

CCNews

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

Volume 24, Number 2, Summer Issue, June 2013

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

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

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CCTE President Cindy Grutzik (left) welcomes newly elected members of the Board of Directors Kip Tellez (second from left), Keith Howard (center), and Virginia Kennedy (right). Juan Flores (second from right) was elected to serve as CCTE President-Elect for the coming year.

Photograph by Heidi Stevenson



CCNews

Newsletter of the California Council on Teacher Education

Message from CCTE President Cindy Grutzik

Dear Colleagues,

Summer is here, and the pace changes to give us time for different kinds of work. For the California Council on Teacher Education (CCTE), this means taking stock of our policy and advocacy work, planning the Fall conference, and setting aside two days for a Board of Directors' retreat.

A Great Spring Conference

The Spring conference in San Jose showed us what we do best: bringing together colleagues from across the state and profession to learn about something that matters in each of our settings—Teacher Leadership. And as Ann Lieberman reminded us, CCTE is the organization where we're challenged and encouraged without getting lost in a crowd, and where real intellectual and practical work gets done in a collegial cross-field context. With the creative planning of Paula Motley (BTSA-Induction) and Magaly Lavadenz (Loyola Marymount University), we also learned some new ways to organize group work and conference flow. We appreciated a wide range of participants including the California Department of Education, the California State University education deans, Commission on Teacher Credentialing (CTC) consultants, BTSA regional directors, teacher education faculty, graduate students, and K-12 teachers.

The annual Spring conference is also the leadership transition point for our organization. Let me express my deep appreciation for the guidance and dedication of our exiting Board of Directors members: Juan Flores, Mona Thompson, Keith Walters, and Andrea Whittaker. And let me welcome our incoming Board members: Keith Howard, Virginia Kennedy, and Kip Tellez. We also have a new President Elect, Juan Flores, who is joining the leadership team to help steer CCTE into the future.

TAP Panel Recommendations for Feedback

Over the last 15 months, this group of educators has met to develop recommendations to the CTC on Multiple and Single Subject credentialing. We have re-examined policies set forth in the 2042 standards, and incorporated what we've

learned and what's upcoming in terms of technology, accountability, and teaching practice. Now the 39 recommendations are available at

<http://www.ctc.ca.gov/educator-prep/TAP/tap-panel-rec.pdf>

along with a survey seeking feedback through June 7:

http://www.surveymonkey.com/s/TAP_Recommendations

Several CCTE members served on the panel, including Nancy Farnan, Kisa Kirtman, Ira Lit, Paula Motley, Gary Ravani, Kathy Theuer, Bev Young, and myself. I encourage you to apply your expertise to this important task.



Cindy Grutzik

CCTE at AERA

Under the leadership of CCTE Past President Magaly Lavadenz, the new Division K State Policy Initiatives Subcommittee will meet each year at the AERA Annual Meeting to discuss and make recommendations to Division K on state policy for educator preparation. Current committee members are Jon Snyder (Bank Street), Mary Sandy (CTC), Cindy Grutzik (CCTE President), Marilyn Cochran-Smith (Boston College), Andrea Whittaker (Stanford), and Marcy Singer-Gabella (Vanderbilt). This April at the AERA Annual Meeting in San Francisco our topic for discussion was

the proposed CAEP Standards. The committee will continue to work with Division K Vice President Etta Hollins to provide feedback to the field.

New Saturday Institutes

CCTE is announcing a new conference structure for Saturdays. The first institute, held at the Spring 2013 Conference, was on grant writing, and was very successful. Members are invited to submit proposals for 2½-hour Saturday institutes, and the planning committee for each conference will select two or three institutes to include on the program. Conference participants will sign up in advance for the institute of their choice. Watch for upcoming RFP guidelines, and plan to start staying over through Saturday morning!

—continued on next page—

Message from CCTE President Cindy Grutzik

(continued from previous page)

New Retired Colleagues Fee

CCTE is the professional home for all who are interested in educator preparation, including our retired colleagues. To encourage their ongoing participation, the Board of Directors has approved a new conference registration fee of \$125, effective in Fall 2013. This is one-half the regular conference registration fee. While these colleagues may be retired from their institutions, they are not retired from the important work of teacher education and we want to keep seeing them at our conferences!

Fall 2014: Regenerating the Field

The co-chairs for our Fall 2013 Conference are excited

about the plans that are unfolding. The focus is on our need to be cognizant and out-front in addressing how those charged with preparing teachers are prepared themselves. The conference announcement in this issue (see page 8) provides more detail. We are especially looking forward to engaging doctoral programs and students in this conversation. The conference planning committee will be formed in the very near future—please contact me if you're interested in participating.

I wish you a wonderful summer season, with plenty of time for R&R, and for reflection and satisfying steps forward in your work.

—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

Reviewing and Following Bills

The California State Legislature is “awash” in education bills this session. In an effort to deal with this deluge of bills to review, Policy Committee Co-Chair Margaret Olebe solicited the help of Policy Committee members in reviewing each of the bills of potential interest to determine their content and relevance to the CCTE Policy Framework. Those who volunteered to help were provided a form, developed by Margaret, to complete.

With the bill reviews submitted by several committee members in hand, an invitation to participate in a conference call gave everyone involved in the review process an opportunity to discuss the pros and cons of each bill. During the conference call the Committee decided which of the bills CCTE would follow. Margaret, in conference with Cindy Grutzik, CCTE President, then developed a matrix designed to help us track each bill. The Policy Committee Co-chairs have continued to follow all relevant bills.

CCTE members and delegates who are interested in following education and or teacher education bills can go to leginfo.legislature.ca.gov to search for bills, track bills, and subscribe to get updates on particular bills of interest.

During the April 10 CCTE Board of Directors meeting the Policy Committee asked the Board for input on the bills we are tracking. The Policy Committee will next be meeting with legislators in Sacramento about specific bills.

The Committee has in particular been following SB 5 (Padilla and Block). This bill would authorize a program of professional preparation to include up to two years,

or the equivalent of two-fifths of a five-year program, of professional preparation. It originally proposed to delete the provision in Ed Code that prohibits baccalaureate degrees in professional education. It has since been amended to continue to allow out of state candidates to have a baccalaureate degree in education, but continues the prohibition for California candidates. A letter from CCTE has been sent to the authors indicating amendments we recommend (see page 4 of this newsletter).

CCTE has also sent a letter of support for Assembly Bill 470 which seeks to assure continued funding for teacher induction programs (see page 5 for that letter).

Revised CCTE Policy Framework

At the request of the CCTE Board of Directors at its January 2013 meeting, Policy Committee Co-Chairs Sue Westbrook and Mona Thompson met to reorganize the presentation of the revised Policy Framework. Mona then used the reorganized Policy Framework language to create an initial draft of a visual model for the Board's consideration. These items were discussed by the Board at its April 10 meeting, and the Board approved the revised language for presentation to the CCTE Delegate Assembly at the Fall 2013 Conference (see page 6 of this newsletter).

The Board also requested that the visual model of the revised Policy Framework be refined by a professional designer. We anticipate the conversation surrounding both the content and the visual model will require more time than was available during the Policy Session at the Spring Conference, so we have therefore asked that we be allocated two time slots at the Fall 2013 Conference for Policy Committee business, including the discussion of the Framework, reporting about the education bills that we are following, and a report from the Commission on Teacher Credentialing.



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California Council on Teacher Education

April 23, 2013

The Honorable Alex Padilla
California State Senate
State Capitol Building, Room 4038
Sacramento, California 98514-4900

Dear Senator Padilla:

The California Council on Teacher Education takes the position **SEEK AMENDMENTS** on **SB5**, Teacher Credentialing. While we understand the intent of this bill, we believe it can be improved in the following ways.

1. Timeframe for program completion should be revised. While we support the lifting of the one-year cap on teacher preparation programs, we believe the two years now proposed is arbitrary. Lifting the cap recognizes a current reality: teacher preparation is more complex, and the CTC requirements greater than when the cap was initiated. Students now enroll in a variety of prerequisite courses before being formally admitted to a program. Lifting the cap improves quality and recognizes reality for candidates and programs.

We seek language that eliminates a timeframe. The CTC/COA Program Standards define program parameters and quality; all program sponsors must meet them initially and through an ongoing cycle of review. Prospective teachers will choose programs based on what a program offers, including design, flexibility and length of time to completion. Current experience suggests that while two years is de facto the minimum time required to complete both prerequisites and program requirements, there is little reason to limit program length. At present Special Education preparation programs have no cap, and they are not unduly long. Individuals need varying amounts of time for completion, but few will enroll in a program of great length, requiring five years or more. Programs that combine credential and subject matter preparation, or allow for the acquisition of more than one credential, would benefit.

2. The provision allowing an undergraduate degree in education is problematic. Current federal law prohibits the awarding of Pell grants to students who have an undergraduate and graduate major in education. This is a disincentive for those wishing to enroll in programs that span both degree types. **We support extending the time for teacher preparation but are concerned that subject matter preparation not diminish concurrently.** Strong subject matter preparation has been a hallmark of California's practice. Withdrawing this provision at this time seems prudent. A separate bill that address these concerns more fully should be considered.

3. Specific language calling on the CTC to establish a transition timeline for full compliance should be included in the bill. This bill changes practice for program sponsors and the CTC. The linkage to induction programs is altered, and induction program sponsors will be affected also. Time must be allowed for program redesign first, and the accreditation process to occur. Our collective experience suggests a minimum of two years leading to program approval, with initial candidates entering the following academic year. During this time, resources are stretched thin, as programs 'teach-out' the old program and build a new one. We seek assurance that sufficient time for this transition will be provided.

4. Provision for a statewide evaluation of the new system should be included. The current system has been in place for several decades, but the effects of the new one, whether intended or not, are unknown. We need to know if this system works, and how to improve it as needed. We recommend the evaluation examine both the transition process and implementation effects after 3-5 years. Funds should be allocated to the CTC for the evaluation.

5. Language in Section 7(B) should be modified. Under current law, institutions other than the CTC may develop assessments and administer them. Such assessments must be approved by the CTC. We believe current practice should remain.

Respectfully,

A handwritten signature in black ink, appearing to read "C. Grutzik".

Cynthia Grutzik

President, California Council on Teacher Education

Associate Dean, College of Education, California State University, Long Beach

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California Council on Teacher Education

April 17, 2013

The Honorable Kevin Mullin
California State Assembly, 22nd District
1020 N Street, Room 159
Sacramento, California 95814

Dear Assemblymember Mullin,

As President of the California Council on Teacher Education, I am writing to express our organization's strong **SUPPORT** for AB 470 (Mullin). Over 16,000 beginning teachers are participating in BTSA Induction credentialing programs this year. Yet 500 more are struggling to find a way to participate, even though this is a requirement for a Clear Credential. Their local program may have capped participation, may be charging them more than they can afford, or may even have been closed when the funds were taken for other purposes due to Tier III flexibility and local decision making. The number of beginning teachers is climbing and more are needed. Will each of them have the kind of induction experience that makes a difference for students? Not if induction is left to local decision making.

