

CCNews

Newsletter of the
California Council on Teacher Education

Volume 24, Number 1, Spring Issue, March 2013

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

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Registration desk at a recent CCTE semi-annual conference: Deborah Hamm, CCTE Board of Directors member from California State University, Long Beach; Alan Jones, CCTE Executive Secretary; and Heidi Stevenson, CCNews Editor from University of the Pacific with daughter Sedona (from left to right).



CCNews

Newsletter of the California Council on Teacher Education

Message from CCTE President Cindy Grutzik

Colleagues and friends, welcome to the Spring 2013 issue of *CCNews*. Let me take this opportunity to share some of the work that the California Council on Teacher Education (CCTE) and its Board of Directors are doing, and to invite your thinking around some key areas.

At our recent Board meeting, held at California State University, Long Beach, on February 1, we spent time on operational details of our organization as well as some big ideas in educator preparation. We are always looking for ways to serve the needs of our members, and to make CCTE an organization that is relevant to anyone who prepares educators at any point on the learning-to-teach continuum.

This includes our retired colleagues.

We believe that although people may retire from their institutions, they do not retire from the field of educator preparation or from their lifelong interests. Indeed, they have expertise to share based on years of work and commitment. I am therefore pleased to announce that beginning with the Fall 2013 Conference, a reduced conference registration fee will be available for our retired colleagues. We want CCTE to be a professional home for all of us, and to bring together novices and veteran educators, daily practitioners and experienced mentors. Watch the Fall 2013 Conference announcement for further details.

The Board is also working on a new structure for the Saturdays of our semi-annual conferences. Starting with the Spring 2013 Conference next month, we will offer Saturday Workshops on topics related to the conference theme, or topics of relevance to us as educators and innovators in the field. In San Jose next month, Juan Flores, Lettie Ramirez, and Magaly Lavadenz will conduct a Grant Writing Workshop, a timely topic now that our usual resources are diminished and we must instead seek external funding for essential projects.

For future conferences, we will send out a Request for Proposals for Saturday Workshops. The conference planning committee will then select two or three workshops from among the submissions, and members will have the opportunity to pre-register for the workshop of their choice. The Board is eager to give members this opportunity to share expertise and explore topics in more depth on Saturdays, the

culminating day of each conference. Watch the Fall 2013 Conference announcement for details.

The February 1 Board meeting also included a presentation on Undergraduate Teacher Preparation by Dan O'Connor (California State University, Long Beach) and Sue Parsons (Cerritos College). Long-time partners in developing pathways for transfer and undergrad students, Dan and Sue described the benefits and challenges of integrating teacher preparation with undergraduate major requirements. Those of you who actively partner with Liberal Studies or single-subject major programs will recognize the potential of working early on with candidates on fieldwork, child development, and blending content and methods. Watch for my blog post later this month, where Sue, Dan, and I will continue the conversation.

As you will see further on the next page of this newsletter, the CCTE Policy Committee co-chairs planned and carried out a "day on the Hill" in Sacramento early this year. This was an exciting first step for CCTE. In years past, we've hired a policy advocate for CCTE, and that was our way of staying in touch with legislators and their bills. Now, we are trying a different strategy. The Policy Committee will periodically send members to Sacramento to meet with legislators and their staff, to give them information about CCTE, and to



Cindy Grutzik

explain CCTE's stance on education and teacher education policy. The first step took place in January, when Sue Westbrook and Margaret Olebe visited legislative offices and introduced staffers to CCTE and our work. We were very glad to hear that they were well received and met with a lot of interest in what we do as an organization. This laid some important groundwork for our ongoing advocacy activities. If any of you are interested in participating in future visits to Sacramento on behalf of CCTE, please contact the Policy Committee co-chairs (go to www.ccte.org).

Let me close by pointing to what's ahead for Fall 2013. Extending this Spring's conference theme of "Teacher Leadership," we will next be exploring how we support and develop teacher educators themselves. The field of educator preparation is growing as a discipline that exhibits its own scholarship, experts, and professionals. And just as there is a

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Message from CCTE President Cindy Grutzik

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recognized leaning-to-teach continuum for K-12 educators, there must be a parallel and equally vital learning-to-teach continuum for those who prepare K-12 educators. CCTE has already begun to attend to this both through our New Faculty Support Program which draws faculty in their first few years of service into CCTE and provides each new faculty member with a CCTE mentor, and through various incentives and assistance provided through the CCTE Graduate Student Support Program. We know that we want excellent faculty and leaders in our universities and school districts, and we look forward to expanding CCTE's focus to include this essential aspect of our profession. Please contact me if you'd like to get involved in the planning of the Fall 2013

Conference (Cynthia.grutzik@csulb.edu).

Spring is such a busy time for all of us, whether it's coaching candidates through culminating assignments and performance assessments, or working on Title II and PEDS and unit assessments, or teaching and grading midterms and projects. I deeply appreciate all that each of you do for our future teachers and their faculty, supervisors, and mentors. It will be good to see you all in San Jose on April 11-13 to celebrate this work together, and to find the energy and inspiration to keep it going.

—Cindy Grutzik
CCTE President

California State University, Long Beach

CCTE Policy Committee Update

By Susan Westbrook (*California Federation of Teachers*)
Mona Thompson (*California State University, Channel Islands*)
& Margaret Olebe (*Retired*)
Co-Chairs, CCTE Policy Committee

There have been three primary areas of activity for the California Council on Teacher Education Policy Committee so far during this academic year:

Visiting Sacramento

Margaret Olebe and Sue Westbrook spent January 8, 2013, at the State Capitol making "meet and greet" informational visits. They distributed a one-page Overview describing the scope and nature of CCTE (see next page of this newsletter) and asked that our organization be consulted as a reliable resource when considering education policy in teacher education. Sue and Margaret made four visits to Assembly Education Committee members and were able to speak briefly with three of the members' staff persons. They also made four visits to Senate Education Committee members and were able to speak with three of their staffers.

To complete the day's visits they met with Senate Education Committee Chief Consultant Danny Alvarez and Jody Martin of the Senate Research Office for almost an hour, discussing various issues including the value of the TPA and performance assessment, support for BTSAs, Induction, relationships between IHE's and K-12, clinical practice and supervisions, financial support for teacher candidates, and school finance. All in all it was a very productive day and the CCTE Policy Committee will be planning additional Sacramento visits in the future.

Policy Framework Revisions

Sue Westbrook and Mona Thompson worked together last summer to revise the CCTE Policy Framework and to

create a new Policy Brief to share with policymakers and others. The brief was developed around key points from the Policy Framework. CCTE President Cindy Grutzik then revised the new CCTE Overview by including the Policy Brief, and it was this emergent Overview that Sue and Margaret shared with the legislative staff in Sacramento.

During the fall further revisions of the Framework were accomplished with the expert help of Margaret Olebe. Following discussion of that revised document with the CCTE Board of Directors on February 1, it was agreed that the new wording will be reformatted in a graphic manner which will group the various points rather than simply list them as previously.

The new proposed wording of the Framework appears on page 5 of this newsletter, and can be compared to the original wording that appears on page 6. The final formatting will be completed within the next few weeks and the proposed new Framework will then be presented for approval by the Board of Directors on April 10 and then submitted for adoption by the CCTE Delegate Assembly during the Second Policy Session at the Spring Conference.

Planning Policy Sessions

The Policy Committee also has responsibility for planning of Policy Sessions at each CCTE semi-annual conference. Typically the First Policy Session is devoted to exploring policy issues related to the conference theme, while the Second Policy Session provides time for reports from the Policy Committee and the Commission on Teacher Credentialing and formal action by the Delegate Assembly on policy proposals, resolutions, and other appropriate actions on behalf of the CCTE membership. Policy Committee members typically serve on the planning committee for each conference to assist with coordination of the policy sessions.

CCTE Overview Used by Policy Committee in Legislative Contacts



www.ccte.org

CCTE collaborates with education stakeholders to support and encourage approaches to the preparation and continuing development of teachers that will:

- Foster public, political, and financial support for education at all levels, P-16, with a commitment to resources that can maximize teaching and learning;
- Recognize that quality educator preparation is an intensely interactive and highly individualized activity, and the ongoing growth of effective programs at all stages requires stable and adequate financial and personnel resources;
- Ensure that the teacher education community is involved in policy discussions and decisions regarding pre-service education, induction and the professional development of educators;
- Recognize and support alliances that work to improve pre-service preparation, induction, and professional development of educators;
- Value cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum;
- Support guidelines, regulations, and laws governing the preparation of educators in California that are based on research and best practices, and reflect the voices in the field; and
- Include multiple measures in the evaluation of in-service teachers and assure that all assessments be valid, unbiased, and relevant to teaching and learning practice.

