CCNews

Newsletter of the California Council on Teacher Education

Volume 23, Number 4, Winter Issue, December 2012
Heidi J. Stevenson, Editor (University of the Pacific)
Prepared for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

In This Issue of *CCNews* . . .

Section 1 — News & Reports

Section 2 — CCTE Conferences

Section 3 — CCTE Organizational Information

Section 4 — From the Field

CCTE President Cindy Grutzik (left) and six CCTE Past Presidents—Jim Cantor, Jerry Brunetti, Carol Bartell, Andrea Maxie, Magaly Lavadenz, and Reyes Quezada (left to right)—at the Fall 2012 Conference in San Diego. —photo by Ken Klieman

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Newsletter of the
California Council on Teacher Education

Message from CCTE President Cindy Grutzik

Hello CCTE Colleagues:

This time of year finds each of us deeply involved with our school communities, approaching the end of the semester and planning ahead for spring and the next year. Some of this planning can take a different direction now that Prop 30 has passed, and I'm grateful for that. This, along with several bond measures that passed around the state, seems to indicate that Californians want to keep investing in pubic education. While it doesn't solve the ongoing funding problems, Prop. 30 prevents the large cuts that were looming over K-12 and public IHEs, and allows some restoration of cuts made earlier. I've been hearing stories of furlough days rescinded and instructional days added back into the school calendar—I hope this is a sign of better things to come.

Cindy Grutzik

A Strong Fall Conference: The Fall 2012 Conference, as you will read elsewhere in this newsletter, was very successful by many measures. Our thanks go to the conference co-chairs, Helene Mandell and Keith Walters, and their hard-working committee. We enjoyed a record number of posters and presentations, as well as excellent keynotes and time built in for networking and support activities. The conference definitely furthered our goal of bringing together our members from each segment of the learning-to-teach continuum. It was well-attended by BTSA-Induction regional directors, IHE deans, educator preparation faculty, teacher association reps, and retired colleagues as well. Thank you to all who attended, and to those who made it possible for colleagues to be there.

New: CCTE President's Blog: To highlight the various dimensions of teacher preparation, as well as CCTE's affiliate groups, I will be blogging on our expanded CCTE website with a different guest each month. Watch for an e-mail signaling that the blog is underway. My first guests will be LaRie Colosimo and Paula Motley, two BTSA-Induction regional directors. Please read and respond!

National and State-wide Focus on Educator Preparation, with California Well Involved: The recently released *Greatness by Design* report (GBD - http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf) has spurred conversation and action at many levels. Over the last two months, I've heard its recommendations being seriously considered by faculty, deans, and undergraduate department chairs. And the ongoing work of the CTC's TAP panel (Teacher Prep Advisory Panel) is to link its recommendations for Multiple & Single Subject preparation to those made in the GBD report. Recommendations from the TAP panel will be complete in January 2013.

At the national level, the Honda-Reed "Educator Preparation Reform Act"—now on hiatus but most likely to be reintroduced with the 2013 legislative session—will give CCTE an opportunity to examine and respond to several proposals that could change our work considerably. Although work on this bill was begun by AACTE two years before the Federal Negotiated Rule-making process ended in stalemate last Spring, it has been informed by the outcomes of that process. Our colleagues at AACTE are interested in hearing our perspectives as they move forward with the bill, so we will be watching it over the next few months and providing our feedback. See an Education Week blog for some more background: http://blogs.edweek.org/edweek/teacherbeat/2012/09/_have_introduced_companion_bil.html. These activities and conversations illustrate the concerted effort we must make to professionalize educator preparation, enhance our accountability measures, and push back on the heavy-handed critique that has come our way over the last two years. It will be important to keep these activities at the forefront of our work together in CCTE.

Spring 2013: As you've now heard, the dates for the Spring CCTE conference in San Jose have been changed to April 11-13, 2013. We hope this allows all of you to join us to learn more about "teacher leaders," the theme of the conference.

I wish each of you and your loved ones a wonderful holiday season.

—Cindy Grutzik
CCTE President
California State University, Long Beach

CCTE President Elect Andrea Whittaker Submits Resignation

Andrea Whittaker, the current President Elect of the California Council on Teacher Education, has submitted her resignation from that post effective with the CCTE Spring 2013 Conference. The CCTE Board of Directors received and reluctantly accepted Andrea's resignation at the Board's October 10 meeting.

While the CCTE by-laws authorize the Board to appoint a replacement in the case of any officer vacancies, the Board opted instead to ask the Nominations and Elections Committee to seek nominees for President Elect as part of the 2013 annual CCTE election, so that the full CCTE membership can select a new President Elect. The person elected to that role this coming spring will serve the one remaining year of Andrea's term as President Elect, and then move into the role of CCTE President for the following two years.

The text of Andrea's letter of resignation is as follows:

Dear Colleagues,

With sadness and regret, I ask the Board to accept my resignation as President Elect of CCTE effective April 12,2013.

When Cindy and I were "co-elected" in March 2010, I was a second-year department chair becoming comfortable in the role and ready to take on leadership of the organization in 2012. The transition to a new position as director of teacher performance assessment at Stanford soon after the election proved to be more complicated than anticipated so Cindy and I swapped timelines. She became president in March 2012 while I continued in the president elect role. Since that time, it has become more and more clear that the complexities of my job will not allow me to invest the time and energy needed to be a responsible, committed, and visionary leader of CCTE.

Over the nearly 20 years I have been associated with CCTE, I have seen the organization transformed through vibrant, consistent leadership, a commitment to policy development, and ongoing dedication to improving teacher education and professional practice. The organization deserves a progression of leadership that sustains this vision. Therefore, I ask the Board to conduct an interim election in the spring of 2013 for a new president elect to serve in my place.

