

# CCNews

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

**Volume 25, Number 1, Spring Issue, March 2014**

Jo Birdsell & Judy Mantle, Co-Editors (National University)

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

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## Revised CCTE By-Laws to be Submitted for Membership Approval



*CCTE leaders Cindy Grutzik, Laurie Hansen, Sue Westbrook, Deborah Hamm, and Juan Flores meet during the Fall 2013 Conference to develop CCTE By-Law revisions that will be submitted to the membership at the Spring 2014 Conference.*

—photo by Nirmla Flores



# CCNews

## Newsletter of the California Council on Teacher Education

### Message from CCTE President Cindy Grutzik

Dear Colleagues,

This is my last *CCNews* message as CCTE President, and I see by reading through my previous pieces that these two years have gone by so quickly, and that we have accomplished so much. I'm glad for our leadership structure that allows me to stay on the team as Past President for another two years, and to keep working on some of the initiatives that are in progress. Let me mention just a few of these.

**Bylaws Revisions:** The Board of Directors has been working to revise CCTE's Bylaws, and will be sending a set of recommendations to the membership in March. We will ask the Assembly (all members and delegates) to discuss and vote on the revised Bylaws at the Friday afternoon meeting of the Spring 2014 Conference in San Jose. Some of the revisions include:

- Clarification of 5 types of membership;
- Expanding the non-discrimination statement;
- Changing name of "Delegate Assembly" to "Assembly" to include all those member types;
- Clarification of succession plan for officers;
- Clarification of Executive Secretary role as described in the Bylaws (with more detailed processes described elsewhere);
- Clarification of "Affiliated" and "Associated" organizations;
- Updating of Committee names, functions, and membership; including addition of Executive Committee;
- Changing the terms of the journal editors from 5 to 3 years;
- Removal of old "Transition" section.

A big thank you to both the Board of Directors and the membership for participating in this process, which will help CCTE continue as a viable and lively organization.

**CCTE at AERA:** If you plan to attend AERA in Philadelphia this spring, please join Magaly Lavadenz and me at a Division K Invited Session. This is the continuation of the work begun by Etta Hollins to develop a Division K State Policy Initiatives Committee that will make recommendations to Division K on state policy for educator preparation.

Details of the session are as follows:

Title: The Implications of the CAEP EPP Policy Standards on Teacher Education Research, Policy, and Practices

Date: Sunday April 6, 4:05 to 5:35 p.m. (Marriott, Fourth Level, Franklin 3)

Chair: Magaly Lavadenz

Discussant: Jim Cibulka

Presenters: Marilyn Cochran-Smith, Mary Vixie Sandy, Cindy Grutzik, Andrea Whittaker, Jon Snyder, Marcy Singer-Gabella, and Barbara Bales

**Description:** During this open meeting of the Policy Initiatives Committee, panelists will address the recently released CAEP standards (January, 2014) and their influence and impact on teacher preparation and research. This session will be constructed as an interactive dialogue between policy leaders in teacher education and participants.

Building upon the extant research on teacher education policy analysis, the session will address the complexities, activities, and interactions among and between policy initiators, implementers, and interpreters of teacher education policy at national, state, and institutional levels while engaging with the audience. Attendance is open to those interested in or directly involved in the development, implementation, or investigation of state and national policy initiatives related to teaching and teacher education.

**Building CCTE's Leadership Pool:** As Past President, my main responsibility will be to identify nominees for board members and officers. Please consider joining this important work. The

strongest nominees for board members are people who have participated in CCTE conferences regularly, volunteered on committees, and who bring knowledge and networks to the organization. The strongest nominees for CCTE officers are people who have served on the Board, or otherwise shown consistent commitment to the organization and knowledge of its mission, values, and functions. I will be interested in talking with any and all of you about becoming more involved in these ways.

I look forward to seeing many of you at our Spring 2014 CCTE Conference in San Jose in a few weeks.

—Cindy Grutzik  
CCTE President

California State University, Long Beach



**Cindy Grutzik**

## Revised CCTE Policy Framework Adopted by Membership at Fall 2013 Conference

Below is the infographic representation of the revised California Council on Teacher Education Policy Framework in the form that it was adopted unanimously by the membership at the first policy session of the Fall 2013 Conference on October 24.

### POLICY FRAMEWORK



**Mission** CCTE is devoted to improving the pre-service and in-service education of teachers. We do this by organizing together all teacher educators who seek to be informed, reflective, and active towards advancing research, practice, and policy for quality teaching.

**CCTE collaborates with education stakeholders to support and encourage approaches to the preparation and continuing development of educators who will:**

#### Collaboration

- ✓ **Recognize and support** alliances that work to improve pre-service preparation, induction, and professional development of educators.
- ✓ **Ensure** the teacher education community is involved in policy discussions and decisions regarding pre-service education, induction and the professional development of educators.

#### Education

- ✓ **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.
- ✓ **Value** cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.

#### Resources

- ✓ **Foster** public, political, and financial support for education at all levels, P-16, with a commitment to resources that can maximize teaching and learning.
- ✓ **Recognize** that quality educator preparation is an intensely interactive and highly individualized activity and the ongoing growth of effective programs at all stages requires stable and adequate financial and personnel resources.

### 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 Morning or Afternoon  
 Reception & Conference Banquet - Thursday Evening  
 Sing-a-Long - Thursday Evening after Banquet  
 Journal 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  
 Concurrent Capstone Institutes - Saturday Morning



# CCTE Policy Committee Update

By **Mona Thompson & Sue Westbrook**  
*Co-Chairs of CCTE Policy Committee*

The CCTE Policy Committee continues to monitor the two-year education bills (those bills introduced in 2013, passed to the other “house,” and not voted down). This group of bills had to have been passed by January 31st or they would die from lack of legislative action. New bills must be introduced by February 21st. The CCTE Policy Committee will now assign the new and remaining two-year bills to members of our Committee for monitoring. Our Committee members will go to <http://leginfo.legislature.ca.gov> to track each bill, decide on its relevance to CCTE, and make recommendations as to actions to be taken. The Committee, through reports at Conferences and in *CCNews*, will inform the membership of the status of all relevant legislation as the year progresses.

