

# CCNews

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

**Volume 25, Number 4, Winter Issue, December 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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## Art in Action at CCTE Fall 2014 Conference



*The Mariachi Estrellas de Chula Vista, directed by Mark Fogelquist (at left), performed prior to the Thursday banquet at the CCTE Fall 2014 Conference. The band members then joined CCTE as our guests for dinner.*

—photo by Eric Engdahl



## Message from CCTE President Juan Flores

When I was elected to serve as president of the California Council on Teacher Education, one of my personal mandates was to identify the priorities of the membership and to focus the resources of our organization on those priorities. My primary vehicle for identifying such priorities was to conduct a survey of the membership, which was done last May. This is my third in a series of articles reporting on the results of that membership survey.

One of the most important questions in the survey was to ask the CCTE membership what they considered the three most pressing issues facing the field of teacher education which the membership wanted us to address. Using the data we received, I conducted a theme sort of the responses and identified the following four categories:

- Advocacy
- Improving Teacher Education
- Research
- Diversity in Education

The following is some commentary on each of those areas.

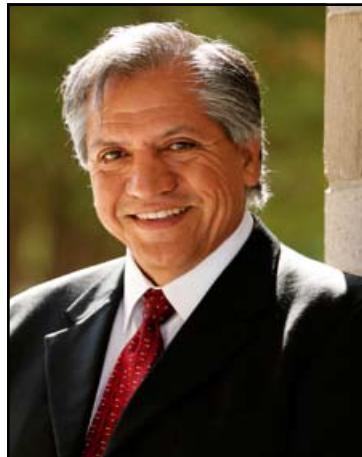
### **Advocacy**

The most significant cluster of responses in the survey was on the theme of Advocacy. It is evident to me that our membership wants CCTE to play a stronger role in advocating for teacher education. This finding in the survey is consistent with an earlier question in the survey, in which I asked the CCTE membership to identify what additional activities or services CCTE should provide to its membership. The most significant cluster of responses to this question is also on the theme of advocacy.

Within that cluster of responses related to our advocacy role is a strong desire that CCTE better inform the public about the importance of teacher education and of schools of education in preparing future teachers. The membership believes that we as an educational community need to more proactively educate the public on our important work in preparing tomorrow's teachers and of its value to society.

The other significant cluster of responses related to advocacy concerns the political apparatus, the California Legislature, and our role in presenting a united position on quality teacher education. The membership believes that CCTE should be more proactively involved on the political frontline in advocating for quality teacher education.

The survey findings also indicate that the membership



Juan Flores

wants CCTE to take a more active role in lobbying for stronger support for teacher education, to monitor legislative mandates and state policy trends regarding teacher preparation, and to present to California lawmakers information about quality teacher education programs.

We can, and should, play a stronger role in fighting for the rightful role of university teaching preparation programs and teacher educators by providing input on education reforms at both the state and national levels, especially those reforms having to do with teacher quality. When I stepped into the presidency of CCTE, I became more aware of California's role in influencing other states in teacher preparation, and of the high regard in which CCTE is held among other teacher education associations across the nation. We must continue to make use of the influence we have.

### **Improving Teacher Education**

The second most significant cluster of responses is related to the topic of Improving Teacher Education. Within the theme of Improving Teacher Education, the most significant cluster of responses relates to exploring new, creative teacher education program models that will encourage growth and sustainability, as well as supporting the growth of model clinical teacher education programs. The membership also has a great interest in the advances in media culture and technology and how we

we can advocate for the development of teacher education programs that incorporate best practices in online teaching and learning.

The survey responses reveal a great interest in advocating for teacher quality, both at entry and on completion of programs, thus raising the level of our standards and what teachers should know upon entering the teaching field. Part of this great interest relates to the recruitment of potential teachers with a strong sense of professional responsibility.

There is also a subset of the survey responses related to Improving Teacher Education that has to do with the role of STEM in teacher education and the need to focus better on areas such as technology and engineering at the K-12 levels.