This resignation does not mean a full departure from the organization—can't get rid of me that easily! I will continue as a delegate from Stanford and as a member of the research committee and conference planning committees as invited.

Thank you very much for the opportunity to serve the organization.

Sincerely,
Andrea Whittaker

Plans for 2013 CCTE Election Underway

The Nominations and Elections Committee of the California Council on Teacher Education, chaired by CCTE Past President Magaly Lavadenz, is now gearing up for the 2013 CCTE annual election. That election will involve the selection of three new members of the CCTE Board of Directors and, due to the resignation of Andrea Whittaker from the position of CCTE President Elect, it will also involve the election of a new President Elect to complete Andrea's term of office.

The Committee will identify six candidates for the Board of Directors and two for President Elect, since the CCTE by-laws stipulate that there will be twice as many nominees as there are offices to be filled. The report of the Nominations and Elections Committee will be shared with the CCTE membership in early January, and there will then be a one-month time period in which other nominations can be added by petition from the membership. The final list of nominees along with statements of candidacy and a ballot to be voted and returned by mail will be sent to all CCTE members and delegates in early February. Ballots are then to be returned by mail prior to the Spring Conference or brought to San Jose and turned in no later than noon on Friday, April 12, at which time the votes will be counted and the results announced.

The three new members of the Board of Directors elected this coming spring will replace Juan Flores, Mona Thompson, and Keith Walters, whose terms expire in 2013. There are nine Board members, who serve staggered three-year terms, with three new members elected each year.

The person elected as President Elect this coming spring will serve the final year of Andrea Whittaker's term, and then in the spring of 2014 that person will assume the position of CCTE President when Cindy Grutzik's two-year term expires. When the President Elect selected this coming spring becomes President in 2014, Cindy will then move to the role of Past President and another President Elect will be chosen as part of the 2014 annual election. The 2014 election will also include candidates for the two Vice Presidencies as well as three more members of the Board of Directors.

From the Desk of the CCTE Executive Secretary

CCTE Membership

Initial renewal notices for both institutional and individual CCTE memberships for this 2012-2013 were sent to all previous members back in June and in the months since over 80% have renewed. The CCTE Membership Committee has been contacting those who have not yet renewed and we hope to achieve 100% of our membership goals by early 2013. An individual membership form is available on the CCTE website and I will be happy to provide institutional membership information to any interested parties.

CCTE Conferences

The Fall 2012 CCTE Conference in San Diego on October 11-13 was our largest ever in terms of attendance and also amazingly successful in terms of program and overall participation. A retrospective appears in this issue of the newsletter (see pages 7-8) and many items from and about the conference are available on the CCTE website (see the special page on Fall 2012 Conference for links).

Plans are well underway for the Spring 2013 Conference, to be held in San Jose April 11-13 around the theme "Teacher Leaders." See the preview on page 6 of this newsletter.

CCTE Website

As reported in the last newsletter, our CCTE website has recently enjoyed a wholesale revision and upgrade. If you have not yet checked out the site please do so soon and get involved with our new blogs and social media connections.

Newsletter

As previously, this Winter 2012 issue of *CCNews* contains four sections and is available to members and delegates as a PDF on the CCTE website. The first section features the CCTE President's message from Cindy Grutzik and other immediate CCTE news. The second section provides a preview of the upcoming Spring 2013 Conference and a retrospective on the Fall 2012 Conference. The third section offers updates on several CCTE activities, including awards presented at the Fall 2012 Conference, our *Issues in Teacher Education* journal, and a report from ICCUCET. The fourth "From the Field" section features three articles prepared by poster session presenters at the Fall 2012 Conference.

CCTE New Faculty Program

This year we have 11 participants in the CCTE New Faculty Support Program that was initiated during the 2011-2012 academic year. We had seven participants that first year, so the program is growing in its service to new teacher educators across the state. Each participant receives a complimentary annual CCTE membership and conference registration, each has been assigned a mentor from among our CCTE leadership, and each is asked to submit a proposal for one of the semi-annual Conferences during the current year. Additional information on the Program appears on the CCTE website.

Graduate Student Fund and Support Program

The CCTE Graduate Student Support Program, utilizing funds from the CCTE Graduate Student Fund, also enjoyed its first year of operation during 2011-2012 and has grown in this, its second year. We currently have 18 students who applied and have been accepted to the program this year. Each has received a complimentary CCTE student membership and conference registration and they will in return submit a conference session proposal for presentation at either the Fall or Spring. See additional information on the CCTE website.

CCTE Dissertation Award

As reported on page 10 of this issue of the newsletter, the new CCTE Dissertation Award was presented for the first time at our Fall 2012 Conference. The recipient of the Award was Edward G. Lyon of Arizona State University, honored for the dissertation he completed last spring at the University of California, Santa Cruz. There were six nominations for the award this past year, and each was reviewed carefully by members of a special sub-committee of the CCTE Awards Committee. The next cycle for the Dissertation Award has a June 1, 2013 deadline for nominations of dissertations in teacher education completed at CCTE member institutions during this 2012-2013 academic year.

Annual CCTE Election

A preview of the 2013 annual CCTE election appears on page 3 of this issue of the newsletter. In addition to the election of three new members of the CCTE Board of Directors, there will be a special election to fill the office of CCTE President Elect. The report of the Nominations and Elections Committee will be e-mailed to all members and delegates in early January.

Further information on these and many other ongoing CCTE programs and activities will be found on our website at www.ccte.org as well as in past issues of *CCNews*, also available on the website.

—**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

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.