As professional educators, we continue to watch the education of California’s youth remain one of the top media stories. When Proposition 30 passed in 2013, California’s voters agreed to financially support education at higher levels. For the first time in many years competent caring teachers have not been pink slipped by their districts. However, the increased funding of public education resulting from the passage of Proposition 30 came with an expectation by the public of improvement in student learning.

The addition of this added money allowed the Governor to propose, and the Legislature to pass, the Local Control Funding Formula (LCFF). These extra funds must be spent on English learners, children in foster care, and low socioeconomic status students. Implementing LCFF is a challenge for school districts, county offices, and BTSA programs. BTSA is no longer a categorical program nor within the Professional Development Block Grant. Districts can choose to allocate funds to this program, or not. It is expected that most districts will continue their support of beginning teachers. When school districts decide not to fund BTSA, it becomes a challenge for new teachers wishing to clear their preliminary credentials.

As teacher educators and active CCTE members we continue to strive to educate outstanding teachers who will be responsible for teaching our youth. In support of such efforts, Governor Brown has included increases in public education funding in his budget. Passage of Proposition 30 has allowed investment in education and other services. The state is projecting a budget surplus and the Governor is recommending an increase of \$6.3 billion in Proposition 98 funding for schools. The University of California is to receive an increase of 1.6%, and the California State University 4.1%. In addition, there is an allocation of \$50 million for a higher education innovations incentive award program for UC, CSU, and Community Colleges. The Governor’s Budget Summary states, “These incentive awards will recognize models of innovation in higher education that: (1) significantly increase

the number of individuals in the state who earn bachelor’s degrees, (2) allows students to earn bachelor’s degrees that can be completed within four years of enrollment in higher education, and (3) ease transfer through the state’s education system, including by recognizing learning that has occurred across the state’s education segments or elsewhere.” We must necessarily recognize that this budget does not specifically allocate these funds to teacher education. The UC and CSU leadership will make those allocation decisions.

Tom Torlakson, California’s Superintendent of Public Instruction, is seeking re-election and expresses his intent to continue working toward the improvement of education across the state. This includes the schools of education that prepare teachers for our classrooms.

The Commission on Teacher Credentialing’s (CTC) TAP Panel recommended that the one-year cap on the post-baccalaureate degree route to a credential be lifted. This resulted in SB 5 (Padilla), which will allow education programs to take two years to prepare teachers, being passed by the State Legislature and signed by Governor Brown. This frees teacher educators to review, re-organize, or change the programs they now offer.

The first step in making changes in teacher education programs is coming from CTC. The Commission is deciding how to encourage programs to move towards blending subject matter and pedagogy throughout the length of the program. Quoted from the CTC Agenda 2014-2-6E: “The two year limit enacted by SB 5 maintains the principle of a cap, but is not expected to trigger a widespread move to two-year graduate level programs. More likely is that it will enable some programs to add an additional summer or semester to better cover emerging content and will open up a range of options that better use the undergraduate years ... and integrate undergraduate with graduate study (allowing more training overall in less total time).” The Commission wishes to support the implementation of SB 5 to continue to improve teacher preparation.

The CTC has now taken up the task of updating the Preconditions for the Preliminary Multiple and Single Subject Teacher Preparation programs to ensure continued alignment between the Commission’s Preconditions and state law (for more on this see CTC Agenda 2013-12-2E).

This is a dynamic and exciting time to be in teacher education albeit often frustrating. CCTE will continue to be the “go to” organization that provides quality information to all those involved in the education of California’s children.

Note: Mona Thompson and Sue Westbrook serve as co-chairs of the CCTE Policy Committee along with Margaret Olebe. CCTE members wishing to join the Committee should contact any of the three co-chairs.

## From the Desk of the CCTE Executive Secretary

Following are some brief descriptions of some current activities of the California Council on Teacher Education for the interest and consideration of all CCTE members, delegates, and friends:

### CCTE 2014 Annual Election

The 2014 annual CCTE election is now underway. This year's election involves selection of a new President Elect, the two Vice-Presidents for AACTE and ATE, and three members of the Board of Directors. The Nominations and Elections Committee, chaired by CCTE Past President Magaly Lavadenz, has recruited candidates for these offices, and an initial announcement was e-mailed to all members and delegates in early January. This was followed in February by a mailing of information on all candidates, a description of election procedures, along with ballots and return envelopes. Ballots are to be returned by mail or brought to the Spring Conference, with a deadline for voting by noon on Friday, March 28, at which time the ballots will be tallied and the election results announced.

### CCTE By-Laws Revision

The By-Laws of the California Council on Teacher Education have not been revised for several years, so as a follow-up to initial discussion at the CCTE leadership retreat last June a coordinating committee representing all of the CCTE committees has pooled and sorted ideas and has drafted a set of revisions. Those revisions have been further reviewed by all members of the Board of Directors, and a final proposal for revision of the By-Laws is being recommended to the membership through a mailing prior to the Spring Conference in preparation for a vote at one of the Policy Sessions in San Jose. As CCTE President Cindy Grutzik indicates in her message in this newsletter, the overall purpose of the proposed revisions is to bring the By-Laws up to date so that they serve the organization and the membership in the best manner possible.