Another subset of responses in the survey relates to the membership's great interest in the Common Core State Standards (CCSS) in English and Language Arts and in Math-

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## Message from CCTE President Juan Flores

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ematics, the Next Generation Science Standards (NGSS), the new English Language Development Standards (ELD), and the implications of all of these for teacher education.

### Research

Another cluster of findings from the survey relates to research on teacher education. This set of findings is in agreement with an earlier question in the survey, in which respondents identified the two journals sponsored by CCTE as one of the most important services of the organization.

The membership clearly wants CCTE to take an active role in studying state and national teacher education trends, to support writing and research on teacher education, and to emphasize the importance of preparing “teachers-as-researchers-and-leaders.”

### Diversity in Education

Another cluster of findings from the survey relates to the advocacy of CCTE on issues of diversity. The membership wants CCTE to actively advocate for diversity at various levels and arenas including: addressing the educational needs of at-risk and diverse populations; producing effective, culturally responsive educators; supporting a stronger and better integrated focus on teaching for equity and social justice; increasing the diversity of CCTE membership and leadership; and supporting the diversity of K-12 teachers and administrators.

One item of particular interest that arose in the survey is identifying models that support pre-service teachers who are from under-served population and who have not received the strongest academic preparation. One of our

realities is that students of color are often victims of a leaky educational pipeline that has produced disastrous dropout rates and mis-education. Many of these same students who survived this mis-education process and made it to the university themselves now suffer from high stakes assessments such as CSET, CBEST, RICA, and now TPA. When they enter the teaching profession, they are often assigned to the most difficult schools, or they themselves choose to teach in these schools because it is their home community. However they got there, the research has demonstrated that teachers of color suffer higher attrition rates than other teachers. The membership has identified this as an important area of advocacy for CCTE.

### Conclusion

In response to the information from this membership survey, the CCTE leadership has identified the above-described areas of concern and advocacy. At our CCTE Board of Directors retreat this past June, the leadership studied the results of the survey and initiated action plans to address the priorities identified by the membership.

We will continue to share information on all of these activities with the membership through the newsletter, through other communications, and at our semi-annual conferences. We also invite all members and delegates to become more involved with our CCTE committees and other activities through which we are addressing these priorities.

—Juan M. Flores  
CCTE President  
California State University, Stanislaus

## Invitation from the CCNews Co-Editors

We are excited to serve as the co-editors of *CC News*. We invite all CCTE delegates and members to submit reports, news items, announcements, brief articles, and any other material they wish to share with the CCTE membership.

—Jo Birdsell & Judy Mantle, Co-Editors of *CCNews*, National University

## CCNews Call for Articles and News

*CCNews* continues to evolve with the inclusion of sections that feature CCTE news, semi-annual conferences, organizational activities, reports from the field, and other brief articles. The goal continues to be to create a forum for CCTE members to share information and celebrate our successes.

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

[jbirdsell@nu.edu](mailto:jbirdsell@nu.edu) or [jmantle@nu.edu](mailto:jmantle@nu.edu)

The deadline for materials for the Spring 2015 issue is February 15.

# CCTE 70th Anniversary Appeal

In anticipation of the celebration of the 70th anniversary of the California Council on Teacher Education in 2015, CCTE is undertaking a fund-raising appeal aimed at assuring that the organization will have a strong fiscal structure in future years. The goal is to raise \$70,000 as CCTE celebrates its 70th year.

To kick off the fund drive, the following letter from CCTE President Juan Flores was shared with all CCTE members, delegates, and friends in November of this year:

Dear CCTE Members, Delegates, and Friends,

The California Council on Teacher Education, born in 1945 as the California Council on the Education of Teachers, will celebrate its 70th anniversary in 2015. Our Spring Conference in San Jose on March 19-21 will feature many of our past presidents and other significant leaders of the organization in a program aimed at celebrating our accomplishments to date and extending our vision into the future.