Dates of Future CCTE Semi-Annual Conferences

Spring 2013, April 11-13 - Sainte Claire Hotel, San Jose

Fall 2013, October 24-26 - Kona Kai Resort, San Diego

Spring 2014, March 27-29 - Sainte Claire Hotel, San Jose

Fall 2014, October 23-25 - Kona Kai Resort, San Diego

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Preview of the CCTE Spring 2013 Conference:

Around the Theme "Teacher Leaders"

By **Magaly Lavadenz** (Loyola Marymount University) and **Paula Motley** (Monterey County Office of Education)
Co-Chairs for CCTE Spring 2013 Conference

The theme of the Spring 2013 Conference of the California Council on Teacher Education, to be held April 11-13 at the Sainte Claire Hotel in San Jose, will be "***Teacher Leaders***." The Conference will focus on recognizing the importance of teacher leadership in our schools. Teachers have the ability to influence professional practice based on the practical experience and professional knowledge that is needed to move student achievement to higher levels.

At the Spring 2013 Conference we will be looking at current practice, research, and thinking that will support teacher leadership in improving our schools. We will be addressing such questions as how during teacher education and teacher induction do we prepare teachers to become leaders and how do we involve those teacher leaders in the preparation and induction of new teachers? Such exploration will follow naturally and expand upon the recent Fall 2012 Conference on issues of clinical practice.

The keynote speaker at the Spring 2013 Conference will be **Ann Lieberman** of Stanford University. Dr. Lieberman has a long and distinguished record of teaching, research, writing, and speaking about the key role of teachers in school improvement.

The Spring 2013 Conference will feature sessions highlighting the roles of colleges and universities, K-12 schools, county offices, induction programs, teacher organizations, and state agencies in the preparation and professional development of teacher leaders. Opportunities for conference attendees to discuss such issues will be encouraged.

As usual, the Spring 2013 Conference will also involve meetings of associated organizations (The California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education, the Independent California Colleges and Universities Council on the Education of Teachers, and the CCTE Graduate Student Caucus), meetings of the Special Interest Groups, meetings of CCTE committees, policy sessions, concurrent research and practice sessions, and the Friday afternoon poster sessions. There will also be a social hour prior to the Thursday conference banquet and a Friday awards luncheon.

Watch for additional information about the Spring 2013 Conference on the CCTE website, in our quarterly newsletters, and through e-mails to the membership. A formal announcement, with the tentative program and registration form, will be e-mailed to all members and delegates in early January 2013. A call for proposals for research presentations and poster sessions is now available on the CCTE website, and the deadline for proposal submissions is January 15, 2013.

Co-chairs of the CCTE Spring 2013 Conference Planning Committee are CCTE Past President Magaly Lavadenz of Loyola Marymount University and CCTE Board Member Paula Motley of the Monterey County Office of Education. Other members of the Committee are Cindy Grutzik (CCTE President, California State University, Long Beach), Alan Jones (CCTE Executive Secretary), Ken Klieman (San Mateo Foster City Elementary School District), Jose Lalas (Chair of CCTE Awards Committee, University of Redlands), Helene Mandell (Chair of CCTE Research Committee, University of San Diego), Shannon Stanton (CCTE Board Member, Whittier College), Kathy Theuer (Brandman University), Keith Walters (CCTE Board Member, California Baptist University), and Susan Westbrook (Co-Chair of CCTE Policy Committee, California Federation of Teachers).

The co-chairs of the planning committee can be contacted via e-mail at:

Magaly Lavadenz - mlavaden@lmu.edu
Paula Motley - pmotley@monterey.k12.ca.us

Retrospective on the CCTE Fall 2012 Conference

By **Helene Mandell** (University of San Diego)
& **Keith Walters** (California Baptist University)
Co-Chairs of Fall 2012 CCTE Conference

Guiding Questions

Woven throughout the Fall 2012 Conference of the California Council on Teacher Education, held October 11-13 at the Kona Kai Resort in San Diego, were opportunities for all stakeholders in teacher preparation to engage in discussions and reviews of clinical practice approaches and activities that address questions such as:

- What are the various types of definitions used to describe clinical practice?
- What types of programs are currently being implemented across the United States?
- How are the changing realities of contemporary society impacting the type of skills teachers need to effectively educate children?
- How can programs overcome development and implementation barriers created by today's limited financial budgets?
- How might quality teacher education programs positively impact the current inequities in American public schools?
- How can properly developed research questions and methodological strategies substantiate best practices for teacher preparation programs?

Zeichner and Hollins Were Keynoters

Kenneth Zeichner, Boeing Professor of Teacher Education and Director of Teacher Education in the College of Education at the University of Washington, delivered the Thursday keynote address entitled "The (Re)Turn toward Clinical Experiences in U.S. Teacher Education." Zeichner shared his expertise on the historical trajectories of different approaches to improve teacher education, thereby establishing a foundation through which conference participants were able to evaluate five models of clinical practice shared during that afternoon's panel presentation and related concurrent sessions.

Etta Hollins, Kauffman Endowed Chair for Urban Teacher Education at the University of Missouri-Kansas City, was Friday's keynote speaker. In an address entitled "Rethinking Purpose and Practice in Clinical Field Experiences for Preservice Teacher Preparation" Hollins challenged the audience to reflect on the importance of using solid research practices as a means of examining the true impact of clinical practices.

Scholarly articles and presentations by Zeichner and Hollins are available on the CCTE website (see the special Fall 2012 Conference page).

View of the bay at the Kona Kai Resort in San Diego, site of the CCTE Fall 2012 Conference. —photo by Ken Klieman

Overview of Fall Program

Wednesday, October 10. The CCTE Board of Directors and the California State University Field Coordinators Forum both met prior to the Conference.

Thursday, October 11, Morning and Noon. The Conference began this morning with meetings of 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. The CCTE Graduate Student Caucus also met on Thursday morning for a special conversation with conference keynoter Kenneth Zeichner.