### CCTE Conferences

The Spring 2014 Conference centered on the theme "New Teaching and Learning Spaces" will take place in just a few weeks in San Jose. The Conference will examine new environments in which we are working, teaching, and learning with faculty, candidates and students. Sharon Russell (CalStateTEACH) and Keith Howard (Chapman University) are co-chairs of the Spring Conference Planning Committee. A conference preview and introduction of keynote speakers Alison A. Carr-Chellman and Sheena Vaidyanathan appears in this newsletter along with the preliminary program, the registration form, and descriptions of two Saturday institutes that will serve as capstones for the Conference. If you have

not already registered for the Spring Conference, you are encouraged to do so as soon as possible.

Plans are also in the works for the Fall 2014 Conference in San Diego which will explore issues of the arts and equity in teacher education. An initial description of these plans also appears in this newsletter.

And keep a lookout for evolving plans for the celebration of the 70th anniversary of CCTE at the Spring 2015 Conference in San Jose. Over 15 past CCTE presidents have committed to write about their leadership experiences with our organization in a special issue of *Issues in Teacher Education* that will be published that Spring, and they will then attend and speak at the Spring 2015 Conference.

### CCTE Website

Be sure to visit our CCTE website regularly, since that 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 was announced in the Winter 2013 issue of *CCNews*, Jo Birdsell and Judy Mantle of National University have taken over as our newsletter co-editors. All delegates and members are encouraged to contact Jo and Judy with ideas as well as with news items, brief articles, and other material for inclusion in future issues.

### CCTE Journals

The first issue of *Teacher Education Quarterly* under the editorship of Kip Tellez of the University of California, Santa Cruz, is now in preparation and will be distributed soon. It is a special theme issue on ecological perspectives on teaching guest edited by Arthur T. Costigan of Queens College of the City University of New York.

Also currently in preparation is a special issue of *Issues in Teacher Education* on STEM education, guest edited by Babette Benken of California State University, Long Beach, and Heidi Stevenson of the University of the Pacific.

### CCTE Dissertation Award

Please take note in this issue of the newsletter that nominations will be welcome again this spring and summer for the annual CCTE Outstanding Dissertation Award.

—Alan H. Jones, CCTE Executive Secretary,  
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## Preview of the Spring 2014 CCTE Conference:

### Addressing the Theme “New Teaching and Learning Spaces”

*By Sharon Russell (CalStateTEACH)  
& Keith Howard (Chapman University)  
CCTE Spring 2014 Conference Co-Chairs*

As a continuation of the explorations at the Fall 2013 Conference of the California Council on Teacher Education and the goal of stimulating the next generation of teachers and teacher educators, the Spring 2014 Conference will focus on the question: *What are the spaces in which we will teach and learn?* The Spring 2014 Conference will be held March 27-29 at the Sainte Claire Hotel in San Jose.

Over the last decade the conversation has focused on the tension between brick and mortar and online delivery models. The discussion is no longer about a classroom of students taught by one teacher, but rather, about the customization and individualization of instruction so that the needs of all learners are met with an array of tools and learning platforms to support learners and teachers. The focus is on hybridization of instructional delivery, transformation of the curriculum, and the role of teaching and the teacher.

Twenty-first Century curriculum has embraced the importance of creativity, communication, critical thinking and problem solving, and collaboration. How does this change the learning and teaching process?

Guiding Questions for the Spring 2014 Conference include:

- 1. How can we think beyond existing boundaries to use the full range of available resources/tools to engage and support all learners?*
- 2. Does a teacher's effectiveness have a bigger impact than delivery mode?*
- 3. Can we collaborate across delivery models?*
- 4. What are the criteria for assessing whether the*

*advantages of a new delivery method outweigh the possible disadvantages?*

*5. How can we incorporate students' interests and practices into instruction in ways that remain content focused and allow them to demonstrate knowledge acquisition?*

The Co-Chairs for the Spring 2014 Conference are **Sharon Russell** (CalStateTEACH) and **Keith Howard** (Chapman University). They can be contacted at [srussell@calstate.edu](mailto:srussell@calstate.edu) and [khoward@chapman.edu](mailto:khoward@chapman.edu)

The Thursday afternoon keynote speaker for the Spring 2014 Conference will be **Alison A. Carr-Chellman** of Pennsylvania State University (see page 7 of the Winter 2013 issue of *CCNews* for additional background on her).

The Friday morning keynote speaker will be **Sheena Vaidyanathan**. She teaches computer science

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*Alison A. Carr-Chellman*

## More on Spring 2014 Conference



*Sheena Vaidyanathan*

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in a weekly STEM program to approximately 500 sixth graders in the Los Altos School District. Sheena has taught computer programming, digital art, and visual art for over seven years. Prior to her teaching career, she worked in Silicon Valley for 10 years in technology as a computer scientist and technology entrepreneur. She holds undergraduate and graduate degrees in computer science and a Certificate in Studio Art. Articles on Sheena's work that combines computer science and art have appeared in NPR's *MindShift*, ISTE's *L&L*, *CSTA Voice*, and *EdSurge*. She has presented at several conferences including ISTE, CSTA, and the California STEM conference. Her website showcases her work: <http://www.computersforcreativity.com/>

As a capstone for the Spring 2014 Conference, Saturday March 29 will feature two special institutes. One, entitled "Integrating the Social-Emotional Dimension of Teaching and Learning in Pre-Service Teacher Education," presented by the San Jose State University Collaborative for Reaching & Teaching the Whole. The second Saturday institute, entitled "Tools for Online and Mobile Learning," has been developed by the Spring Conference Planning Committee to extend the Conference theme on to a third day.

Additional information on both Saturday institutes appears on pages 10 and 11 of this newsletter. Persons registered for the Conference may attend either institute as part of their three-day registration; both institutes will also be available to others who wish to register just for Saturday.