Since we are an organization focused on educator preparation in California, *we know how important it is to provide a job-embedded, comprehensive induction credential experience*. Our individual and institutional members, which include CSUs, UCs, and many independent universities, have partnered closely with induction programs and witnessed the subsequent strengthening of the teacher cadre in California. This perception has been confirmed through many evaluations of induction programs across the state. *Equitable access to a high-quality induction experience leads to a competent, effective teacher for each student.*

We agree with you that equitable access to induction is an essential component of a state system for the development of a *strong corps of highly effective California teachers*. Unfortunately, this access no longer exists. Putting Teacher Credentialing Block grant funds in Tier III has allowed districts to defund induction. The LCFF will make this permanent.

Originally, BTSA was established as a categorical program, appropriate for its status then as a voluntary program for districts and teachers. Now it is *an essential component of the Learning-to-Teach System*, and a requirement for *earning a clear credential*. To ensure *equal access for each new teacher*, there must be *dedicated funding for induction and all sponsors should be eligible* for funding to maximize opportunities to learn for newly minted teachers.

We appreciate your support for teacher credentialing. California's teacher educators and professional developers know how to do induction well and California has been a national leader. *Greatness by Design*, the 2012 report from SPI Torlakson's Educator Effectiveness Task Force, reinforces this, but also suggests that while California once led the nation in supporting new teachers, Tier III flex has eroded this stance. Strongly supported beginning teachers provide strong learning environments for students, and they are also more likely to stay in the profession. **AB 470 is essential** to this work. The students of each new beginning teacher are counting on us.

Please feel free to contact me at cynthia.grutzik@csulb.edu if you have any questions.

Respectfully,

A handwritten signature in black ink, appearing to read "C. Grutzik".

Cynthia Grutzik
President, California Council on Teacher Education
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Telephone 562-985-7973; e-mail cynthia.grutzik@csulb.edu

CCTE Policy Framework

(The following revised version of the CCTE Policy Framework has been developed by the Co-Chairs of the Policy Committee and discussed and approved by the CCTE Board of Directors with the recommendation that it be presented to the CCTE Delegate Assembly for consideration and adoption at the Fall 2013 Conference. In the meantime the Board of Directors has authorized the continued use of this language by the Policy Committee as it reviews and evaluates proposed legislation and advocates in Sacramento on behalf of the CCTE membership. This language will also be presented in a visual format for use in advocacy and communications efforts).

The California Council on Teacher Education (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, pre-K through university, with a 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 the ongoing growth of effective teacher preparation, induction, and professional development programs.**
- ◆ **Ensure 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.**
- ◆ **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.**

Dates of Future CCTE Semi-Annual Conferences

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

We are almost at the end of our 2012-2013 California Council on Teacher Education membership year, and renewal letters are now being sent to all institutional and individual members. Everyone is encouraged to renew quickly for 2013-2014 to be sure that no membership benefits are missed.

CCTE Conferences

Another exciting CCTE Conference is being planned for Fall 2013, this time exploring how we can be effective in preparing and mentoring the next generation of teacher educators. A formal announcement and registration materials will be available in early July.

A report on the recent Spring 2013 Conference on "Teacher Leadership" is featured on pages 9-11, including reproductions of the fascinating "graphic recordings" from the "World Café." Note that several items from the Spring Conference, including power point files from Ann Lieberman's keynote address and the Saturday grant writing workshop, are available on the CCTE website.

2013 Annual CCTE Election

Congratulations to Keith Howard, Virginia Kennedy, and Kip Tellez on their election to the CCTE Board of Directors in this year's annual election, and to Juan Flores on his election as the new CCTE President Elect.

CCTE New Faculty Program

This year we have had 11 participants in the CCTE New Faculty Support Program with each participant receiving a complimentary annual CCTE membership and conference registration and encouragement to participate and present at one of our conferences. The program will continue during the upcoming 2013-2014 year. Information about participation and applying appears on the CCTE website.

Graduate Student Fund and Support Program

The CCTE Graduate Student Support Program has supported 18 students during this 2012-2013 year. Each has received a complimentary CCTE student membership and conference registration and encouragement to participate and present at one of our conferences. This program will also continue in 2013-2014 and all graduate students interested in teacher education are encouraged to apply. Again, relevant information is available on the CCTE website.

CCTE offers thanks to Robin Perry and Charlane Starks for their leadership of the Graduate Student Caucus this past year, and appreciation to Jomeline Balatayo and Karen Lafferty who are the new co-chairs of the Caucus for the coming year.

CCTE Dissertation Award

The deadline for nominations for the CCTE Outstanding

Dissertation Award has been extended to June 15.

Dissertations in teacher education completed at CCTE member institutions during this 2012-2013 academic are eligible for consideration. Information about the Award and nomination procedures appears on page 16 of the Spring 2013 issue of *CCNews*, again on the website.

CCTE Website

Be sure to visit our CCTE website regularly, since this is the best way to stay informed about our activities as well as to exchange information with your teacher education colleagues. All issues of *CCNews* are posted to the website, and you are also encouraged to participate in our blogs and other social media connections.

Newsletter

As previously, this Spring 2013 issue of *CCNews* contains four sections and is available to members and delegates as a PDF on the CCTE website. The first section features the CCTE President's message from Cindy Grutzik as well as news on recent policy activities. The second section provides a preview of the upcoming Fall 2013 Conference and reports, photographs, and "graphic recordings" from the Spring 2013 Conference. The third section offers updates on several CCTE activities, including our annual election. The fourth "From the Field" section features six brief articles by research and practice presenters from the Spring 2013 Conference as well as an article by Alvin H. Thompson, who served as CCTE President in 1980-1982, about the "inadvertent break-up" of the California Master Plan for Higher Education.

CCTE Policy Activities

All CCTE delegates and members are urged to take note of the update from the CCTE Policy Committee that appears on page 3 of this newsletter, as well as the two letters on pages 4 and 5 and the revised CCTE Policy Framework on page 6. Our Policy Committee is working hard on behalf of all members, and you are encouraged to offer feedback and to get involved in these policy activities.

CCTE Leadership Retreat

For the fourth year in a row, the annual June meeting of the CCTE Board of Directors will be expanded into a two-day leadership retreat in order to allow CCTE officers, Board members, editors, committee chairs, and leaders of associated organizations adequate time to explore organizational issues and develop policy and plans for the next year and beyond. This year we will meet at California State University, Channel Islands, on June 21-22.

—Alan H. Jones, CCTE Executive Secretary,
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Preview of the CCTE Fall 2013 Conference:

Addressing the Theme “Regenerating the Field: Our Future Scholars, Practitioners, and Partners”

The theme of the Fall 2013 Conference of the California Council on Teacher Education, to be held October 24-26 at the Kona Kai Resort in San Diego, will be “*Regenerating the Field: Our Future Scholars, Practitioners, and Partners.*” The Learning to Teach Continuum for educators must be matched by a parallel and equally vital learning continuum for the development and support of those who prepare new educators in IHEs and P-12.

Teacher education programs rely heavily on the expertise of faculty, administrators, teacher leaders, P-12 cooperating teachers, and clinical supervisors, yet it is not well understood how emerging educators are prepared to move into these particular roles. Many teacher education faculty, for example, have come into their positions through their disciplines (e.g., math, science, social sciences, literacy, multicultural education, etc.) and may not have a solid grasp of the research supporting the preparation of excellent, highly qualified teachers. In addition, educator preparation is occurring in increasingly varied settings.

Even so, the field of educator preparation is gaining significance both state-wide and nationally. Educator preparation programs are under scrutiny from external groups and from those who are actively shaping the field in an overall effort to impact student success, close persistent achievement gaps, and raise the level of the profession in relation to the significance of the work. CCTE’s recent involvement in the Teacher Education Research committee through AERA is related to this, as we work to shape the research designs required to strengthen our field.

At the same time, we are reaching a point in many IHE and P-12 settings where a majority of faculty and teacher leaders are approaching retirement. This creates a timely opportunity for our profession, our organization, and our conference in Fall 2013 to address these integral issues. In recognition of the need to “regenerate the field” and grow our own, CCTE has been sponsoring doctoral student participation in the conferences and has established the New Faculty Support Program. It is now time to take even broader action. The Fall 2013 Conference will examine the following questions:

- ◆ What are the contexts in which educators are currently prepared?
- ◆ What are the experiences and professional backgrounds of those who are coming into the field of educator preparation?
- ◆ What are the multiple pathways available to those seeking a career in educator preparation?
- ◆ What pathways would we like to create and/or strengthen?
- ◆ What are we doing to support and develop educator preparation faculty and K-12 leaders?
- ◆ What sets educator preparation apart as a field that demands its own experts, practitioners, and scholarship?
- ◆ In what ways are partnerships across multiple contexts transforming traditional pathways for teacher educators?
- ◆ What are the implications of these partnerships for efforts aimed at growing our own cadres of future colleagues?
- ◆ What are the dynamics and challenges associated with preparing the next generation of teacher educators?
- ◆ In what ways does research inform curriculum decision making in programs focused on preparing this next generation?

The conference will explore these questions through the active participation of doctoral program directors, IHE and K-12 faculty/teacher leaders, university administrators, and researchers in higher education and educator preparation. The Thursday afternoon keynote speaker will be **Frances O’Connell Rust**, Visiting Professor and Director of Teacher Education Programs at the Graduate School of Education, University of Pennsylvania, and Professor Emeritus, Steinhardt School of Education, New York University. The Friday morning keynote speaker will be **Robert V. Bullough, Jr.**, Professor of Teacher Education at the Center for the Improvement of Teacher Education and Schooling at Brigham Young University and Emeritus Professor of Educational Studies at the University of Utah.

Co-chairs for the CCTE Fall 2013 Conference Planning Committee are Cindy Grutzik (California State University, Long Beach, cynthia.grutzik@csulb.edu), Thomas Nelson (University of the Pacific, tnelson@pacific.edu), and Andrea Whittaker (Stanford University, andreaw@stanford.edu). They welcome interested volunteers to serve on the Planning Committee as well as ideas for the program.

Spring 2013 CCTE Conference Explores Teacher Leadership

Magaly Lavadenz & Paula Motley
Co-Chairs of Spring 2013 CCTE Conference

“Teacher Leadership” was the theme of the Spring 2013 Conference of the California Council on Teacher Education, held April 11-13 at the Sainte Claire Hotel in San Jose.

While there were many highlighted of the three days, we will focus on the following:

Ann Lieberman’s Keynote Address

Ann Lieberman, a senior scholar at the Stanford University Center for Opportunity Policy in Education and a distinguished leader in teacher education and teacher leadership the past several decades, spoke to the Conference on Thursday afternoon about “Teacher Leadership: What Do We Know So Far?” The power-point file of her presentation is available on the CCTE website on the “Most Recent Conference” page, along with several of her articles on teacher leadership and related topics..

Three Discussion Panels

On Thursday afternoon following the keynote address, the Conference featured a panel on “Teacher Leadership Policy” with John H. Wright III of the National Education Association, Cheryl Hickey of the Commission on Teacher Credentialing, Gary Ravani of the California Federation of Teachers Early Childhood/K-12 Council, and Peg Winkelman of California State University, East Bay, and president-elect of the California Association of Professors of Educational



Whitnee Garrett (left) talks with Andrea Whittaker (center) and Ann Lieberman (right) at the CCTE Spring 2013 Conference. Ann was the keynote speaker; introduced to the Conference by Andrea.