Members: over 650 professors, deans, directors, K-12 teachers, BTSA-Induction leaders, graduate students, community college and undergraduate faculty, representing

- 23 California State Universities
- CalState TEACH
- 9 University of California campuses
- 38 Independent Colleges and Universities
- BTSA-Induction programs: regions, districts, and county offices
- School districts and teacher organizations
- Affiliates:
 - o CAPSE – CA Association of Professors of Special Education
 - o CAPEA – CA Association of Professors of Education Administration
 - o CABTE – CA Association of Bilingual Teacher Educators
 - o ICCUCET – Independent CA Colleges and Universities Council on the Education of Teachers

Publications:

Newsletter: *CCNews*, www.ccte.org

Professional Journal: *Teacher Education Quarterly*, www.teqjournal.org

Professional Journal: *Issues in Teacher Education*, <http://www1.chapman.edu/ITE/>

Contact Us:

President:	Cynthia Grutzik	Cynthia.Grutzik@csulb.edu
Policy Committee Co-Chairs:	Margaret Olebe	molebe@me.com
	Mona Thompson	almothomp@gmail.com
	Sue Westbrook	suew447@aol.com
Executive Secretary:	Alan H. Jones	alan.jones@ccte.org

Proposed Revision of CCTE Policy Framework

Following is the text proposed by the Policy Committee Co-Chairs for revision of the CCTE Policy Framework. This text will be formatted with a graphic design and then presented to the CCTE Board of Directors on April 10 and to the CCTE membership at the Delegate Assembly (Second Policy Session) at the Spring Conference on April 12.

The California Council on Teacher Education (CCTE) collaborates with education stakeholders to support and encourage approaches to the preparation and continuing development of educators that will:

Ensure the teacher education community is involved in policy discussions and decisions regarding pre-service education, induction and the professional development of educators.

Foster public, political, and financial support for education at all levels, P-16, with a commitment to resources that can maximize teaching and learning.

Recognize that quality educator preparation is an intensely interactive and highly individualized activity and the ongoing growth of effective programs at all stages requires stable and adequate financial and personnel resources.

Recognize and support alliances that work to improve pre-service preparation, induction, and professional development of educators.

Support guidelines, regulations, and laws governing the preparation of educators in California that are grounded in research and best practices, and reflect the voices in the field.

Embrace cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.

Foster the strong and balanced preparation of education professionals in subject matter content; foundational studies; multicultural and multilingual education; meeting the needs of students with diverse needs; and sound pedagogical and professional practice throughout the professional development continuum.

Support multiple and alternative approaches to the admission, assessment, program completion, and credential recommendation for educator candidates that satisfy high standards.

Encourage and foster programs that support educators at all stages of their careers through an integrated approach to professional growth and development that draws from sound theory and best practices.

Foster and support professional teacher education programs that involve collaborative exchanges and cooperation between university and district personnel on clinical practices, program design and development, and curriculum content.

Include multiple measures in the evaluation of in-service educators; and assure that all assessments be valid, unbiased, and relevant to teaching and learning practice.

Support transparent accreditation and evaluation processes to improve professional practice that are conducted in an unbiased, collegial climate by university and school professionals.

Assure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.

The CCTE Policy Framework was originally adopted by the Delegate Assembly of the California Council on the Education of Teachers, April 17, 1997, and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006. The current adopted Framework appears on the following page of this newsletter. The above revisions will be presented for adoption as a revised Framework to the Delegate Assembly on April 12, 2013.

Current CTE 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

From the Desk of the CCTE Executive Secretary

CCTE Membership

The California Council on Teacher Education achieved better than 100% of its membership goal last year, and we are well on our way to repeating that accomplishment during this 2012-2013 membership year. We currently have 63 institutional members, with another eight institutions that are expected to renew shortly; we also have an additional 80 individual members this year.

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 of that Conference appeared in the Winter 2012 issue of *CCNews* and many items from and about the conference are available on the CCTE website.

A preview of the Spring 2013 CCTE Conference, to be held in San Jose April 11-13 around the theme "Teacher Leadership," is featured in the second section of this newsletter, along with the tentative program, registration form, and a description of the special institute on grant writing that will be held on the Saturday of the Conference.

2013 Annual CCTE Election

The announcement of the 2013 annual CCTE election appears on pages 12-15 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, election procedures, and statements from and photographs of all nominees are included on those pages.

CCTE Dissertation Award

Please see the call for nominations for the 2013 CCTE Outstanding Dissertation Award on page 16 of this newsletter. The deadline for nominations of dissertations in teacher education completed at CCTE member institutions during this 2012-2013 academic year is June 1, 2013. If the special awards sub-committee determines one of the nominations to be deserving of the award, a presentation will be made at the Fall 2013 Conference in San Diego.

CCTE Journals

The Fall 2012 issues of *Issues in Teacher Education* and *Teacher Education Quarterly* were mailed to all members and subscribers recently, the Winter 2013 issue of *Teacher Education Quarterly* is now at the printer, and the Spring 2013 issues of both journals will be published on schedule in May. Unfortunately, the Fall 2012 issue of *Issues in Teacher Education* contains a serious error that occurred at the printer

and which I failed to catch in final review before printing. The inside front cover of the issue is a repeat from the Spring 2012 issue, rather than the correct version for the Fall issue. On page 18 of this newsletter you will find my explanation and apology to the editors and membership, as well as the correct inside front cover which can be printed and pasted into your copy of that issue.

Also in this newsletter is a call for submissions for an upcoming special issue of *Issues in Teacher Education* (see page 17) and an announcement of an upcoming special issue of *Teacher Education Quarterly* (see page 19).

CCTE Website

As reported last fall 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 Spring 2013 issue of *CCNews* contains four sections and is available to members and delegates as one or more PDFs 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. The third section offers updates on several CCTE activities, including our annual election. The fourth "From the Field" section features an article originally written in 1967 by Alvin H. Thompson, who served as CCTE President in 1980-1982.

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. 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.

Graduate Student Fund and Support Program

The CCTE Graduate Student Support Program, utilizing funds from the CCTE Graduate Student Fund has also 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.

—Alan H. Jones, CCTE Executive Secretary,
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Heidi J. Stevenson, Editor (University of the Pacific)

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Preview of the CCTE Spring 2013 Conference:

Addressing the Theme “Teacher Leadership”

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 Leadership*.” 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 [CABTE], the California Association of Professors of Special Education [CAPSE], the Independent California Colleges

and Universities Council on the Education of Teachers [ICCUCET], 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.

The Saturday morning of the Spring Conference will feature a special Grant Writing Institute co-developed and co-sponsored by CCTE and CABTE aimed at providing assistance to CCTE members wishing to learn about and improve their skills in writing grant proposals. No additional fee is required for Spring Conference registrants to attend the Workshop, and a special Saturday only fee will be available for others. Further information on the Workshop appears on page 9 of this newsletter.

The initial announcement of the Spring 2013 Spring Conference, along with the tentative program and registration form, was e-mailed to all members and delegates in early January 2013, and a reminder set of materials was sent out in early February. The tentative program and registration form appear on the following pages of this newsletter.

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).

Tentative Spring 2013 CCTE Conference Program

Wednesday, April 10:

- 9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
- 9:00 a.m. to 5:00 p.m. - Meeting of the California State University Deans of Education (to be held at San Jose State University).
- 10:00 a.m. to 5 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

Thursday, April 11:

- 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 State University Deans of Education (at San Jose State University).
- 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.).
- 10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.
- 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, BTSA & Induction, Coordinators of Credential Programs, Lives of Teachers, & Special Education.
- 12:45 to 1:00 p.m. - Break.
- 1:00 to 3:00 p.m. - Opening Session:
 - 1:00 to 1:15 p.m. - Introductions with CCTE President Cindy Grutzik (California State University, Long Beach) presiding.
 - 1:15 to 1:30 p.m. - Conference Orientation by Co-Chairs of Spring 2013 Conference Planning Committee, Magaly Lavadenz (Loyola Marymount University) and Paula Motley (Monterey County Office of Education).
 - 1:30 to 2:30 p.m. - Keynote Address by Ann Lieberman (Stanford University).
 - 2:30 to 3:00 p.m. - Question-Answer Period & Table Discussions.
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:15 p.m. - First Policy Session Exploring Policy Issues Related to Teacher Leadership, Featuring Panel of Teacher Leaders.
- 4:15 to 4:30 p.m. - Break.
- 4:30 to 5:45 p.m. - First Set of Concurrent Research Sessions.
- 5:45 to 6:30 p.m. - Meetings of CCTE Committees.
- 6:30 to 7:30 p.m. - Joint Presidents' Reception & Social Hour.
- 7:30 to 9:00 p.m. - Conference Banquet, followed by Songfest led by CCTE minstrels, all voices and instruments welcome.