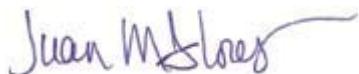
As a part of this 70th anniversary celebration, CCTE is undertaking a special fund-raising drive in order to assure that the organization has a solid financial future on which to build. Our goal is to raise \$70,000 in recognition of our 70th anniversary, and as part of that effort we are appealing to all CCTE members, delegates, and friends to make a contribution of \$70 (or more if you are able) between now and the end of 2014. Remember that CCTE is a 501c3 non-profit organization, so all contributions are tax deductible.

We are also offering an opportunity for donors to earmark their contributions towards specific CCTE activities, based on the priorities that emerged from the survey of CCTE members this May. Among the options are special fundings for our policy initiatives, increased support for technological enhancements, expanded support for staff, ongoing funding for the CCTE New Faculty Support Program, ongoing funding for the CCTE Graduate Student Support Program, and building up our CCTE reserve fund. If you wish to earmark your contribution towards any of these organizational goals, just indicate it on the accompanying donor form.

We also wish to make contributing as easy as possible. If you prefer to pay by credit card, you may do so through our CCTE paypal account by completing the donor form on the CCTE website ([www.ccte.org](http://www.ccte.org)) or you may send a check payable to the California Council on Teacher Education along with the accompanying form by regular mail.

Please join us in this celebration of 70 years of CCTE.

Thank you,



Juan M. Flores  
CCTE President

## How to Make a 70th Anniversary Donation to CCTE

You will find a link to the donor form in the first item under announcements in the upper right area of the homepage of the CCTE website ([www.ccte.org](http://www.ccte.org)). That form is a fillable PDF which you can complete on line, print out, and mail in with your gift check. Or if you prefer to pay by credit card, you will also find a link there to a Paypal donor form which you can complete and submit electronically.

All gifts to CCTE are tax deductible, since the organization is a recognized 501c3 non-profit entity. All gifts will be acknowledged by letter so that you have a record for tax purposes.

Please also note that contributors are able, if they wish, to earmark their gift funds for specific CCTE goals or activities such as special fundings for our policy initiatives, increased support for technological enhancements, expanded support for staff, ongoing funding for the CCTE New Faculty Support Program, ongoing funding for the CCTE Graduate Student Support Program, and building up our CCTE reserve fund.

It is hoped that all CCTE members, delegates, and friends will respond to this appeal. If they all do so, CCTE will be able to meet the goal of \$70,000 in celebration of the organization's 70th anniversary in 2015.

## Report from CCTE Policy Committee

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

The California Council on Teacher Education Policy Committee has been tracking the following bills during the 2014 session of the California Legislature:

- SB 1174 (Lara) would repeal Proposition 227. This bill would become effective only upon approval of the voters, and would require the Secretary of State to submit this measure to the voters for approval at the statewide election in 2016. Passed, signed by the Governor, and Chaptered.
- AB 2303 (Bloom) would establish the State Recognition and Awards Program in Linguistic Bilingualism to be administered by the State Department of Education to recognize school districts demonstrating excellence in providing and supporting multiple opportunities for pupils to attain high achievement and linguistic bilingualism in grades 1 to 12, inclusive, through bilingual programs. Held under submission in the Senate (died).
- AB 1444 (Weber) would make kindergarten attendance mandatory. Currently kindergarten is an optional grade and only 81% of eligible children are enrolled. Passed by both houses, vetoed by the Governor.
- SB 837 (Steinberg and several fellow senators) amended from expansion of pre-K to providing professional development stipends for teachers in transitional kindergarten and teachers in the California state preschool program. Held under submission in the Assembly (died).
- AB 215 (Buchanan) This bill adds a definition of “egregious misconduct” as a basis for dismissal and authorizes proceedings, based solely on charges of egregious misconduct, to be initiated via an alternative process. It makes changes in existing law to streamline the hearing process for other types of charges of misconduct, including: limiting the jurisdiction to the Office of Administrative Hearings, changing requirements for serving notice, establishing clear timelines for the commencement and conclusion of the hearing, placing specific limits on discovery and providing changes in the authority of the hearing officer to manage the hearing process. Passed, signed by the Governor, and Chaptered.
- AB 2560 (Bonilla) This bill would amend Education Code §44252 and mandate that the Commission on Teacher Credentialing, as part of its renewal procedures for holders of teaching or services