Spring 2013 CCTE Conference Co-Chairs Magaly Lavadenz (left) and Paula Motley offer introductory remarks at the opening session, while Ann Lieberman (right) waits to be introduced as the keynote speaker.

Administration offering perspective on national, state, and local policies related to teacher leadership.

Two additional discussion panels were held Friday morning. Wendy Kerr of the Riverside County Office of Education, Carolyn Nelson of California State University, East Bay, Page Tompkins of the Reach Institute, and Kim Uebelhardt of the Ventura County Office of Education discussed “How Are Teacher Leaders Prepared?” The third panel was entitled “Listening to Teacher Leaders,” with Mary Alice Callahan of the Morgan Hill School District, Ken Klieman of the San Mateo Foster City School District, and Nancy Watkins of the Placentia Yorba Linda Unified School District presenting voices of teachers. Cindy Gappa, the BTSA Region One director, facilitated the three panels.

Graphic Recording

Following the Friday panels the Conference attendees participated in a “World Café,” with the results from those table discussions recorded graphically. A report on the World Café and reproductions of the graphic recordings appear on the following two pages of this newsletter.

Saturday Grant Writing Institute

The Spring 2013 Conference concluded on Saturday with a grant writing institute presented by Juan Flores, Magaly Lavadenz, Lettie Ramirez, and Charles Zartman. The file of the power point used for that workshop is available on the CCTE website, on the “Most Recent Conference” page.

World Café at CCTE Spring 2013 Conference



Graphic recorder Melanie Ida Chopko at work during the "World Café" at the CCTE Spring 2013 Conference.

Photographs by Karen Lafferty

Call for Proposals for Research and Practice Sessions at Future CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for future CCTE semi-annual conferences. Proposals that relate to the theme of each conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for both concurrent presentation sessions and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). CCTE conference schedules provide for one or more time slots for concurrent presentations and another time for poster sessions.

How to Submit Proposals

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

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

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

hansenl@uci.edu

Deadline

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

Content of the Proposal

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

Criteria for Selection

The extent to which the proposal:

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

Scheduling

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

Miscellaneous

Presentations at CCTE Conferences may be considered for inclusion on the CCTE website following the Conference, and may be submitted to the ERIC Clearinghouse on Teacher Education. In addition, presenters will be invited to submit an overview of their session for publication in *CCNews*, the CCTE newsletter.



CCNews

Newsletter of the California Council on Teacher Education

Volume 24, Number 2, Summer Issue, June 2013, Section 3

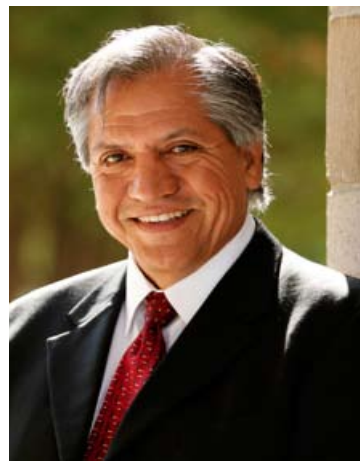
Heidi J. Stevenson, Editor (University of the Pacific)

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

Results of CCTE 2013 Annual Election

The 2013 California Council on Teacher Education (CCTE) annual election involved 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 three new Board members who were elected are Keith Howard (Chapman University), Virginia Kennedy (California State University, Northridge), and Kip Tellez (University of California, Santa Cruz). They will serve for three years. The new President Elect is Juan Flores (California State University, Stanislaus) who 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 expired this spring are Juan Flores, Mona Thompson (California State University, Channel Islands), and Keith Walters (California Baptist University). They received certificates at the Friday luncheon during the Spring Conference as acknowledgment of their excellent service.



Juan Flores
CCTE President-Elect



Keith Howard



Virginia Kennedy



Kip Tellez

New Members of CCTE Board of Directors



During the Friday Awards Luncheon at the CCTE Spring 2013 Conference Mona Thompson, Keith Walters, and Juan Flores (left to right) received certificates in appreciation of their service as elected members of the CCTE Board of Directors from 2010 to 2013 from CCTE President Cindy Grutzik (right).

Photograph by Heidi Stevenson

Special Events at all CCTE Conferences

Meetings of CABTE, CAPSE/TED, & ICCUCET - Thursday Morning
CCTE Graduate Student Caucus - Thursday Morning
Newcomers Meeting - Late Thursday Morning
Special Interest Groups - Thursday Noon & Friday Afternoon
Keynote Addresses - Thursday Afternoon & Friday Morning
Concurrent Research Sessions - Thursday Afternoon & Friday Afternoon
Reception & Conference Banquet - Thursday Evening
Sing-a-Long - Thursday Evening after Banquet
Editorial Board Meetings - Friday Breakfast
Policy Sessions - Thursday Afternoon & Friday Afternoon
Awards Luncheon - Friday Noon
Poster Session - Late Friday Afternoon
Graduate Student Caucus Dinner and Discussion - Friday Evening
Capstone Workshops or Institutes & Adjournment - Saturday Morning

CCTE Fund Development Committee Activities

Juan Flores, Magaly Lavadenz, & Lettie Ramirez
Fund Development Committee Co-Chairs

Our CCTE Fund Development Committee has been busy with a variety of initiatives to promote the goal of enhancing the fund development capacity of CCTE as an organization, as well as that of the individual members of our organization. We have committed our energies to address this goal through two activities. The first was a retreat of the Fund Development Committee held at California State University, East Bay, and the second was our Grant Development Institute at the CCTE Spring 2013 Conference.

Fund Development Committee Retreat

Our busy schedules and our equally busy CCTE Board of Directors meetings do not permit us the time to do the sort of intensive planning needed to implement our fund development efforts. Therefore the Fund Development Committee agreed to get together in the bay area with Cindy Grutzik, our CCTE president, and Alan Jones, our CCTE executive secretary, for the purpose of identifying possible funding sources for CCTE such as foundations, educational publishers, public grants, private individuals, etc., and to develop a plan for soliciting their support and funding.

Alan and Juan had an initial discussion over the phone in November to flesh out the Fund Development Committee goals in preparation for our meeting in the spring. The following are the goals of the Fund Development Committee that were the focus of our retreat on March 22 at CSU East Bay:

- ◆ To identify possible benefactors for funding CCTE.
- ◆ To develop a plan for relationship building with possible benefactors.
- ◆ To create strategic giving plan for publishers to support structures and projects in CCTE.
- ◆ To research extant non-profit development plans.
- ◆ To develop a timeline and calendar for development activities.
- ◆ To develop the "first stage" staffing and budget required to grow the organization via the CCTE draft business plan.
- ◆ To develop a draft budget plan to include the following line items: (1) Director, (2) Release time for President's term, (3) Interns, (4) Gas and travel costs.
- ◆ To identify AACTE's foundation & corporate sponsor list from California.
- ◆ To approach at least two foundations to begin developing CCTE relationships in the philanthropic arena.
- ◆ To develop a draft of a CCTE Leadership Fund.
- ◆ To establish criteria for the selection of foundations and for solicitation of funds for CCTE support.

- ◆ To develop a draft plan for CCTE leadership fellowship.
- ◆ To submit this detailed draft development plan back to CCTE board for approval.
- ◆ To Develop mini projects/proposals that we can use to approach foundations/organizations for funding.

Based on our discussion on March 22, we developed the following set of tasks:

- ◆ Select the top 3-5 benefactors from AACTE's website; Share back with fund committee; Then each committee member will pursue one.
- ◆ Finalize CCTE Business Plan; Submit to CCTE Board for approval.
- ◆ Establish criteria for considering and working with benefactors; Approved by Board at April 2013 meeting.
- ◆ Create relationship building plan; Ask officers for ways and strategies to develop relationships. Do we know people who can donate to CCTE?
- ◆ Develop new proposal for submission to AACTE state chapter support grant competition; Regional conference of AACTE chapters in the west.
- ◆ Identify funding sponsor for CCTE leadership retreat in June.

Grant Development Institute at Spring 2013 CCTE Conference

The CCTE Fund Development Committee presented a Grant Development Institute on the Saturday morning of the CCTE Spring 2013 Conference. The workshop was the final session of the Spring Conference, and registration for the Conference included this Saturday morning session. The institute was also open to other interested persons for a special Saturday-morning-only fee.

In planning for the institute, the Fund Development Committee created and disseminated 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. We were very pleased with the rate of response (84 responses) and identified the following survey 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,

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CCTE Fund Development Committee Activities

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spondents 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 used these findings in the preparation of the program for the Grant Development Institute. We were very pleased with the number of Conference participants who stayed over for our Saturday morning session. We look forward to the conference evaluation feedback to plan future activities related to Grant Develop for our membership.

Concluding Thoughts

The CCTE Fund Development Committee recognizes the importance of developing a financial foundation for CCTE that will make us less dependent on the ups and downs of conference registrations. It is with this idea in mind that the Fund Development Committee has embarked on the goal of improving our capacity for external fund development as an organization and as individual members. One of the assumptions is that each and every member of CCTE is a member of our Fund Development Committee, since fund development is dependent on relationship building. Our CCTE membership is a highly qualified community with extensive contacts and relationships in the education universe, and we need to capitalize on the strong relationships of our membership.

ICCUCET Report

At the spring 2013 Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) meeting there was an election of board members. I thought I'd use this message to introduce you to the board members and let you know about our position responsibilities and some of our goals for the year. I invite you to be in contact with a board member to let us know if there are additional goals you would like to add or if you are interested in knowing more about board membership as we will be seeking a couple of new board positions later this spring.

The current ICCUCET Board consists of:

President: Jo Birdsell, National University
 President-Elect: Christine Zeppos, Brandman University
 Past President: Keith Walters, California Baptist University
 Secretary: Caryl Hodges, University of San Francisco
 Treasurer: Carrie Wall, Pepperdine University
 Northern California Representative: Linda Hoff,
 Fresno Pacific University
 Central California Representative: Kathy Theuer,
 Brandman University
 Southern California Representative: Anita Flemington,
 University of LaVerne
 At Large: Diane Fogarty, Loyola Marymount University
 and Janice Nelson Concordia University

We will be working on increasing membership, first by focusing on bringing back institutions that are no longer members. Then, we'll try for those who have never been members before. We also want to build relationships with faculty colleagues from institutions who are members. Maintaining membership is easier when you know each other. We will also be working on our representation via the ICCUCET link on the CCTE website. Finally, we will be working with Association of Independent California Colleges and Universities to determine how we might work most effectively together and make sure the voice of ICCUCET is heard.

We look forward to working with you.

—Jo Birdsell, ICCUCET President

Teacher Education Quarterly Update

Publication Schedule: The Spring 2013 issue of *Teacher Education Quarterly* is now at the printer and will be mailed all subscribers soon. Look for the Summer 2013 issue of TEQ in the next two months!

