, California State University, Northridge.

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

Undergraduate Teacher Preparation: This new SIG will explore issues related to the undergraduate preparation of teachers, both subjects to be taught and teaching methodology. SIG coordinators: Cindy Grutzik, California State University, Dominguez Hills, and Daniel O'Connor, California State University, Long Beach.

New SIG at CCTE: “Undergraduate Teacher Preparation”

Community colleges, Liberal Studies programs, and single subject programs have long been focused on the early stages of teacher preparation. In partnership with credential programs, we have responded to Commission on Teacher Credentialing and other state-wide standards, and have worked to ensure student readiness for credentialing. In addition to our strong subject matter preparation, we provide students with early fieldwork and opportunities to plan their teaching pathway.

In recognition of this important role, we have started this new SIG at California Council on Teacher Education semi-annual conferences to provide a forum for colleagues involved in undergraduate teacher preparation. Everyone is welcome to participate, although we expect this SIG to appeal mostly to CCTE members from community colleges, Liberal Studies programs, and other undergraduate teacher education programs.

At our meetings, to be held at each CCTE conference, we will exchange information and ideas, hear about new policies, and explore common questions. Please feel free to contact either of us with questions or suggestions. See you in San Diego for our meeting on Friday, October 16, 3:30 to 4:30 p.m.

The SIG co-chairs are:

—Cindy Grutzik (Liberal Studies, California State University, Dominguez Hills, cgrutzik@csudh.edu)

—Dan O'Connor (Liberal Studies, California State University, Long Beach, oonnor@csulb.edu)

CCTE Spring 2010 Conference Taking Shape

By Pamela Redmond & Heidi Stevenson
Co-Chairs of Spring 2010 CCTE Conference

“Redefining Rigor for the 21st Century: Digital Learning, Equity, and Teacher Education” is the theme of the Spring 2010 Conference of the California Council on Teacher Education. Building on the “Twenty-First Century Schools of Education: Responding to a Changing World” theme of the Fall 2009 Conference, presenters at the Spring 2010 Conference will share innovative methods for meaningfully integrating technology into curricula, issues of equity and access, and how 21st century technologies transform teaching and learning.

Speakers from the American Association of Colleges of Teacher Education Innovation and Technology Committee will present an epistemological and practical framework for exploring the complex problem of integrating technology into teacher preparation and teacher development in K-12 and higher education. Conference attendees will be given the opportunity to explore the Committee’s new *Handbook for Technological Pedagogical Content Knowledge* and to consider how to incorporate its recommendations into teacher preparation programs.

Speakers and panel discussions will also explore many other issues related to technology and digital learning, including a review of the upcoming Fall 2009 issue of *Issues in Teacher Education*, co-guest edited by Penelope Walters Swenson of California State University, Bakersfield, and Pamela A. Redmond of Touro University. That journal issue will focus



Session in ballroom at Sainte Claire Hotel during the CCTE Spring 2009 Conference.

on “Online, Hybrid, and Blended Coursework and the Practice of Technology-Integrated Teaching and Learning within Teacher Education.”

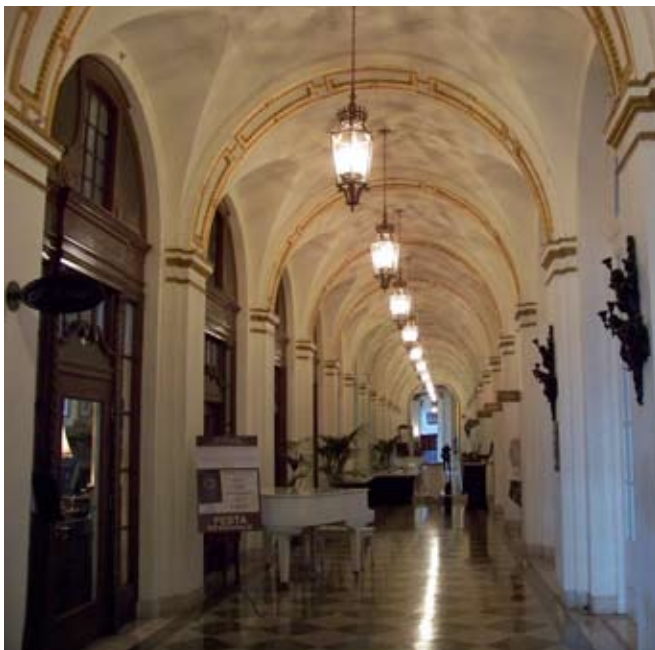
The Spring 2010 Conference will also include meetings of associated organizations, Special Interest Group meetings, a policy session featuring reports from the CCTE Policy Committee and an update from the Commission on Teacher Credentialing, research and practice concurrent and poster sessions, the Thursday Banquet, and the Friday awards luncheon.