The CCTE Special Interest Groups met as usual in concurrent sessions Thursday noon and Friday afternoon.

Thursday, October 11, Afternoon and Evening. The opening Conference session Thursday afternoon included introductions, the keynote address by Kenneth Zeichner, presentations of five clinical practice models, table discussion, concurrent research sessions featuring the five models, and meetings of CCTE committees. The evening

—continued on next page—

Retrospective on the CCTE Fall 2012 Conference

(continued from previous page)

Jim Cantor of California State University, Dominguez Hills discusses the residency model of clinical practice at the CCTE Fall 2012 Conference. —photo by Ken Klieman

began with the joint presidents' reception followed by the Conference banquet, which featured a conversation with Mary Vixie Sandy, Executive Director of the Commission on Teacher Credentialing. Later that evening the always enjoyable CCTE songfest provided welcome entertainment.

The five clinical practice models which were introduced at the opening session and then expanded upon in the concurrent research sessions were: a PDS model; a residency model; a research model; an online model; and an alternative certification model. Information on the presentations involving each of those models is available on the CCTE website (see special page on Fall 2012 Conference).

Friday, October 12, Morning and Noon. Friday morning began with editorial board meetings for *Issues in Teacher Education* and *Teacher Education Quarterly*, followed by a general session featuring the keynote by Etta Hollins. Later that morning the first policy session showcased a panel discussion of deans and directors focusing on organization and implementation of clinical practice.

Panel expands on discussion of the residency model of clinical practice at the CCTE Fall 2012 Conference. —photo by Ken Klieman

The Conference awards luncheon was held at noon on Friday, at which time Reyna Garcia Ramos of Pepperdine University received the CCTE Distinguished Teacher Educator Award and Edward G. Lyon of Arizona State University received the new CCTE Outstanding Dissertation Award for his dissertation completed last spring at the University of California, Santa Cruz.

Friday, October 12, Afternoon and Evening. Friday afternoon featured a second set of concurrent research presentations, the second policy session focusing on reports from the CCTE Policy Committee and the Commission on Teacher Credentialing, the second set of Special Interest Groups, and the poster session with wine and cheese. The CCTE Graduate Student Caucus held a dinner meeting and evening discussion.

Saturday, October 13, Morning. The final Conference sessions on Saturday morning expanded and integrated the ongoing discussion of clinical practice through a panel featuring BTSA, K-12 teachers and administrators, and higher education. The concluding session also set the stage for the Spring 2013 CCTE Conference around the theme "Teacher Leaders."

Ron Solorzano and Jim Cantor at the CCTE sing-a-long following the Thursday banquet at the Fall 2012 Conference. —photo by Ken Klieman

Planning Committee

The members of the Conference Planning Committee for the Fall 2012 Conference were: Co-chairs Helene Mandell (University of San Diego) and Keith Walters (California Baptist University), Jim Cantor (California State University, Dominguez Hills), Michael Cosenza (California Lutheran University), Cindy Grutzik (California State University, Long Beach), Deborah Hamm (California State University, Long Beach), Linda Hoff (Fresno Pacific University), Alan H. Jones (CCTE Executive Secretary), Magaly Lavadenz (Loyola Marymount University), Margaret Olebe (retired), Sharon Russell (CalState TEACH), Mona Thompson (California State University, Channel Islands), and Andrea Whittaker (Stanford University).

Proposals for CCTE Conferences Always Welcomed

All CCTE members and delegates are reminded that the call for research and practice proposals for sessions at our CCTE semi-annual conferences is ongoing, and that proposals for consideration for future conferences can be submitted at any time. Specific proposal deadlines of August 15 for our Fall Conferences and January 15 for our Spring Conferences remain in place, and some years those deadlines are extended a few weeks, but proposals may be submitted any time of the year for consideration for the next scheduled conference.

All proposals are submitted to a blind review by volunteer members of the CCTE Research Committee, under the coordination of Committee Chair Helene Mandell of the University of San Diego. The review process takes place twice a year, about two months prior to each conference, and proposals are reviewed and accepted for either concurrent presentation sessions or for the highly popular poster session. While the specific schedules will vary from conference to conference, typically there will be ten to a dozen concurrent presentation sessions, usually in two batches either Thursday afternoon or Friday morning or afternoon, along with the late Friday afternoon poster session. Depending on the level of interest and number of proposals, we have had as many as 40 poster presentations at the poster session, which also always features wine and cheese and an opportunity for conference attendees to socialize as well as view the many posters.

The call for proposals appears on the CCTE website, at www.ccte.org, where it can be found in most of the past issues of *CCNews*, and it is also published in most issues of *Issues in Teacher Education* and *Teacher Education Quarterly*. As indicated in the call, all persons submitting proposals are asked to use a standard cover sheet, which also appears in past newsletters. Persons submitting proposals are also welcome to simply list the information requested for the cover sheet if you don't have access to the printed form.

All proposals are to be submitted via e-mail, including both the cover sheet and the body of the proposal, to Helene Mandell at:

hmandell@sandiego.edu

All CCTE members and delegates are encouraged to submit proposals and to extend the invitation to their colleagues and students.

If you are interested in serving on the CCTE Research Committee and participating in the review of proposals, please also volunteer by e-mailing Helene. CCTE is a volunteer organization which depends on the energy and efforts of its members to assure that all of our activities, including the semi-annual conferences, remain vibrant and interesting.