Friday, April 12:

- 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 8:45 a.m. - Coffee, tea, juices, and pastries.
- 8:45 to 9:45 a.m. - Panel Presentation on Key Issues Related to Teacher Leadership.
- 9:45 to 10:30 a.m. - World Cafe: Conversations & Discussions on Teacher Leadership.
- 10:30 to 10:45 - Break.
- 10:45 to 11:45 - Panel of Teacher Leaders Responding to World Cafe Discussion.
- 11:45 a.m. to Noon - Break.
- Noon to 1:15 p.m. - Conference Luncheon; CCTE Semi-annual Awards Presentations.
- 1:15 to 1:30 p.m. - Break
- 1:30 to 2:45 p.m. - Second Set of Concurrent Research Presentations.
- 2:45 to 3:30 p.m. - Second Policy Session, featuring reports from CCTE Policy Committee and Commission on Teacher Credentialing.
- 3:30 to 3:45 p.m. - Break.
- 3:45 to 5:00 p.m. - Second Set of Special Interest Groups: Equity and Social Justice, Internationalizing Teacher Education, 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.
- 7:00 to 9:00 p.m. - Graduate Student Caucus Dinner Meeting (open to all students attending Spring Conference).

Saturday, April 13:

- 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 to 11:00 a.m. - Grant Writing Workshop.
- 11:00 to 11:15 a.m. - Break.
- 11:15 to 11:45 a.m. - Summary Conference Discussion with take-home ideas and a look ahead to the Fall 2013 CCTE Conference.
- 11:45 a.m. to Noon - Final Comments and Conference Adjournment, with Cindy Grutzik, Magaly Lavadenz, and Paula Motley presiding.

California Council on Teacher Education Spring 2013 Conference Registration

Please register me for the Spring 2013 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 and P-12 Educators - \$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 Meeting and Refreshments (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 above (please enclose check for this amount payable to California Council on Teacher Education): \$_____

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 (a membership form is available in any issue of *CCNews* on the CCTE website—www.ccte.org—and include membership dues in your registration 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):

- | | |
|--|---|
| <p>SIGs meeting on Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arts in Education <input type="checkbox"/> BTSA and Induction <input type="checkbox"/> Credential Program Coordinators/Directors <input type="checkbox"/> Lives of Teachers <input type="checkbox"/> Special Education | <p>SIGs meeting on Friday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity and Social Justice <input type="checkbox"/> Internationalizing Teacher Education <input type="checkbox"/> Technology and Teacher Education <input type="checkbox"/> Undergraduate Teacher Preparation |
|--|---|

Please mail completed form with check payable to “California Council on Teacher Education” to:
 Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Pre-registration deadline is March 8, 2013. 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 Sainte Claire Hotel at 408-295-2000 or 888-298-7185 and tell them you are attending the CCTE Spring 2013 Conference. Hotel reservations should be made by or before March 19 to be assured of rooms within our reserved CCTE block.

Plans for Grant Writing Institute on Saturday Morning at Spring Conference

By Juan Flores

*Co-Chair, CCTE Fund Development Committee
California State University, Stanislaus*

The Fund Development Committee of the California Council on Teacher Education will present a grant development and grant writing institute on the Saturday morning of the CCTE Spring 2013 Conference (April 13). The workshop will be the final session of the Spring Conference, and registration for the Conference includes the Saturday morning session. The institute will also be open to other interested persons for a special Saturday-morning-only fee. Registration can be by mail prior to the Conference or on site any day of the Conference.

In planning for the institute, the Fund Development Committee created and distributed an on-line survey to all CCTE members and delegates to determine the needs and interests of the membership related to grant development. The planning committee for the Spring Conference also expressed interest in the survey and asked that we include additional questions for the purpose of getting a better sense of the broader needs and interests of the membership.

To date we have received 84 responses. We were very pleased with this rate of response and would like to share with you the following initial findings:

The majority of respondents (57.1%) indicated their institutional affiliation as private or independent. The second largest institutional affiliation (33.3%) was from the California State University system.

The majority of respondents (47%) attend both the fall and the spring CCTE conferences, while 21.7% of respondents attend only the spring conference in San Jose, and 15.7% attend only the fall conference in San Diego.

The majority of respondents (46.4%) usually stay for Thursday and Friday only, while a smaller percentage (33.3%) stay for Saturday as well. A much smaller percentage (9.5%) attend for only one day.

In assessing the involvement levels of the CCTE membership, the largest number (42.9%) are involved in one of the Special Interest Groups (SIGs). A smaller but still significant number (39.3%) are involved with one of the Affiliate groups (CABTE, CAPSE, ICCUCET, Graduate Student Caucus, etc.). A smaller number (21.4%) are involved in CCTE committee membership.

When asked to indicate their interest in increasing their involvement in CCTE, the most significant area of interest expressed (37.3%) was committee membership.

This was followed by interest in SIG membership (29.3%).

When asked to indicate how long they have been members or delegates of CCTE, the largest percentage (40.5%) indicated that they had been a member or delegate from one to four years. The next largest group (26.6%) has been a member or delegate for five to nine years. Overall this is indicative that a large portion of the membership is fairly new to CCTE.

When asked to indicate their level of knowledge in grant writing related to private foundation grant support, public (State and Federal) funding sources, and corporate giving, the largest percentage (43.9%) indicated that grant writing related to corporate giving is an area in which they need preparation and assistance. This was followed by indications of interest in private foundation grant support (38.6%) and public (State and Federal) funding sources (37.3%).

When asked to indicate their level of knowledge and expertise in grant writing in relation to the following areas—addressing the components of the Request for Proposals (RFP); defining a project with appropriate goals and objectives and outcomes; developing a logic model for grant monitoring and assessment as well as external evaluation; and developing a proposal budget—the largest percentage (39.8%) selected developing a logic model for grant monitoring and assessment as well as external evaluation as an area where they need preparation and help. This was followed by addressing the components of the Request for Proposals (RFP) (37.3%), defining a project with appropriate goals and objectives and outcomes (38.6%), and developing a proposal budget (34.9%).

The Fund Development Committee will be using these findings in the preparation of the program for the upcoming grant development institute at the Spring 2013 Conference. We hope that all attendees at the Conference will plan to stay over for this special Saturday morning session.

If you have any questions or suggestions prior to the institute, please contact any of the following members of the CCTE Fund Development Committee:

Juan Flores - jflores@csustan.edu
Magaly Lavadenz - mlavaden@lmu.edu
Lettie Ramirez - lettie.ramirez@csueastbay.edu



CCNews

Newsletter of the California Council on Teacher Education

Volume 24, Number 1, Spring Issue, March 2013, Section 3

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

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

Announcement of CCTE 2013 Annual Election

The 2013 California Council on Teacher Education (CCTE) annual election involves election of three new members of the Board of Directors and a special election to fill the office of President Elect due to the resignation of Andrea Whittaker effective as of the Spring 2013 Conference. The new Board members elected in 2013 will take office at the end of the Spring 2012 Conference and serve for three years; the new President Elect will serve the remaining one year of the term to which Andrea was elected and then ascend to the office of President following the Spring 2014 Conference.

The three members of the Board of Directors whose terms expire in 2013, and who will therefore be replaced in the 2012 election, are Juan Flores (California State University, Stanislaus), Mona Thompson (California State University, Channel Islands), and Keith Walters (California Baptist University). As stipulated in the CCTE By-Laws, officers and Board members may not run for consecutive terms for the same office.