The Conference will be co-sponsored by the California Association of Bilingual Teacher Educators (CABTE), the California Association of Professors of Educational Administration (CAPEA), the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED), and the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET). The CABTE, CAPSE/TED, and ICCUCET groups will hold meetings on Thursday morning.

A special introductory session for first-time and recent attendees will be held at the beginning of the Conference on Thursday, and the CCTE Graduate Student Group will meet at breakfast on Friday. Meetings of the editorial boards of *Issues in Teacher Education* and *Teacher Education Quarterly* will also meet on Friday morning.

The Spring 2010 Conference will be held March 25-March 27, 2010 at the Sainte Claire Hotel in San Jose. Co-chairs of the Conference Planning Committee are Pamela Redmond (pamela.redmond@tu.edu) from Touro University California and Heidi Stevenson (hstevenson@pacific.edu) from University of the Pacific. If you have suggestions for the conference venue or wish to assist as part of the Conference committee please contact either Pam or Heidi by e-mail.

A further announcement, tentative program, and registration information for the Spring 2010 Conference will be e-mailed to CCTE delegates, members, and friends around January 1, 2010.



Main hallway outside ballroom at the Sainte Claire Hotel in San Jose, site of the Spring 2010 CCTE Conference.

CCTE and BTSA/Induction Collaboration

Collaboration across the Learning-to-Teach Continuum

In an effort to promote collaboration between California Council on Teacher Education and the BTSA/Induction community, representatives from the CCTE board met with the BTSA State Leadership Team on August 11 in Sacramento to identify ways the two organizations can work together to support further understanding of the role of institutions of higher education (IHEs) in the Induction process.

Attending the collaboration meeting at the invitation of the BTSA State Leadership Team were CCTE representatives Alice Bullard (member of CCTE Board of Directors and co-chair of the CCTE BTSA/Induction SIG), James Cantor (CCTE President), Alan H. Jones (CCTE Executive Secretary), and Virginia Kennedy (member of CCTE Board of Directors, co-chair of CCTE Committee on Communications and Alliance Building, and chair of the CCTE Special Education SIG).

Proposals aired at the meeting for increasing communication included ongoing information regarding BTSA/Induction in the CCTE newsletter, enhancement of the BTSA SIG at the CCTE semi-annual conferences, possible regional meetings focusing on the changes in the Special Education credential and the role of Induction, and increased participation by BTSA Cluster Region Directors and Program Directors in CCTE activities.

Proposed regional meetings will provide an opportunity for IHEs, Intern Programs, and BTSA programs to gain first-hand knowledge about the new Special Education requirements, accreditation changes, and other pertinent information. Participants will have an opportunity to engage in conversations about how the IHE and K-12 communities can effectively work together in the current challenging fiscal climate.

The California Department of Education, the Commission on Teacher Credentialing, and the BTSA/Induction Interagency State Task Force have pledged to jointly support the planning and facilitating of these meetings along with CCTE. Information about these meetings will be provided to all CCTE members once agreements have been made regarding dates and locations.

Collaboration among CCTE and the BTSA/Induction community is essential since both have a stake and responsibility in making sure the three plus years of teacher education contribute to a quality teaching force in California.

—Alice Bullard, Member, CCTE Board of Directors
and chair of CCTE BTSA/Induction SIG

BTSA/Induction 2009—An Update from the CTC

BTSA/Induction is a program of situated teaching that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and assessment on the job, thus satisfying the requirements for the clear teaching credential. Since its beginning as the California New Teacher Project in 1988, BTSA/Induction has

grown to support about 30,000 first and second year teachers across California annually.