Special Events at all CCTE Conferences

Meetings of CABTE, CAPSE/TED, & ICCUCET - Thursday Morning

CCTE Graduate Student Caucus - Thursday Morning

Newcomers Meeting - Late Thursday Morning

Special Interest Groups - Thursday Noon & Friday Afternoon

Keynote Addresses - Thursday Afternoon & Friday Morning

Concurrent Research Sessions - Thursday Afternoon & Friday Afternoon

Reception & Conference Banquet - Thursday Evening

Sing-a-Long - Thursday Evening after Banquet

Editorial Board Meetings - Friday Breakfast

Policy Sessions - Thursday Afternoon & Friday Afternoon

Awards Luncheon - Friday Noon

Poster Session - Late Friday Afternoon

Graduate Student Caucus Dinner and Discussion - Friday Evening

Capstone Session & Adjournment - Saturday Morning

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Two Awards Presented at Fall 2012 Conference

Two Friday awards luncheon at the Fall 2012 Conference of the California Council on Teacher Education featured two awards.

The CCTE Distinguished Teacher Educator Award was presented to Reyna Garcia Ramos of Pepperdine University. She was nominated for the award by Sydney Brazile, a graduate student at Pepperdine who is a CCTE student member and who also participated in the CCTE Graduate Student Support Program last year.

The new CCTE Outstanding Dissertation Award was presented for the first time. The recipient was Edward G. Lyon of Arizona State University for his dissertation entitled "Unraveling the Complex: Changes in Secondary Science Preservice Teachers' Assessment Expertise." Lyon completed his dissertation last spring at the University of California, Santa Cruz.

Reyna Garcia Ramos of Pepperdine University (left) received the CCTE Distinguished Teacher Educator Award at the Fall 2012 Conference. The Award was presented by Jose Lalas (center), chair of the CCTE Awards Committee. Sydney Brazile (right), a graduate student at Pepperdine, nominated Reyna for the Award.

Notes from the Co-Editors of *Issues in Teacher Education*

Congratulations to Babette Benken who was recently endorsed by the *Issues in Teacher Education* Editorial Board for a second term of appointment to the Board. Her term runs from 2012 to 2016 and we are lucky to have her dedication, commitment, and expertise.

Babette Benken

The Editorial Board received several good proposals for next year's theme issue. "STEM Education" was finally selected based on the criteria of "hot topic," cogent construction of the theme, and publication deadlines. We were truly impressed with all of the proposals and the demonstrated ability to access writers from other institutions and perspectives. Looking forward to an exciting issue stewarded by Heidi Stevenson and Babette Benkin.

Heidi Stevenson

Barbara Garii, our *ITE* Book Review Editor, has drafted a new vision for *ITE* Book Reviews. That vision is presented on the next page of this issue of *CCNews*.

Barbara Garii

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

Why Do We Review?

By **Barbara Garii**
Book and Media Review Editor, *Issues in Teacher Education*
State University of New York at Oswego

Book reviews are opportunities. In the 21st century, reviewing the information and ideas that educators, researchers, and theorists publish and present in a variety of print and other media allows both the reviewer and the reader to explore and contextualize new thoughts, directions, and visions within past practice and current knowledge. As Suzanne SooHoo suggested in 2006 when the *Issues in Teacher Education* (ITE) book review section was inaugurated, such reviews become the stimulation for dialogue, discussion, and intellectual conversation that "allow educators to maintain currency... in order to inform their teaching and scholarly work" (SooHoo, 2006, p. 77).

Some have suggested that book reviews—and reviews of all media—are becoming passé in the era of blogs, Facebook, and other social media (Hoffert, 2010). However, within the professional press and our various professional communities (East, 2011; SooHoo, 2006; Wulfermeyer, Sneed, Riffe, & van Ommeren, 1989), reviews are recognized as an eloquent means of beginning and continuing important discussions about the ways in which we understand, articulate, debate, and make sense of current scholarship, the political climate in which we live, and the ways in which theory and practice come together to influence and impact all aspects of schools, schooling, and the preparation and continuing assessment of teachers.

For years, I have relied on book reviews—and, more recently, reviews of a variety of professional media—to help me find the wheat in the chaff and identify the works that will stand the test of time. Important works are meaningful because the authors have built on the knowledge and realities of yesterday and today to create new visions and possibilities for tomorrow, while simultaneously articulating "food for thought" that helps me reconsider what I thought I knew. Both the writing and reading of reviews has become a form of professional development, giving me much to consider and reconsider within the intellectual and academic contexts that influence my practice as a teacher educator.

For all of us, writing a review is a time for personal professional development as the reviewer situates the authors' ideas within current practices and research paradigms (East, 2011; Hoffert, 2010; Wulfermeyer, Sneed, Riffe, & van Ommeren, 1989). Graduate students offer reviews that enable experienced educators to reconsider their pedagogies in light of new educational insights. Teachers review books and media in light of their own focused experiences in classrooms, thereby grounding theory into reality. New faculty write reviews to begin to articulate their research foci and theoretical stances while experienced faculty stimulate discussion in their reviews as they consider complex questions and unintended consequences raised by the introduction of new ideas and new perspectives.

Call for Reviews

In 2006, Suzanne SooHoo (SooHoo, 2006), invited you to submit book reviews addressing all aspects of teaching, teacher preparation, and local and national educational policy. As the new Book and Media Review Editor for *Issues in Teacher Education*, I both echo that call and expand on it. I invite you to submit reviews of individual books, a group of related books, and of media (such as websites, software, films, and other sources) that are reflective of the current state of educational practice and research.

Submissions range from 700-1500 words and are received and reviewed throughout the year. Manuscripts should follow the style outlined in the most recent edition of the *Publication Manual of the American Psychological Association*. For further details about how to prepare a book or media review, please refer to the Book and Media Review Guidelines on the ITE homepage.

