

CCNews

Newsletter of the
California Council on Teacher Education

Volume 21, Number 3, Fall Issue, September 2010

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Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

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Current and Recent CCTE Presidents Chair Fall 2010 Conference



The three co-chairs of the Fall 2010 CCTE Conference Planning Committee are Reyes Quezada (left) of the University of San Diego, Magaly Lavadenz of Loyola Marymount University, and Jim Cantor of California State University, Dominguez Hills. Reyes is a recent CCTE Past President who currently serves as CCTE Vice President for AACTE, Magaly is the current CCTE President, and Jim is the current CCTE Past President.



Message from CCTE President Magaly Lavadenz

It is my hope that the return from summer holidays has prepared all of us for the new academic year feeling recharged and energized! In my inaugural message, in the Summer 2010 issue of *CCNews*, I addressed the notion of building on the strengths of the California Council on Teacher Education (CCTE) as an organization to maintain focus, move towards action, and foster our leadership capacity. To that end, one of the priorities the CCTE Board of Directors agreed to engage in was to review and update CCTE's Strategic Plan. The prior strategic plan had been finalized in 2006, under the leadership of Andrea Maxie and Vicki LaBoskey.

I proposed a Leadership Retreat in conjunction with the June 2010 Board meeting and we were extremely fortunate to have a small pocket of external funding secured by Mary Sandy to support a facilitator to ensure that each of us attending the Retreat could be fully focused on the moment. Thus, on June 18, 2010, 17 CCTE leaders, including current officers and Board members, recent past presidents, and other key leaders, met for a strategic planning workshop at the School of Education at the University of California, Davis. Our facilitator, Dr. Roberto Vargas of New World Associates, worked with our Executive Secretary Alan Jones and myself in preparing and planning of the Retreat several weeks in advance of the event.

We enjoyed an exceptional day of dialogue, reflection, planning, and thoughtful consideration of the current status and desired direction of CCTE over the next five years. We made excellent and rapid progress towards the goals of the Retreat and afterwards received a detailed report on the outcomes of the strategic planning event from Roberto. During that day, we were able to identify five strategic priorities that will serve as a basis of additional conversation with the larger CCTE membership during the upcoming months.

Following is the initial draft of those five Strategic Priorities:

1. Assert our purpose and message. CCTE's purpose and experience is to advance quality teaching and teacher preparation. Our profession, the public, and policy makers need to know this so that they can work with CCTE to improve education policy and teacher preparation.

2. Develop and advocate policy that encourages quality teacher education. In this era of regressive policy, CCTE must move forward with its knowledge and expertise in teaching practice to develop



Magaly Lavadenz

and ensure passage of policy that supports quality teachers and teaching.

3. Communicate our wisdom regarding quality teaching. The profession and the public at-large need to understand the character of quality teaching and learning in order to increase their support for it. CCTE must optimize the use of its expertise, conferences, journals, and other resources to educate and inform.

4. Fully support the expansion and engagement of our CCTE membership. The vision to improve our educational system with more quality teachers requires the full engagement of our members to be active models, movers, and leaders for quality teaching.

5. Develop our CCTE Business Plan. The long-term achievement of CCTE's strategic priorities requires adequate staff, budget, and location. To

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Message from the CCTE President

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build on CCTE's rich legacy, it is time to develop a business plan to fully realize the organization required to improve the education and learning of California's citizens.

Additionally, as part of the discussion and decisions at the June 18 leadership Retreat, CCTE's standing committees were redefined and an Executive Committee was established, comprised of the President, President-Elect, Past President, and Executive Secretary. I want to thank the 17 participants in the Retreat for their dedication and good thinking. In the spirit of the fourth Strategic Priority that calls for increased engagement of the larger membership, the Board encourages each of you reading this to ask us about becoming more actively involved in efforts by joining one or more of our new committees. You can do this by contacting any Board member or Alan Jones, or by completing and sending us the volunteer form that appears on page 21 of this issue of *CCNews*.

Immediately following the Retreat day, we met the next day to hold the usual June Board of Directors meeting, during which we continued to plan and discuss the outcomes of the prior day and the general business of the organization.

As I shared with you in the my message in the Summer issue of *CCNews*, I've spent the past two years as CCTE President-Elect thinking about and preparing how I would like to frame my presidency of the organization. As is the case for most of you who are also deeply committed to CCTE and to our profession, these strategic priorities come at a time when the public discourse is shifting to blaming rather than constructing or reconstructing public education.

As an organization, we need to collectively reframe the discourse around public education, teaching, and teacher education. Our two conferences this academic year will build on the momentum we have created towards reframing our roles as teacher educators and simultaneously move the strategic priorities forward.

The Fall 2010 Conference theme: "Teacher Education in Challenging Times: Initiating Leadership to Inform Policy

and Create Opportunities," featuring a keynote address by Linda Darling-Hammond, surely poses the right questions. As you will see from the Fall Conference preview on page 4 and the tentative program on page 5, our efforts will involve consideration of a "Policy Analysis" of the issues related to teacher evaluation and student performance (see pages 7-11) from which we will develop a legislative initiative aimed to frame this topic in light of both research and practice in a way that will assure equity and fairness for both teachers and their students across California. This should be an exciting and productive conference, and I urge all CCTE delegates and members to attend; you will find a registration form on page 6 of this newsletter.

As Susan Nalls Bales indicates, we need to "develop frame elements that can redirect public thinking to elevate the salience of effective public policies." The idea of creating and utilizing frameworks in policy leadership is an area that I will continue to explore and share with you in my upcoming messages.

In a similar vein, the Spring 2011 CCTE Conference will address the relationship between community based schooling and teacher education, around the theme "Closing the Achievement Gap: How Context Matters for Teaching and Learning." The co-chairs, Mary Sandy and Jim Cantor, are currently in the planning stages for that Conference, and a brief description of their plans appears on pages 18 and 19 of this issue of the newsletter.

In closing, let me suggest that this year will be an important one for educational policy making. Such policy continues to receive the scrutiny of the media. One has only to read the *Los Angeles Times*' launching of a series on teacher effectiveness on Sunday, August 16, in which they use value-added analyses to "grade" effective versus less effective teachers on the basis of their students' standardized test scores. These are the very problems and issues we will explore at our Fall 2010 Conference. The Elementary and Secondary Education Act will likely be reauthorized by Congress this year as well.

What will be our collective plan and response? Please participate and continue to support CCTE through envisioning and acting upon the opportunities!

—Magaly Lavadenz,
CCTE President, 2010-2012
Loyola Marymount University



Mary Sandy, Desiree Zamorano, Deborah Hamm, and Alan Jones (left to right) in discussion at the CCTE leadership retreat on June 18.

Reference

Bales, S. N. (2008). Framing for public consideration. *The Chamber Executive*.

Fall 2010 CCTE Conference

“Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities

October 14-16, Kona Kai Resort, San Diego

Are you wondering about fair and equitable ways to evaluate teachers and teacher education programs? What tools do we have that meaningfully link student assessments to teacher evaluation? How can we insure that these evaluations are useful? How do we measure the quality and value of our work? Would you like to have a say in these policy matters and their impact on our practice?

The California Council on Teacher Education at its Fall 2010 Conference will examine federal and state initiatives and mandates calling for the evaluation of classroom teachers based on the performance of their students, and will commit to researching, writing, introducing, and seeking passage of state legislation that will assure procedures for teacher evaluation that promote fairness and equity for both students and teachers in California schools.

In order to help focus Conference discussions upon the latest federal and state policy, Linda Darling-Hammond of Stanford University will be our featured keynote speaker on Thursday afternoon. Dr. Darling-Hammond’s presentation, along with a question and answer session and table discussions, will kick off the process of identifying and exploring teacher evaluation and other significant policy issues in teacher education.

Friday morning will feature a panel of Deans of Education from California’s public and private universities and colleges who will extend the conversation linking policy and practice. Also contributing to understanding the importance and relevance of policy will be meetings of the co-sponsoring organizations, nine CCTE Special Interest Group conversations, two sets of concurrent research presentations, the popular Friday afternoon poster session, and the Thursday banquet. The two candidates for Superintendent of Public Instruction have been invited to speak following the banquet.