There are currently 169 approved BTSA/Induction programs in California, with 98% of the districts statewide participating and an 87% teacher retention rate for BTSA participants through five years of teaching. The California Department of Education and Commission on Teacher Credentialing (CTC) BTSA/Induction Interagency Task Force supports legislative mandates related to BTSA, including SB 2042 which established a two-tier credential structure, and AB 2210 which established Induction as the required route to earn the clear teaching credential.

Based on the 2006 action by the Commission requiring that all programs leading to a credential or certificate must participate in the accreditation system, BTSA/Induction programs joined the Commission's accreditation system in July 2009. The Committee on Accreditation has adopted a transition plan to support the integration of BTSA/Induction programs in the Commission's accreditation system.

For the 2009-2010 year, the state funding for BTSA participation has been moved from per participant funding to a block grant based on the 2008-2009 funding amount. Decisions regarding the use of the state funds are now at the discretion of the local education agency.

Co-Editors' Update on *Issues in Teacher Education*

The Spring 2009 issue of *Issues in Teacher Education* is hot off the press. By the time you read this, it should have arrived in your mailboxes. This special theme issue, addressing the use of teacher performance assessments in teacher credential programs, was guest edited by Debra DeCastro Ambrosetti (California State University, Fullerton), Victoria Brookhart Costa (California State University, Fullerton), and Caryl Hodges (University of San Francisco). The articles are particularly pertinent to the current climate that is focusing on performance assessments for teachers. In addition, there are three excellent book reviews worthy of your attention.

Please also visit the *Issues in Teacher Education* web page (www.ite/chapman.edu) and join in the conversation by clicking on our interactive link. You will find some stimulating questions on teacher performance assessments related to the Spring 2009 issue that will engage you in a conversation with other readers of the journal. Let the conversation begin!

Stay tuned for the Fall 2009 issue of *Issues in Teacher Education* as well. This theme issue spotlights technology. It is guest edited by Pamela Redmond (Touro University) and Penny Swenson (California State University, Bakersfield) and contains the latest research on integrating multiple technologies in teacher education.

—Joel Colbert & Suzanne SooHoo, Co-Editors
of *Issues in Teacher Education*, Chapman University

From a Submarine to the Classroom: From Theory to Practice

*By Lettie Ramirez & Christopher Kitting
California State University, East Bay*

An example of our Fall 2009 CCTE Conference “Twenty-First Century Schools of Education: Responding to a Changing World” took place this last May at Lake Tahoe and Fallen Leaf Lake.

To learn more about what is under the beautiful blue waters of Lake Tahoe and nearby Fallen Leaf Lake, a group of students from a California State University, East Bay (CSUEB) Freshwater Environments Biology class collaborated with the “Undersea Voyager” Project in its 2009 Northern California Expedition. This exciting mission included a search for any beds of invading clams, as reported by *USA Today*. Resulting images from photographs taken by the professors and students later reached even broader audiences.

The exploration was led by Captain Scott Cassell with the goal of directing attention to such factors as pollution and overfishing of our waters and to improve bodies of water around the world.

The two-person submarine was used to explore depths of Lake Tahoe, which is 22 miles in length and 12 miles in width, with an average depth of 989 feet and a maximum depth of 1,645 feet. Topside on the submarine, students sampled and analyzed the water, the drifting animals (plankton), and the bottom dwelling organisms (benthos).

Students had predicted a photic depth (depth to which plants can grow) of 40 feet (13m). After the dives, it was discovered that the actual depth of small algae growth on the silt bottom was at 120 feet (39m). In addition, the dives in Fallen



Captain Scott Cassell and Dr. Chris Kitting preparing for a mission on the “Undersea Voyager.”

Leaf Lake revealed that native clams there remain free of invasive clams.

The students identified two great discoveries as a result of their collaboration. The first was the discovery of colonial ciliate protists with green algae symbionts known previously from Europe, but unknown to the West Coast until now. The second discovery recorded three previously unmapped, ancient, great-

—continued on next page—



Fallen Leaf Lake, showing drowned tree stumps at lower historical shores.



As Captain Cassell pilots, youth ambassador Sid Loomis works outside the submarine to adjust flotation before and after each dive.