credentials, require an applicant who renews his or her credential online to read and attest, by electronic signature, a specified statement that the applicant understands the duties imposed by the Child Abuse and Neglect Reporting Act in California Penal Code §§11166-11174.3. Passed, signed by the Governor, and Chaptered.

*Anyone who wishes to follow any of these or other bills may do so at: <http://leginfo.legislature.ca.gov>.*

This is the end of a two-year bill cycle. Following the recent election, there will now be new members of the Legislature, new leadership, and a reshuffling of the legislative committees. Starting in January, legislators will be submitting new bills for consideration. These bills will be assigned to committees and start the next two year bill cycle.

### Other Policy Committee Activities

During the coming months, the CCTE policy Committee will be:

- Following and analyzing the 37 studies involved in the CCTE Quest for Teacher Education Research to identify potential policy implications.
- Determining if CCTE should make legislative proposals based on the research.
- Making new contacts on behalf of CCTE based on new committee membership assignments in the 2015 State Legislature.
- Analyzing, discussing, and monitoring bills introduced in 2015 related to teacher education.
- Proposing positions to the CCTE Board of Directors and CCTE membership on relevant bills.

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### Open Call for Nominations for Election to the CCTE Board of Directors

The CCTE Nominations and Election Committee, chaired by Past-President Cindy Grutzik, is putting together a slate of nominees to stand in the 2015 CCTE annual election for three at-large positions on the CCTE Board of Directors. We are inviting nominations from the membership, due by December 4, 2014. If you would like to self-nominate, or if you have the name of someone who has agreed to be nominated, please contact CCTE Executive Secretary Alan Jones at [alan.jones@ccete.org](mailto:alan.jones@ccete.org). He will forward all nominations to the Committee. Please note that the Committee will follow up with all nominees to provide additional information about Board membership, and to confirm their wish to be nominated and stand for election.

## Update from the Commission on Teacher Credentialing

### **Accreditation Task Groups Begin Focus on Strengthening and Streamlining the Commission's Standards and Accreditation Processes**

The CTC has begun an inclusive process to work with stakeholders to review and revise the accreditation process, including but not limited to revising preparation program standards and increasing the focus on candidate and program outcomes for educator preparation. To move this work forward, several Task Groups of approximately 8-10 members each were formed after an application process whereby almost 200 individuals submitted applications for one or more of the Task Groups. The Task Group work will begin in early December, with additional Task Group meetings planned for January and March 2015. The Task Groups and their Chairs are as follows:

- Preliminary Program Standards Task Group: Co-Chairs Sharon Russell, CalState TEACH, and Vicki Graf, Loyola Marymount University
- Induction Policies and Standards Task Group: Chair David Simmons, Ventura County Office of Education
- Performance Assessments Task Group: Co-Chairs Amy Reising, High Tech High, and Tine Sloan, UC Santa Barbara
- Accreditation Policies and Procedures Task Group: Co-Chairs Margo Pensavalle, University of Southern California, and Cheryl Forbes, UC San Diego
- Outcomes/Surveys Task Group: Chair Jon Snyder, Stanford University
- Public Accountability/Data Dashboards Task Group: Co-Chairs Kathleen Knutzen, CSU Bakersfield, and Caryle Olsen, Whittier Union High School District

Because the membership of the Task Groups is limited but the impact of their work is significant to the critical role of program standards in defining both the requirements that preparation programs must meet and the knowledge, skills, and abilities required of preliminary credential candidates, the Commission is offering an opportunity for wider input from the field. A public Stakeholder Input Session has been scheduled for Wednesday, January 14, 2015 at the Commission from 1:00-3:30 p.m. to ensure that all constituents have an opportunity to share insights to inform this work. The input session will focus on the Preliminary Teacher Preparation Program Standards and what should be addressed in these standards. Registration for the input session is available now at:

<https://www.surveymonkey.com/s/Jan14PublicInput>

Interested individuals may attend in person or via technology.