Send the reviews and related editorial correspondence to Barbara Garii, ITE Book and Media Review Editor, via e-mail at:

Barbara.garii@oswego.edu

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A Report from the President of ICCUCET

By **Keith Walters** (California Baptist University)
President, Independent California Colleges
and Universities Council on the Education of Teachers

We arrived in San Diego at the time political advertisements were increasing in frequency and intensity. The media contained messages from hopeful politicians and organizations. Each representative smoothly and efficiently lauded their position and lambasted the stance of their opponents. In the midst of the rhetoric, an uncertain future for publicly funded education materialized. While Thomas Jefferson's notion of a healthy, national process of peaceful and systematic revolution would celebrate the upcoming election, our commitment to fully preparing the next generation for adult life could not be passively set aside.

To address the potential results of this transitional period in history, the Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) Board prepared an October 11, 2012 conference session around the theme "Falling Back to Spring Forward." The meeting started with a challenge to engage in the noise of learning. Robert Oakes from the Association of Independent California Colleges and Universities (AICCU) pushed us to think about creative proposals to the perennial Cal Grants challenges. Teri Clark from the Commission on Teacher Credentialing (CTC) then urged us to become involved in the Commission's efforts to examine the implications of contemporary policies and research on educator preparation standards.

The meeting then concluded with participant dialogue. Major themes in that dialogue included:

Celebrating ICCUCET's past:
For over forty years, ICCUCET has provided a time for collegial interaction focused on

• Assisting teacher educators in becoming effective within the profession

• Facilitating communication and dissemination of information on the education of teachers

• Providing opportunities for collaboration on relevant policies and issues of concern

Addressing the present realities through the sharing of candidate recruitment strategies included:

• Looking for opportunities to publicly applaud the vocational commitment of the individuals who are entering the profession during a milieu of negative press

• Communicating to traditional undergrad populations the affirming, intrinsic outcomes that educators experience on a daily basis

• Using feedback from employed alumni to design courses that simultaneously address their comments and CTC standards so that courses can be populated with experienced and novice educators

• Redesigning course offerings so that candidates are able to quickly and seamlessly move through the program

• Creating a collaborative mindset that seeks to engage and honor all educators in your service area

Generating inquiry questions that will assist us in addressing evolving trends:

• How should schools of education prepare for the common core?

• How is preparing candidates to use technology for learning different than teaching candidates to use technology?

• How do you prepare candidates to successfully work within a transitional education system?

• How do we secure for our candidates master teachers knowledgeable in common core instruction?

Using the members' conversations as the impetus for the upcoming 2013 Spring Conference, the ICCUCET Board has begun the work of planning a session focused on a common core standards inspection (also known as CSI-San Jose).

In closing, please remember that the San Jose session will also involve the election of new ICCUCET officers and the opportunity to approve ICCUCET's revised charter. Please enjoy your holidays and remember to give yourself a professional development gift by making plans to meet with us again in April.

CCTE Graduate Student Caucus Meets at CCTE Semi-Annual Conferences

The CCTE Graduate Student Caucus held two meetings at the Fall 2012 Conference in San Diego and plans to meet again twice at the Spring 2013 Conference in San Jose.

At the Fall Conference the Caucus held a Thursday morning meeting that was highlighted by a conversation with Kenneth Zeichner of the University of Washington, one of the conference keynote speakers. Zeichner shared his own experiences as a graduate student and new faculty member and discussed ways for graduate students to become more deeply involved with teacher education.

On Friday evening the Caucus met again for a conversation focused both on how CCTE can help graduate students and in turn how the Caucus can help and support CCTE as its parent organization. Twenty-one students attended the Fall 2012 Conference.

Plans for Thursday morning and Friday evening Caucus meetings at the Spring 2013 Conference are currently being developed. Charlane Starks and Robin Perry, graduate students at the University of the Pacific, are serving as co-coordinators of the Caucus and will welcome involvement from all interested graduate students. They will be e-mailing all student members of CCTE to invite further participation.

Charlane Starks from the University of the Pacific and Kenneth Zeichner at the CCTE Graduate Student Caucus meeting at the CCTE Fall 2012 Conference.

Graduate students, recent graduate students, and faculty mentor Tom Nelson (third from right) from the University of the Pacific at the Fall 2012 CCTE Conference in San Diego.

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A Best Practices Proposal

Transfer: From Theory to Practice in a Methods Course—Can We Make It Practical?

By **Anne Weisenberg**
California State University, Stanislaus

Rationale for the Innovation

Before joining the teacher education faculty, I spent many years in the field of teacher professional development and learned first-hand what the research suggests: that the heart of instructional reform is for teachers to be able to transfer instructional understandings gained from professional development opportunities into classroom practices that foster increased student achievement (Lyons & Pinnell, 2001). If this is true for instructional reform and K-12 educational settings, why would it not it be true for teacher candidates in a credential program?

My earlier research on a peer-coaching model reinforced the idea that in order for transfer to occur, theory presentation, modeling or demonstration, practice, feedback, and in-class assistance were needed. I understood that the best kind of professional development for teachers was being able to match theory to practice. I could share theory, but unless my students had the opportunity to practice it, there would probably be very little transfer to application in the classroom.

Typically methods courses in the Multiple Subject Credential Program (MSCP), taken in the first semester of the program, are offered on campus and require a number of fieldwork hours, but there is not a standard way of implementing these hours. Most fieldwork done by the students is done on their own time, at locations of their choice, with no opportunity for the instructor of the methods course to observe or provide feedback to ensure that theory learned transferred to practice in the classroom. Student teaching, during the second or last semester, is usually cited as the most important feature of the program, but it is very difficult for some novices since for many will be the first time with supervised experiences. With a closer match between theory and pedagogy in the methods courses, I believe student teaching becomes easier and an opportunity to further practice on a grander scale what students have already practiced in their classes.