From a Submarine to the Classroom



Algae at depths above 120 feet (39 m), in a view six inches (15 cm) wide.

—continued from previous page—

er than 2000-year-old trees upright at 150 feet down, possibly evidence of a hundred-year drought back then.

To read more about the adventures of the “Undersea Voyager” Project go to: <http://sharkdivers.blogspot.com/2009/06/undersea-voyagers-project-tahoe.html>; and if you want to watch its amazing movie:

Ciliate protists, marble-sized single-cell organisms, among a turf of filamentous green algae on the shallower zones of the trees.

log.com/search.frame.php?term=undersea+voyager+project&id=3b7e36006e83a534648ca3c01c27224f

The City of Concord kindly provided our classes the use of youth cabins at Camp Concord, between Lake Tahoe and Fallen Leaf Lake.

To quote Stephenie Wasilewski, one of the CSUEB students participating in this project, and a future teacher,

Overall, the trip was an experience of a lifetime. So for those of you that are looking for that amazing summer get-a-way “stay-cation,” don’t forget about Lake Tahoe...



Preserved in icy waters at the depths of Fallen Leaf Lake are these mysteriously upright drowned trees, 100 feet tall.

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. Proposals that relate to the theme of a conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for several types of sessions, and accepted proposals will be assigned to one of the following: symposium, poster sessions, interactive sessions, demonstrations, workshops, and formal presentations, both individual and groups. CCTE conference schedules provide for one or more time slots for concurrent presentations and another time for poster sessions.

How to Submit Proposals

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

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research or practice, and the preferred session format (poster session, interactive session, demonstration, workshop, or formal presentation). (See cover sheet form on next page or a Word file of the cover sheet may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)
- ◆ File attachment of a maximum 3-page, single-spaced, proposal without names of the presenters.

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

hmandell@sandiego.edu

Deadline

Deadlines for future conferences are January 15 for Spring conferences and August 1 for Fall conferences.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or to other significant teacher education issues;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must be planning to register for and attend the Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for providing their own audio-visual needs.

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*.

Cover Sheet for CCTE Conference Proposals

Deadline: January 15 (Spring) or August 1 (Fall)

Title of Presentation: _____

Name of Primary Contact Person _____

Affiliation _____

Address _____

Day Phone _____

Evening Phone _____

Email _____

Other Presenter(s) to be named in Program:

Name(s) _____

Affiliation(s) _____

Please complete all information below

____ I am proposing a session in a separate room of my/our own.

____ I am proposing a poster session or demonstration in a common room.

____ If my proposal is not accepted for a separate presentation, I would like to be considered for a poster session in a common room.

Please complete the three items on the checklist below that are relevant to your proposal:

<p>This is a research proposal</p> <p>____ I included a theoretical rationale</p> <p>____ I included a methodology section</p> <p>____ I included an analysis of the results</p>	<p>This is a best practices proposal</p> <p>____ I included a rationale for the innovation</p> <p>____ I included an overview of the changes made</p> <p>____ I included an analysis of the impact of the innovation</p>
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CCTE Calls for Nominations for Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee now invites nominations (and self-nominations) from programs in Southern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at future Fall Conferences in San Diego and nominations of programs in Northern California for the award to be presented at future Spring Conferences in San Jose.

Nominations must be submitted via e-mail.

Nominees for this semi-annual CCTE award must reflect collaboration between college/university administration and faculty and K-12 school administration and faculty (individual schools, school districts, or county offices of education) in the planning as well as the implementation of the program to be honored. Eligible programs must have been in place for a minimum of three academic years. Such programs may involve public or private/independent colleges/universities and public or private K-12 schools. Nominations must show clear evidence that, as a result of the program, all partners have benefitted, e.g., children, student teachers, beginning teachers, cooperating teachers, other teachers and/or administrators in the school or district, and college/university faculty.

Nominations must include the following information: the names of the leading participants in the collaborative effort; a description of the school/district/county office and its population; a history of the program, including original goals and/or research questions being addressed; a description of the perceived successes of the effort, including any synopses of evaluative data collected; and future plans for the project.

Nominations must be submitted jointly by the K-12 school/district/county office and the institution of higher education with a statement of verification by the appropriate college/university and school/district officials. Each official named in the document should send a separate e-mail verification statement.