The Nominations and Elections Committee, chaired by CCTE Past President Magaly Lavadenz (Loyola Marymount University), has, as required by the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election in 2012 are:

For CCTE President Elect (one to be elected):
Juan Flores (California State University, Stanislaus)
Sharon Russell (CalStateTEACH)

For CCTE Board of Directors (three to be elected):
Keith Howard (Chapman University)
Virginia Kennedy (California State University, Northridge)
Teresa Marquez-Lopez (Fielding Graduate University)
Norma Sanchez (California Teachers Association)
Kip Tellez (University of California, Santa Cruz)

(See candidate statements and photographs on the following pages)

Each CCTE delegate and member may vote for one candidate for President Elect and up to three candidates for the Board of Directors. An election announcement along with a ballot and return envelope has been mailed to all delegates and members. Ballots may be returned by mail or brought to the Spring Conference. The deadline for receiving ballots at the Spring Conference is noon on Friday, April 12, at which

time the Nominations and Elections Committee will tally the ballots. Delegates and members who have not mailed or turned in their ballots as of 11:45 a.m. that morning may vote in person at the Conference registration desk until noon that day; to vote in person members and delegates must bring their ballot and the return envelope with them.

The Nominations and Elections Committee will then complete the tally of the ballots immediately after noon on Friday, April 12, and the candidates receiving the most votes for President Elect and the three candidates receiving the most votes for the Board of Directors will be declared elected. The announcement of the election results will be made that afternoon, and those elected will take office at the close of the 2013 Spring Conference.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in 2014 or future years, please share that information with the Nominations and Elections Committee. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees.

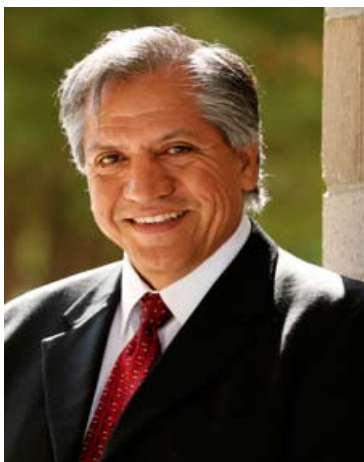
Candidates Nominated for President Elect

Juan Flores

I am honored to be on the ballot for President-Elect of the California Council on Teacher Education. I was introduced to CCTE by Joe Galbo, who was department chair on my campus at CSU Stanislaus over 20 years ago. Prior to becoming a professor, I served as a classroom teacher at the high school and elementary levels in bilingual classrooms and learned the craft of teaching as well as the importance of serve the needs of linguistically and culturally diverse populations. At CSU Stanislaus, I have served three terms as Chairperson of the Department of Teacher Education and was responsible for overseeing a faculty of 24 full time and 50 part-time instructors and various programs including elementary and secondary credential programs in CLAD/BCLAD, a Reading Specialist Program, and an MA in C&I Program with concentrations in Elementary, Secondary, Reading, and Multilingual Education. For some time, we had the privilege of being the only credential program in the state to offer bilingual credential programs in Spanish, Lao, Hmong, and Cambodian. I also served as director of our

More on CCTE 2013 Annual Election

elementary and secondary CLAD/BCLAD intern program and grant and oversaw our partnership with 52 area school districts. I also served as the coordinator of the elementary and secondary bilingual credential programs as well as the CLAD/CTEL Certificate Program and briefly served as Interim Dean of the College of Education. Over the years, I have participated in and chaired various CTC and NCATE accreditation visits. These visits helped me better understand credential programs at very large, complex universities that offer a great diversity of credentials and certificates, and at small campuses that offer a limited number of programs but that serve a distinct group of students. I have also participated in and chaired accreditation visits in district intern programs. These visits gave me the opportunity to better understand alternative certification programs.



I am currently serving on the CCTE Board of Directors and co-chair the Resources and Fund Development Committee. Through the work of our Committee CCTE has received two small grants from the American Association of Colleges of Teacher Education for the purpose of developing the next generation of Teacher Education faculty. We intend to continue pursuing external funding to develop our faculty and building a strong funding foundation for our organization.

As a Chicano, I am concerned that our educational system has produced an enormous dropout rate for Chicanos and African Americans and filled our prisons with our youth. The Chicano and African-American communities have not been served by the educational system. I am currently president of the California Association of Bilingual Teacher Educators (CABTE), a CCTE affiliate, and have been working towards strengthening the diverse voices in CCTE. The future of our nation is in our diverse communities, and CCTE needs to be a leader in innovation to improve the preparation of teachers for our diverse communities. CCTE has many important challenges and opportunities before it, and I am committed to providing leadership to our organization. The current state of education is in flux, with many changes and challenges before us. We have an opportunity to become the “go to” organization and to be players of significance in these times of flux.

Sharon Russell

I would like to serve as the President of the California

Council on Teacher Education. The heart of my work has been working in partnership with communities, schools, unions, and parents to establish communities of professional practice. I am presently the Systemwide Director of the CalStateTEACH Program. I have directed teacher preparation programs at various institutions. I have been an active participant in the Learning to Teach Continuum, directing a multi-district university intern program, starting a university-school district Pre-Intern Collaborative, participating in BTSA/Induction programs, and establishing a Teacher Residency Program. My latest research studies the tension between school reform movements and teacher preparation and the intersection of technology and pedagogy.

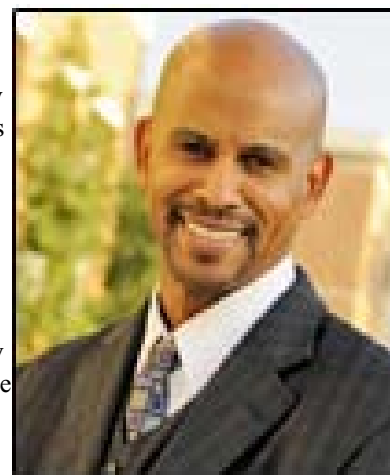


I believe we do our very best work when we collaborate across professional communities. CCTE can facilitate those collaborations and be the voice that speaks for Teacher Educators in California.

Candidates Nominated for the Board of Directors

Keith Howard

I am currently an Assistant Professor of Secondary Education at Chapman University, where I also serve as the Director of the Donna Ford Attallah Academy for Teaching and Learning. My research interests center on equity and ethics issues in STEM fields, particularly in technology and mathematics. I formerly served as a mathematics and computer science teacher, as well as a technology coordinator in the Los Angeles Unified School District. I hold a Ph.D. in Educational Psychology and Technology from the University of Southern California.



My post-doctoral work included service as a Senior Research Associate in the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. At CRESST I served as the co-lead of

More on CCTE 2013 Annual Election

professional development for an IES funded research study examining middle school mathematics achievement. I have conducted professional development for elementary and middle school teachers in several school districts in Southern California and Arizona on topics addressing schema-based mathematics instruction, metacognition in mathematics, and working memory implications for mathematics performance. Recent publications include a co-edited book titled *The Hope for Audacity: Recapturing Optimism and Civility in Education* (Lang Publishers).

I am an advocate for technology inclusion in 21st century classrooms and look forward to continued work with the CCTE technology SIG on sharing best practices for technology infusion. I have been inspired by the sense of purpose exhibited by the CCTE membership and invited presenters. If elected, I will work to promote approaches to teacher preparation that are informed and enriched by the diversity of California's classrooms.

Virginia Kennedy

The California Council on Teacher Education has been very important, influential, and inspiring to me, both personally and professionally, for close to 20 years. I am currently a faculty member at California State University, Northridge in the Department of Special Education, where I also serve as Teacher Education Coordinator and Clear Credential Program Coordinator. My interests are in teacher development, progress in curriculum and instruction for students with special needs, and political changes and challenges to teacher educators and the teaching profession.



My involvement with CCTE has included a previous term on the Board of Directors, membership on several Board committees, and active participation in the California Association of Professors of Special Education, a CCTE-affiliated organization. I have always found the organization to be welcoming to all who care about teachers and teacher education in California, and I am eager to contribute to its continued strength and growth.

Teresa Marquez-Lopez

I am the Associate Dean for Master's and Continuing Education at Fielding Graduate University in Santa Barbara,

California (2008-2012). I served as the founding director of the Two-Way Immersion Bilingual Specialist Institute (TWIBSI) at the University of California, Riverside, Graduate School of Education (2002-2008) and as principal investigator for the TWIBSI Research Project funded by the U.S. Department of Education. The institute prepared teachers, administrators and school psychologists to be leaders in the field of dual language education.