In order to help with this transfer from theory to practice and in an effort to start moving to a more clinical model, many faculty have decided to teach their methods courses at elementary school sites. Doing this has provided our candidates an opportunity for built in fieldwork. They learn methods and practice what they learn with afterschool students. It also allows them to receive feedback from their peers and instructor. I feel that this is moving us closer to the Blue Ribbon Panel (2010) recommendation that we offer "programs that are grounded in clinical practice and interwoven with academic content and professional courses" (p. ii). It is also based on their #2 Design Principal: *Clinical Preparation is integrated throughout every facet of teacher education in a dynamic way*.

Overview of the Changes Made

In order to move my Reading Methods course from the University campus to a school site I needed to find schools that had an after-school program where we could work with students and were willing to begin a partnership with the teacher education department.

Each MSCP student is matched with an after-school student and we begin by assessing the elementary students' literacy levels and learn how to group them for differentiated instruction. Each week the students learn a variety of lessons, such as interactive read alouds, shared reading, etc, and plan instruction for their group of students. The first hour of each class is spent working with the elementary students to practice lessons prepared specifically for them. After this fieldwork time the MSCP students review their lessons, reflect on them in groups, and receive feedback from me.

Students use prompts from a reviewing guide based on Costa and Garmston's (2002) work and review each lesson taught. In this way, the students have the opportunity to collaborate and take on the roles of either coach or teacher reflecting on their own lessons. This creates two very powerful roles needed by teachers: coach and reflective practitioner. From my earlier research I knew that coaching was an effective strategy to help teachers transfer theory to practice (Joyce & Showers, 1996; Kohler, McCullough-Crilly, Shearer, & Good, 1997; Lyons & Pinnell, 2001; Showers & Joyce, 1996) and that by working in groups they would have some coaching experiences.

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Transfer: From Theory to Practice

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Analysis of the Impact of the Innovation

I surveyed the students over a few semesters and asked what they valued about the course and/or what they gained from it to inform my own instruction and use of this new delivery model. The themes that emerged were transfer from theory to practice, practical applications, and feedback. One response that captured the sentiment of responses was:

> I love that we have class at a school site and work with afterschool students. I really value the time that we had to work with the students. I feel that I am learning so much more than I would have if we would have simply sat in a classroom and lectured. Working with the students helps the material come to life for me and makes sense.

Based on the overwhelming positive feedback from students, I am convinced that this delivery model is the best way to teach our students. Data from a variety of end-of-program surveys confirmed this positive impact of teaching the methods courses at an elementary school site. This data has resulted in many other faculty members moving their courses to school sites and following this model.

I am convinced now, that this is THE WAY to teach a methods course in a teacher preparation program. We do not have the luxury of time for our students to practice before we send them out to student teaching. Aspiring teachers will be most successful when they are learning about theory and pedagogy and putting into practice what they learn immediately. They need to learn how to reflect and accept feedback from peers/coaches/teachers in order to improve their teaching practice. We are now in the process of revising our multiple subject credential program to embed more practice and fieldwork in all coursework. This has made a difference in the way I teach. We can make it practical!

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How Do You Know You Are Ready?

The Role of Institutional Readiness in Professional Development School Work

By **Emily Shoemaker**
Weise Partnership Group
Professor of Education, Retired, University of La Verne

Introduction

Professional development schools (PDSs) have long been established on the East Coast and in other regions of the United States. There are comparatively few PDSs on the West Coast. However, NCATE's release of the Blue Ribbon Panel's Report, *Transforming Teacher Education through Clinical Practice: a National Strategy to Prepare Effective Teachers* (2010) and AACTE's *Reforming Teacher Preparation: the Critical Clinical Component* (2010) have created new momentum for the examination of innovative teacher preparation programs in the context of clinical practice. One response to these initiatives is to strengthen teacher preparation in California through the development of Professional Development Schools.

Developing viable and sustainable professional development schools is not easy to accomplish. While many universities have engaged in school-university partnerships with the intention of developing professional development schools, not all of them have thrived. When a well-intentioned PDS fails to thrive, the question, then, becomes "what happened?" The answer often is that schools and universities missed the critical step of assessing their readiness to engage in and sustain school-university partnership work. Taking the time to assess the readiness of both partner institutions to engage in PDS work may increase the potential for sustainability.

Contextual Background

In preparation for developing a PDS, the University of La Verne College of Education and Organizational Leadership (CEOL) developed a multi-disciplinary PDS model. This model included teacher education, special education, school counseling, school psychology, and educational leadership, including teacher leadership.

In 2008 the CEOL entered into a partnership with an elementary school, with the intention of developing a comprehensive professional development school for candidates of each of the CEOL's credential programs. Over a two-year period, a pilot program was developed and studied using field observations and epoché to gather anecdotal data. Analysis of data gathered from the field revealed emerging patterns of institutional matches and mismatches. From these patterns came questions about criteria for readiness of institutions to engage in partnerships, and a group of researchers formed to pursue the study of institutional readiness.

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How Do You Know You Are Ready?

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Formal work on the development of environmental scans for institutional readiness began in 2010. In collaboration, the CEOL PDS Research and Development Committee and the Weise Partnership Group, a private consultants' group of university professors, developed the California Partnership Readiness Scan Instruments (CalPRSI©), a collection of program-based environmental scans intended for use by schools and universities to determine perceived readiness to engage in PDS partnership work.

In the fall of 2012, the collaboration expanded to include researchers from the California Lutheran University Teacher Education Professional Development School Program. The readiness scans are being piloted this academic year at two of California Lutheran's Professional Development Schools, and at the two University of La Verne Professional Development Schools. Data are being collected and analyzed throughout the academic year. Both Universities are using the environmental scans to examine institutional capacity, institutional diversity, individual program compatibility, and institutional commitment.