The preliminary program for the Spring 2014 Conference appears on the next page of this issue of the newsletter, and the registration form is on the following page. While the pre-registration deadline was announced as February 28, we will continue to accept registrations up to and at the Conference.

### Other Upcoming Activities at Spring 2014 Conference

The Spring 2014 Conference will also involve:

Semi-annual meetings of:  
the California Association of Professors  
of Bilingual Education;  
the California Association of Professors  
of Special Education/Teacher Education Division;  
the Independent California Colleges and Universities  
Council on the Education of Teachers

Semi-annual meetings  
of the CCTE Special Interest Groups

Meetings of the CCTE Graduate Student Caucus

Meetings of the editorial boards  
for *Issues in Teacher Education*  
and *Teacher Education Quarterly*

Concurrent Research Sessions  
and the Friday afternoon Poster Session

Policy Sessions/Policy Discussions

Thursday Conference Banquet

Friday Awards Luncheon

Two Saturday Institutes:  
"Tools for Online and Mobile Learning"  
and  
"Integrating the Social-Emotional Dimension  
of Teaching and Learning in Pre-Service Teacher Education"

## Preliminary Spring 2014 CCTE Conference Program

### Wednesday, March 26:

- 9:00 a.m. to 3:00 p.m. - Meeting of the California State University Field Coordinators Forum.
- 10:00 a.m. to 5 p.m. - Meeting of Board of Directors of the California Council on Teacher Education.

### Thursday, March 27:

- 8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room Is Open.
- 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
- 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
- 9:30 a.m. to 11:30 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.
- 10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.
- 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recent new attendees).
- 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
- 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, BTSA & Induction, Coordinators of Credential Programs, Lives of Teachers, & Special Education.
- 12:45 to 1:00 p.m. - Break.
- 1:00 to 3:00 p.m. - Opening Session:
  - 1:00 to 1:15 p.m. - Introductions with CCTE President Cindy Grutzik (California State University, Long Beach) presiding.
  - 1:15 to 1:30 p.m. - Conference Orientation by Co-Chairs of Spring 2014 Conference Planning Committee, Sharon Russell (CalStateTEACH) and Keith Howard (Chapman University)
  - 1:30 to 2:15 p.m. - First Keynote Address by Alison A. Carr-Chellman (Pennsylvania State University)
  - 2:15 to 3:00 p.m. - Panel—New Teaching Spaces in Teacher Preparation: Good Online Pedagogy. Panel Chair: Ben Siepel (CSU Chico); Panel Members: Margo Pensavalle (USC), Randall Plaugher (CalStateTEACH), Steve Koch (CSU Chico); and Betina Hsieh (CSULB). Panel Comments, Question-Answer Period, & Table Discussions.
- 3:00 to 3:15 p.m. - Break.
- 3:15 to 4:30 p.m. - First Set of Concurrent Research Sessions.
- 4:30 to 4:45 p.m. - Break.
- 4:45 to 5:45 p.m. - First Policy Session (Theme Related).
- 5:45 to 6:30 p.m. - Meetings of CCTE Committees.
- 6:30 to 7:30 p.m. - Joint Presidents' Reception & Social Hour.
- 7:30 to 9:00 p.m. - Conference Banquet, followed by Songfest led by CCTE minstrels, all voices and instruments welcome.

### Friday, March 28:

- 7:30 to 8:30 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
- 7:30 to 8:30 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
- 8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room Is Open.
- 8:00 to 8:45 a.m. - Coffee, tea, juices, and pastries.
- 8:45 to 10:30 a.m. - Morning Session:
  - 8:45 to 9:30 a.m. - Sheena Vaidyanathan, "Bringing Creative Computer Science to Our Schools."
  - 9:30 to 10:15 a.m. - Question-Answer Period, & Table Discussions.
- 10:15 to 10:30 a.m. - Break.
- 10:30 to Noon - Teacher Panel on Blended Learning in K-12 Schools. John Glover, Alpha Public Schools <http://www.alphapublicschools.org/>, Jennifer Pirazzini, Paul Ecke Central Elementary School, Encinitas Union School District <http://www.eusd.net/AboutUs/SitePages/iPads.aspx>, Chris Foster, CalStateTEACH <http://www.calstateteach.net/index.php?page=ipad>, Caryn Voskuil, Rocketship Schools <http://www.rsed.org/index.cfm>.
- Noon to 1:15 p.m. - Conference Luncheon; CCTE Semi-annual Awards Presentations.
- 1:15 to 1:30 p.m. - Break
- 1:30 to 2:45 p.m. - Second Set of Concurrent Research Presentations.
- 2:45 to 3:30 p.m. - Second Policy Session, featuring approval of CCTE By-Law revisions and reports from CCTE Policy Committee and CTC.
- 3:30 to 3:45 p.m. - Break.
- 3:45 to 5:00 p.m. - Second Set of Special Interest Groups: Equity and Social Justice, Internationalizing Teacher Education, Technology and Teacher Education, & Undergraduate Teacher Preparation.
- 5:00 to 7:00 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.
- 7:00 to 9:00 p.m. - Graduate Student Caucus Dinner Meeting (open to all students attending Spring Conference).

### Saturday, March 29:

- 8:00 a.m. to noon - Conference Registration and Exhibits Room Is Open.
- 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
- 9:00 a.m. - Saturday Institutes: Two concurrent Institutes will be available to conference registrants:
  - Institute on "Tools for Online and Mobile Learning" - from 9 a.m. to Noon
  - Institute on "Integrating the Social-Emotional Dimension of Teaching and Learning in Pre-Service Teacher Education" - from 9 a.m. to 3 p.m.