CCTE Leadership is also significantly involved in this work through having members on several of the Task Groups, including:

Sharon Russell, CCTE President Elect - Preliminary Standards Task Group

Cindy Grutzik, CCTE Past-President - Preliminary Standards Task Group

Jo Birdsell, ICCUCET President - Accreditation Policies and Procedures Task Group

Each of the three higher education segments has appointed an individual to serve on the Accreditation Advisory Panel (AAP). The AAP is a sounding board that will work with all six Task Groups to ensure that the recommendations across the groups are congruent. These representatives are:

University of California: Jody Priselac, UC Los Angeles

California State University: Beverly Young, Chancellor's Office

Association of Independent California Colleges and Universities: Christine Zeppos, Brandman University

The best way to stay informed about this work is to subscribe to the PSD E-News listserve: Send an email to:

[psd-news-subscribe@lists.ctc.ca.gov](mailto:psd-news-subscribe@lists.ctc.ca.gov)

and watch for the Commission's agenda published ten days prior to each scheduled Commission meeting.

### **Seeking Applications for the Committee on Accreditation**

Applications are now being accepted from individuals interested in serving on the Committee on Accreditation (COA). The Commission is seeking two K-12 practitioners and one IHE member to serve four year terms beginning in July 2015. The COA is charged with making accreditation decisions for educator preparation in California. In addition, the Commission has looked to COA to provide input and advice on a variety of matters related to educator preparation. All applications will be reviewed by a nominating panel who will recommend individuals to be interviewed by the Commission at the April 2015 Commission meeting. Information on how to apply to serve on the COA is available at:

<http://www.ctc.ca.gov/educator-prep/coa-about.html>

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

**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

## From the Desk of the CCTE Executive Secretary

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

### Membership

CCTE's 2014-2015 membership year is well now underway, with 60 institutional and 50 individual memberships already received and perhaps 20 more of each still expected. Reminders will be sent in the near future to those who have not yet renewed from last year. The CCTE Membership Committee is always on the lookout for prospective new members, so if you have any suggestions please let either of the co-chairs know: contact Deborah Hamm at deborah.hamm@csulb.edu or Shannon Stanton at sstanton@whittier.edu

### CCTE Conferences

A preview of the Spring 2015 Conference, which will be a celebration of the 70th anniversary of CCTE, appears in this newsletter. While we will celebrate our history through the participation of CCTE past presidents and exploration of our accomplishments over seven decades, the real focus of the Spring Conference will be on honing our vision and our goals for the future. Be sure to join us in San Jose for this special event.

The Fall 2014 Conference in San Diego was a rousing success, focusing on the theme "Transforming Teacher Education through the Arts." Be sure to check out the retrospective and photos in this newsletter.

### Quest for Teacher Education Research Underway

As reported in the Fall 2014 issue of *CCNews*, the goal of the CCTE Quest for Teacher Education Research is to encourage and support research on teacher education in our state in order to increase the knowledge base and better inform teacher education practice and policy. The Quest this year, which currently involves 37 different research studies, is supported by a State Chapter Grant from the American Association of Colleges of Teacher Education.

We anticipate that the 37 studies will continue during the winter months. On the Saturday of the Spring 2015 Conference we will hold a day-long symposium at which each of the projects will give an initial report, followed by dialogue among and between the researchers and the audience, and concluding with a focused discussion to evaluate the practice and policy implications of the research findings. Brief reports on each project will appear in the Summer 2015 issue of *CCNews* and we will also work with all of the researchers to help identify publishing opportunities for their findings.