Special policy discussion sessions, one scheduled each day of the Conference, will raise, focus, and move forward the examination of policy issues, most specifically the topic of teacher evaluation and student performance. A CCTE “Policy Analysis” on this topic will be introduced at a policy session on Thursday afternoon (see pages 7-11 of this issue of *CCNews*). On Friday a second policy session will feature reports from the CCTE Policy Committee and the Commission on Teacher Credentialing. State Assemblymember Julia Brownley has also accepted our invitation to discuss policy issues during that session. The third policy session will be held on Saturday morning, at

which time the teacher evaluation and student performance topic will be deconstructed to identify those specific issues to be addressed legislatively, thus resulting in a commitment by CCTE to write such legislation and seek its introduction and passage by the California Legislature in 2011. School administrators and teacher union leaders will join classroom teachers and teacher educators in exploring how our interests converge around common issues requiring action steps relevant to both classrooms and the halls of government.

This will be a particularly interesting, challenging, and productive CCTE Conference, focusing not only on learning about and reflecting on teacher education policy, but also taking the proactive step of developing and seeking implementation of educational policy consistent with the CCTE Mission and Policy Framework.

The tentative program for the Conference appears on page 5 of this issue of *CCNews*.

The Fall 2010 Conference will once again be co-sponsored by the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers. Those groups will meet on Thursday morning, and the California State University Field Coordinators Forum will meet on Wednesday prior to the CCTE Conference.

How To Register

To register for the Fall 2010 CCTE Conference complete the registration form on page 6 of this issue of *CCNews* (pre-registration deadline is October 1, 2010) and return it with a check (payable to CCTE) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

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 2010 Conference. Reservations must be made by September 14 to be assured of rooms within our reserved CCTE block, although some rooms may still be available after that date.

If you need further information contact Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118, telephone 415/666-3012, fax 415/666-3552, e-mail alan.jones@ccte.org

Tentative Fall 2010 CCTE Conference Program

Wednesday, October 13:

9:00 a.m. to 3:00 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 14:

8:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room Is Open**.

9:00 a.m. to 11:30 a.m. - Meeting of the **California Association of Bilingual Teacher Educators**.

9:00 a.m. to 11:30 a.m. - Meeting of the **California Association of Professors of Special Education/Teacher Education Division**.

9:30 a.m. to 11:30 a.m. - **Independent California Colleges and Universities Council on the Education of Teachers**.

(begins with continental breakfast; meeting starts at 10:00 a.m.).

11:00 to 11:30 a.m. - **Newcomers' Meeting** (for first-time or recent new attendees).

11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).

11:30 a.m. to 12:45 p.m. - **First Set of Special Interest Groups:**

Arts & Education, Coordinators of Credential Programs, Internationalizing Teacher Education, Lives of Teachers, & Special Education.

12:45 to 1:00 p.m. - Break.

1:00 to 3:30 p.m. - **Opening Session:**

Introductions with CCTE President Magaly Lavadenz (Loyola Marymount University) presiding.

Conference Orientation by Co-Chairs of Fall 2010 Conference Planning Committee, focusing on three-day effort to highlight policy issues and develop legislative initiative on teacher evaluation and student performance.

Keynote Address by **Linda Darling-Hammond** (Stanford University) on "Leading the Profession: What Teacher Educators Should Know and Do," followed by Questions and Answers and Roundtable Conversations on Policy Implications.

3:30 to 3:45 p.m. - Break.

3:45 to 5:00 p.m. - **First Set of Concurrent Research and Practice Sessions**

5:00 to 6:00 p.m. - **First Policy Discussion**, featuring presentation of CCTE Policy Analysis on Teacher Evaluation and Student Performance, intended to serve as focus for discussion and action the following two days.

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

7:00 to 9:00 p.m. - **Conference Banquet** featuring invited appearances by Candidates for State Superintendent of Public Instruction Larry Aceves and Tom Torlakson. Candidates will speak at 8:00 p.m. followed by questions and answers and identification of issues of importance to CCTE.

Banquet followed by songfest led by CCTE song-writers and minstrels, all voices and instruments welcome.

Friday, October 15:

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**.

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**.

8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.

8:30 to 10:15 a.m. - **Deans' Panel**, with focus on policy issues in teacher education.

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 Noon - Break.

Noon to 1:15 p.m. - **Conference Luncheon**, featuring CCTE semi-annual awards presentations.

1:15 to 1:30 p.m. - Break.

1:30 to 3:30 p.m. - **Second Policy Discussion**, featuring reports by the CCTE Policy Committee and the Commission on Teacher Credentialing and a policy conversation with **California State Assemblymember Julia Brownley**.

3:30 to 3:45 p.m. - Break.

3:45 to 5:00 p.m. - **Second Set of Special Interest Groups:**

BTSA and Induction Programs, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Preparation.

5:00 to 7:00 p.m. - **Poster Session** for Research and Practice Topics, with wine and cheese, and Conference Updates/Saturday Information.

7:00 to 8:00 p.m. - **Graduate Student Meeting**, open to all students attending Fall 2010 Conference.

Saturday, October 16:

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

8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.

9:00 11:45 a.m. - **Third Policy Discussion & Delegate Assembly**, featuring identification of key issues related to teacher evaluation and student performance, resulting in development and approval of action plan for writing and introducing legislation which will assure fairness and equity for both teachers and students. Session coordinated by CCTE Policy Committee Co-Chairs.

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

CCTE President Magaly Lavadenz presiding, with preview of Spring 2011 Conference on "Closing the Opportunity Gap" by Jim Cantor (California State University, Dominguez Hills) and Mary Sandy (University of California, Davis).

California Council on Teacher Education Fall 2010 Conference Registration

Please register me for the Fall 2010 CCTE Conference!

Name _____

Preferred Mailing Address _____

_____ (include ZIP code)

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 - \$50 (will be \$75 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 (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 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 11:30 a.m. on Thursday: | SIGs meeting at 3:45 p.m. on Friday: |
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> BTSA and Induction |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Internationalizing Teacher Education | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Undergraduate Teacher Preparation |
| <input type="checkbox"/> Special Education | |

Please mail 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 October 1, 2010. No refunds after that date. Registration after that date and on-site at the Conference will be available at the on-site rate. All 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 2010 Conference. Hotel reservations must be made by September 14 to be assured of rooms within our reserved CCTE block, although some rooms may still be available after that date.

The Complexities of the Relationship of Teacher Evaluation and Student Achievement: A Policy Analysis for the Fall 2010 CCTE Conference

The following policy analysis has been prepared on behalf of the CCTE Policy Committee and the Fall 2010 Conference Planning Committee to serve as background information for discussions and deliberations at the Fall 2010 CCTE Conference and as a vehicle to assist attendees at the Conference in developing a legislative initiative to address the topic of teacher evaluations based on student achievement.

How best to evaluate teachers in an impartial, objective, fair, constructive, productive, and useful manner is a topic that has confounded educators and the public policy community for many decades. Traditional procedures in which teachers are periodically reviewed and evaluated by their school administrators remain the primary practice in most schools and school districts, but this approach has often proven inadequate given the workload of the typical school administrator, occasional individual and organizational frictions between administrators and teachers, and the frequent situations in which the content expertise of the administrator does not match the classes being taught by the teachers being evaluated.

During the ongoing review of teacher evaluation over recent decades, teachers as a professional group have often been chided for not seeking to serve as evaluators of their peers, since as professionals it can be assumed that they should have the most current knowledge about teaching as well as a desire to help colleagues improve their practice. Over the years, teacher workloads and educational budgets have seldom allowed time or compensation for school districts or schools to develop a systematic peer review process. The passage of AB 1 (Villaraigosa) in 1999 established the California Peer Assistance and Review Program (PAR) for Teachers, under which school districts were required to establish a PAR program through negotiations with the organization representing the certificated employees. Some successful PAR programs were already in place in Poway and Lompoc in California and at other locations across the country prior to AB 1, and the focus of PAR was typically on teachers with permanent status, although some programs also included probationary teachers. In the PAR process trained consulting teachers work with identified and volunteer teachers to develop performance goals aligned with student learning goals, and the consulting teacher then makes multiple observations and selects staff development activities geared to assist teachers improve their teaching skills and knowledge. Following passage of AB 1 adequate funding for PAR programs was available, but in more recent years state budget difficulties have decimated the program, and it remains functional only in a few of the larger school districts in the state. Nationwide the PAR program evolved from a labor-management initiative between the Toledo Federation of Teachers and the Toledo Public Schools in Ohio over 25 years ago,

and the concept has been praised recently by both President Obama and Secretary of Education Duncan.