Editorial Board: *Teacher Education Quarterly* added a new member to its Editorial Board, and two Board members were re-elected for a second term at the Board meeting during the Spring 2013 CCTE Conference. A warm welcome to Erica Bowers, California State University, Fullerton. Erica is associate professor of teacher education and chair of the Reading Program at CSUF. Mary Christianakis of Occidental College and Heidi Stevenson of the University of the Pacific were re-elected. TEQ Associate Editor Kip Tellez was elected to the CCTE Board of Directors. Kip will continue as Associate Editor. TEQ Associate Editor Sharon Chappell and Editor Christian Faltis have written a new book, *The Arts and Emergent Bilingual Youth*, published by Routledge in 2013. TEQ Associate Editor Rey Reyes has also written a new book, *Learning the Possible: Mexican American Students Moving from the Margins of Life to New Ways of Being*, published by the University of Arizona Press in 2013.

Galguera Honored: TEQ Editorial Board Member Tomás Galguera's 2011 TEQ article, "Participant student as professional learning tasks and the development of pedagogical language knowledge" (vol. 38, pp. 85-106) has received national attention for developing the concept of "pedagogical language knowledge." George Bunch, University of California, Santa Cruz, published a chapter in the *Review of Research in Education*, Vol. 37, (2013), in which he features Tomás' work and its relevance for understanding language in academic contexts. Galguera's work was also featured in several presentations at AERA this spring in San Francisco.

Special Issue: Arthur Costigan of Queens College, City University of New York, is the guest editor of a Special Issue of *Teacher Education Quarterly*. The theme for the issue he is working on is "Ecological Perspectives on Teacher Education."

—Christian J. Faltis, Editor, *Teacher Education Quarterly*

Issues in Teacher Education Seeks Nominations

Issues in Teacher Education seeks nominations for the journal's Editorial Board. Our wonderful Noelle Won will be wrapping up her term fall 2013. The position is a three-year term with a requirement of attendance at two Board meetings during the bi-annual CCTE conferences. If you are interested, you may self nominate. Please send a short one-page letter of interest to Suzanne SooHoo (soohoo@chapman.edu) and Joel Colbert (colbert@chapman.edu). Qualifications: publication/editorial experience, interest in teacher education, and membership in CCTE.

—Suzanne SooHoo & Joel Colbert, Co-Editors

A Letter to CCTE Members

Dear CCTE Colleagues,

It has come to our attention that there appears to be a growing need for a forum to discuss issues and topics in education surrounding Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) students, teachers, and faculty. We believe that providing opportunities for all interested CCTE members to come together and share their thoughts, stories, cares, and concerns regarding topics affecting the LGBTQ community within education would be highly beneficial to us all.

The purpose of this correspondence is twofold, first to gauge how many CCTE conference attendees would be interested in participating in an open discussion on LGBTQ students/educators and topics in education, and second to survey the topics of interest to those who would consider participating in this type of discussion. The main purpose of this group would be to create a safe space for students and educators to discuss injustices affecting those in the LGBTQ community, and explore how to combat them with a sound mind and a courageous spirit.

It is important to understand that students and educators who are members of the LGBTQ community have been historically silenced from speaking their truth. This group would provide an opportunity to network with likeminded people within an affirming space who are either members or supporters of the LGBTQ community. If you are interested, or would like more information, please email Kristen Clark or Whitnee Garrett. Please be assured that all responses will be kept confidential.

Sincerely,

—Kristen Clark (kristenclarkpensko@gmail.com)

—Whitnee Garrett (whitnee07garrett@gmail.com)

CCNews Call for Articles and News

CCNews is continuing to evolve as we include sections that feature CCTE news, semi-annual conferences, organizational activities, best practices, and other brief articles. The goal is to create a forum for CCTE members to share information and celebrate our successes.

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

—Heidi J. Stevenson, Editor, *CCNews*



CCNews

Newsletter of the California Council on Teacher Education

Volume 24, Number 2, Summer Issue, June 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

Reports on Presentations at the Spring 2013 Conference

Presenters from research and practice concurrent and poster sessions at CCTE conferences are invited to submit reports on their research for publication in *CCNews*. On the following pages six such reports are featured from the Spring 2013 Conference held in San Jose on April 11-13.

The Preparation of Teachers as Leaders: Perceptions and Viewpoints of California Teacher Educators

John A. Cassell

University of the Pacific

This study is based upon a subset of data extracted from a broader study of California teacher educators conducted between 2011 and 2012. The specific purpose of the broader study was to investigate the professional orientations, belief systems and self-perceptions of teacher educators in order to gain greater insight and draw preliminary conclusions regarding how they view themselves and their practice in the contentious environment in which they must currently function. One strand of inquiry which emerged from the data collected in this study deals with the viewpoints of the participants regarding the key attributes of teacher leaders, what constitutes leadership in the teaching profession and what the responsibilities and roles of teacher educators are with regard to instilling in their students the skills and characteristics associated with acting in the manner of “teacher leaders”.

As Kenneth Zeichner pointed out in his keynote address to the 2012 CCTE Fall Conference, the increasingly sterile dichotomy between tinkering with current forms of practice through what is generally characterized as “reform” and, conversely, clinging to the familiar status quo must be transcended by more truly transformative approaches to the practice of classroom instruction and the preparation of those who would enter the profession—if, indeed, teacher education in the academy is to survive. Any consideration of genuinely transformative practices in education cannot be separated from considerations related to the preparation of teachers as leaders and what the ideal role of such teacher leaders should be both within the institution of formal education and beyond it. In turn, these issues cannot be effectively investigated without gaining an understanding of teacher educators’ attitudes regarding the role and function of leadership in the practice of K-12 teachers and the persons who train them.

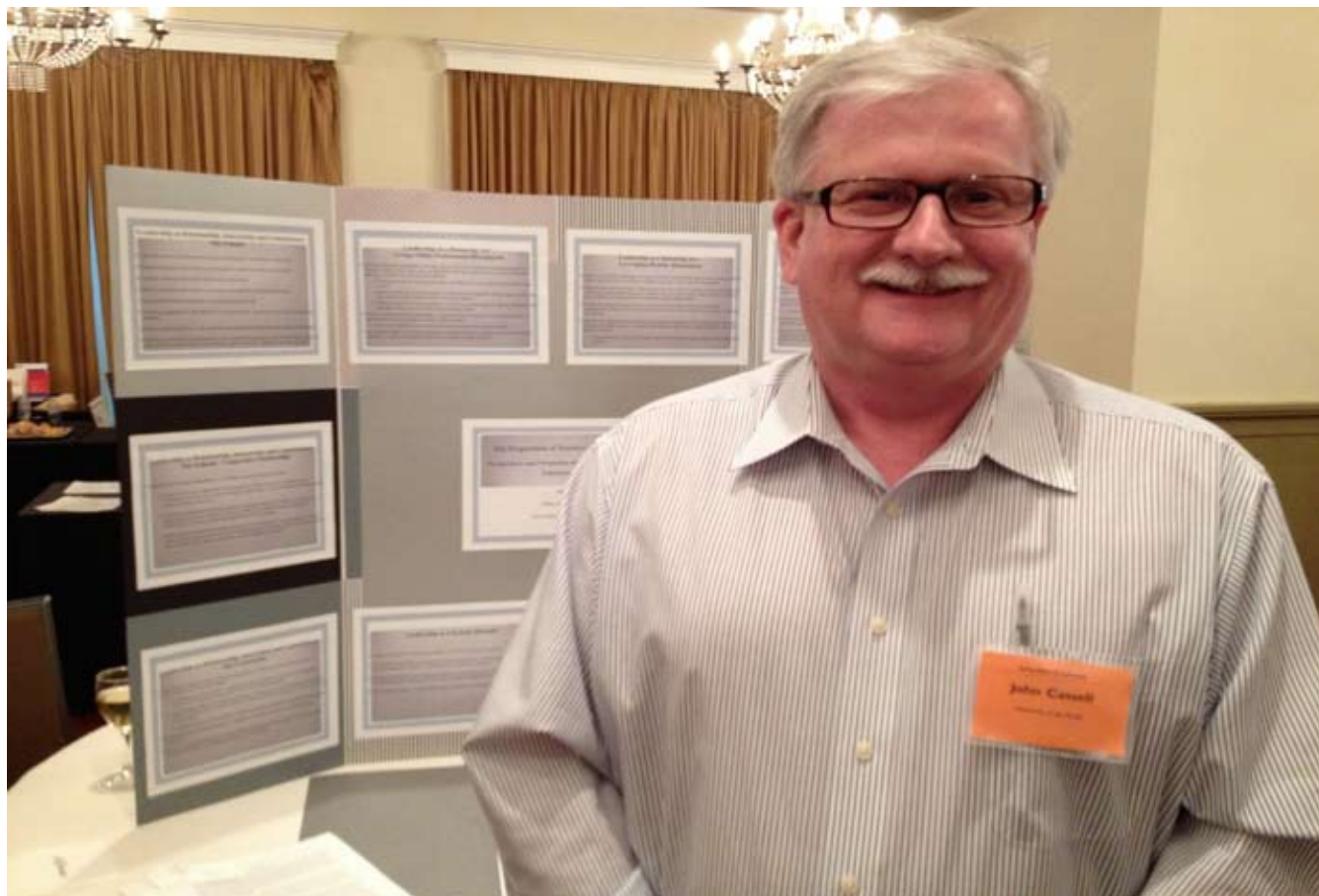
The findings indicate that teacher educator conceptions of classroom teacher as leader and teacher educator as leader are rooted in the same core paradigm. That is, the concept of creative partnership between teacher education programs and the school sites and school districts they serve in which the intent of practice is co-constructed as is the essential nature and form(s) of practice. However, all respondents are aware of a natural disconnect that arises between teacher education programs and the K-12 educational institutions with which they work. Although a collaborative and cooperative approach is deemed to be essential, the disconnect between the aspirational aspects of academic preparation and the immediate technical and administrative concerns of clinical practice is clearly recognized.

The participants see a real tension and challenge inherent in addressing the dichotomies in perspective between teacher educators and public school administrators and classroom instructors. However, it is here that they find an essential element of the leadership profile of their own and their students’ professions. The participants feel it is essential to recognize and prepare preservice teachers for the very real conditions and parameters of clinical practice in the public schools—especially as regards the dynamics of adaptive decision making. However, they also feel strongly that this must be juxtaposed against giving their students the tools necessary to function creatively and proactively within that context – so, to function as agents for positive change and evolution with regard to both the conception and undertaking of their practice. This is seen as a core principle of the construct of teacher leader and translates for most of them into a formulation of leader as reflective practitioner—i.e., being creative and functioning as planner and thinker, asking questions and challenging conventional wisdom with hard data based on such tools as action research.

The intentional and purposeful use of informed inquiry

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The Preparation of Teachers as Leaders: Perceptions and Viewpoints of California Teacher Educators



John A. Cassell stands before his poster presentation at the CCTE Spring 2013 Conference.