In September 2005, I was nominated and appointed to the California Commission on Teacher Credentialing Bilingual Certification Advisory Work Group (BCAWG). The BCAWG reviewed policy questions put forth by CCTC and made recommendation for new bilingual certification requirements for California teachers.

The recommendations were approved on August 31, 2006. The BCAWG developed new bilingual certification standards and requirements. The recommendations include a number of innovations developed and implemented through the Two-Way Immersion Bilingual Specialist Institute including the Bilingual Specialist Certificate, the Certificate in Reading with Bilingual Emphasis and the BTSA-ELL Pilot Project for Teacher Induction.

I served as Principal Investigator for the 1999-2002 Riverside, Inyo, Mono, and San Bernardino Beginning Teacher Support and Assessment for English Language Learners (RIMS-BTSA-ELL) Program. The BTSA-ELL Program offered specialized professional development for BTSA support providers and beginning teachers of English learners. The research for the RIMS BTSA ELL Program was supported by the University of California Linguistic Minority Research Institute: Collaborative Research Grant and Teacher Research Grant. In 2000-02, I was principal investigator for the RIMS BTSA Retention and Recruitment Study funded by the California Commission on Teacher Credentialing and California Department of Education. The study examined how local district administrators recruit teacher candidates to fill school district vacancies and the working conditions that cause many new teachers to leave the teaching profession.

I earned my doctorate at Teachers College, Columbia University. I have taught at Teachers College, Columbia University, University of California, Riverside, California



More on CCTE 2013 Annual Election

State University, Long Beach, and Pepperdine University in Educational Administration and Teacher Education. I look forward to the opportunity to contribute to the CCTE mission.

Norma Sanchez

As staff for the California Teachers Association, I work with over 300,000 teachers through-out the state on instruction, policy and professional development. I am also greatly involved in state-wide policy on instruction, curriculum, assessment, English language development, and STEM related issues. I have served on statewide taskforces convened by Superintendent of Public Instruction Tom Toralkson and work with policymakers on several educational issues including assessment, teacher evaluation, and credentialing.

Previously, I was director of Urban Education Research at Center X, UCLA with a focus on social justice research and teacher preparation. I have extensive experience in research and professional development in New York City schools as a researcher at the National Center for Restructuring Education Schools & Teaching (NCREST) at Teachers College, Columbia University. I was involved in a Spencer Foundation grant and conducted research in Small Schools, Dual-Language Schools, Professional Development Schools, and Teacher Integration of Instructional Technology. At Teachers College, I also conducted research involving youngsters with severe emotional disturbance and learning disabilities at the Center for Opportunities and Outcomes for People with Disabilities.

I have taught courses at Teachers College, UCLA, and Cal State Dominguez Hills in Educational Psychology and Social Foundations. I have presented at AERA for over 10 years on social justice pedagogy, teacher preparation, building-capacity in teacher-centered instruction and professional development, teacher integration of technology, PDS collaborations, and small school successes. I received my doctorate at Teachers College and obtained my bachelors from UCLA in Business Economics and Chicano/a Studies.

As a native Angeleno, born to Mexican-immigrant parents, I am greatly committed to urban education and social



justice issues. I am a member of the CCTE Policy committee and assisted in developing CCTE's latest policy framework. Thank you for your consideration and I am looking forward to providing many more contributions given my knowledge in legislation, policy, policymakers, and preK-12 issues.

Kip Tellez

John Dewey once wrote: "Education is the laboratory in which philosophic distinctions become concrete and are tested." This sentence neatly packages why I believe that the work of CCTE represents the apotheosis of intellectual and political engagement. I am wholly devoted to professional school educator preparation, but it will take sound evidence and skilled policy-making to maintain our excellent programs. Teacher education policy, research, and practice have never been more important, and CCTE must remain a leader in each. I am seeking a position on the Board because I believe I have the experience and knowledge to help CCTE grow in stature and influence. I gave my first professional presentation at the CCTE conference in 1990 and have attended many conferences since. Currently, I am proud to serve as an associate editor for our journal, *Teacher Education Quarterly*. In sum, I believe that my professional experience has prepared me to be an effective member of the Board of Directors.



I began teaching elementary school bilingual and ELD classes in east Los Angeles county after earning my bachelors degree and teaching credential at California State University, Fullerton. My doctorate (Education) is from Claremont Graduate University where I worked in the teacher education program. My first academic position was at the University of Houston, where I served as the director of the Bilingual/ESL program. During my time in Texas, I also served on several committees of the Association of Teacher Educators. I returned to California in 2000, joining the Education Department at UC Santa Cruz, where I now serve as department chair. Along the way, I have published in journals such as the *Journal of Teacher Education*, *Teaching and Teacher Education*, and the *Bilingual Research Journal*. (See <http://people.ucsc.edu/~ktellez/> for reprints of selected publications). I thank you for your kind consideration.

Call for Nominations for the CCTE 2013 Outstanding Dissertation Award Competition

The California Council on Teacher Education again this year invites nominations for the annual CCTE Outstanding Dissertation Award which has been established to honor authors of outstanding doctoral dissertations in the field of teacher education written at CCTE member institutions. The first such award was presented in the Fall of 2012 and the deadline for submissions to be considered for the 2013 award is June 15, 2013.

Following are specifics related to this award:

(1) CCTE has established the annual "CCTE Outstanding Dissertation Award" to recognize the authors of dissertations in the field of teacher education which have been accepted for the doctoral degree at a member institution of CCTE.

(2) The award is scheduled to be presented annually, depending upon the determination that a nominated dissertation appropriately fulfills the expectations for the award. The award will be presented at the CCTE awards luncheon at the Fall Conference.

(3) A special 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 current members of the sub-committee, appointed by the Chair of the CCTE Awards Committee, are Paul Ammon of the University of California, Berkeley, Harriett Arnold of the University of the Pacific, Carrie Birmingham of Pepperdine University, Christian J. Faltis of the University of California, Davis, Tomas Galguera of Mills College, Anne Jones of the University of California, Riverside, Jose Lalas of the University of Redlands, Thomas Nelson of the University of the Pacific, Judith Pace of the University of San Francisco, Reyes Quezada of the University of San Diego, Suzanne SooHoo of Chapman University, and Kip Tellez of the University of California, Santa Cruz, all faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field. Additional sub-committee members and reviewers will be recruited as needed.

(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 2013 Conference, the degree will be awarded during the 2012-2013 academic year); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such clear quality that it may be considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The current nomination deadline is June 15, 2013. Those nominations received by that date will be reviewed during the summer with the intent to select an awardee for the Fall 2013 Conference. Similar annual deadlines will occur on June 15 of each future year, again with potential presentations at Fall Conferences.

(6) Nominations for the award are to be made via e-mail with the following attachments: (a) a cover letter of nomination from a faculty member at a CCTE member institution, giving background information on the author and dissertation topic, including a rationale of why the dissertation meets the above award criteria, and (b) the full dissertation text as a Word file. Nominations are to be submitted to Alan H. Jones, CCTE Executive Secretary, by e-mail at:
alan.jones@ccte.org.

(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.

The recipient of the CCTE Outstanding Dissertation Award in 2012 was Edward G. Lyon of Arizona State University, who completed his dissertation that spring at the University of California, Santa Cruz.

Issues in Teacher Education

Call for Papers for Theme Issue on “STEM Education: Educating Teachers for a New World”

Guest Editors:

Babette M. Benken, California State University, Long Beach & Heidi Stevenson, University of the Pacific

Manuscript Deadline: March 30, 2013

Readers are invited to submit manuscripts for a theme issue of *Issues in Teacher Education* focusing on STEM education. The editors will entertain articles that present new approaches to and designs for teacher education that place emphasis on STEM education and integration, as well as research that explores the role that STEM education can, and should, play within our evolving national curriculum and system of teacher preparation.

Topics may include, but are not limited to:

Teacher Preparation Programs ♦ How must teacher education programs change to address current curricular reforms, including preparation to support new approaches to STEM content in the Common Core State Standards for Mathematics and the Next Generation of Science Standards? ♦ What alternative route structures exist and how effective are they in preparing second career teachers in STEM disciplines? ♦ What exemplary models exist for teacher education programs that prepare students for teaching and integrating the STEM disciplines, and what evidence do we have relative to supporting teacher effectiveness and student learning, particularly for underachieving subgroups?