A seemingly natural constituency to involve in the evaluation of teachers would be teacher education faculty at the college and university level, since by education and profession they can be assumed to have the greatest knowledge and expertise about teaching. Once again, however, the workloads of teacher educators are heavy and funding is absent to establish and compensate a network in which teacher educators would serve as evaluators of K-12 teachers. Furthermore, elements of distrust or uncertainty between K-12 public schools, the organized teaching profession, and teacher educators at the college and university level make development of such an evaluation system unlikely.

Given such ongoing quandaries, the regular evaluation of teachers in most schools has languished, with occasional successes typically reflecting the elevated funding status of those rare K-12 schools that are able to support adequate staff to regularly mentor, observe, and effectively evaluate teachers through PAR and other mentor programs. Some useful advances have also accompanied the development of the Beginning Teacher Support and Assessment (BTSA) system in California over the past two decades, a structure in which state funding has been provided to county offices and school districts to employ mentors and evaluators for teachers during the first two years of induction into the profession. As this system blossomed it resulted in improvement in retention rates of new teachers in the state, but it has currently fallen victim to the economic downturn and resulting state budget crisis. There are now many fewer new teachers being employed and needing support and evaluation coupled with reduced state funding for such support and evaluation. Even during its best years, however, BTSA provided support and evaluation only to new teachers, who comprise a small fraction of the total teacher cadre in the state.

Thus, while there have been conjectures regarding who within the education community might be in the best position based on knowledge and expertise to evaluate teachers, and while there have been some model programs such as PAR for veteran teachers and BTSA for support and assessment of new teachers during the induction years, overall little has changed during recent decades and the typical practice in most schools and school districts remains a process in which

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A Policy Analysis for the Fall 2010 CTE Conference

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teachers are periodically reviewed by their school administrators, despite a context in which those administrators are seriously pressed for time in their schedules for such evaluations and in which they do not necessarily represent the best match in terms of subject and grade level background to conduct such evaluations. Despite such concerns, all parties to the process appear to share the view that it is the expectation of teachers that they will be evaluated by their school administrators and the understanding of those administrators that it is their responsibility to evaluate the teachers at their schools. Indeed, the California Education Code specifies that school superintendents and/or their designees will evaluate all certificated personnel, at least every year for probationary staff, and every two years for permanent staff. What is then at issue is how best to accomplish such evaluations.

Yet another factor that complicates the evaluation of teachers concerns the purpose of such evaluations. Is the purpose primarily to assist each teacher in improving his or her practice by offering commentary and suggestions based on a review by the school administrator? Or are the results of the evaluation to be tied to such considerations as contract renewal, possible termination, granting of permanent status, and compensation. And if compensation is involved, will it be based on a standard salary scale reflecting preparation and experience, or an alternative or performance approach based entirely upon evaluation of practice. As any of these employment and salary related factors are introduced into the process, questions about the reliability and validity of the manner in which the evaluation is conducted become far more important, both to the teacher being evaluated and the credibility of the process in general, especially so within the “value-added” approach to teacher evaluation advocated by proponents of pay for performance.

It is interesting to note that while public opinion surveys over several recent decades have consistently shown that most people have positive attitudes towards their local public schools and their own children’s teachers, at the same time they profess negative attitudes about American education in general. Such uncertain and conflicting public opinion has fostered a policy vacuum. Elected officials at both the federal and state level have grown increasingly interested in and critical of schools and teachers, articulating concerns about both the quality of American teachers and the presumed inadequate performance of students. These concerns have been reflected in policy proposals calling for the evaluation of teachers based specifically upon the performance of the students they teach, with the intention that the results of such evaluations will serve as the basis for performance pay structures for teachers. This idea has become a centerpiece of the current national Race to the Top (RTTP) initiative, which includes a requirement that any states wishing to apply for RTTP funding must facilitate a teacher assessment

system based on assessment of student performance. In a rush to qualify California for RTTP consideration, the State Legislature passed and Governor Schwarzenegger signed into law late last year Senate Bill X5 1 which cast aside several decades of thoughtful protections for California teachers and instead called upon school districts to implement teacher evaluation systems related to student performance.

This approach to teacher evaluation is one that CTE has consistently opposed, primarily because it tends to oversimplify and inappropriately quantify the presumed relationships between teaching practice and student achievement as measured by standardized tests, ignoring a myriad of factors that can and do complicate such relationships. However, it is indeed an approach that both federal and state proposals, initiatives, laws, and regulations now champion, and thus it is a reality that states, school districts, and schools will be attempting to implement, whether the teacher education community approves or not.

Given that reality, the challenge for CTE as the voice of the teacher education community in California is to use our professional knowledge to explain the inherent complexities of such an approach and to develop and propose state legislation that can be translated into regulations that will require that such evaluation of teachers, when it is to be employed, be structured in a careful, fair, balanced, and appropriately scientific and professional manner prior to use in any educational settings.

CTE is therefore devoting major portions of its Fall 2010 Conference, to be held on October 14-16 in San Diego around the theme “Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities,” towards a policy analysis of the issues of teacher evaluation and student performance. The Conference will foster discussion that in turn will lead to a commitment by CTE to drafting, introducing, and supporting new legislation in cooperation with other educational organizations and one or more members of the Legislature.

To this end, CTE is in the process of collecting information from educators across the state who have experience to date with teacher evaluation systems that involve student performance data. Of particular interest has been information provided by the California Charter Schools Association, which has established a data division and accountability department devoted to working with individual charter schools on issues of and processes for teacher evaluation. Materials received and reviewed from several charter schools suggest that productive teacher evaluation systems typically involve the development of individual teacher growth plans, considerable time invested by school administrators in teacher evaluation, and the use of multiple forms of data on student achievement, including both paper and pencil tests and stu-

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A Policy Analysis for the Fall 2010 CTE Conference

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dent performance activities. Similar feedback has also been obtained from the Los Angeles Unified School District and will be sought from other K-12 schools throughout California. Another important source of information was the Alternative Teacher Compensation conference organized by Full Circle Fund and Policy Analysis for California Education (PACE) in March 2009, held in both Los Angeles and Oakland. Also of interest was the Commission on Teacher Credentialing and California Department of Education conference entitled "Working Collaboratively for Teacher and Student Success" held June 23, 2010. This evolving collection of proposed and in many cases already implemented teacher evaluation approaches should offer some important guidance for broader applications across the state, and it will be these evolving ideas which will guide CTE's legislative initiative.

The overall purpose of the legislation which CTE seeks to develop, propose, and advocate will be to require in any instance (schools, districts, county offices, state agencies, or other entities) where efforts are undertaken to evaluate teachers on the basis of student performance, that the following factors at minimum must be addressed and incorporated into the process:

(1) That the process of any evaluation of student performance to be used for the purpose of teacher evaluation must involve multiple measures (student work, classroom-based assessments, formative assessments, school-wide and district assessments, performance measures, including essays, applied projects, portfolios, demonstrations, and oral presentations) in addition to use of standardized tests, that any paper and pencil examinations used be carefully reviewed to assure that they do indeed measure what is intended and desired, and that at least some of the assessments of student performance be actual live performances by the students. There is ample evidence from educational research that students respond in differing ways to various instructional approaches and assessments, which therefore supports the call for the use of multiple measures, including performance as well as written tests, to secure equitable assessment of all students. In addition, if any written test is to be used for an intended "value-added" purpose, such as seeking to measure student performance where such measurements will then be used to evaluate teachers for the awarding of performance pay, the test must be validated for that purpose. Any such validation must also include consideration of its use by English learners (ELs) and students with special needs. Most tests currently in use have not been normed with ELs and special populations in mind, which means that those tests are an invalid measure of that portion of the student population, and thus will prove invalid for purposes of teacher evaluation across California, since nearly all California classrooms have a few if not many ELs and special education students in their student population.