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is seen as a powerful basis for functioning as and projecting the image and power of a leader in education. They believe that teacher leaders do not fall into the negative professional socialization of isolated resignation and passivity. This dynamic is extended into a vision of leadership that spans the K-12 school site and teacher education programs in the academy and is based on a horizontal working relationship between teacher educators, K-12 teachers and public school administrators. This vision is one of public school teachers serving routinely as adjunct faculty in the academy

and serving on project teams designing teacher education curricula and instructional techniques while teacher educators offer instruction in public school rooms and work actively in various forms of community outreach and service programs. Leadership, then, takes the form of designing and participating in an extended community of practice bringing the transformative, the revolutionary, the leading edge together with the realities of local clinical practice to effect a powerful form of change agency deeply rooted in what is truly useful, highly relevant and clearly authentic to the real world challenges which public education must address on a daily basis.

Ramifications of Resistance: Uncovering the Emotional Toll of Teacher Leadership

Jerome A. Cranston, University of Manitoba
& *Kristin Kusanovich*, Santa Clara University

Background

Tremendous research on teacher leadership over the last decades has revealed both the prevalence of and the imperatives for a model teaching force that can actively participate in school improvement. It is no surprise that in a time where distributed leadership is normalizing in educational institutions that those duties being distributed would fall to teachers. The reliance on the principalship alone to provide such things as curricular and instructional leadership and enact new missions or reforms is, for a variety of reasons, no longer viable. Though excellent principal and administrative leadership is still highly desired in all schools, in today's more collaboratively-oriented and more diversely-minded teaching staffs, the emergence of teacher leaders as a paradigm of effectiveness in contributing to the betterment of schools and student learning is clearly needed.

The highly participatory teacher leader paradigm is so prevalent that most graduate level teacher preparation programs have positioned themselves with this distinction, that of preparing teacher leaders, as opposed to merely preparing "teachers." There seems to be an attraction for today's university student to have preparation in teacher leadership, whether it is in order to thrive in collaborative environments, to access greater leadership opportunities in the future or as a preliminary step toward eventual goals in administering schools. And there are good reasons to inundate our schools with teachers who are self-reliant, forward thinking, and able to lead and manage changes for the betterment of student learning from within their ranks. Individual teachers who are collaborative but also capable of taking ownership of professional development opportunities to benefit their schools, their content areas and their own individual growth as professionals are highly desirable.

Indeed, teacher leadership, as a thriving subset of the larger phenomenon of educational leadership, sounds like an excellent thing to cultivate; one can hardly envision anything but improvement for our schools when contemplating the concept of teachers being the best they can be. In actively working for positive change, teacher leaders can "justify," that is, they can make right or bring into alignment aspects of an educational institution that are the weakest links, the barriers to student success, addressing the inequities that exist. They can make things better and they can make things right. They spend hours and hours everyday before school, at school, and after school, doing just that.

However, though the challenges to teacher leadership such as workload, time, testing constraints, colleagues/ disapprobation, and unsupportive principals (Barth, 2001) are certainly alluded to in the literature on teacher leadership,

and while it is understood that a distributed leadership model can lead to more complexity in the management structure and communication lines (Hulpia et al, 2009), there appears to be minimal references to the emotional cost of teacher leadership experienced within these documented challenges and circumstances. Even calls for teacher leadership to address more training in social justice (Cambron-McCabe, 2005) tend to treat social justice as a subject to be taught, discovered, and explored by students—not as something to be applied to interschool relations.

Teacher leaders who experience great success at interpersonal communication, follow policy, enact new, research-based instructional strategies, or do any of the other myriad activities of today's multi-faceted teacher leaders, often face a daunting reality that is rarely spelled out in the positivistic literature on teacher leadership—there often is a personal price paid for enacting change, particularly when it involves acting justly, no matter how rational and positive the change might be.

The Problem with Teacher Leadership: Role Theory

Grappling with the unspoken social-emotional toll of leadership led the authors to consider a form of meaning construction that would allow for the intellectual, psychological, emotional and social dimension of lived experiences in teacher leadership to be most readily communicated. Therefore, they utilized an arts-based pedagogy using ethnodramatically derived scripted case studies performed as ethnotheatre that would problematize the roles people adopt as they do just what our preparation programmes are leading them to do, that is, self-define as teacher leaders. Ethnotheatre, dramatic performances exploring non-fiction contexts, might provide insight into the potential consequences of playing out the roles of teacher leaders.

The theoretical framework for this study is drawn from classic role theory as it plays out in contemporary contexts. Biddle's (1979) seminal work on role theory explains that, "the role concept centres on behaviors that are characteristic of persons in a context." Since the role identification of teacher leaders, among other constraints, may affect how an individual enacts these responsibilities, this study applies the theoretical frameworks of role theory or role identification as a lens to describe the intentions, identifications and positioning of teacher leaders in relationship to school changes perceived as improvements by the teacher leader.

The prevalence of role-play exercises in educational leadership programs indicates the degree to which we understand that when we analyze and adopt an individual's role identity temporarily, we are able to better grasp the interpersonal dynamics of staffs in school contexts. Because schools are such micro-political systems, it is not easy to proactively learn about issues of teacher leadership while "on the job."

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Ramifications of Resistance: Uncovering the Emotional Toll of Teacher Leadership

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Learning to lead would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what they ought to do in a given situation that required them to lead (Bandura, 1997). Bandura (1977) observed that most human behavior is learned observationally. It is primarily through observing others that we form an idea of how new behaviors can be performed. One of several models of observational learning that Bandura identified was a symbolic model, which involves real or fictional characters displaying behaviors that we can come to know through reading, viewing in films or witnessing/experiencing through drama.

Pedagogical Approach

Using dramatized case studies performed as one-act plays instead of as typical classroom role play renders visible the highly-charged experiences of teacher leaders in a fully embodied way. These ethnodramas serve as a common ground for discussions of the emotional or social cost for acting rightly within the framework of teacher leadership. Evidence of teacher leaders experiencing blame, social exclusion and dismissive attitudes or other seemingly retaliatory measures are alluded to and intentionally expressed in the plays. Analyzing the narratives after experiencing them as ethnotheatre allows us to delineate some of the unforeseen and undesirable consequences some teacher leaders acting justly face. Following the performances, actors and participants can discuss ethics, policy, pedagogy and all other factors related to the question of preparing future teachers responsibly and compassionately.

In previous research, the authors (Cranston & Kusanovich, 2013) have determined that embodied performance is a preferred mode for eliciting the felt sense of an ethical dilemma and leads to a fuller understanding of issues in highly socialized contexts like schools. The authors have developed ethnodramas on multiple issues in educational leadership. Ethnotheatre (Saldaña, 2005) can awaken the compassionate response in the speakers (actors) and witnesses (audience) that lectures and reading alone do not let us process in the same way.

Two scripts entitled, "Cesar and Cecile: Clearing a Credential or Clearing a Conscience" and "Dani and Draden: A Case of Academic Dishonesty" allow participants glimpses into the emotionally draining circumstances leaders acting for justice can often face and show us that there can be ramifications to intelligently resisting established, though questionable, practices.

Discussion

Programs of teacher preparation, while obviously not wishing to scare students away from the profession, or make them too reticent about doing the right thing, might consider how to educate about maintaining resilience in the midst of justice and change management. Who pays for school im-

provement? Often this is a financially focused question. As ethnotheatre can remind us, sometimes the teacher leader him or herself pays, in emotionally, socially, psychologically, physically or intellectually draining ways.

The authors conclude that while teacher leadership is not an idea to be avoided, as it is certainly pertinent to the relational dynamics of contemporary school settings, to teach about leadership as if there is no potential cost to the individual for making improvements at a school seems at best, incomplete, and at worst, misleading.

Further research is certainly needed that could afford students with some insight into the situations they may encounter in the future as they make choices driven by their role identification as teacher leaders. It is hoped that this preliminary research might inspire further diverse methods of inquiry into these phenomenon in order to potentially reshape professional development opportunities and better situate the next generation of teacher leaders within the context of the imperfect systems we all work within and the imperfect colleagues we can sometimes be.

Significance to Higher Education and K-12 Educators

For K-12 practitioners who are currently in a position of teacher leadership, this pedagogical approach that allows us to study the ramifications of resistance could offer a chance to reflect on the dynamics of schools wherein not all changes that sound theoretically good are actually rewarded in the ways one would hope. Faculties of education might consider ways to prepare future teacher leaders for a more sustained plan of advocacy around their leadership duties, articulate some of the roadblocks they have been prepared for, and perhaps find new ways of collaborating that avoid or minimize some of these emotionally trying outcomes.

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The Power of Story: Using Autobiography as a Springboard for Preservice Teacher Learning

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Preservice teachers do not enter teacher education institutions unfamiliar with the educational process, but rather with thousands of hours of experience as students in classrooms. As such, preservice teachers form their beliefs about teaching and learning early and these beliefs are often highly resistant to change (Bryan, 2003; Cochran-Smith & Fries, 2005; Goodman, 1988; Kagan, 1992; Leavy, McSorley, & Bote, 2007; Pajares, 1992; Rath, 2001; Thompson & Zeuli, 1999). Teacher candidates use these beliefs as filters to judge the potential efficacy of ideas, theories, and strategies of instruction on grounds of personal experience and practicality and although such ideas or strategies seem logical, may reject such content if it contradicts their “intuitive screen” or beliefs (Goodman, 1988). Moreover, preservice teachers tend to be strongly influenced by teachers, experiences, or course content that legitimate their existing belief structures—feeling that “what constituted good teaching then constitutes it now” (Lortie, 1975, p. 66). “Thus, a candidate’s personal beliefs and images determine how much knowledge the candidate acquires from a preservice program and how it is interpreted” (Kagan, 1992, p. 154).

Consequently, it is imperative that teacher education programs engage in practices that help preservice teachers to uproot and examine deeply held beliefs, reorganize and restructure their conceptions about teaching and learning, and implement newfound understandings in classrooms (Thompson & Zeuli, 1999). Using autobiography as a springboard to preservice teacher learning allows teacher educators to uncover tacit generalizations about teaching and learning and confront counterproductive beliefs that, if left unexamined, may remain intact throughout their professional education and, subsequently, their own classroom practice.

The theoretical frame from I operate is that learning to teach is a constructive process that commences long before one begins a formal teacher education program, that one’s educational history affects “take up” of teacher education strategies, and that P-12 schooling experiences must be invited into the learning-to-teach process through discussion and reflective writing in order to foster preservice teachers’ transformative growth and development as educators.

Autobiographies as Springboard for Learning

In an effort to make visible preservice teachers’ memories of their “apprenticeship of observation” (Lortie, 1975) that have shaped their current perceptions and beliefs about teaching and learning, preservice teachers in my courses are instructed to construct a narrative of self related to their experiences, conceptions, and affective response to the course material. These autobiographical essays completed the first

week of the course are designed for me to first listen to preservice teachers’ internal dialogue and former schooling experiences related to the course content, prior to adding my own voice to the conversation. Examples of such assignments and their rationales follow.

Math Autobiographies. Because “a disproportionately large percentage of pre-service teachers experience significantly high levels of mathematics anxiety” (Gresham, 2009, p. 22), I begin my Foundations of Elementary School Mathematics course by having my multiple subject preservice teachers complete a two-page Math Autobiography assignment in which they answer the following questions: What pedagogical strategies did your elementary teachers employ in teaching math (exposition, guided inquiry, rote memorization, hands-on techniques, etc.)? What strategies were used in your middle and high school experiences? Which of these strategies do you prefer? What would you say are the most important components of mathematics instruction? What successes have you had with math? What stresses have you had with math? What is your affective/emotional response to math?