California Partnership Readiness Scans

Institutional Capacity. The first scan addresses partnership capacity, and consists of checklists for university and school site resources, including facilities, coordinating and supervising personnel, calendar, and governance structures. This scan engages personnel at multiple levels of the district, school, and university in the process of determining perceived matches and mismatches related to overall institutional resources. A four-point rubric provides a way for participants to rank responses.

Institutional Diversity. The second scan addresses diverse populations and demographic compatibility of the partner programs, including diverse racial populations, availability of programs for English language learners, specialized programs for special needs students, and pupil personnel support programs for all students. This scan engages personnel at multiple levels of the district, school, and university in the process of determining perceived matches and mismatches related to student populations, program offerings, school services, and personnel allocations (CDE, 2012). A four-point rubric provides a way for participants to rank responses.

Individual Program Compatibility. The third set of scans address the compatibility of credential program components with curriculum and instruction practices at the partner school site. Individual scans are used for district and school programs and corresponding credential programs for teacher education, special education, school counseling, school psychology, and educational leadership. This scan engages personnel at multiple levels of the district, school, and university in the process of determining perceived matches and mismatches related to university program standards, credential program curricula, and public school instructional practices and student support services (CTC, 2012; CDE, 2012). A four-point rubric provides a way for participants to rank responses.

Institutional Commitment. While the commitment of institutional partners is possibly the most important element of a new partnership, it is often overlooked, and even ignored, to the peril of the overall wellness of the partner relationship. The final scan addresses the commitment of district-school and university personnel to engage in the development of a viable and innovative PDS project. In developing the commitment scan, researchers looked to the literature on the affective domain (Hauenstein, 1998) and volition theory (Zhu, 2004) to develop a set of five phases of commitment for the process of developing an innovative PDS that will better prepare general and special education classroom teachers, school counselors, school psychologists, and educational leaders, while increasing student learning. This scan engages personnel at multiple levels of the district, school, and university in the process of determining perceived stages of commitment to the development of an innovative professional development school. Each phase of commitment is aligned with specific activities that serve to demonstrate institutions' willingness to participate in the development of a PDS in a meaningful and sustainable way. A four-point rubric provides a way for participants to rank responses.

Conclusion

The institutional complexities of partner relationships call for careful and thoughtful decision-making to ensure successful and sustainable implementation of professional development schools. The readiness scans can provide a critical set of data that schools and universities can use as they make decisions about moving forward with the partnership. The scans are flexible documents and universities may choose to use one, some, or all of them to assess the readiness of potential partners, depending on the circumstances within each program. Likewise, it is up to the school-university partners to determine what the ranked scores mean to the development of their professional development schools.

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Using Screencasts to Support Cooperating Teachers in eSupervision

By **Karen Elizabeth Lafferty**
San Diego State University/Claremont Graduate University

Overview

This project describes how screencasts can be used to train and support cooperating teachers in using eSupervision, an online tool that facilitates collaboration within the student teaching triad. The goal is to make training more accessible and consistent for cooperating teachers with the aim of encouraging greater participation within the online environment. I have the unique perspective of having been a cooperating teacher who used eSupervision, a graduate student who has conducted research on it, and now a co-coordinator for the program. Initial response to the project has been positive.

Background

The technology-based tool of eSupervision enables the traditional triad—student teacher, university supervisor, cooperating teacher—to collaborate in an online environment in support of the student teacher's clinical experience (Alger & Kopcha, 2009). Participants may upload documents such as lesson plans and evaluation forms to private discussion forums as well as participate in public discussions. This project explores how screencasts, video capture of a computer screen with audio narration, can be used to train and support cooperating teachers in using eSupervision.

Significance/Rationale

While the 2010 National Council for Accreditation of Teacher Education (NCATE) report calls for a renewed emphasis on clinical practice in teacher preparation, only two of its 10 design principles directly mention the cooperating teachers involved in providing a rich field experience (Blue Ribbon Panel, 2010). Effective training for cooperating teachers is crucial. While university supervisors and student teachers may attend workshops for assistance with navigating eSupervision, the cooperating teachers have relied on training from their student teachers.

Innovation in Practice

In order to supplement training and encourage greater participation by guide teachers, screencasts have been made available to explain the features and functions of eSupervision. The short videos facilitate multiple viewings and remediation, especially for tasks like uploading documents that are only done a few times a year. Design of the videos is guided by elements and structures suggested by Sugar, Brown, and Luterbach (2010) in their analysis of screencast components. Each screencast is scripted to include beginning and ending bumpers, procedural knowledge, conceptual knowledge, and elaboration of the rationale behind using eSupervision (Sugar et al., 2010). Once scripted, each video is recorded using a USB microphone for the audio narration. The screencasts, created with the free Jing software from TechSmith and then edited with captions and zooming in Camtasia, have been recorded for both Mac and Windows operating systems. Once edited, the screencasts are uploaded to the support section of the eSupervision site where guide teachers may view them.

Topics include an overview and orientation to the eSupervision site, where to locate and how to download forms, how to upload documents, and how to participate in the discussion forums. Because eSupervision seeks to bring together novice and expert practitioners, participation by cooperating teachers in discussion forums provides a way for them to share their expertise with the larger cohort of student teachers, university supervisors, and other cooperating teachers.

Points of View/Impact

It is hoped this change in practice will result in greater participation from guide teachers. A further benefit would lie in facilitating use of eSupervision so that guide teachers are more inclined to participate in the discussion forums and share their expertise with others in the cohort. Preliminary response from the university supervisors has been positive and data-gathering is ongoing.

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