Elementary Teacher Education ♦ How can we best prepare elementary teachers to teach mathematics and science in ways that support students’ conceptual understandings and achievement? ♦ What types of curricula and approaches are effective in helping elementary teachers gain knowledge needed for teaching and an appreciation of the important connection between content and pedagogy within STEM?

Secondary Teacher Education ♦ What kind of learning experiences and/or approaches to learning content should secondary teachers in STEM disciplines have to help them effectively implement standards-based curricula? ♦ How can content and methods courses be designed to help prospective teachers transform their images of traditional roles within content classes? ♦ Which content course designs are effective in fostering the content and pedagogical content knowledge needed for mathematics and science teaching in middle grades that integrates STEM applications and connections across the sciences?

Field Experiences ♦ What changes are we making in the structure of field experiences for prospective mathematics and science teachers and how effective are they in preparing teachers for the realities of classroom practice, our changing curriculum, and a vision for integrating STEM applications? ♦ Are candidates observing any instruction in Engineering, and if not, what additional instruction is needed in teacher education programs? ♦ What types of support and modeling do teachers need during field and induction experiences to support STEM education?

Connections and Partnerships ♦ What are the best ways to build effective partnerships among schools of education, mathematics departments, science departments, schools of engineering, and K-12 districts that will facilitate teacher development in STEM? ♦ How can we measure the effectiveness of such partnerships on both candidates’ and students’ learning and achievement?

TPACK & Technology as a Tool ♦ What types of knowledge and beliefs do teachers need in order to be effective at utilizing technology as a tool to support students’ learning of STEM disciplines? ♦ What role can/should online learning play in preparing teachers for STEM disciplines? ♦ What models exist for implementing TPACK in teacher education?

Professional Development of Teacher Educators ♦ In what types of ongoing professional development is it important for teacher educators to engage? ♦ What pedagogical content knowledge is needed to prepare teachers for STEM teaching that genuinely integrates all STEM-related disciplines?

Role of STEM ♦ What role should STEM education play within teacher development and K-12 schooling? ♦ In what ways is our evolving national curricula/standards placing or not placing emphasis on STEM education? ♦ In what ways can and should STEM education be integrated with the arts and other non-STEM disciplines?

Manuscript Deadline: March 30, 2013 ♦ Publication is tentatively scheduled for Spring 2014

♦ To submit a manuscript, go to the *Issues in Teacher Education* website:

http://www1.chapman.edu/ITE/public_html/Manuscripts.html.

You will register and create a login; you will then proceed to the journal page.

- ♦ Only complete manuscripts will be considered; all manuscripts will undergo blind, peer review by at least two reviewers.
- ♦ Manuscripts should be 3000-5000 words in length, double-spaced, and referenced in APA (6th Edition) format.
- ♦ Questions regarding submission should be directed to: Dr. Babette Benken, babette.benken@csulb.edu.

Errata Related to Fall 2012 Issues in Teacher Education

Due to a mix-up during the printing of the Fall 2012 issue of *Issues in Teacher Education*, the inside front cover from the Spring 2012 issue was mistakenly included in the Fall 2012 issue, thereby reflecting an incorrect date of publication and an out-of-date listing of some portion of the editorial staff. These errors in the Fall 2012 issue are limited to the inside front cover, and all text pages in the issue accurately reflect the appropriate date and issue.

The co-editors and editorial staff of the journal bear no responsibility for this error, and all authors in the issue are equally free of responsibility. The mistake was made at

the printing plant, and as publisher of the journal I take full responsibility for failing to catch the error prior to printing and distribution of the journal. I offer my sincere apology to the editors and to the membership of CCTE, the sponsoring organization of the journal.

The correct version of the inside front cover of the Fall 2012 issue appears below and those interested may print a copy and paste it in place of the inside cover of that issue, which was mailed to all CCTE members a few weeks ago.

—Alan H. Jones, CCTE Executive Secretary
and Publisher, Caddo Gap Press

Issues in Teacher Education

A Journal of the California Council on Teacher Education

Volume 21, Number 2, Fall 2012

Co-Editors—Suzanne SooHoo & Joel Colbert, *Chapman University*
 Managing Editor—Janae Dimick, *Chapman University*
 Book Review Editor—Barbara Garii, *State University of New York, Oswego*
 Past Editor—Margaret Olebe, *retired*
 Publisher—Alan H. Jones, *Caddo Gap Press*

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 Michael Genzuk, *University of Southern California* (2014)
 Christina Luna, *Calexico Unified School District* (2015)
 Thomas Nelson, *University of the Pacific* (2016)
 Noelle Won, *California State University, Stanislaus* (2013)
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 Vice-President for AACTE—Lettie Ramirez,
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 Vice-President for ATE—Sharon Russell, *CalStateTEACH* (2014)
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Members of the CCTE Board of Directors:

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 Paula Motley, *BTSA Induction Regional Director, Monterey County* (2014)
 Shannon Stanton, *Whittier College* (2014)
 Mona Thompson, *California State University, Channel Islands* (2013)
 Keith Walters, *California Baptist University* (2013)
 CCTE Executive Secretary—Alan H. Jones, *Caddo Gap Press* (2013)

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Issues in Teacher Education website: www.ite.chapman.edu

ICCUCET Spring 2013 Meeting: Common Standards Inspection—aka: CSI: San Jose

By **Keith Walters**
ICCUCET President
California Baptist University

Passage of Proposition 30 in November 2012 brought public schools in California a small degree of financial relief. While alleviating some of the fiscal stress, educator anxiety remains because of the rapidly approaching implementation date for the Common Core Standards reform. Regardless of one's position on the Common Core, the persistent gap in student achievement levels calls educators to move their dialog beyond academic discourse. Implementation strategies rooted in data-based action research appear to offer hope.

Yet, initial results from early adopter states such as Kentucky seem to suggest that educators working in isolation are inadequate. Indicators suggest that improving student learning starts with the development of leadership skills. The April 2013 CTE conference theme will provide participants opportunities to challenge the hierarchical perspective of leadership through an exploration of the teacher leader concept.

Prior to the opening session of the CTE Spring Conference, everyone from the independent colleges and universities is invited to attend the ICCUCET morning session where conversations will set the stage for the conference theme. Highlights of the morning session will include brief presentations by Veronica Villalobos from AICCU and Cheryl Hickey from CTC related to the current political and policy climate. We will then hear from a panel of teacher leaders working on Common Core initiatives in local districts. We will conclude our time together in small groups where attendees will be asked to share stories and formulate inquiry questions related to their campus' efforts to learn from and assist districts throughout the Common Core implementation process.

In addition to the opportunities to learn, there will be a short ICCUCET business meeting where we will start by thanking those who are leaving office (Jo Birdsell, Carrie Birmingham, Tory Courtney, Annette Pijuan, and Deb Reeves-Gutierrez). I would like to start the accolades for the outgoing officers by applauding each person for their dedication in supporting ICCUCET's mission to:

- Assist teacher educators in becoming effective within the profession.
- Facilitate communication and dissemination of information on the education of teachers.
- Provide opportunities for collaboration on relevant policies and issues of concern to institutional members.

The business meeting will continue with an election for

new officers. We will also seek formal approval for the new charter presented during our fall session in San Diego.

As you formalize your plans to attend the spring 2013 CTE conference, please set aside time to come and celebrate with us as we take time to be investigators of the Common Standards and all that this reform has to offer.

Special Issue Planned for *Teacher Education Quarterly*

Last year we circulated widely an invitation seeking proposals for a special issue of *Teacher Education Quarterly*. A total of 48 proposals were received, with each undergoing a careful review by the journal's editorial staff and members of the Editorial Board. We had many outstanding proposals to consider, and I thank the other editors and Editorial Board members for the time they gave to this process.

The proposal which rose to the top and which we have selected for a special issue to be published during the 2014 year concerns the theme "Ecological Perspectives of Learning to Teach," submitted by Arthur Costigan of Queens College of the City University of New York, who will serve as guest editor of the issue. I am working with Professor Costigan on plans for the issue, which we anticipate will include some wonderful perspectives on the field. A deadline of September 1, 2013, has been set for manuscript drafts for the special issue.