A full listing of the 37 projects, the participating

researchers, and the CCTE mentors appeared on pages 20 through 23 of the Fall 2014 issue of *CCNews*.

### CCTE New Faculty Program

The CCTE New Faculty Support Program is enjoying its fourth year during 2014-2015. An invitation and application form were e-mailed in June to all members and delegates encouraging eligible faculty to apply for participation in the program, and similar information appears on the CCTE website. We currently have eleven participants in the program for this year, and the program remains open to anyone in the first five years of service as a teacher educator at any of our member institutions. The benefits of the program include complimentary CCTE membership and conference registration and mentorship from an experienced CCTE leader.

### CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is now in its fifth year during 2014-2015. An invitation and application form were e-mailed in June to all members and delegates encouraging interested students to apply for participation in the program, and similar information appears on the CCTE website. We currently have ten graduate students participating during this 2014-2015 year, and the program remains open to other graduate students at any of our member institutions. The benefits include complimentary CCTE membership and conference registration, an opportunity to submit a proposal for one of our conference programs, and participation in the CCTE Graduate Student Caucus.

### ITE Editor Candidates Being Reviewed

Following the October 1 deadline for applications or nominations of candidates for the editor (or co-editors) of *Issues in Teacher Education*, the Search Committee is now reviewing and interviewing applicants with the goal of making a recommendation to the CCTE Board of Directors in January. Once appointed by the Board the new editor(s) will work with current editor Suzanne SooHoo during the Spring and then take over officially on July 1 for a three-year term.

### Nominees Sought for CCTE Board

Please take note of the item on page 5 in this issue of *CCNews* about procedures for identifying nominees for election to the CCTE Board of Directors. Three new Board members will be elected in the Spring of 2015 for three-year terms.

—Alan H. Jones, CCTE Executive Secretary,  
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**Volume 25, Number 3, Fall Issue, September 2014, Section 2**

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

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

## Preview of CCTE Spring 2015 Conference

### **"CCTE at 70: Exploring and Celebrating Our CCET/CCTE History in Order to Inform, Strengthen, and Embolden Our Future"**

The California Council on Teacher Education (CCTE) came into being in 1945 as the California Council on the Education of Teachers (CCET) and thus will celebrate its 70th anniversary in 2015. The Spring 2015 Conference, to be held March 19-21 at the Sainte Claire Hotel in San Jose, will be devoted to commemorating those 70 years, chronicling accomplishments of CCET/CCTE over that span, and envisioning the organization's future.

The keynote speaker for the Spring 2015 Conference will be Gary Fenstermacher, who with this appearance will hold the distinction of keynoting five CCET/CCTE conferences over a span of five decades. The Conference program will also feature a significant list of past and current presidents of CCET/CCTE. Those expected to attend and participate on the program include (with the years they served as president following each name): Douglas L. Minnis of the University of California, Davis (1976-1978), Dennis S. Tierney of Saint Barnabas Episcopal Church, Bainbridge Island, Washington (1986-1988), David R. Wampler of the University of California, Davis (1988-1990), Gerald J. Brunetti of St. Mary's College of California (1992-1994), Grace E. Grant of Saint Barnabas Episcopal Church, Bainbridge Island, Washington (1994-1996), Carol A. Bartell of California Lutheran University (1998-2000), David Georgi of California State University, Bakersfield (2000-2002), Andrea Maxie of California State University, Los Angeles (2002-2004), Vicki K. LaBoskey of Mills College (2004-2006), Reyes L. Quezada of the University of San Diego (2006-2008), James S. Cantor of California State University, Dominguez Hills (2008-2010), Magaly Lavadenz of Loyola Marymount University (2010-2012), Cynthia Grutzik of California State University, Long Beach (2012-2014), and Juan Flores of California State University, Stanislaus (2014-current). The past and current presidents will take part in a series of panel discussions intended to examine the history of the organization, identify challenges and accomplishments that have marked that history, and explore future directions for CCTE.