These mathematical autobiographies uncover deep emotional responses to math. Of the 21 elementary preservice teachers in my last course, 12 of them described in painful detail their vivid memories of embarrassment, frustration, stress and/or anxiety around math. One pattern that emerged after “identifying, coding, and categorizing the primary patterns in the data” (Patton, 1990, p. 381) was that 8 of these 12 preservice teachers did not always dislike math. They wrote of enjoying the hands-on approach to mathematical instruction in their elementary years, but described how their feelings toward math abruptly changed when they entered middle school. Of the 21 preservice teachers, only four preservice teachers expressed a positive emotional response to math and the remaining five students expressed ambivalence toward math.

My goal in assigning these mathematical autobiographies is for the future elementary teachers to address their past mathematical experiences; to articulate their own mathematical preferences, assumptions, strengths, and stressors; and to explore their emotional response to mathematical thinking. Because preservice teachers’ degree of efficaciousness is often influenced by their emotional state (Bandura, 1986), I seek to first have preservice teachers examine their own affective responses to math rooted in their personal histories, before I seek to fan their mathematical self-efficacy into flame, to challenge their procedural approach to mathematics instruction, and to advocate pedagogical methodologies that strengthen conceptual knowledge. By acknowledging their mathematical emotional “baggage” and insecurities through writing, my preservice teachers articulate their

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Carrie Wall displays her poster presentation at the CCTE Spring 2013 Conference.

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anxiety, acknowledge the powerful influence of their former teachers, and make a renewed commitment to fostering a more positive affective response toward mathematics for the benefit and academic success of their future students.

Literacy Autobiographies. To provide a foundation for conversation regarding the importance of literacy competencies across the disciplines (not just in English Language Arts) in my Literacy Theory and Methods for Single Subject Candidates course, I have preservice teachers reflect on their self story in relation to their literacy development. As their first assignment, I have them construct a Literacy Autobiography in which they are encouraged to reflect on everything they remember about learning how to read and write, both the process itself and their emotional response to it. Then, they write about the role of reading and writing in their K-12 school experiences. Finally, they answer such questions as: How do you view reading now? Describe what strategies you use now when you encounter a reading task that is difficult.

These literacy autobiographies often uncover fond memories of going to the library, bedtime stories with a parent, reading with a flashlight under the sheets, or discovering grand adventures or riches of knowledge in the pages of a book. However, they also give me pause as some of my intelligent, accomplished undergraduates reflect back on their painful memories of delayed literacy development. They recall dreading to read aloud, learning to read later than their peers, being pulled out for reading help, and being teased by their peers for reading “baby books.” Often, they write of their love for reading when they were young, and how by the time they advanced to middle and high school, they only read to complete academic tasks and no longer for pleasure. Many, however, report that their love for reading returned in their college years.

Sharing these varied literacy autobiographies among the class forces preservice teachers to confront implicit assumptions that future students will be motivated, competent, resourceful readers, just as they themselves are. Holt-Reyn-

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olds (1992) referred to this phenomenon as the “sample of only one” observing that preservice teachers tend to reference themselves as prototypes, building generalized premises on personal experience. By reflecting on their own literacy development journey and contrasting it to others’ journeys, preservice teachers begin to understand the critical importance of their role as one who not only teaches their preferred content area, but develops literacy competencies across the curriculum so that all students can successfully pursue content area knowledge as students and as lifelong learners.

Autobiographies in Human Development course. In an effort to encourage preservice teachers to give thoughtful consideration to how their varied life experiences throughout their development have impacted the individual they are today as well as the person they are becoming, my preservice teachers are required to reflect on their own childhood experiences in light of the Human Development course content and text readings. In their paper, preservice teachers are instructed to reflect on course concepts in light of their own life experiences in the domains of physical, cognitive, psychosocial, and vocational development. Because the Human Development course is usually the first course in our Teacher Preparation Program, it is especially important that they begin to examine the way their own life experiences, particularly in schools, affect their current behaviors and preconceptions about teaching and learning.

Conclusion

Because teaching is intensely personal, these reflective autobiographical papers create spaces for preservice teachers to share their educational stories and in so doing, illuminate what is significant to them, allowing them to “theorize publicly for themselves” (Sleeter, 2001, p. 230), and make connections between their present and their past experiences, perceptions, and beliefs throughout their program. The preservice teachers themselves find the process of self-examination valuable. One preservice teacher wrote, “It was helpful to look back on my own schooling, to see how my beliefs/ thoughts on education had been formed, and to get me thinking about personal biases I might have.”

One of the most valuable opportunities as a teacher educator is being afforded the opportunity to share in the critical, relatively short period of time in which preservice teachers learn to step to the other side of the desk and begin the complex, dilemma-ridden, cognitively challenging work of adapting their role as “student of teaching” and embracing a new

role as “teacher of students.” Preservice teachers’ personal narratives play a vital role in their learning-to-teach journey. If only we will first listen.

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TweetTalk: Using Twitter to Connect, Celebrate, and Collaborate

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Problem & Rationale

During a teaching credential program, students spend significant time in their methods courses gaining knowledge, building relationships, and collaborating. When students move into their student teaching fieldwork phase, however, the ability to connect drops drastically. As education professors, we have tried various technologies (e.g., emails & blogs) to stay connected and offer support during student teaching; however the conversation has typically been one-way (professor to students) and limited to weekly communication.

Best Practice Overview

Mobile technologies, listed as the number one technological trend for 2013, are changing the way people communicate and share information. One “best practice” for use of mobile technology for teacher education is utilizing Twitter to create an online Professional Learning Community. Through a closed-conversation account, supervisors and student teachers can offer brief and frequent words of connection, celebration, and collaboration during student teaching placements when students often find themselves placed at different schools and feel isolated.

Research Overview

During the Spring semester 2013, Westmont College Teacher Education professors/supervisors and student teachers communicated via a closed-conversation twitter account. Over 500 tweets were sent during the student teaching semester by 20 student teachers and two professors. Analysis of the tweets, interviews, and surveys identified three themes:

1. **Connecting:** Professors and student teachers enjoyed engaging in collegial discourse. Sometimes serious and sometime light-hearted, the tweets provided opportunity to stay connected, offer encouragement, share goals, and share humorous moments.
2. **Celebrating:** Tweets kept best practices at the forefront of student teacher’s minds. After an observation the professor/supervisor tweeted an effective strategy implemented by the student teacher. Other times, student teachers celebrated a successful moment in teaching via a tweet.
3. **Collaborating:** This tool provided a forum for quick dialog for daily questions and concerns. Student teachers tweeted questions and received responses from either the professor/supervisor or a fellow student teacher to solve a problem or address a concern.

Significance for the Field of Education

In the field of education, teachers and administrators are exploring ways that participatory technologies can be leveraged to enhance learning. The use of a closed-conversation twitter account during a student teaching semester demonstrates how professors/supervisors and student teachers can stay connected, celebrate best practices, and collaborate. This process lays the foundation in the minds of student teachers to be active participants in professional discourse. In many ways, this Twitter PLC cultivates a collegial spirit with a “teacher as leader” mindset.

TWEET Prompt Examples

These examples are given by professor/supervisor to encourage twitter conversation among student teachers:

- Tweet one thing you are excited about in student teaching.
- Tweet a concern you have about student teaching.
- Tweet an organization tip.
- Tweet an insight you learned this week.
- Tweet about a funny moment in teaching.
- Tweet one lesson you have learned so far as a student teacher.
- Tweet about a moment of discouragement.
- Tweet something you admire about your cooperating teacher.
- Ask for advice to help you succeed this week.
- Answer/respond to two tweets.
- Tweet a tip that is helping you with the TPA.
- Tweet something you’re doing to be a professional.
- Tweet a photo from your classroom and student teaching.
- Tweet something you do or say to motivate your students.
- Tweet something you do to establish rapport with your students.
- Tweet a reading strategy you have used successfully in the classroom.
- Tweet one question you ask students to promote higher-level thinking/application.
- Tweet something you’re thankful for in student teaching.
- Tweet a discovery from the reading.
- Tweet a celebration.
- Tweet a goal for the week.
- Tweet an encouragement for your colleagues.
- Tweet some wisdom regarding “takeover.”
- Tweet something you appreciate about using Twitter.
- Tweet about a professional disposition you’re seeking to display.
- Tweet about something that amazes you about teaching.
- Tweet one professional goal for the last quarter.
- Tweet one personal goal for the last quarter.

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Discretion and Discipline at Americana High School: How Vice-Principals Can Create Latino Disadvantage

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Review of the Literature and Statement of the Problem

Since the 1975 publication of the Children's Defense Fund's (CDF) national report on school suspension, the disproportionate discipline of African-American students has been well documented. The CDF report found suspension acts as a form of racism against African-American students who have been historically and disproportionately suspended from school when compared to white students (p. 12). Although the school districts studied did not provide complete records to make a similar case for Latino students, the CDF report hinted at a similar disproportionality. Using Texas as a case study they wrote, "For secondary students the Spanish-surnamed rate was distinctly higher, at 5.2 percent, than the white suspension rate, 3.8 percent" (p. 61).

Recent studies have shown when compared to white students Latino students are disproportionately suspended and expelled from school (Skiba et al., 2011; Peguero & Shekarkhar, 2011), referred to the office by teachers and assigned more punitive consequences (Skiba et al., 2011; Peguero & Shekarkhar, 2011). In 2011, Russell Skiba et al. documented the disproportionate discipline of Latino students in a national study of 436 schools that used a school-wide information system to document student discipline. The purpose of the study was to understand the circumstances that produce disproportionate student discipline. The authors found disproportionality occurs at both the point of teacher referral and administrative decision (p. 92). Among the findings, the authors concluded Latinos are disproportionately selected for teacher referrals in grades 6-9, and administrators are less likely to use moderate consequences for low-level offenses and more likely to use more punitive measures (p. 95). Skiba et al stated, "The fact of racial/ethnic disproportionality in school discipline has been widely and, we would argue, conclusively demonstrated" (2011, p. 104). While the research on disproportionate student discipline is definitive, less is known about how administrators make student discipline decisions.

Description of Setting

In the fall of 2011, I set out to understand the process of disproportionate student discipline. I began an ethnographic study of the vice-principals at a California school I assigned the pseudonym "Americana High School." Americana High School has 1600 students and 80 teachers. The town of Americana is predominately white (42%) and Latino (47%) with an emerging community of Asian, African-American and East Indian peoples. While the Latino community has been elected to top political and leadership positions in the city, at Americana High School, Latino students are dispropor-

tionately represented in student discipline data. Latinos comprised 60.3% of the school's population and 77.56% of students sent to in school suspension (ISS). By comparison, White students are 26.8% of the school's population and comprise 12.6% of ISS attendees. Latinos comprised 70.8% of the home suspensions and 68.5% of expulsions whereas Whites represented 18.7% of home suspensions and 12.96% of expulsions. In every indicator of student discipline, Whites are underrepresented and Latinos are overrepresented.