(2) That the process of evaluation of teachers involve appropriate and adequate time on the part of school administrators or others involved in the evaluation to assure a careful review of all aspects of a teacher's performance, and further that any classroom observations of teachers be conducted by administrators with the same content area specialization as the class being observed, and finally that such evaluations take place on a frequency schedule negotiated as part of the collective bargaining agreement between the exclusive representative of the certificated employees and the district. The issues here are significant. Experience has shown that most school administrators do not have adequate time in their busy schedules for multiple teacher observations, so if effective evaluation processes are to occur, the time frame and workload of school administrators will need to be adjusted for this purpose. Perhaps even more important, many school administrators are not familiar with the pedagogy and content knowledge teachers are expected to teach, and most school administrators have not received training related to the California Standards for the Teaching Profession (CSTPs) or any other potential criteria for evaluation, and thus a statewide effort will be needed to assure that administrators involved in evaluation of teachers are aware of both pedagogy and curriculum as well as versed in observational and evaluation skills. With respect to assuring that evaluations at the secondary level are conducted by individuals familiar with the content area of the teacher being evaluated, one proposal has been to develop a cadre of mentor teachers who can serve along with school administrators as co-evaluators. Once again, such an approach would have staffing and budgetary implications. Finally, in determining the frequency of evaluations, it should be noted that California Education Code stipulates that probationary or temporary teachers are to be evaluated at least once a year (for two years) and permanent teachers at least once every two years. Any change in this frequency would need to be agreed to by both teachers and the school district or school.

(3) That procedures for the evaluation of teachers be mutually and carefully developed, described in writing, and agreed to both by those being evaluated and those doing the evaluating, resulting in some form of relevant and personalized professional growth program for each teacher. Just as with students, different teachers will demonstrate their professional knowledge and skills in varying ways, and effective procedures for the evaluation of teachers will need to involve multiple measures that are appropriate to assess the strengths and weaknesses of each teacher. Will all teachers be evaluated using the same criteria (such as the CSTPs or the standards of the National Board for Professional Teaching Standards), and in the same manner (timing and frequency of reviews, and assignment of relevant administrators or mentor

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teachers), or will such procedures vary depending upon decisions at individual schools and school districts as well as the needs and professional status of each teacher?

(4) That any procedures for evaluation of student performance must be weighted to take into account such potentially relevant factors as depleted school budgets, lack of textbooks and other instructional materials, overcrowded classrooms, the language status of students, the impact of hunger, homelessness, or other conditions in the lives of the students, all to be factored in to assure that teachers are not being held responsible for teaching and learning conditions beyond their control that negatively impact student achievement. There is ample evidence in educational and social research concerning the impact of language, cultural, environmental, and economic factors on a student's ability to succeed in school. Special concerns abound over the impact of students' language skills, home language, and second language on their school success and the manner in which their school achievement is measured. All such dimensions must be recognized and compensated for in any processes developed for assessing student performance and linking those assessments to teacher evaluation. At the same time, some of the traditional and long-standing arguments that failure of students in school is the fault of students who "can't learn" and thus not the responsibility of teachers must be forcefully rejected by all segments of the educational community. It is the responsibility of teachers to produce educational results from their students, while at the same time it is the responsibility of school administrators and the state to assure that the processes used to measure those results and to inform decisions about teacher employment and compensation be fair to all concerned.

It is important for everyone involved to recognize the complex realities inherent in schools and classroom contexts, as well as among teachers and students. Students are not all the same, they learn in different ways and at different paces, and they are impacted by many factors outside of school. Similarly, teachers are also not all the same, with each teacher having certain personal strengths and weaknesses which will impact different students in different ways. When these teacher and student differences come together in any given classroom, the complexities are multiplied. A student experiencing difficulties in a classroom will frequently impact not only that student's success, but because of additional time required of the teacher, it may also impact the success of other students in the class. The real-life circumstances in each classroom, for each teacher and each student, will always be extremely difficult to measure. For these reasons, there are many educational scholars who will continue to argue that the causal link between the performance of a teacher and the performance of that teacher's students can not and will not be successfully or accurately measured. These arguments involve not just the complexity of the classroom in

question, but also such factors as the influence on students of other school programs, home or peer tutoring, after school activities, parental support, and neighborhood programs. In most educational research one seeks to control for such factors, to establish matching experimental and control groups. The realities of schools, however, will not make this possible as schools, districts, and other entities attempt to measure teacher performance based on student achievement, since K-12 education is not and can not be a controlled research laboratory.

(5) That the student achievement upon which teachers are being evaluated be calculated specific to the time period of the evaluation, i.e., specific to a given school year or given semester, with clear starting and concluding points of evaluation consistent with the time period, in order to assure that teachers are not being held responsible for any lack of prior achievement on the part of the students in question or rewarded for prior positive performance of students before they arrive in the current teacher's class. In other words, if a teacher is charged with teaching a given group of students, many of whom come into that class with a lack of prior achievement, the teacher should be held responsible only for any achievement or lack of achievement during the time the students are in that teacher's classroom, and not blamed for the prior lack of achievement by the students. Similarly, if a teacher is assigned a class of primarily already high achieving students, that teacher should not be rewarded for that prior achievement, but only for what is accomplished during the semester or year being evaluated.

Proponents of a "value-added" model of teacher evaluation, which they contend will be appropriate for making decisions about continued employment and compensation, argue that such concerns as differentials in student readiness, cultural and language backgrounds, and success in prior grades and with prior teachers will all level out and be appropriately measurable. Will the tests used be capable of doing this? Typically, tests based on content standards such as the California Standards Tests (CSTs) are not parallel and are not vertically structured to measure from school year to school year, nor do they include both pre- and post-tests. While proponents will argue that the value-added model will be fair because all students and therefore all teachers will be judged by the same instruments, even if those instruments are not fully sophisticated, basing gain scores on such a shaky structure may well lead to untrue gain scores, and thus to untrue evaluations of teachers.

There are many additional issues of consequential validity that demand consideration. How will such evaluation impact the act of teaching? Knowing that their employment and compensation will rest on the evaluation of their students,

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will teachers narrow the curriculum and teach to the tests being used? Will scripted curricula become even more the rule of the day? Will teachers be reluctant to innovate? How will such evaluation processes address team teaching, or will such often useful and appropriate collaborative instruction disappear? Is teaching a totally individual act, as would be suggested by value-added evaluation, or is it a community endeavor within each school, where teachers talk to each other, assist each other, and work as a team? If the latter, how will such collaboration be measured and rewarded?

When all such questions are on the table, many educational scholars will indeed argue that teaching and schools are such complex operations that it will never be possible to develop reliable measures of the multiple impacts that the work of any specific teacher has upon the achievement of his or her students. Given the current realities, in which schools are being asked to undertake such measurements regardless of such complexities, the charge to CCTE must be first to identify all of the relevant concerns, and then to propose and seek passage of legislation that will establish an informed and cautious context in which such evaluations will be performed, with the interests of teachers, students, their families, and the public all recognized and honored to the greatest degree possible.

All of these factors, and others as they are identified, will be given careful consideration before, during, and fol-

lowing the CCTE Fall 2010 Conference, and through that process will be deconstructed and reassembled to inform the legislative initiative to be drafted and advocated.

In addition to the need to recognize and honor the complexity of teacher evaluation based on student performance, and assure that all procedures utilized in California schools are as valid, fair, and effective as possible, there are several other reasons why this is an ideal topic for CCTE to explore. First, since teacher evaluation based on student performance is an approach that the policymakers have already mandated, but have not yet spelled out with respect to implementation, the opportunity is before the educational community to help shape such procedures in an appropriate manner. Second, this form of teacher evaluation can be approached not as something that educators applaud or universally think should be undertaken, but rather for the specific but important purpose of proposing necessary cautions to assure that any such evaluation is done in as careful and fair a manner as possible. Third, and equally important, this issue offers CCTE an opportunity to get out in front on something where we can invite teachers, teacher organizations, school administrators, school boards, parents, and other educational groups to join us in this effort while also forging alliances across significant educational sectors and groups in the state that should serve all of us well now and in the future.