In conjunction with the Spring 2015 Conference, the Spring 2015 issue of *Issues in Teacher Education* will feature

a series of retrospective articles about CCET/CCTE by that same list of past and current presidents of the organization. That issue of the journal is expected to be distributed to the membership a few weeks prior to the Spring Conference, and all Conference attendees will be encouraged to read up on the past, present, and future of CCET/CCTE.

The Spring 2015 Conference will also feature the usual meetings of associated organizations (California Association of Professors of Bilingual Education, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, and CCTE Graduate Student Caucus), meetings of all CCTE Special Interest Groups, two policy sessions, concurrent research and practice presentations, the poster session, and a Thursday banquet and Friday awards luncheon.

The Saturday institute at the Spring 2015 Conference will be an all-day event featuring reports from the 37 research studies that comprise the CCTE Quest for Teacher Education Research with a focus on identifying key findings from these studies and the potential for influencing ongoing teacher education policy and practice. All Spring Conference attendees are encouraged to stay and participate in these Saturday discussions.

The Planning Committee for the Spring 2015 Conference is being chaired by CCTE Executive Secretary Alan H. Jones and also includes Jerry Brunetti from St. Mary's College, Eric Engdahl of California State University, East Bay, Juan Flores of California State University, Stanislaus, Deborah Hamm from California State University, Long Beach, Laurie Hansen of the University of California, Irvine, Thomas Nelson from the University of the Pacific, Sharon Russell of CalStateTEACH, Suzanne SooHoo of Chapman University, and Mona Thompson from California State University, Channel Islands. Other CCTE members or delegates interested in assisting with the planning and implementation of the Spring 2015 Conference are welcome.

A formal announcement of the Spring Conference, along with the registration form, will be e-mailed to all members and delegates in early January.

## Retrospective of CCTE Fall 2014 Conference

### ***“Transforming Teacher Education through the Arts”***

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

The goal of the Fall 2014 Conference of the California Council on Teacher Education, held October 23-25 at the Kona Kai Resort in San Diego, was to enable all participants to explore the power and possibilities of arts integration—an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process that connects an art form and another subject area and meets evolving objectives in both. By actively participating in the conference activities, participants developed understandings of how learners deepen their knowledge of both the arts and other content areas by engaging in the visual and performing arts and creating artistic products. Before the conference even began we posted on the conference webpage a list of articles, references, and resources. We also offered two pre-conference activities. The first was an online survey where we found out our members' beliefs and experiences with arts integration. Many stated that they wanted to learn how integrating the arts could contribute to positive implementation of the Common Core Standards—and that's just what we intended to do in this conference!

On Wednesday, October 22, Collaborations: Teachers and Artists (CoTA) hosted an exciting pre-conference opportunity for CCTE Fall 2014 Conference attendees to visit the CoTA offices and Explorer Charter School in San Diego as an extension of the “Transforming Teacher Education through the Arts” theme of the Conference. Participants met at the CoTA office for an overview of the arts integration professional development design of three “Beacon Schools,” including the methodology and research



*Jim Cantor (left) joined keynote speaker Merryl Goldberg (right) to incorporate music into Merryl's presentation as part of the kick-off of the CCTE Fall 2014 Conference..*

—photos by Eric Engdahl

agenda. Following the orientation, the group walked next door to visit Explorer Charter, one of the Beacon School sites that is affiliated with High Tech High. After classroom visits there was a break for lunch and then a re-grouping for a discussion with teachers engaged in Beacon Schools' research on creativity through participant inquiry.

Our conference was organized around the following inquiry questions:

1. In what ways does integrating the arts into learning experiences across the curriculum enhance teaching and learning?
2. What do we mean when we say learning both in and through the arts leads to better understandings of

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*Paul Ammon (standing to right) moderates conversation during Saturday institute at Fall 2014 CCTE Conference.*

—Photo by Jim Cantor

## Retrospective of CCTE Fall 2014 Conference

### ***“Transforming Teacher Education through the Arts”***

(continued from previous page)

subject matter, increased abilities to think critically and creatively, and enhanced development of personal and social qualities, such as persistence in meeting challenges and empathy in relation to others?