## California Council on Teacher Education Spring 2014 Conference Registration

Please use this form to register for the Spring 2014 CCTE Conference and return by mail with payment by check;  
Or if you wish to pay by credit card, use the on-line form on the CCTE website ([http://ccte.org/?page\\_id=863](http://ccte.org/?page_id=863)).

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

\_\_\_\_\_  
(include ZIP code)

Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

Registration Category (check the appropriate one):

- ☐ Basic Pre-Registration - \$250 (will be \$275 on site)
- ☐ Special for First-Time Registrants - \$150 (will be \$175 on site)
- ☐ Special for Retired Educators - \$125 (will be \$150 on site)
- ☐ Special for Students and P-12 Educators - \$50 (will be \$75 on site)

Special Events (check those desired):

- ☐ Thursday SIG Time (includes box lunch) - \$25
- ☐ Thursday Evening Session (includes banquet) - \$45
- ☐ Friday Awards Session (includes luncheon) - \$35
- ☐ Saturday Luncheon (for those attending Institute on Social-Emotional Dimension of Teaching and Learning) - \$35
- ☐ Check here if you wish vegetarian options.

California State University Field Coordinators Forum Meeting and Refreshments (Wednesday)

- ☐ Special Fee for Those Attending - \$25

CABTE Meeting and Refreshments (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

Total from above (please enclose check for this amount payable to California Council on Teacher Education): \$ \_\_\_\_\_

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference.  
However, if you are not already a delegate or member, please consider joining.

Special Interest Groups: You are urged to attend a SIG of their choosing during each time slot (check those you may attend):

SIGs meeting on Thursday:

- ☐ Arts in Education
- ☐ BTSA and Induction
- ☐ Credential Program Coordinators/Directors
- ☐ Lives of Teachers
- ☐ Special Education

SIGs meeting on Friday:

- ☐ Equity and Social Justice
- ☐ Internationalizing Teacher Education
- ☐ Technology and Teacher Education
- ☐ Undergraduate Teacher Preparation

Please mail completed form with check payable to "California Council on Teacher Education" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Registration is available up to and on-site at the Conference. All Conference attendees must make their own hotel reservations. Call the Saint Claire Hotel at 408-295-2000 or 888-298-7185 and tell them you are attending the CCTE Spring 2014 Conference (although availability of rooms is not assured after March 1).



## Saturday Institute Workshop Tools for Online and Mobile Learning March 29th, 2014

In this hands-on, interactive workshop we will demonstrate technology-based tools that facilitate communication and learning in onsite classroom settings and online. Through various digital tools and platforms, we will discuss several ways teachers can harness the power of mobile computing and web-based resources to move our classrooms forward in this digital age.

**Keith Howard (Chapman University):** A demonstration of the Adobe Connect synchronous online meeting platform, allowing any attendees with laptops or tablets to explore the capabilities of the tools embedded in this platform, such as electronic whiteboards, virtual breakout rooms, sharing computer screens and documents, and interactive polls. The workshop will include a discussion of the resources required to host such meetings, best practices when using the platform in your blended or online courses, and brief demonstrations of similar alternative platforms.

**Nicol Howard (Chapman University & Santa Ana USD) & Lisa Dabbs (Edutopia & #ntchat):** A short tutorial on ways to incorporate social media, such as Twitter and Pinterest, in your classroom in ways that enhance learning in onsite or online settings. This presentation will include a discussion of some of the pros and cons of social media in learning settings, as well as student perspectives on repurposing social cyberspaces for academic activities.

**Randall Plaugher (CalStateTEACH):** Video annotation - A demonstration of a dynamic curriculum, standards-based lesson/unit plan builder and an observation tool integrating the use of video annotation for faculty observations of candidate teaching. The advanced video annotation system allows students and faculty to comment and reflect on their teaching performance. The tool is fully compatible with the iPad devices used by students and faculty in the CalStateTEACH Multi-subject credential program.

**Ben Seipel (CSU Chico):** A demonstration of survey tools used to build community. Using text message polling tools, cell phones and Twitter can be an effective, efficient, and engaging way to assess students and spark conversation. This session will demonstrate how to use FREE web-based services (e.g., Poll Everywhere, Easypoll) to collect data. This session will demonstrate how to use data to create word clouds with Wordle. Finally, we will discuss the pros, cons, and connections to Common Core associated with text message polling.



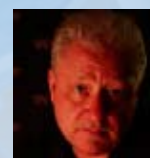
@KeithEHoward



@NicolRHoward



@teachingwthsoul



@RandallPlaugher



bseipel@csuchico.edu

CCTE Spring Conference  
Sainte Claire Hotel - San Jose, CA  
For More Info: <http://cctetech.wix.com/tech-sig>



## THE COLLABORATIVE FOR REACHING & TEACHING THE WHOLE CHILD

SAN JOSÉ STATE UNIVERSITY

### SOCIAL-EMOTIONAL LEARNING AND COMMON CORE: WHAT'S MISSING IN TEACHER PREPARATION

A One-Day Institute in affiliation with the California Council on Teacher Education

**Saturday, March 29, 2014**

**St Claire Hotel, San José, CA**

**8:30 AM - 3:00 PM**

Pre-service teacher education can serve as a unique entry point for systemic change in schools. The development of a pipeline of incoming teachers through preparation programs that integrate social-emotional learning with Common Core has been left largely unattended.