Methodology

I shadowed Americana's vice-principals over a period of two school years from 2011 to 2013 to understand the source(s) of disproportionality at Americana. To gain this understanding I sat with the vice-principals and the school's resource officer during the student discipline process from the point of referral to administrative decision. I observed consequences such as detention, suspension and recommendation for expulsion, and police practices such as student interviews, searches and seizures, and arrests. I captured my observations in carefully written field notes and, when allowed, audio recordings. Two research questions guided this study:

1. What are the processes of student discipline?
2. What kind of data informs vice-principals' decisions about the student discipline process?

The findings of my two year study will help educators understand a process that has been unexamined in the research on the practices of disproportionate student discipline for Latino students.

Like the CDF findings in 1975 for African-American students, my study revealed differential treatment for Latino and White students at Americana. Latino students experienced a level of surveillance unlike any other group of students. For example, they were not permitted to gather in groups and were suspended for being "intimidating" if they did. By contrast, White students in similar groupings and locations were ignored. Rationalizing the inequity, one vice-principal I call Javier explained, "That's their [Latino students'] goal...to intimidate" and another I call Monica said she deliberately looked for, "Little crowds like that," referring to small groupings of Latino males walking in the school's quad during passing period. On two separate occasions when I asked why these two Latino administrators made such a distinction between the groups of White and Latino students, they each described the students who hung out near the bathroom as gang members. Javier vaguely referred to a fight that occurred more than 100 yards away from the bathroom several years earlier as a reason to watch

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over the boys who congregated at the bathroom. It is important to note that none of the boys were involved in the fight because they weren't students at Americana at the time of its occurrence. Given this information, I pressed for more specificity about which students were gang members. Monica reluctantly admitted that only one student in the group of six was a likely gang member because of the style of his hat. In an earlier conversation, the school resource officer, "Tyson," told me there were no active gang members at the school. In his book, *Punished*, Victor Rios refers to the branding of innocent Latino youth as a courtesy stigma (pp. 82-83), part of the discourse of the youth control complex to control and contain the behavior of boys of color (p. 88). At Americana, this discourse served to preserve the social order.

As I examined my field notes and interviews to uncover the source of the disproportionate treatment I was observing, I found the answers in the language, or dominant discourse, the referring teachers and vice-principals used to talk about Latino student discipline. A dominant discourse is a set of assumptions and beliefs revealed through language and articulated in practice by those who wield power in an organization. Heracleous (2006) says, "Discourses not only say things, but also do things." Dominant discourses are not innocent. They cause people to act.

Findings

I have observed the power of discourse at Americana. During a recent observation, Anny and I counted 70 office referrals in her drawer. Only 11 of the referrals were for White students. The rest were for students of color, mostly Latino males. The dominant discourse teaches and reinforces a social order. At Americana Latino students who are referred to the administration or are watched by the administrators are frequently branded as violent and aggressive gang members who must be closely watched, lazy students who "don't care" and don't value their education, "disrespectful" students who have "have given up" and turned to lascivious behaviors that are "out there," a euphemism for wild and illicit sexual behavior (Field Notes). Because the dominant discourse about Latino students marks them as deviant, some teachers and administrators use this language of difference to justify their inequitable treatment in matters of student discipline. As Monica explained in a discussion about the differences between whites and Latinos, "It's their fault," she stated referring to Latino students. Then said when white students get in trouble, "it's really big to them" (Field Notes).

The dominant discourse about Latino students, their engagement in school and propensity for violence affected student discipline practices. One Latino student, Noe, was aware of the discourse and told me, "The only way I get by is

by ignoring what everybody says...just ignore all of them. It gets them mad." He laughed and then continued, "Because it didn't work [when they tried to put me down]" (Field Notes). Noe had just left the vice-principal's office. He'd pleaded with Sam to change his class because the teacher, "was focused on punishing kids not teaching," had "put his hands on my butt and touched another kid's but in 7th period. They said they'd look into it but they never do." Sam never once listened to Noe's concerns and told him he wouldn't change his class, "because in 9th grade there isn't a lot of wiggle room." Noe stood up, angry at being so quickly dismissed. Sam sent him outside and then looked at his online discipline history to, "get some background on the kid." Sam found what he already believed about Noe, who he had positioned as violent. Sam summarized Noe's history, "He has some battery issues...in here he's beaten up some kid. Before I deal with him I want to know if he's got a history of lashing out at authority" (Field Notes). He called Hector, a campus supervisor and asked about Noe. "He's really respectful," Hector described Noe. Back in Sam's office Noe told Sam, "You want to know why I sometimes get like this? Because you guys think you've got the control. Fuck that shit! I don't even care what you're going to do." Sam calmly sat down and notified Noe, "You're going to be going home for a few days." Because Sam expected Noe to be violent, disinterested in school and difficult, he dismissed Noe's concerns and ended up punishing him for a cry for help. Noe had long lost faith in the system which failed to protect him and other students from teachers who abused their authority.

Conclusion

Without a critical examination, the dominant discourse reproduces the social order in language and action. This reproduction leads to the marginalization of Latinos, and for many, their removal from school. What is needed is an interruption of the social disorder and recreation of Americana as a community. I propose five essential steps to recreate a dominant discourse at Americana that promotes healthy Latino student representations and staff responses.

1. Recognize and interrupt the dominant discourse that negatively positions students of color while advantaging white students. Replace it with a dominant discourse that celebrates and affirms Latino students.
2. Critically reflect on and name the institutionalized practices and policies that create racial disparities in student discipline and achievement. Develop new research-based practices and policies that create community and a sense of trust, such as active

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listening skills, restorative justice circles, and student lead conflict resolution.

3. Plan regular professional development in culturally relevant pedagogy, teaching and conflict resolution and include all staff from custodians to the principal in the institutional change. Commit to these practices until they become a part of the dominant discourse and habits of practice.

4. Name and interrupt when the dominant discourse rears its ugly head. Challenge misconceptions of difference and avoid essentializing.

5. Analyze the outcomes annually and make changes as necessary.

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Scenes from the CCTE Spring 2013 Conference: Upper left, CCTE Cindy Grutzik opens the Conference, while keynote speaker Ann Lieberman waits to be introduced; upper right, Ann Lieberman delivering her keynote address; lower left, Conference attendees listen to Ann Lieberman's presentation; lower right, Conference attendees during one of the main sessions.

Photographs by Ken Klieman

Schools, Classrooms, and Teachers: Contextual Moderating Factors of School Absenteeism and Psychopathology

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Statement of Problem and Literature Review

In the United States, schools are the dominant social contexts in which children and youth spend most of their waking hours. As their primary social worlds, school environments shape and mold student attitudes, behaviors, emotional responses and “cognitions about themselves” (Loukas & Robinson, 2004). As leaders in the classroom, teachers and school administrators create the contextual landscape of the school environment. As an important institution that drives psychological development, school climates and teacher-student interactions can play a significant role in student attendance, academic achievement and mental health.

The impact of school climate (e.g., school safety and belonging) upon student mental health has been explored through research with some alarming results (Loukas & Murphy, 2007; Peterson & Skiba, 2001). In a review of effective and ineffective school climates, researchers found that negative school ecologies contribute to the “long-term negative effects on the ...emotional functioning” of students (Reinke, Herman & Tucker, 2006, p. 320) while health school climates result in improved emotional functioning. Negative school climates have higher incidences of office discipline referrals (ODR's), suspensions, expulsion rates and students attending detention—all which are associated with absenteeism and school avoidant behaviors (Seita & Brendtro, 2003). Externalizing behavioral problems were further explored by researchers Kasen, Cohen, Chen, Johnson, and Crawford (2009). In their longitudinal study involving 592 adolescents, schools characterized as having punitive discipline practices and informal personal ties between students and teachers were reported to have students with symptoms of various personality disorders. The current concerns of student conduct problems (e.g., truancy, assault, classroom disruptions, property destruction) may emerge from school settings that are less than optimal for children and youth.

Attendance concerns are a constant challenge many schools face. The rates of absenteeism in secondary schools have continued to remain relatively high throughout the past decade. Based on national education statistics, 20% of elementary and secondary school-aged students in the United States miss several days of school per year with many of these students (8%) considered chronically absent (National Center for Education Statistics, 2005). A decade of research on chronic absenteeism of secondary school-aged youth has been consistently linked to many negative psychosocial factors such as psychopathology (Wood, Lynne, Langer, Wood, Clark Eddy, & Lalongo, 2011). Various studies provide associative evidence that secondary school-aged students with

rates of low school attendance are at higher risk for psychological impairments (Wood et al., 2011; Kearney, 2007; Hansen et al., 1998). Although the association between chronic absenteeism and psychopathology has been established in the current literature, a thorough examination of the contextual variables that moderate this association is virtually unknown at this time.

The collection of research provided indicates some evidence of the impact school contextual factors may have on youth psychopathology and absenteeism. It appears that school contextual factors put secondary school-age youth who exhibit elevated absenteeism at particular risk for subsequent psychopathology. These factors may play a critical role as moderating variables in the absenteeism to psychopathology linkage. This study hypothesizes that school contextual factors (school safety and a sense of belonging) may act as moderating variables that alter the direction and/or strength of the existing absenteeism and psychopathology association. This study tests a model of contextual variables that are believed to act as moderators between the absenteeism and psychopathology link using the longitudinal National Adolescent Health database (Add Health).

Theoretical Perspective

As this study aims to identify the contextual variables that moderate the effect of absenteeism upon youth psychopathology, the theoretical perspective that drives this study will be Bronfenbrenner and Morris' Bio-ecological Theory (2006). This theory asserts that a child's development is based on an inter-play between complex layers of the environment (e.g., quality of school friendships) and the child's own biology (e.g., psychopathology). According to Bronfenbrenner and Morris, the interaction between a child's biology and his family system, community environment and societal landscape steers developmental change. Drawing on this theory, this study will investigate how contextual variables within a child's ecology put secondary school-age youth who exhibit elevated absenteeism at particular risk for subsequent development of psychopathology.

Methodology

The Add Health database was used to collect data to evaluate the moderating contextual variable effects upon the association between absenteeism and psychopathology. Although the primary contextual variable under investigation in this study was School Safety (SS), other variables of interest investigated were Parental Involvement (PI), Friendships and Neighborhood Safety (NS). The moderating effects of these contextual variables were regressed on Absenteeism at

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Time 1 (AT1) upon Psychopathology at Time 2 (PT2) while controlling for Psychopathology at Time 1 (PT1). Data relating to Absenteeism at Time 1 and Psychopathology at Time 1 was collected via the In-Home Questionnaire (IHQ) over a 7-month period during Add Health WAVE I data collection. Data relating to Psychopathology at Time 1 was collected from the IHQ and the 20-item self-report CES-D scale, also collected during WAVE I. Psychopathology at Time 2 (PT2) was collected during WAVE II via the CES-D. Data collected relating to any potential change in psychopathology levels (PT1 versus PT2) will have occurred over a period of 16-23 months. Thus, elevated absenteeism rates were identified within 12 months prior to any change in psychopathology between WAVE I and WAVE II data collection.