Most issues of *Teacher Education Quarterly* contain articles that have been submitted to our regular peer review process, and then once accepted and prepared for publication they appear in issues for which a generalized theme is created based on the material at hand. Special issues differ from this standard procedure, since with special issues a theme is proposed before hand, a guest editor selected, and articles are solicited and reviewed separately from the ongoing stream of submissions and reviews.

Because we always have a healthy number of high quality submissions, resulting in an acceptance rate of around 15%, we do not schedule special issues often in order to reserve adequate space to publish all accepted articles in a timely manner.

We are, however, very pleased to have this special issue on "Ecological Perspectives of Learning to Teach" as part of our upcoming publication schedule.

—Christian J. Faltis,
Editor, *Teacher Education Quarterly*
University of California, Davis

CCTE Graduate Student Caucus Events at Spring 2013 Conference

All graduate student members of the California Council on Teacher Education are encouraged to attend two special meetings of the CCTE Graduate Student Caucus at the Spring Conference in San Jose.

The first Caucus meeting will be on Thursday, April 11th, from 10:00 to 11:00 a.m. The Spring Conference keynote speaker, Dr. Ann Lieberman, has graciously agreed to attend the Caucus and discuss the role of teachers in the community with our graduate student attendees. Dr. Lieberman's (2009) article "Inquiring Teachers: Making Experience and Knowledge Public" will serve as the foundation of the discussion. Members of the Graduate Student Caucus will also have the opportunity to ask questions of Dr. Lieberman.

On Friday, April 12th, the Graduate Student Caucus will meet for dinner to debrief the conference experience and plan future events. We will also be recruiting future Graduate Student Caucus Coordinators. For more information, please contact the current Graduate Student Caucus Coordinators, Char Starks and Robin Perry, at:

cctegradstudents@gmail.com.

—**Charlane Starks**
University of the Pacific
Robin Perry
Fresno Pacific University

CCNews Call for Articles and News Items

CCNews is continuing to evolve as we include sections that feature CCTE news, semi-annual conferences, organizational activities, 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, in tandem with the CCTE website.

Do you have a successful partnership, an effective assignment that your students enjoy, books or other resources you use with great success, or 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*.

We are also encouraging all concurrent session and poster session presenters at CCTE semi-annual conferences to write about their presentations for the newsletter. Just e-mail your submissions as an attachment to me:

hstevenson@pacific.edu

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. Thank you.

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

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 Address - Thursday Afternoon

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 Workshop or Institute & Adjournment - Saturday Morning



CCNews

Newsletter of the California Council on Teacher Education

Volume 24, Number 4, Spring Issue, March 2013, Section 4

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

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

An Organizational Nightmare (That Worked!)

By Alvin H. Thompson

Somewhere in the past was produced an essay entitled “The Nature of Work in the Bureaucratic Society” which really caught and held my attention. The author maintained that regardless of all the absolute rules, regulations, and policies established to guide the operation of an organization, most of the actual decisions were made by informal groups meeting on golf courses, noon-time work outs, and/or two and often three martini lunches. The thesis struck home with me not only because I established at least two major teacher credential programs in this manner while teaching and “administering” at the University of California, Berkeley (Business Education and The Urban Task Force); but also because I realized that our entire teacher education program was organized in much the same manner. Provided below are the reflections that I jotted down for the edification of the WASC accreditation team visiting us at that time. Current readers should be aware that the article was rejected for publication in a major journal a bit later with the comment: “This couldn’t possibly be true!”

All of the major news media provide abundant testimony that this is an age where many choose militant action as the most effective means of solving pressing problems. As the pictures, sounds, language, and attitudes of wars, riots, protests, and strikes bombard us, it becomes quite clear that all kinds of Americans must learn to communicate much better before lasting progress will be possible. Teachers are, of course, one of the major groups seeking solutions to acute problems with increasing militancy.

Like others, teachers at all levels are becoming increasingly frustrated as they encounter the steadfast rigidities manifested by some of our institutions or “establishments.” Even though they have secured some well-publicized improvements in salaries and fringe benefits, it is clear that mountains of “administrivia,” swamps of public apathy, waves of children and youth clamoring for more involvement in or escape from formal education—all continue to generate seemingly immutable professional problems with which all educators must cope.

Most professional educators are seeking a responsive and effective organizational framework within which they may work to produce an educational “system” that is relevant for this age. In view of the magnitude of the problems faced, it is surprising that more educators—even though they are

professionals—have not succumbed to the militant urgings of chronic complainers.

Lack of effective “grass roots” voice in an administrative or faculty unit is a major part of the stuff of which local chapters of militant organizations like to think they are made. Regardless of the validity of their claims, minimal administrative and personnel practice requires that people should be allowed to express opinions about matters affecting what they do and how they are to do it. Good practice demands well-defined channels where the opinions may be heard officially and duly recorded for possible action. Excellent practice insists that the voices heard have every opportunity to become effective after open discussion demonstrates the merit and feasibility of the positions taken by a majority of the unit. All of these principles certainly should be operative in a unit composed of well-educated people who have demonstrated their capacity for leadership and work-a-day competence under a variety of circumstances in a free society. This is to say, an administrative unit in an institution of higher learning should provide well-defined channels for its members to exercise an official and effective voice in matters affecting their own professional lives. One likes to think that most regularized units in higher education—e.g., academic divisions, departments, colleges, and schools—have achieved this goal under the banner of academic freedom buttressed by responsive and responsible administration.

In spite of the obvious acceptability of the principles just enunciated, one realizes it is not always possible to make them immediately operational in all administrative and faculty units in each institution of higher learning in this remarkably diverse republic. Even so, it is still surprising to learn that in spite of many sincere internal efforts, it is not possible to apply these principles in a traditionally acceptable sense in at least one unit in a leading institution—one ranking impressively high in the American Council on Education’s recent search for the nation’s “best balanced” university. This article attempts to describe the conditions under which members of this unit have consistently maintained a professional stance while working through vexing, serious, and delicate professional problems engendered by their unorthodox appointments in a traditional university environment.

On the surface, this unit looks and acts like an orthodox university department for administration purposes. It is

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composed of approximately 45 full-time academic positions, staffed mostly by individuals designated officially by the institution as “Officers of Instruction.” They are divided clearly according to curriculum into three distant sub-units or “divisions,” each of which is led by a duly appointed “associate head.” The three associates, who receive small administrative stipends, are on 10 percent administrative assignments. They are grouped with their co-workers under a “Head” of the unit, who is on a 50 percent administrative assignment. The entire group provides from 50 to 100 percent of the course work and field experience required in a fifth-year professional curriculum which has produced about 600 “graduates” a year for the past six years. When compared to a national average of slightly less than 50 percent, an impressive 70 to 80 percent of those who complete one of the many programs offered enter directly into the profession for which they were prepared.

Members of the unit are also grouped for service as faculty along traditional divisional and department lines. Each of the three sub-groups has its own officers and faculty committees. From these sub-groups are elected two representatives to an executive committee which serves the faculty interests of the entire group. All members have contributed to on-going appraisals of the units’ professional efforts and status, while most serve on various supporting committees and many perform in similar capacities on the committees of a related department and professional school. Each sub-group provides regular programs for their professional colleagues in the field, while nearly all of the individuals are active leaders in related “outside” professional organizations and public service projects.

Also, interesting to note are some other services rendered by individual members of the unit. Some serve as advisers to graduate and undergraduate students who are enrolled in other schools and departments. Others function as members of university-wide and inter-institutional committees. Several teach courses in other departments—for example, in English, mathematics, music, and education. The group also supervises a professional training program for advanced doctoral candidates from a closely-related department. Such diverse administrative and faculty assignments are possible because individual members are recruited from those who are already experienced in teaching, field work, and the training of neophytes, and from those who have demonstrated their ability to lead and serve in a variety of other professional capacities. Another contributing factor is that they also hold at least master’s degrees in or related to various academic areas. In sum, although the surface organization appears quite orthodox, the faculty is uniquely prepared to provide a number of professional services in a variety of ways.

Even a casual probe of the surface reveals a bizarre

arrangement providing a “non-faculty” unit for “faculty-type” people in spite of outward appearances of orthodoxy in structure and function. Other than having members designated as Officers of Instruction and given a title for budgetary purposes, the group has no official existence in any formal unit on the campus. A designation as Irregular Academic appointees allows members to serve as Officers of Instruction without traditional faculty status. Furthermore, one of the sub-groups operates under the auspices of the Extension Division. This assignment places them farther away from traditional faculty status than their 35 colleagues who are “inside” the institution. They also have little if any faculty status. Paradoxically, the program presented by the “outsiders” has been more widely heralded in publications than those of the “insiders.”