**The purpose of this Institute is to:**

- Demonstrate how social-emotional learning (SEL) and the Common Core State Standards (CCSS) can be integrated into pre-service curriculum and field experience
- Facilitate communication between the needs of the field and pre-service teacher educators
- Share current work from the SJSU Collaborative for Reaching & Teaching the Whole Child
- Identify next steps to begin scaling this work to other teacher education institutions

### AGENDA

#### MORNING SESSION / CONTINENTAL BREAKFAST

- I. **Keynote:** Dr. Kim Schonert-Reichl, Professor, University of British Columbia
- II. **Demonstration/Activity:** Developing a teacher's SEL lens through video lesson analysis
- III. **SJSU Faculty Presentation:** Processes, resources, and tools developed by the Collaborative for Reaching & Teaching the Whole Child to integrate SEL within pre-service teacher preparation

#### LUNCH

- IV. **The View from Massachusetts:** One State's strategy to integrate SEL in teacher preparation.  
Speaker: Dr. Deborah Donahue-Keegan, Adjunct Professor, Tufts University

#### AFTERNOON SESSION

- V. **Voices from the Field: What do schools need from university teacher preparation?**  
Panel: District Administrator, Principal, Student Teacher, and Mentor Teacher
- VI. **Small group discussion and share-out:** What is happening in other teacher preparation programs related to SEL and CCSS
- VII. **Identify next steps** to collaborate across teacher education institutions related to SEL and CCSS

**CCTE Spring 2014 Conference** registrants may attend the Institute for a nominal meal charge when registering through CCTE at [www.CCTE.org](http://www.CCTE.org)

REGISTRATION for Non-Conference participants: \$75.00

Registration is available online at [www.reachandteachthewholechild.org](http://www.reachandteachthewholechild.org)



## Preview of CCTE Fall 2014 Conference

### “Artful Teaching Ten Years Later”:

#### How Arts Integration Can Foster Academic and Social Development for All Learners

By Paul Ammon & Jim Cantor  
*Co-Chairs for CCTE Fall 2014 Conference*

In Spring 2005, CCTE held a conference called “Artful Teaching in Testy Times” to highlight the promise of arts-integrated teaching as an antidote to the toxic effects of No Child Left Behind on teaching, with all of its high-stakes testing. Since then, NCLB has morphed (somewhat) into Race to the Top and the testing still goes on, as do the educational inequalities that NCLB was supposed to eliminate, while new concerns are raised about the overall quality of American education.

At the same time, recent advances in theory, research, and practice have given us all the more reason to believe that arts integration can provide a far more effective approach to educational “reform.” It is now clearer than ever that the coordination of learning in and through the arts can help all K-12 students gain better understandings of important concepts,

including those reflected in the Common Core Standards and Title I, and that it can also do much more to promote cognitive and social development.

Moreover, by providing multiple avenues to learning and development, artful teaching can allow diverse learners to build on their current strengths while acquiring new ones, and therefore it can help eliminate the inequalities that persist in access to a good education. For teachers (and for teacher educators), learning in and through the arts can help them gain better understandings of what they teach, who they teach, and why they teach.

With some notable and inspiring exceptions, the promise of artful teaching is still not widely understood by educational practitioners, let alone policy makers, and therefore more or less the same old beat goes on in many of our schools. Policies

—continued on next page—



*Teacher credential candidates engaging in arts integration to promote content knowledge.*

—photo by Jim Cantor



## More Preview of CCTE Fall 2014 Conference “Artful Teaching Ten Years Later”:

### How Arts Integration Can Foster Academic and Social Development for All Learners

(continued from previous page)

are unlikely to change unless practitioners take the initiative and demonstrate convincingly what real educational reform might look like when the arts are more squarely in the picture.

As teacher educators, we have a tremendous opportunity to improve educational practice, but—when it comes to arts integration—we also face a tremendous challenge in that many of us must rethink our own practices and work on our own professional development. Nevertheless, meeting that challenge seems not only desirable in principle, but also possible in practice. We do not have to be artists ourselves to start making the arts an important part of our work with teachers or to prepare them to do the same in their work with young students. We do, however, need to take advantage of whatever opportunities we have to learn from others who have more expertise in the arts and in arts integration than we do. With their help, we can have a hand in changing the lives of countless young people for the better by practicing and promoting artful teaching.

With these thoughts in mind, the CCTE Conference being planned for Fall 2014 has two principal goals:

- (1) To give all participants opportunities to examine, experience, and discuss numerous examples of effective teaching practices that incorporate the arts;
- (2) To help all participants become more aware of ways in which they might further their own professional development as artful teachers by drawing upon the arts-related human and material resources available to them.

To attain these goals, the planning committee is inviting experts on the arts in education to lead general sessions at the conference. Our keynote speaker will be Professor Meryl Goldberg (Cal State San Marcos), the author of *Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings* (2012, 4th ed.). The voices of students will be

heard as well, as they share and discuss the results of their artful learning with us.

In addition, it is especially important for the conference to include many other contributions from teacher educators who are already engaged in arts integration, and from arts specialists who are working with teachers and teacher educators. Everyone is strongly encouraged to submit proposals for concurrent sessions and poster presentations. The call for proposals is always open (see next page of this newsletter as well as the CCTE website at [www.ccte.org](http://www.ccte.org)) and the latest version of the call will accompany the formal Fall Conference announcement this summer.

In the meantime, all readers of *CCNews* are encouraged to share their ideas and questions about the conference with the planning committee whose members are Jim Cantor and Paul Ammon (co-chairs), as well as Marva Cappello, Marianne D’Emidio-Caston, Eric Engdahl, Juan Flores, Laurie Hansen, Alan Jones, Betsy Keithcart, Virginia Kennedy, Jose Lalas, Maureen Lorimer, Debora Joy Nodelman, Lettie Ramirez, Shannon Stanton, Heidi Stevenson, Mona Thompson, and Desiree Zamorano.