Resources on Evaluation of Teaching and Learning

In addition to reading and considering the "Policy Analysis" document above (pages 7-11), all CCTE delegates and members, and especially those who will attend the Fall 2010 Conference, are asked to consult the following resource list which is provided to encourage further exploration of the topic of teacher evaluation and student performance

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Nine CCTE Special Interest Groups (SIGs) Will Meet at the Fall 2010 Conference

Nine CCTE Special Interest Groups will meet at the Fall 2010 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: Marianne D'Emidio-Caston, Antioch University, 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.

Internationalizing 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.

Meetings of Co-Sponsoring Organizations at Fall 2010 CCTE Conference

**California Association
of Bilingual Teacher Educators**
Thursday, October 14, 9-11:30 a.m.

**California Association of Professors
of Special Education/
Teacher Education Division**
Thursday, October 14, 9-11:30 a.m.
(followed immediately by Special Education SIG)

**Independent California Colleges and Universities
Council on the Education of Teachers**
Thursday, October 14, 10-11:30 a.m.
Preceded by continental breakfast at 9:30 a.m.

Candidates for State Superintendent of Public Instruction

The California Council on Teacher Education has invited the two candidates for State Superintendent of Public Instruction to participate in a discussion following the Fall Conference banquet on October 14 in San Diego. In addition, CCTE asked each candidate to respond to five questions so that we might share the answers with our membership prior to the Conference.

At the time of publication of this newsletter, we have received the following answers from Larry Aceves, as well as an indication that he has put October 14 on his calendar and will confirm that appearance with us closer to the event. We have received no response from Tom Torlakson with respect to either the questions or joining us on October 14.

Question 1: What is your vision for education in California? What current education successes do you applaud and wish to continue? What changes do you advocate and wish to implement?

Larry Aceves: There is much to be done to improve California's struggling education system. I want to start by restoring the 17 billion dollars of public school funding that has been cut over the past two years as a result of the state budget deficit as well as increase fiscal accountability by auditing local school districts to reduce wasteful spending and make sure more money is spent in the classroom. I want to keep class sizes small by preventing teacher layoffs and expand vocational education programs to provide students with the skills they need to compete in today's economy.

I believe we have much work to do in the area of teacher preparation prior to and after induction into teaching. As a superintendent I was always aware that many of our new hires lacked critical skills to success, particularly for our "toughest" schools. Classroom management skills, instructional strategies, differentiated instruction, for examples are not skills they often bring to the classroom. I think the universities need to work with districts/schools to provide strong pre-service skills to teaching candidates.

Question 2: What sectors of the professional education community will you consult and involve as State Superintendent of Public Instruction? What sectors of the general public will you consult and involve?

Larry Aceves: As a superintendent for 15 years, I always made it a point to work with all sectors of the education community (including the universities), parents, teachers, classified employees and members of the public, especially the business community to better the districts that I worked in. Involvement at every level is important to the overall success of the school system. As Superintendent of Public Instruction, I plan on continuing this involvement, especially when it comes to policy decisions that affect teachers and students.

I want to create an open and transparent Department of Education that provides every sector a voice in the process.

Question 3: The California Council on Teacher Education believes that teacher education is necessarily and appropriately a cooperative endeavor bridging between colleges and universities and K-12 teachers and administrators. Do you agree? In what ways, and for what reasons? Do you have specific proposals related to teacher education, induction, and professional development? If so, please describe.

Larry Aceves: I agree. I have always been an advocate for continued teacher education and professional development as a cooperative endeavor for improving schools. As a superintendent I always worked closely with the teacher education programs in the local universities, including opening up space for classes to be held within my district, encouraging student teachers for my schools, and often personally addressing the classes at the professor's request about the profession, and the need for strong teachers in our schools.

As stated above, I think there is an urgent need for the teacher education programs to work more closely with the districts to develop more hands on skills for teacher candidates in many critical areas. I believe that the theoretical knowledge is important, and it must be interwoven into practical application. College supervisors must also be more forthright in determining that some candidates are not up to the task. I'm not sure this happens often enough. I also believe that follow up with candidates after they are placed would serve the colleges well in regards to "what worked?," "what needs to be enhanced?," "what needs to be dropped, changed?"

Question 4: The California Council on Teacher Education is concerned about the current push in both federal and state laws and regulations towards the evaluation of teachers based upon performance of their students. Our concerns are based on research that indicates that there are numerous intervening variables related to social, economic, and language circumstances of students as well as their prior academic accomplishments which significantly confound accurate measurement of student performance. We will be advocating for legislation which will require that such factors are taken into account to assure fairness to both teachers and students in such evaluation efforts. What is your thinking in this area?

Larry Aceves: I believe the issue of accountability is one that has been on a front burner for a long time, and we have to face the reality that we are continuing to move in that direction. The current federal push, with the President's blessing is not bending to the push back from teacher union leadership. This being stated, I think there are many factors that must be considered in measuring the effectiveness of indi-

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Candidates for State Superintendent of Public Instruction

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vidual teachers, administrators. I believe that falling back on the standard conversation of social, economic and language issues will be hard to defend both factually and ethically. There are too many examples of best practices in schools, areas where poor, second language, minority students are being very successful. Are they an exception? What are the practices going on there that are creating these unconventional results? I feel those of us in the Education community must be very proactive in helping to create an accountability system instead of being stuck in how we've always done it. We need to get very involved in what we teach, how we teach, what we measure and how we measure it.

Question 5: How do you perceive the potential for collaboration with the California Council on Teacher Education in your role as Superintendent of Public Instruction?

Larry Aceves: I anticipate a future collaboration with the California Council on Teacher Education as Superintendent of Public Instruction in regards to creating a process for expanding the development of stronger, better prepared teachers that will undoubtedly support higher quality student achievement. I also anticipate future collaboration as it relates to continuing education and professional development of teachers at all levels.

Dates of Future CCTE Semi-Annual Conferences

Fall 2010

October 14-16

Kona Kai Resort, San Diego

Spring 2011

March 24-26

Sainte Claire Hotel, San Jose

Fall 2011

October 13-15

Kona Kai Resort, San Diego

Spring 2012

March 29-31

Sainte Claire Hotel, San Jose

Fall 2012

October 11-13

Kona Kai Resort, San Diego

Plans for CCTE Spring 2011 Conference

“Closing the Achievement Gap: How Context Matters for Teaching and Learning”

March 24-26, Sainte Claire Hotel, San Jose, California

It is an extraordinary time in California and across the nation. Children and their families are experiencing unprecedented challenges in maintaining, or even clinging to, the basic necessities of life. The ability to access healthcare, mental health or social services is rapidly diminishing and in some areas, disappearing. Increased competition for jobs, housing and social services is straining family capacity to manage the demands of modern life. The stresses and strains, these fractures in the bedrock of society, appear initially and often most vividly in the schools.

Ironically, schools are themselves no bulwark against this “perfect storm.” Schools too are undergoing cutbacks at every level. Services are circumscribed and, increasingly, often eliminated. Class sizes are expanding, extra-curricular activities are passing into memory, and teachers and staff are asked to deal with a range of issues and concerns that in the not so distant past would have been managed more strategically and with greater effect across a range of service providers. This extraordinary environment poses almost insurmountable barriers for many children to be able to come to school, to engage, to learn in the classroom, and ultimately to achieve success.

We, as a state and a country, are at a crossroads. If we continue to operate in fragmented silos, separated by often absurdly bureaucratic barriers, then even our most basic systems will collapse and countless children and families will be abandoned. However, if we come together in our communities, break down the silos and coordinate the services and resources of schools, cities, counties, and non-profit organizations in a unified, cooperative, collaborative, and efficient manner, maximizing resources and expanding opportunities, then we will develop healthier and more successful students, schools, and communities. We live in an age that demands boldness, requires leadership, and turns on innovation. We must change the way we do business if we are to weather the storm and thrive.