Analysis Plan and Results

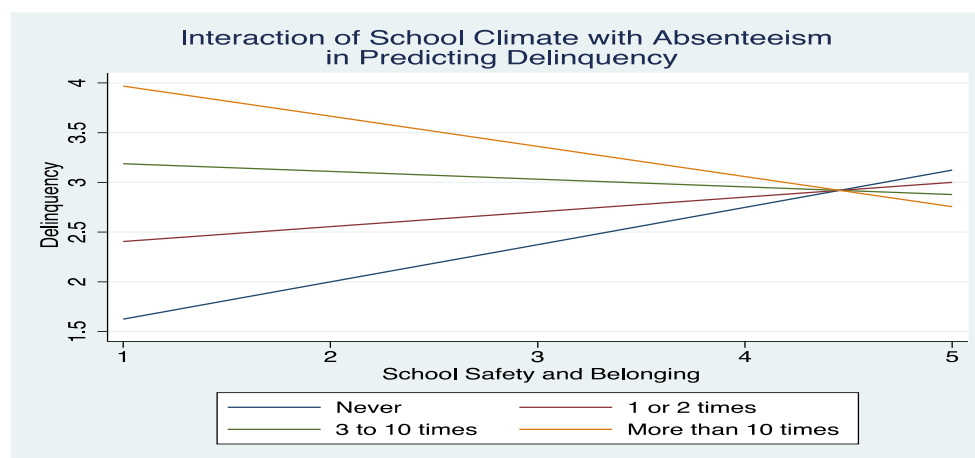
Based on a series of multiple regression analyses, interaction terms allowed for the examination of the effects of the moderating contextual variables on the association between absenteeism and psychopathology over a period of time. Moderator effects are considered viable if a significant effect exists between the product of the independent variable (AT1) and any of the moderating contextual variables (PI, SS or NS) during the regression of the dependent variable (PT2) while controlling for AT1, the moderating variables and demographic characteristics. The analysis of this study found that the interaction term between school climate (ie., safety, belonging, student-teacher relationships) and Absenteeism at Time 1 explained a significant increase in psychopathology, $R^2=.03$, $F(1,226)=12.41$, $p<.001$. Thus, school safety was a

significant moderating variable of the association between absenteeism and psychopathology.

As the regressions performed on school safety and belonging were found to be statistically significant, it appears as though this contextual variable has a direct influence upon the association between absenteeism and psychopathology. School climate variables included teacher-student interactions, connections and mutual respect. Outcomes of this study demonstrate that when a student feels his school environment lacks a sense of safety or connectedness, the more likely a school-aged youth will avoid school and thus potentially develop conduct problems. Please see figure 1.

Implications of these outcomes may encourage pre-service and practicing teachers to evaluate their role within classroom settings and school contexts. As school leaders, teachers can effect change within their school environments and improve the quality of a school climate that benefits all stakeholders. Community leaders and school administrators could also redefine existing prevention and intervention programs for youth at-risk for elevated absenteeism and psychopathology. Current prevention and intervention practices could be evaluated in alignment with school safety practices in an effort to weaken the association between psychopathology and absenteeism. Given the alarming rates of increased school violence within this past decade, it appears that an evaluation of the development of psychopathology in relation to school climate must be considered to effect change of practice in school settings. In essence, teacher-student interactions are critical to the outcome of quality school climates where high attendance rates, academic achievement and positive mental health should thrive.

Figure 1



How CCUFA Inadvertently Contributed to the Breakup of California's Master Plan for Higher Education

Alvin H. Thompson

Unexpected outcomes have certainly besieged most of us, especially in teacher education. Here it seems that anyone who has been to school claims to know more than the professionals who are prepared to conduct it. I have always disagreed with the latter part of the above statement (see recent *CCNews*); but reflection produces at least one occasion when professional educators bamboozled themselves while laying the groundwork for the virtual destruction of California's then rational Master Plan for Higher Education. In reviewing this development as I remember it, having been one of the major players, I realize that some 42 years might have distorted, or even invented some "facts"; I'll try my best however, to present "truths" as real denizens of actual universities are supposed to do.

The Master Plan for Higher Education As It Was

When I first started teaching in Berkeley in 1962, the Master Plan for Higher Education (MPHE) was quite clear. The University of California system was designed to facilitate the conduct of theoretical research that would push back the "frontiers of knowledge." Their budgetary and staffing patterns were designed to facilitate the accomplishment of this mission. Little, if any, emphasis was placed on "good teaching." In fact, if a professor received recognition for "good teaching," senior reviewers were led to suspect that he was neglecting his research requirements. On the other hand, the state college system was designed to emphasize effective teaching by utilizing the research generated by the university system. No budgetary or staffing patterns supported the conduct of original research in the state colleges. Any that was conducted came out of the professors' hides. The University of California enrolled the top levels of any high school graduating class while the state colleges could enroll what was left. This designated function represented quite an advancement from their former designation and function as state teachers colleges.

The third component of the MPHE consisted of community colleges that had been known as "junior colleges." Their mission was unique in that they were designed to accommodate "late bloomers," people who were starting new careers after they had become empty nesters, and people who needed to stay close to home and then transfer to a four year institution. Also it allowed high school students who had done poorly or who had not planned to go to college the opportu-

nity to make up any deficiencies. All together this provided an "Open Door" approach to higher education.

How the System Worked at the University of California

New professors in the university system had seven years to achieve tenure or to be dismissed. This was known as the "up or out" approach. Retention and promotion was based almost entirely on one's publication record. When professional candidates came up for review, the first question asked was "Let's see your research!" The attitude was it's better to be 1,000 yards from a great name than at the feet of a great teacher. As one moved up through the ranks, more and more time was provided for research, grant getting created by the candidate's projects, sponsoring doctoral candidates, and directing centers that served as research engines. Actual classroom teaching was not an important part of this process. The content of one's lectures was more important than its communication to students.

A few examples of these procedures were immediately apparent. My boss did such notable things as serve as Executive Secretary of the California Council on the Education of Teachers (CCET, now CCTE), authored the basic text for the teaching of social foundations, and was renowned locally for his interactive classroom procedures. When presenting his state-wide renowned text as evidence of his research, the response was "This only demonstrates your ability to write, this is not basic research, but only demonstrates your professional competence." When noting his responsibilities for CCET, a prestigious state-wide professional organization, "This is undoubtedly a solid contribution to a worthwhile organization, but where is your research?" The final blow came when upon his invitation to be appraised for his classroom teaching, he had his students in small groups enthusiastically working to discover solutions for various professional problems and issues. The reviewer stepped into the classroom and looked around for a few minutes. He then said, "I'm sorry to interrupt. I'll come back some time when you're teaching!" Read "...sometime when you're lecturing."

That did it! He got the message and explained the problem to me, as one of his interactively produced doctoral candidates. I had the good fortune to work with him on a study that pushed back the frontiers of knowledge. This monumental effort compared the results of 25 Ford Grant Internship Programs with conventional paths to the basic teaching credential. We also combined efforts to make CCET a proactive organization rather than just a "pink tea" endorser of the State Superintendent of Public Education's view of things. CCET expenses were covered by California State Department of Education in those days. The hostile antics toward CCTE and public educators by Max Rafferty, a self-serving —continued on next page—

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Superintendent of Public Education, made our official separation much easier. This separation became a fact when Rafferty sent a tape-recorded message to CCET's fall meeting at the Ahwahnee Hotel in Yosemite instead of attending the meeting as previous superintendents had always done.

The final steps to the senior ranks of Professor I at Berkeley in those days were indeed stringent. Professor I required the candidate to be recognized nationally by their academic superiors in the top 10 ranked institutions of higher education (IHEs) across the U.S. Advancement to step IV required a response from senior members of the 10 top ranked international IHEs. In other words, one had to be really outstanding to achieve the top rating full professor in the U.C. system.

CCUFA to CUFA to CFA

After I had been appointed Associate Head of Teacher Education at Berkeley, I was elected President of The California College and University Faculty Association (CCUFA). This group's orientation followed the California Teachers Association (CTA)-National Education Association (NEA) philosophy that administration and faculty could and should work together to produce a united front in assuring a strong professional approach to organizational and procedural problems, as opposed to American Federation of Teachers's "it's us (faculty and staff) against them (administration) no matter what."

CCUFA leaders selected me to head this effort on a state-wide basis. They set things up by presenting me the organization's most cherished We Honor Ours (W.H.O.) award. We moved on from there to provide a united professional front for the state colleges and universities. Two other developments were unobtrusively "conspiring" to stop this move virtually in its tracks.

First of all, Cal Poly Pomona's Teacher Preparation Center was pushing me strongly to become its Director at the rank of the top step of Full Professor. This would not only mean a great improvement in salary, but also academic status, as far as titles were concerned. That is to say I would move from supervisor-lecturer and 10% administration to the top spot in the academic/administrative ranks in the state college system. This certainly demonstrated the value of having a position at Berkeley, no matter how strangely constituted.

The second development caught me by surprise. The State Colleges wanted to become "universities" just like that. Regardless of lacking the facilities and staffing patterns to facilitate such a gigantic step, not to mention the strict professional (attitude) that the U.C. system required for advancement in the RTP process.

The State Colleges made a rational proposal, if one ignored the crucial structural shortcomings. They claimed great difficulties in hiring qualified faculty at a "college,"

whereas being a professor at a "university" would make faculty searches much more productive. So without the facilities and resources as well as staffing patterns to support doctoral programs, we now had the California State University System. Our institutions that had their origins as State Teacher's Colleges had made a mighty leap in title only! They did, however, attract people who put what they called "research" ahead of teaching and service to the institution and community. This led to the dominant questions in hiring and the RTP process about one's research interests and publication record, rather than the attitudes, philosophy, and procedures toward teaching and community service.

In many instances—although not at Cal Poly Pomona—this led to the employment of faculty who had little interest in or ability to operate strong teacher preparation programs despite the fact that they were supposed to do just that! Furthermore, an objective examination of their research efforts beyond the doctoral dissertation displayed a wide disparity between those that "push back the frontiers of knowledge" to studies that are of just immediate practical value.

These results leave us with a huge skewed distortion of the original Master Plan for Higher Education: some 19 University of California campuses doing what they are supposed to do with a resource base and staffing pattern that encourages the fulfillment of their research mission, and 23 state "universities" attempting to imitate the University of California without the resources, staffing patterns and attitudes, and, in many cases, the inherent ability to become legitimate universities, yet all seeking actively to become the Dartmouth of the West.

I sincerely hope that things have changed considerably since losing a leg forced me from the level of activity I achieved and enjoyed during my 55-year career. But continuing perspectives provided by my association with CCTE and developments observed personally and indirectly at the CSU's latest production at Channel Islands strongly suggest that prospects for the reinstitution for the rational Master Plan for IHEs in California are becoming regressively less likely. This negative thought is reinforced by our increasing reliance on automated approaches to everything that formerly required the interaction of real people—with the result of desensitizing our interpersonal relationships. But this concern requires an expansion that is beyond the scope of this article, especially if one considers that general desensitization makes it much easier for one to slaughter people with an AK47 without an ability to feel regret.

It would be most encouraging to see an objective outside professional commission properly funded to test the validity of the problems posed in this essay. Perhaps a combination of NEA, PDK, CCTE, UC, and CSU people could pull this off in a manner that would be respected by the profession and perhaps even the public's politicians as well.