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#### Call for Reviewers

CCTE invites members to join the Research Committee as a reviewer of proposals for the Fall 2014 conference. Each reviewer reads and evaluates 3-4 proposals (2-3 pages in length). Proposals will go out for review after the August 15, 2014 submission deadline, with a two-week review turnaround. Reviewers will be asked to evaluate proposals based on five simple criteria for research, practice, OR policy analysis. We encourage junior faculty and graduate students to join the review team as it adds to the professional service portion of your CV. If you are interested, please email Laurie Hansen at [hansenl@uci.edu](mailto:hansenl@uci.edu).

—Laurie Hansen, Chair, CCTE Research Committee

#### Dates of Future CCTE Semi-Annual Conferences

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

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

**Spring 2015, March 19-21** - Sainte Claire Hotel, San Jose

**Fall 2015, October 22-24** - Kona Kai Resort, San Diego

**Spring 2016, March 31-April 2** - Sainte Claire Hotel, San Jose

**Fall 2016, October 20-22** - Kona Kai Resort, San Diego

## 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, practice, or policy analysis, and the preferred session format (poster session or 30- or 60-minute concurrent presentation). (The cover sheet form is available on and 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 1800-word, 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](mailto:hansenl@uci.edu)

### Deadlines

Deadline for proposals for the Spring 2014 Conference is January 15, 2014; for Fall 2014 is August 15, 2014.

### 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.
- ◆ For policy analysis proposals, describe relevant literature, strategy for analyzing, developing, or evaluating policy. and conclusion.

### Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or in the case of poster proposals 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?
- ◆ If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

### Scheduling

Persons submitting proposals must register for and attend the Fall 2013 Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for bringing whatever audio-visual equipment they may need.

### Miscellaneous

Presenters at CCTE Conferences are invited to submit a written commentary on their presentation for consideration for publication in *CCNews*, the CCTE quarterly newsletter. Written descriptions may also be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for consideration for publication in either *Teacher Education Quarterly* or *Issues in Teacher Education*.



# CCNews

## Newsletter of the California Council on Teacher Education

**Volume 25, Number 1, Spring Issue, March 2014, Section 3**

Jo Birdsell & Judy Mantle, Co-Editors (National University)

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

## Update from ICCUCET

By **Jo Birdsell**, *ICCUCET President*

I hope that many of you are planning to come to the Cal Council conference the end of March. If you weren't already planning on being there, this may entice you.

Our Independent California Colleges and Universities Council on the Education of Teachers meeting on Thursday morning, March 27, will include a business meeting, elections, and then an opportunity to discuss Program Assessment with CTC staff. Now that the accreditation cycle has been completed with each of the cohorts, it is time to evaluate the system.

CTC staff has been holding discussions with the Commission in December (see the agenda item at <http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2G.pdf>) and with the Committee on Accreditation (see agenda item at <http://ctc.ca.gov/educator-prep/coa-agendas/2014-02/2014-02-item-21.pdf>). The agenda item presented to the Commission was for discussion of "ways in which the accreditation system could be modified to more effectively focus on program outcomes and the most critical aspects of preparation." The item to the COA noted that a streamlined process for Program Assessment will be presented at the April meeting. I am sure you would like to provide some input to Commission staff as they prepare the agenda item.

Some items from the COA agenda item include discussion of:

- establishing a page or character limit, perhaps even using technology to create a template where programs would enter information.
- determining how the Biennial Report key assessments would fit into a streamlined Program Assessment process.
- considering how Program Assessment might look for an institution that has appropriately addressed all standards in their last Program Assessment submission and had all standards met as determined by the Site Visit team.
- identifying/underlining selected phrases and sentences from the current program standards that would require a narrative response and linked documentation.

The agenda item notes "Institutions have indicated that they find it very cumbersome to assemble a document that readers can easily review. How can this be addressed?"

The ICCUCET meeting will provide those of us in pri-

vate and independent institutions a valuable opportunity to share our experiences, thoughts, and reflections on Program Assessment with CTC staff. If you cannot join us, please feel free to send ideas that you would like shared.

Hope to see you in San Jose.

## CAPSE/TED and Special Education SIG

By **Judy Mantle**, *CAPSE/TED President*

The Special Education professional community is planning to convene in two forums on Thursday, March 27, at the CCTE Spring Conference in San Jose. The California Association for Professors of Special Education (CAPSE)/Council for Exceptional Children Teacher Education Division (TED) meeting will convene from 9:00 to 11:30 a.m. to address business of the organization, entertain committee updates, and hear Statewide Special Education updates from CAPSE members who serve on the task force. The Task Force is charged to develop a set of policy recommendations that are actionable within the context of current education reform efforts. The CAPSE Richard Thurman Award will also be presented. A synopsis of at least one college or university Special Education program will be featured.

The CAPSE/TED meeting will be followed from 11:30 a.m. to 12:45 p.m. by the CCTE Special Education SIG.

Highlights of these meetings will include updates by Teri Clark, Director of the Division of Professional Services at the California Commission on Teacher Credentialing (CTC), and Bob Loux, Consultant at CTC. Bob will be present for both meetings. They will be providing updates on Commission activities and their perspectives on deliberations of the Statewide Special Education Task Force from the CTC vantage point. CAPSE/TED and the Special Education SIG will be sharing Teri Clark with the ICCUCET organization. It is anticipated that she will be able to provide us with information and recommendations presented in the ICCUCET meeting regarding a streamlined process for Program Assessment that will be presented at the April Committee on Accreditation (COA) meeting.

All are invited to join in these interesting and timely discussions. We hope to see you in San Jose!

## A Letter to CCTE Members

Dear CCTE Colleagues,

In the 21st Century, we must accept the fact that not all teachers are created equal. In our last few conferences there has been a focus on diversity, and a multitude of learning spaces, but what about how those learning spaces affect teachers who identify as a member of the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Ally (LGBTQQIAA) community?