The full-service community school is a proven method for creating and sustaining critically important coordination and collaboration of resources and support. These schools act as a community hub where an array of public and private agencies collaborate, intersect, and interact with the school to provide a comprehensive set of integrated services that meet the full range of learning and developmental needs of the students. Research has shown that this model can positively impact absenteeism, dropout rates, and student academic performance. Breaking down the silos is essential for any school and district to succeed in light of major education reforms from the state and federal levels.

This model is not new. The National Coalition for Community Schools and the Children’s Aid Society in New York have been innovating and supporting development of integrated services for students for many years. There are schools and communities in California and across the country that are finding, creating, and inventing success in their collaborative efforts to integrate services at the school site in order to meet the expanding needs of their children. However, even for these model school communities, technical assistance, leadership development, assessment and evaluation, local and state policy, and connections to a broader network of support are fragmented at best, thus threatening their sustainability.

The state and national fiscal crisis creates a unique opportunity, driven by need, to think in new ways about leveraging and integrating services for students through schools. Harlem Children’s Zone and Promise Neighborhood are pioneers in this approach. The theme of the Spring 2011 CCTE Conference—“Closing the Achievement Gap: How Context Matters for Teaching and Learning”—has as its core the belief that instruction is about the interaction of teacher and student around content within context. Teaching and learning do not thrive unless both content and context are attended to. Too often the importance of context is diminished or dismissed.

The next generation community schools must focus on coupling instructional interventions that strengthen academic learning in the classroom with strategies that address barriers to teaching and learning. The world a student lives in, their home and neighborhood situation, is not an excuse. But it does affect student readiness and motivation. By adding attention to context to how we look at successful teaching and learning, this conference will build upon the theme of the Fall 2010 Conference, which will explore ways to expand teacher evaluation beyond test scores. Guiding questions for the Spring 2011 Conference include:

- ◆ How can we situate an approach to community based schooling in a 21st century framework?
- ◆ How do teachers reach beyond the static curriculum and teach today’s students, acknowledging and building on their lived experiences? How do teacher educators?
- ◆ How can we reconcile the need for community based schooling with current beliefs and practices about testing, pacing plans, scripted curriculum, and teacher evaluation?
- ◆ What does it really mean to use context knowl-

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Plans for CCTE Spring 2011 Conference

“Closing the Achievement Gap: How Context Matters for Teaching and Learning”

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edge in one's practice? How can it be effectively and powerfully used?

- ◆ Student content engagement often relies on readiness and motivation. How do teachers understand and facilitate these states of mind? How do teacher educators?
- ◆ How can we integrate schools and social services in new ways that address the “whole child”?
- ◆ How can technology support this endeavor?
- ◆ What needs to be different in the 21st century approach to schooling in order for all students to thrive?
- ◆ Problem based learning is increasingly in use as a strategy to promote readiness, engagement and connection to context. How can we move from teacher-focused to student-focused learning?

The Spring 2011 Conference will feature speakers, including Dr. Pedro Noguera, who can frame both the problem and the opportunity for educators and teacher educators. Opportunity comes in the form of new resources—Race to the Top has money set aside to focus on community schools—but also in the form of new thinking about our work. We need to listen to our students if we expect to reach them.

With this in mind, the conference will also focus on strategies complementary to community schools, like problem-based and arts-based teaching and learning. Our presenters will demonstrate strategies like autobiographical poetry and spoken word performance, through which educators can reach out to students in the places they live and invite them into learning that matters to them and to their future.

Participants will take from this conference an understanding that there is a movement amongst educators to expand the way we look at education policy and include the larger context of children's lives, community, interests, etc. There are different ways that learners can express what they are learning.

The Spring 2010 Conference will also include meetings of the co-sponsoring organizations (California Association of Bilingual Teacher Educators, California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers), research and practice concurrent and poster sessions, meetings of the CCTE SIGs, a Thursday banquet, and Friday awards luncheon.

A further announcement of the Spring 2011 Conference

along with the tentative program and registration form will be included in the Winter 2010 issue of *CCNews* and e-mailed to all CCTE delegates and members in January 2011.

Mary Vixie Sandy of the University of California, Davis (mvsandy@ucdavis.edu) and Jim Cantor of California State University, Dominguez Hills (jcantor@csudh.edu) are serving as co-chairs for the Spring 2011 Conference and are assembling a Conference Planning Committee. Please contact them if you would like to be a part of this team, or if you have some ideas to share.

CCTE President Elect Accepts New Position at Stanford Center

CCTE President Elect Andrea Whittaker will join the team at Stanford University's Center for Assessment, Learning, and Equity (SCALE) as of September 7. The Center leads several state and national performance assessment efforts for both students and teachers, and one of Andrea's major assignments will be supporting the implementation of a national version of the PACT Teaching Event in some 20 states. Her final day in her previous position with the College of Education at San Jose State University was August 20.

Andrea will also be appointed one of the CCTE delegates from Stanford University, and her change in employment will in no way alter her role as CCTE President Elect.

CCTE Board Member Appointed Interim Dean at CSU Stanislaus

Juan Flores, a member of the CCTE Board of Directors, has been appointed interim dean of the College of Education at California State University, Stanislaus.

CCTE Graduate Student Caucus To Meet at Fall Conference

The CCTE Graduate Student Caucus will meet again at the Fall 2010 Conference, as it has done the past several semi-annual conferences. This Fall the Caucus will meet at 7 p.m. on Friday, October 15, immediately following the poster session. All interested graduate students are urged to attend. Both doctoral and master's students are involved in the Caucus, and discussions typically focus on an exchange of experiences among the students and consideration of how CCTE can best support their interests and needs.

Report on CCTE Leadership Retreat

Held June 18-19 in Conjunction with Quarterly Meeting of Board of Directors

CCTE officers, members of the Board of Directors, editors of CCTE publications, chairs of CCTE committees, and recent past presidents of the organization were invited to participate in a two-day leadership retreat on June 18-19 at the University of California, Davis. The retreat schedule also included the usual June quarterly meeting of the Board of Directors. Seventeen CCTE leaders attended the retreat, which at the invitation of CCTE President Magaly Lavadenz was facilitated by Roberto Vargas of New World Associates.

The discussion on Friday, June 18, focused on the mission of CCTE and the vision of that mission as shared by those in attendance, the identification of strategic priorities for the organization, and the restructuring of CCTE committees to best address those priorities.

Five strategic priorities were identified: (1) To better assert the mission, purposes, and message of CCTE; (2) To work toward passage of policy that encourages quality teaching and teacher education; (3) To communicate more broadly our professional wisdom regarding quality teaching; (4) To fully support the expansion and engagement of our membership; and (5) To develop a CCTE business plan consistent with these priorities.

The standing and ad hoc CCTE committees were then realigned and redefined, and each committee was assigned tasks specific to implementation of these priorities. A key ingredient in the success of these efforts will be achieving greater involvement of all CCTE delegates and members in the organization and the work of the committees. On the next page you will find a volunteer sheet which you are encouraged to complete and send to the CCTE Executive Secretary.

The goals of more broadly communicating our shared professional wisdom and seeking passage of policy that encourages quality teaching are key elements of the Fall 2010 CCTE Conference. A description of the Fall Conference appears on page 4, the tentative program on page 5, the registration form on page 6, and following those items are a "Policy Analysis" and resource list related to the issues of teacher evaluation and student performance. All CCTE members are urged to review these materials, get involved with these issues, and attend the Fall Conference.

Another significant topic discussed at the retreat and in the Board of Directors meeting on June 19 was development of stable long-term financial support for CCTE. A new Resources and Fund Development Committee has been created, and two special initiatives are being implemented. First, a program of "Annual Sponsors" of CCTE is seeking corporations and educational institutions interested in supporting CCTE's activities. In addition to being recognized in semi-annual conference programs, sponsors will have exhibit space at the conferences.