Most intriguing is the lack of franchise provided members of this unit within the formal University faculty and administrative system. They belong neither to the department nor the school under whose auspices they present their professional programs. They are not subject to regular channels of academic review for appointment and promotion, and are not, therefore, members of the Academic Senate, which is the arbiter of “bread-and-butter” issues and other matters of higher professional concern. In fact, their one official vote in the formal University system is cast by their Head as a full professor in a related department who enjoys all privileges accruing to that rank in a university. Their gray-area status is further displayed by the fact that as non-senate members, they have access to neither sabbatical leave nor tenure; but as Irregular Academic personnel they are provided that same administrative protection as are regular senate members and most of the perquisites accruing to regular faculty. At the maximum, however, the group has a nine-month salary schedule that pays an amount equal to that received by seasoned associate professors.

Heartening to note are the many sincere efforts being made to promote broader and closer faculty-type cooperation between members of the irregulars and the regulars by the chairman of the related orthodox department. The chairman—who is also dean of the professional school involved—sees to it that the “irregulars” are invited to attend meetings of the department and school as well as to serve with equal status on several of their important committees. Some are also invited occasionally to teach courses normally given by regular department members with the approval of the division concerned. Thus, it might be said that the formal leadership has gone about as far as it can to allow the irregulars to perform regular faculty functions.

However well-intentioned, these arrangements are not entirely a blessing for the irregulars. Those who accept invitations to teach courses in the regular department must recognize that this responsibility might have to be assumed

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as an overload. Their voices are often heard, but still their votes are counted only by special agreement regarding some agenda items in departmental meetings, while none count in meetings of the school. Furthermore, the irregulars—at the practical level—find themselves doing the co-curricular work necessary to support their own group, while duplicating many of these efforts in support of the related department, school, and University faculty in which they lack membership. The demands placed on their time as a consequence appear to be quite disproportionate to the benefits received and—of at least equal importance to the irregulars—the professional services that such an unorthodox system allows them to render effectively.

It is thus fascinating, if not stimulating, to contemplate the fact that irregular academic personnel, operating within a quite unorthodox administrative and faculty structure, bear at the very least one-half of the regular faculty responsibility for conducting a graduate professional program in a major university for 600 students on less than one administrative F.T.E. After much reading and close study of some 45 detailed questionnaires submitted by large and small institutions offering similar curricula throughout the United States, this writer is convinced of the uniqueness of the case under review. Perhaps never before have so many been given so little (in the non-material sense) to do so much in an institution of this stature. It may also be true that few other cases exist where orthodox departmental officers have had so little to do with conducting a large curriculum that the “outside world” believes is indeed a major responsibility. Thus, the program is unique especially because it is operated by personnel who appear to be unacceptable in the world of current academic orthodoxy, even though many individuals in the seven major academic areas represented in the total group have achieved local, statewide, and national recognition for their professional efforts.

These facts cause many to be confused by the meaning of the following statement which appeared in a report by a committee of the related department to the Dean of the Graduate division:

... the time has come when we should recognize that in what might be called *orthodox* [italics mine] fifth-year preparation... we are probably not doing a significantly better job than many of our rival institutions...

Even more unique than the committee’s statements and the curriculum’s component parts, is the fact that this disenfranchised—yet distinguished—group expresses no militant opposition to the conditions under which they meet such important responsibilities. In the first place, most can understand a rationale for staffing non-degree curriculums with non-senate personnel who are rewarded fairly well materially for their efforts. Second, as academic irregulars,

members are neither hired, promoted, nor fired on the “publish and/or perish” criterion and no time is built into their schedules for such efforts. Third, although all make unique professional contributions in and out of print, being off the traditional conveyor belt to academic salvation allows them to prepare for and do the thing that best complements their professional competencies. This is, of course, teaching—a function that is often neglected by one who must adhere rigidly to the qualitative and quantitative demands of publication, and one that thus far has defied measurement. Fourth, they are confident that their qualifications equip them admirably to do that which they were hired to do, namely, to work closely with students and professionals not only in campus classes, but also—and more often—in the field. In this latter capacity, they have become the institution’s principal representatives to the professional public in this particular endeavor.

It is clear, therefore, that members of this administrative unit meet the qualifications for the position of “clinical professor” so aptly advocated by James Bryant Conant for professional schools, even though it is equally obvious that they are paying a price for being neither “fish nor fowl” during what is hopefully a transitional period. Nevertheless, in the final analysis members of this unit are honored to work with reasonable colleagues—whether they are professors in or heads of regular divisions, departments, or schools—in an internationally prestigious institution of higher learning.

One would think it arduous enough for non-faculty to operate more than half of a leading program in a renowned university and still maintain a semblance of equilibrium, especially under the conditions just described. Their most difficult task, however, is to explain to the curious—both outside and inside the institution—their job and how it fits in the University’s scheme of things. Perhaps this is what keeps would-be militant organizers off balance. They probably cannot determine just where to begin, unless it is with the custodians.

Or is it because the irregulars take a professional approach to the solution of even their most vital problems? In any event, this nightmarish organization appears to work quite harmoniously most of the time not only in presenting its various programs, but also in encouraging basic educational reform to meet the problems encountered in an age of increasing militancy.

Alvin H. Thompson is Professor and Director Emeritus of The Teacher Preparation Center at California State Polytechnic University, Pomona, California, and a Past President of the California Council on Teacher Education (1980-1982). He wrote this article in the Spring of 1967 when he was Associate Head of Teacher Education at the University of California, Berkeley. He offers thanks to Christopher Evann Jalandon for technical assistance in preparation of this article for publication.



9th Annual Summer Institute on Leadership for Educational Justice
JULY 9, 2013: 8:00am - 4:00pm
Orton Center, University of Redlands

Preparing Educators: Learning to Teach for Social Justice

The 2013 Institute will have two components (1) a featured speaker, Marilyn Cochran-Smith, and (2) peer reviewed presentations. The conference will address such theme-related questions as:

- To what extent do we prepare educators to teach, counsel, and administer for social justice?
- Why is preparing educators to embrace social justice important in "improving the learning and enhancing the life chances of all students?"
- What is the connection between preparation of educators for social justice and student engagement?
- How can universities and k-12 schools embrace social justice in their respective programs?

The Featured Presenter: Marilyn Cochran-Smith is Professor of Teacher Education for Urban Schools and directs the Doctoral Program in Curriculum and Instruction at Boston College's Lynch School of Education. She is an elected member of the National Academy of Education and a Past President of the American Educational Research Association. Focusing on teacher preparation research, practice and policy, Cochran-Smith has published 9 books (5 of which have won national awards) and more than 175 articles, chapters, and editorials. She edited the *Journal of Teacher Education* from 2000-2006. Dr. Cochran-Smith held the inaugural C.J. Koh Endowed Distinguished Professorship at the National Institute of Education in Singapore in 2006, was a Scholar in Residence at the Mofet Institute for Teacher Development in Tel Aviv, in 2000, and has a summer appointment as Professor of Education at the University of Auckland, New Zealand. In addition to her academic work, Dr. Cochran-Smith has been a classroom teacher and reading/language specialist in K-12 settings.

CALL for PROPOSALS

The University of Redlands' School of Education invites submission of presentation proposals related to the 2013 theme, *Preparing Educators: Learning to Teach for Social Justice*. These may be theory-based, empirical, or reports of evidence-based practices.

Presentations will be in 45-60 minute sessions and focus on at least one of the following institute strands:

- Theory, Philosophy, Ethics, and History
- Leadership, Management, and Educational Policy
- Curriculum and Instruction Challenges
- Assessment, Standards, Testing, and Achievement Gap

How to Submit Proposals

1. Proposals must be submitted as emailed Word document attachments (New Times Roman, 12 point font) to jose_jalas@redlands.edu. Each should include: (a) title and abstract, and (b) for each presenter: name; address; work and home telephone numbers; and an email address
2. Each submission must not exceed 4-pages, double-spaced and must include:
 - a presentation abstract
 - a brief overview of the content and session including purpose and objectives
 - a brief outline of how the session will be delivered in 45 - 60 minutes
 - a statement of the presentation's significance to educators
3. All proposals must be submitted by **April 15, 2013**