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: jose_lalas@redlands.edu

The deadline for nominations for awards to be made at the Fall Conferences is August 1 each year, while the deadline for awards at Spring Conferences is February 1 each year.

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 any CCTE 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 to: jose_lalas@redlands.edu

For additional information contact CCTE Awards Committee Chair Jose Lalas, School of Education, University of Redlands, 1200 E. Colton Ave., Redlands, CA 92373, jose_lalas@redlands.edu

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.

From the Desk of the CCTE Executive Secretary

Following is information on several current activities of the California Council on Teacher Education:

Membership

CCTE membership has held strong and even gained slightly during the last few years, with over 70 institutional members and an additional 100 individual members each year. Membership renewal notices for the 2009-2010 CCTE membership year (July 1, 2009 to June 30, 2010) were mailed to all institutional and individual members in mid-May, and renewals have been coming in regularly since that time. Further reminders will be sent out around September 1 to those who have not renewed by that time. Everyone is encouraged to send in renewals as quickly as possible to assure that no members or delegates miss any of our membership benefits, which include both of our high quality professional journals, our on-line newsletter, announcements of our semi-annual conferences and other activities, and the opportunity to vote at our delegate assemblies and in our annual election. New institutional and individual memberships are also welcomed, and anyone wishing further information about membership in CCTE is encouraged to contact me.

Fall 2009 Conference

Plans for the Fall 2009 Conference are nearly complete and a preview appears on pages 4, 5 and 6 of this newsletter, along with the tentative program on page 7 and the registration form on page 8. We have already received registrations from many members and delegates, and the rest of you are urged to get your registrations in and your hotel reservations made as soon as possible. Please also note that the Fall Conference Committee has developed a special website offering further information on the Conference plans and keynote speakers, as well as many links related to the Conference theme. This is going to be another exciting Conference, and I look forward to seeing you there.

Spring 2010 Conference

Be sure to have the March 25-27 dates on your calendar for the Spring 2010 Conference in San Jose. There is a preview of plans for that Conference on page 10 of this issue of the newsletter.

Issues in Teacher Education

The Spring 2009 issue of *Issues in Teacher Education* was mailed to all CCTE delegates and members recently, and the Fall issue will be off to the printer in the next few weeks. See the update from the co-editors, Joel Colbert and Suzanne SooHoo, on page 11 of this newsletter, and check out the journal's website and special interactive discussion related to the theme of the Spring issue.

Teacher Education Quarterly

The Winter 2009 issue of *Teacher Education Quarterly* was mailed out recently, and the Spring 2009 issue will be in the mail to all delegates and members very soon, with the Summer 2009 issue ready for printing and the Fall 2009 issue in preparation. We are continuing the new procedure of posting current and recent issues on the journal's website in a secured section open only to CCTE members and other subscribers, so you are now able to access the Winter and Spring 2009 issues as well as those from 2008. This will continue to be true for future issues. Back issues from a year or more in the past will continue to be open to all on the website.

Newsletter

Issues of *CCNews*, the quarterly newsletter of CCTE, continue to be posted on the CCTE website and an e-mail link for each issue is sent to all CCTE members and delegates. All members and delegates are also invited to submit items for inclusion in future issues of the newsletter.

Be sure to read the fascinating article in this issue by Lettie Ramirez and Christopher Kitting about the submarine that they are their students at California State University, East Bay have used for research and study of the depths of Lake Tahoe and Fallen Leaf Lake (see pages 12 and 13).

BTSA/Induction Collaboration

Be sure to read the reports on page 11 of this newsletter concerning our CCTE collaborative efforts with state BTSA/Induction leaders. Communication and cooperation across all levels of the learning-to-teach continuum are crucial for all involved.

Website

The purpose of the CCTE website (www.ccte.org) continues to be to serve the California teacher education community in a variety of ways. Information on all CCTE conferences and other organizational activities is posted on the site, and each quarterly newsletter appears as well. If you have additional ideas or suggestions for the CCTE website, please don't hesitate to contact me.