The other initiative is the establishment of the "Friends of CCTE," which began with the commitment of all CCTE officers and Board members to annually make a personal financial contribution to CCTE over and above their membership dues, and then in turn to challenge all other CCTE delegates, members, and friends to do the same. The "Friends of CCTE" program is now underway for the 2010-2011 year, and everyone is encouraged to complete the form below and send it in with a check of any amount, large or small, payable to CCTE.

You are Invited (and Challenged) to Become a "Friend of CCTE" Now

Please join your CCTE leaders by becoming a "Friend of CCTE" by completing the form below and mailing it in with a contribution of any size. Contributions to CCTE are tax-deductible, and you will be sent a receipt. "Friends of CCTE" will also be appreciated and recognized by listings at semi-annual conferences and in future issues of *CCNews*.

Yes, sign me up as a "Friend of CCTE"

Name _____

Address _____

E-mail address _____

Please make your contribution by check payable to CCTE and mail it with this form to CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

Thank you!

Volunteer Opportunities for CCTE Delegates and Members

All institutional delegates and individual members of the California Council on Teacher Education are encouraged to become involved with the work of one or more of the CCTE committees and to also attend and participate in meetings of the CCTE Special Interest Groups (SIGs) at our semi-annual conferences.

Please use the form below to indicate any committees or SIGs with which you would like to become involved:

Your Name _____

Your Institution _____

Your E-Mail Address _____

CCTE Committees:

- Awards Committee (receives and reviews nominations and selects CCTE award recipients)
- Communications and Image Committee (coordinates CCTE communications and image building activities)
- Fall 2010 Conference Planning Committee (planning of Fall 2010 Conference around “Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities” theme)
- Fall 2011 Conference Planning Committee (planning of Fall 2011 Conference around “Globalization and Multilingualism” theme)
- Policy Committee (coordinates CCTE policy response and advocacy activities)
- Research Committee (receives, reviews, and selects program proposals for CCTE conferences)
- Resources and Fund Development Committee (develops and implements CCTE fund-raising efforts)
- Spring 2011 Conference Planning Committee (planning of Spring 2011 Conference around “Closing the Opportunity Gap” theme)

CCTE Special Interest Groups:

- Arts and Education SIG (expanding the arts in teacher education and K-12 education)
- BTSA and Induction SIG (coordinating teacher education with the BTSA and induction years)
- Coordinators and Directors of Credential Programs SIG (exploring teacher education and credentialing issues)
- Equity and Social Justice SIG (advocating equity and social justice in teacher education)
- Internationalizing Teacher Education SIG (exploring teacher education across all nations)
- Lives of Teachers SIG (exploring, understanding, and supporting teachers)
- Special Education SIG (addressing special education issues and bridging with general education)
- Technology and Teacher Education SIG (integrating technology into teacher education)
- Undergraduate Teacher Education SIG (considering issues related to teacher education during undergraduate study)

Please complete and send this form to CCTE Executive Secretary Alan H. Jones (by mail to 3145 Geary Blvd., PMB 275, San Francisco, CA 94118; or faxed to 415/666-3552; or scan the form and e-mail it as an attachment to alan.jones@ccte.org).

Your expressions of interest will be shared with the relevant committee or SIG chairs, and you will also be sent additional information to assist you in contacting those chairs and getting involved. Thank you.

Teacher Education Quarterly Update

The Summer 2010 issue of *Teacher Education Quarterly*, focusing on the theme “Moving Teacher Education into Urban Schools and Communities,” has just been published and mailed to all CCTE members and other subscribers. If you have not received your copy yet, it should arrive in your mail soon. That issue of the journal was guest-edited by Jana Noel of California State University, Sacramento, and contains an impressive collection of articles examining issues and describing programs that bridge from campus to community.

The Fall 2010 issue, the final issue of Thomas Nelson’s 12-year service as editor of the journal, will be a special invited issue that Tom is assembling around the theme of teacher education and the environment. The articles will address the relationship between issues of ecology and sustainability and teacher education.

Christian J. Faltis of the University of California, Davis, who was appointed last year by the CCTE Board of Directors to be the next editor of *Teacher Education Quarterly*, will take over the journal as of January 2011. Chris and Tom have met on several occasions to discuss the journal and assure that the editorial transition will be smooth. Chris has appointed Kip Tellez of University of California, Santa Cruz, Sharon Chappell of California State University, Fullerton, and Reynaldo Reyes of the University of Texas at El Paso as associate editors who will serve during his editorship, and he and his team are working in coordination with Tom and the outgoing editorial team on the review and planning of articles for the issues during 2011 and beyond.

Editors of *Teacher Education Quarterly* are appointed to six-year terms, so Chris’ term as editor runs from 2011 through 2016. Tom was first appointed editor in 1998 for a term running from 1999 to 2004 and reappointed to a second six-year term from 2005 through this year. Tom’s associate editors, whose terms also end this year, are Jerry Brunetti of Saint Mary’s College of California, Dana Grisham of California State University, East Bay, and Barbara Levin of the University of North Carolina at Greensboro.

The journal is sponsored by CCTE and has an Editorial Board whose current members are Paul Ammon of the University of California, Berkeley, Mary Christianakis of Occidental College, Marianne D’Emidio-Caston of Antioch University-Santa Barbara, Tomás Galguera of Mills College, Rachel Lotan of Stanford University, Sabrina Mims-Cox of California State University, Los Angeles, and Chris Renne of California State University, Fullerton. CCTE President Magaly Lavadenz and CCTE Executive Secretary Alan Jones are also ex-officio members of the Editorial Board.

From the Editors of *Issues in Teacher Education*

Upcoming Issue

The editors and Editorial Board are very excited about the Fall 2010 issue of *Issues in Teacher Education* because of its timeliness in California. As we prepared to go to press with this issue, we learned Proposition 8 had been overturned, declaring the ban of same sex marriage as unconstitutional. The decision drew national attention to the complexities of human rights and ignited a firestorm of conversations. We are pleased that this issue will give voice to the lives and perspectives of members within our education community who are often not heard.

This theme issue, “LGBTQ Issues in Teacher Education” edited by Dr. Anna Wilson, Associate Professor of Education at Chapman University, will present six thought-provoking articles and one book review. Also in the Fall issue, we are proud to include three other articles and another book review in addition to the themed material. Topics include collaborative research in teacher education, students’ metacognition during content area literacy instruction, and students with disabilities’ access to the general curriculum. Finally, a book review on *The Seduction of Common Sense: How the Right Has Framed the Debate on America’s Schools* completes the non-themed segment of the Fall issue, with the hopes of providing something new for your reading pleasure to our diverse membership.

The Fall 2010 issue is now in the final stages of preparation for publication and is scheduled to be mailed to CCTE members and delegates and other subscribers in October.

Workshop at Fall Conference

In collaboration, *Issues in Teacher Education* and *Teacher Education Quarterly* will be offering a Reviewer Workshop at the Fall 2010 CCTE Conference in San Diego.

The purpose of the workshop is to provide technical training on the construction of a good review. We are aware that members of CCTE serve as reviewers on various journals and we hope that they will benefit from this hands-on workshop conducted by Dr. Gerri McNenny, Director, Graduate Project on Writing and Educational Research in the College of Educational Studies at Chapman University, and a member of the editorial team for *Issues in Teacher Education*.

As a result of this workshop, we hope to enrich the skills of those who currently serve as reviewers and to offer opportunities for new folks to consider becoming reviewers for our journals in the future.

Mark your calendars!

Suzanne SooHoo, Co-Editor
Joel A. Colbert, Co-Editor
Issues in Teacher Education

Call for Proposals for Research and Practice Sessions at CCTE Conferences

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:

This is a research proposal	This is a best practices proposal
___ I included a theoretical rationale	___ I included a rationale for the innovation
___ I included a methodology section	___ I included an overview of the changes made
___ I included an analysis of the results	___ I included an analysis of the impact of the innovation

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 2011 Conference in San Jose. Nominations of programs in Southern California for the award to be presented at the Fall 2011 Conference in San Diego will be invited this coming spring and summer. 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 Establishes Outstanding Dissertation Award

The California Council on Teacher Education graduate student caucus requested that the CCTE Awards Committee and the CCTE Board of Directors establish a new award within the CCTE awards program to honor authors of outstanding doctoral dissertations. To implement such an award, the following steps were adopted by the CCTE Board of Directors on March 24, 2010:

(1) That CCTE hereby establishes an annual "CCTE Outstanding Dissertation Award" to be presented to the author of a dissertation closely related to teacher education which has been accepted for the doctoral degree at a member institution of CCTE. This decision has been made based on the recommendation of the Awards Committee.