There are very few spaces where all-inclusive diversity is openly celebrated and supported within our schools. It has come to our attention that there is a growing need for a forum to discuss issues and topics in education surrounding (LGBTQQIAA) 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 LGBTQQIAA community within education would be highly beneficial to us all in order to create a more space teaching and learning space.

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 LGBTQQIAA 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 LGBTQQIAA 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 LGBTQQIAA 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 LGBTQQIAA 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 L. Garrett (Whitnee07garrett@gmail.com)

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## Follow ITE on Facebook

Please follow *Issues in Teacher Education* in Facebook at [www.facebook.com/issuesinteachereducation](http://www.facebook.com/issuesinteachereducation)

In addition, we will have an opening on the ITE Board beginning in the Fall of 2014. If you are interested, please send an e-mail to either of us.

—Suzanne SooHoo & Joel A. Colbert, Co-Editors of ITE  
soohoo@chapman.edu  
colbert@chapman.edu

## CCTE Dissertation Award

The California Council on Teacher Education again this year invites nominations for the annual CCTE Outstanding Dissertation Award which has been established to honor authors of outstanding doctoral dissertations in the field of teacher education written at CCTE member institutions. The deadline for submissions to be considered for the 2014 award is August 1, 2014. Following are specifics related to this award:

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

(2) A special sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award.

(3) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year (i.e., for an award at the Fall 2014 Conference, the degree will be awarded during the 2013-2014 academic year); (c) the dissertation must be nominated for the award by a faculty member at a CCTE member institution; (d) the author of the dissertation must be or must become a paid student member of CCTE; (e) the topic of the dissertation must be directly related to teacher education; and (f) the dissertation must be of such clear quality that it may be considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

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

[alan.jones@ccte.org](mailto:alan.jones@ccte.org)



## Special CCTE Programs, Opportunities

### **CCTE New Faculty Support Program**

The CCTE New Faculty Support Program is now in its third year of operation. To date we have seven participants for the 2013-2014 year, and additional applications will still be welcomed. Each participant receives a complimentary annual CCTE individual membership and complimentary conference registration and encouragement to participate and present at one of our conferences. Participants are also assigned a mentor from among the CCTE leadership, with the goal of assisting new faculty as they become involved in the teacher education field and in CCTE. For this program, anyone within the first five years of service as a teacher education faculty member at a CCTE member institution is eligible to apply. Further information about participation and the application process appears on the CCTE website.

### **CCTE Graduate Student Support Program**

The CCTE Graduate Student Support Program also continues to operate during the 2013-2014 year. Eight graduate students have applied and been accepted for support this year, and additional applications are welcomed at any time. Each program participant receives a complimentary CCTE student membership for the year and complimentary conference registration and encouragement to participate and present at one of our conferences. The program is geared to assist graduate students who are studying to be teacher educators and is open to students at any college or university in California. Again, relevant information is available on the CCTE website.

Support for graduate students participating in this program comes from the CCTE Graduate Student Fund, which was established three years ago following a generous contribution from Thomas Nelson at the University of the Pacific. The fund has been enhanced by contributions from several other CCTE members, including a similarly generous contribution from Joel Colbert at Chapman University. Continuation of the Graduate Student Support Program depends on further contributions to support the effort. All CCTE members are encouraged to make an annual contribution to sustain the program. Such contributions should be made payable to the California Council on Teacher Education, with a note that the contribution is intended for the Graduate Student Fund, and mailed to the attention of Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard OMB 275, San Francisco, CA 94118.

### **CCTE Annual Co-Sponsorship Program**

For the past four years CCTE has invited Annual Co-Sponsors to help support our semi-annual conferences and other ongoing CCTE activities. This program is open to all colleges and universities, educational organizations, philanthropic foundations, and companies and other enterprises that have an interest in teacher education. Annual Co-Sponsorships are available at four different levels, depending on the funds contributed, and all Co-Sponsors are listed on the semi-annual conference programs, in our quarterly newsletters, and on the CCTE website.

Invitations to participate as Annual Co-Sponsors are extended each year to all CCTE institutional members as well as to foundations and companies associated with the teacher education field. Further information as well as a form for signing up as an Annual Co-Sponsor are available the CCTE website.

For this current 2013-2014 sponsorship year, participating Co-Sponsors are the College of Educational Studies at Chapman University, Evaluation Systems Pearson, the School of Education at Loyola Marymount University, The Graduate School of Education and Psychology at Pepperdine University, and the University of California Riverside Extension.

### **Friends of CCTE Program**

The Friends of CCTE Program is an ongoing solicitation for contributions from CCTE members, delegates, and friends, over and above annual membership dues, to provide additional support for all CCTE activities. All members, delegates, and friends are encouraged to make an annual contribution of any amount. CCTE is a 501c3 non-profit organization, so contributions to CCTE are tax-deductible. Such contributions should be made payable to the California Council on Teacher Education, with a note that the contribution is intended for Friends of CCTE, and mailed to the attention of Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard OMB 275, San Francisco, CA 94118.

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### **Special Message to CCTE Graduate Students**

Greetings! We hope our message finds you in good spirits. As most of you already know, the 2014 AERA program schedule has already been released. If you are presenting this year in Philadelphia, please let us know when your session(s) are taking place. We endeavor to compile a list of CCTE graduate student caucus members' AERA sessions so we can continue to share ideas, provide each other with support, and extend our dialogue about our research interests and current work beyond the CCTE Spring Conference. Please e-mail us your AERA information by March 18 if you wish to be included on the list we are compiling. The information will be shared only among CCTE members. Thanks.

—Jomeline Balatayo & Karen Lafferty, Co-Chairs of CCTE Graduate Student Caucus