—Alan H. Jones, CCTE Executive Secretary,
and Publisher, Caddo Gap Press
3145 Geary Boulevard, PMB 275,
San Francisco, CA 94118
Telephone: 415/666-3012
Fax: 415/666-3552
E-mail: alan.jones@ccte.org

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 upcoming 2009-2010 membership year (July 2009 through June 2010). All members and delegates receive CCTE 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 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 2009-2010 Academic Year (July 2009 to June 2010)

Individual membership dues are \$100 per year (with a special \$80 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 (\$100)
- Retired (\$80)
- 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 alan.jones@ccte.org

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 \$600 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 are interested in an institutional membership for 2009-2010, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

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 2009 tax year moves forward, please consider a contribution to CCTE. Over recent years 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

CCNews Call for Articles and News Items

You may have noticed an evolving difference in recent issues of *CCNews*. We are seeking to include sections that feature best practices, resources, accomplishments, and even an editorial/letter to the membership. The goal of these additions is to create a forum for CCTE members to share information and celebrate our successes.

Do you have a successful partnership with another university, parents, teachers, or a K-12 school you would like to share about?

Have you discovered an effective assignment that your students enjoy, and that you think other teacher educators might like to know about and try?

Are there books, curricula, or other resources you or your program uses with great success?

Maybe you have opinions or information you would like to voice.

If you would like to share your passion and ideas with others, please take a few minutes to type up a brief article to submit to *CCNews*. Teacher educators are important people and we are even more effective when we work together, so please submit your ideas and promising practices, so that we can share them with others in CCTE.

Just e-mail your submissions as an attachment to hstevenson@pacific.edu

Thank you.

—Heidi J. Stevenson, Editor, *CCNews* (University of the Pacific)

CCTE Leadership Directory

CCTE Officers:

James Cantor, President (2008-2010), California State University, Dominguez Hills; jcantor@csudh.edu
 Magaly Lavadenz, President-Elect (2008-2010), Loyola Marymount University; mlavaden@lmu.edu
 Joel Colbert, Vice President for AACTE (2008-2010), Chapman University; colbert@chapman.edu
 Reyes Quezada, Past President (2008-2010), University of San Diego; rquezada@sandiego.edu

CCTE Board of Directors:

Alice Bullard (2008-2011), BTSA State Leadership Team; abullard@nUSD.k12-ca.us
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.edu
 Virginia Kennedy (2007-2010), California State University, Northridge; virginia.kennedy@csun.edu
 Jose Lalas (2007-2010), University of Redlands; jose_lalas@redlands.edu
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 Heidi J. Stevenson (2007-2010), University of the Pacific; hstevenson@pacific.edu
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 Thomas Nelson, Editor, *Teacher Education Quarterly*, University of the Pacific; tnelson@pacific.edu
 Suzanne SooHoo & Joel Colbert, Co-Editors of *Issues in Teacher Education*, Chapman University;
soohoo@chapman.edu & colbert@chapman.edu
 Heidi Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

CCTE Committee Chairs:

Awards Committee Chair:

Jose Lalas (see above under Board of Directors)

Communications and Alliance Building Committee Co-Chairs:

Virginia Kennedy (see above under Board of Directors)

Heidi J. Stevenson (see above under Board of Directors)

Conference Coordination Committee Chair:

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

Membership & Resources Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik, California State University, Dominguez Hills; cgrutzik@csudh.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, University of San Diego; hmandell@sandiego.edu

Strategic Planning and Budget Committee Chair:

James Cantor (see above under Officers)

CCTE Conference Committee Chairs:

Fall 2009 Conference Co-Chairs:

Cindy Grutzik (see above under Policy Committee)

Helene Mandell (see above under Research Committee)

Spring 2010 Conference Co-Chairs:

Pamela Redmond, Touro University; pamela.redmond@tu.edu

Heidi Stevenson (see above under Board of Directors)

CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— www.ctce.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; and a link to the special website for the Fall 2009 Conference.
- ◆ 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 available back issues.
- ◆ A link to the *Issues in Teacher Education* website, which includes information on the journal, a new interactive feature related to the Spring 2009 issue, and several years of back 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 CCTE policy activities and issues, including a protocol for teacher educators to use in contacting local legislators.
- ◆ 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: alan.jones@ctce.org