(2) That this new award be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference, beginning in the Fall of 2011.

(3) A four-member sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. The four members of the sub-committee, appointed by the Chair of the Awards Committee, are Paul Ammon of the University of California, Berkeley, Joel Colbert of Chapman University, Jose Lalas of the University of Redlands, and Thomas Nelson of the University of the Pacific, all faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year (i.e., for an award at the Fall 2011 Conference, the degree would have been awarded during the 2010-2011 academic year); (c) the author of the dissertation must be or must become a paid student member of CCTE; (d) the topic of the dissertation must be directly related to teacher education; and (e) the dissertation must be of such quality that it is considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The availability of the award is to be announced in issues of *CCNews* and at CCTE semi-annual Conferences, with an annual application/nomination deadline of June 1 of each year (beginning in 2011), so that applications/nominations can be reviewed in time for selection of awardees prior to the annual Fall Conference.

(6) Applications/nominations for the award are to include three copies of a cover letter with background

information on the author and dissertation topic, including a rationale of why the dissertation meets the award criteria, plus three printed copies of the full dissertation document. Applications are to be submitted to Alan H. Jones, CCTE Executive Secretary, by mail to 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

(7) Each recipient of the award will be honored at a CCTE Conference awards luncheon, will be reported on in the next issue of *CCNews* following the Conference, will be offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Conference when the award is presented, and will receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized by CCTE at the awards luncheon.

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 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

Our 2010-2011 year for the California Council on Teacher Education is underway with considerable enthusiasm and promise, starting with the two-day leadership retreat held in June (see report on page 20), plans for the Fall 2010 Conference around the theme “Teacher Education in Challenging Times: Initiating Leadership to Inform Policy and Create Opportunities” (see announcement on page 4, tentative program on page 5, registration form on page 6, and the related “Policy Analysis” and resources on pages 7-15), and the kick off of the “Friends of CCTE” drive and other fund-raising, involvement, and outreach efforts (see information on pages 20 and 21). In support of those efforts, the following CCTE activities are afoot:

Membership

CCTE membership during the 2009-2010 year remained nicely on pace with previous years and as the year ended we had over 70 institutional members along with over 100 individual members enrolled separately from the institutional memberships. Renewal letters and forms for institutional and individual memberships for the 2010-2011 year that began July 1 were mailed out in May and many renewals have already been received. Reminders were e-mailed to institutions in August, and further reminders and follow-up will be undertaken by the CCTE Membership and Alliance Building Committee during the Fall. Those of you who are not appointed institutional delegates for this 2010-2011 year, we encourage you to join as an individual member, and a form for that purpose appears on the next page.

CCTE Leadership Retreat

The quarterly meeting of the CCTE Board of Directors this past June was expanded into a two-day leadership retreat which was held at the School of Education at the University of California, Davis. The expanded format allowed the Board to engage in long-range planning for the organization in addition to the usual quarterly business agenda. Some initial results of the long-range planning are reported on page 18 of this issue of *CCNews* and follow-up will also be presented to the membership at delegate assemblies during upcoming semi-annual conferences and in future issues of the newsletter.

As a result of discussions at the retreat the CCTE committee structure has been refined to now include the following committees: Awards Committee (chaired by Jose Lallas of University of Redlands), Communications and Image Committee (co-chaired by Virginia Kennedy of California State University, Northridge and Keith Walters of California Baptist University), Executive Committee (chaired by CCTE President Magaly Lavadenz of Loyola Marymount University), Membership and Alliance Building Committee (chaired by Alice Bullard of BTSA), Resources

and Fund Development Committee (co-chaired by Juan Flores of California State University, Stanislaus, and Lettie Ramirez of California State University, East Bay) and Research Committee (chaired by Helene Mandell of the University of San Diego). All CCTE delegates and members are encouraged to become involved with any of these committees, as well as with the planning committees for future semi-annual conferences and the various CCTE Special Interest Groups. A volunteer form appears on page 21; please complete it and send it in so that we can get you involved with the activities of your choice.

“Friends of CCTE”

In the report on the new initiatives resulting from the leadership retreat in June (see page 20), please take special note of the establishment of a “Friends of CCTE” contribution drive. CCTE leaders have started this effort by making individual contributions, and they challenge all delegates, members, and friends to do the same. Please use the form on page 20 and send your check in now so that you will be included and recognized as a “Friend of CCTE.”

Journals

Publication of both of the CCTE-sponsored journals, *Issues in Teacher Education* and *Teacher Education Quarterly*, is proceeding well, and specific reports on the journals appears on page 22 of this issue of *CCNews*.

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 (see note from Editor Heidi Stevenson on page 26).

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,
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

You are encouraged to join the California Council on Teacher Education for the upcoming 2010-2011 membership year (July 2010 through June 2011). Regular individual membership is \$100 per year, while special membership categories are available for retired educators at \$80 and students at \$50. Institutional memberships are also available (see note below). All members 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 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.

Individual Membership for 2010-2011 Academic Year (July 2010 to June 2011)

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 2010-2011, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

CCTE Leadership Directory

CCTE Officers:

Magaly Lavadenz, President (2010-2012), Loyola Marymount University; mlavaden@lmu.edu
 Andrea Whittaker, President-Elect (2010-2012), Stanford University; awhittaker2010@gmail.com
 Reyes Quezada, Vice President for AACTE (2010-2012), University of San Diego; rquezada@sandiego.edu
 Jose Lalas, Vice President for ATE (2010-2012), University of Redlands; jose_lalas@redlands.edu
 James Cantor, Past President (2010-2012), California State University, Dominguez Hills; jcantor@csudh.edu

CCTE Board of Directors:

Alice Bullard (2008-2011), BTSA State Leadership Team; alicebullard@gmail.com
 Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.edu
 Lettie Ramirez (2009-2012), California State University, East Bay; lettie.ramirez@csueastbay.edu
 Mary Sandy (2008-2011), University of California, Davis; mvsandy@ucdavis.edu
 Mona Thompson (2010-2013), California State University, Channel Islands; al.mo@roadrunner.com
 Keith Walters (2010-2013), California Baptist University; kwalters@calbaptist.edu
 Desiree Zamorano (2009-2012), Occidental College; dzamorano@oxy.edu
 Charles Zartman (2009-2012), California State University, Chico; czartman@csuchico.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2010-2013), Caddo Gap Press; alan.jones@ccte.org
 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 officers)

Communications and Image Committee Co-Chairs:

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

Keith Walters (see above under Board of Directors)

Executive Committee Chair:

Magaly Lavadenz (see above under Officers)

Membership & Alliance Building Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik, California State University, Dominguez Hills; cgrutzik@csudh.edu

Mary Sandy (see above under Board of Directors)

Susan Westbrook, California Federation of Teachers; suew447@aol.com

Research Committee Chair:

Helene Mandell, University of San Diego; hmandell@sandiego.edu

Resources and Fund Development Committee Co-Chairs:

Juan Flores (see above under Board of Directors)

Lettie Ramirez (see above under Board of Directors)

CCTE Conference Committee Chairs:

Fall 2010 Conference Co-Chairs:

James Cantor (see above under Officers)

Magaly Lavadenz (see above under Officers)

Reyes Quezada (see above under Officers)

Spring 2012 Conference Co-Chairs:

James Cantor (see above under Officers)

Mary Sandy (see above under Board of Directors)

Fall 2012 Conference Co-Chairs:

Anaida Colon-Muniz, Chapman University; acolon@chapman.edu

Lettie Ramirez (see above under Board of Directors)

Ronald Solorzano, Occidental College; solor@oxy.edu

CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— 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; 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 Fall 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@ccte.org