3. In what ways does teaching in and through the arts provide increased and equal access to quality education for all learners?
4. What will be required if we are to transform teaching and learning in ways that make arts integration an important part of our work?

The purpose of the conference was:

1. Enabling all participants to interact and to explore the power and possibilities of arts integration.
2. Showing teacher educators where they can get help.
3. Helping arts educators, leaders in education, funders, and policy makers learn how they can support the needs of teacher educators.

On Thursday, after the usual morning affiliate group meetings and Special Interest Groups, Eric Engdahl from CSU, East Bay opened the conference with a screening of a short video from the Marin Community Foundation establishing the power of the arts in changing students' lives. This was followed by our keynote address, "Arts Ain't Fluff: Releasing the Imagination and Awakening the Core," by Merryl Goldberg, from CSU San Marcos. This wasn't just a keynote address. Accompanied by Jim Cantor on guitar, Merryl grabbed her clarinet and offered a rousing Klezmer tune, roughly translated as the "angry in-laws wedding dance." Seeing folks at Cal Council holding hands and snake dancing through the ballroom gave a true indication that this would not be a normal, sit-and-listen conference.



Keynote speaker Merryl Goldberg addresses the opening session of the CCTE Fall 2014 Conference.

—Photo by Jim Cantor



CCTE President Juan Flores calls the Fall 2014 Conference to order.

—Photo by Jim Cantor

We were honored that Merryl agreed to be actively involved throughout the full two-and-a-half days of the conference. Building on our commitment for active engagement for all participants, Maureen Lorimer of California Lutheran University led us all in making and illustrating our own arts sketch journals, which we used to document our thoughts throughout the conference.

Most of the first set of Concurrent Research and Practice Sessions were aligned with the conference theme. There were so many wonderful choices; it was a shame that we could each only attend one. Our Thursday Policy Session consisted of a report from our CCTE Policy Committee, followed by a presentation from a Commission on Teacher Credentialing

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Samples of journals created by attendees at the CCTE Fall 2014 Conference.

—Photo by Maureen Lorimer

## Retrospective of CCTE Fall 2014 Conference

### ***"Transforming Teacher Education through the Arts"***

(continued from previous page)

team. It was a two-way dialogue and the commission staff heard clearly that there is a strong desire from teacher educators that the new state standards incorporate language that supports visual and performing arts in teaching and learning.

The Thursday Banquet featured a performance by Mariachi Estrellas de Chula Vista, a student and alumni mariachi band under the direction of Mark Fogelquist. After the performance CCTE hosted the students and they joined us for dinner and conversation at the banquet tables. During dinner students discussed with us how participating in the arts has impacted, and continues to impact, their lives.

Later Thursday evening, a group of hardy music lovers met in the Coronado Room for a Songfest led by Jim Cantor, Ron Solorzano of Occidental College, and Jose Lalas of the University of Redlands, with instrumental assistance by Jessica Baron from Guitars in the Classroom and Betsy Keithcart of the University of Pacific. Jim started out with several fun songs he used during his years as an elementary school teacher. Then the group stretched out with folk and rock favorites we grew up with. To facilitate the sing-along, Juan Flores connected an iPad to a projector, and flashed the lyrics to the songs.

On Friday morning Maureen Lorimer and Marva Cappello of San Diego State University organized a World Café: "What Can Teacher Education Learn from Community Arts Programs?" Leaders of arts and education organizations, schools, and arts policy-makers gave us all a brief overview of their work, and during the rest of the morning participants moved from table-to-table interacting with these leaders in the arts.

The Conference Awards Luncheon on Friday featured the presentation of the CCTE Outstanding Dissertation Award to Charlene Starks who this past year completed her dissertation at University of the Pacific.



CCTE Fall 2014 Conference participants create their own art during Saturday morning institute.  
—Photo by Jim Cantor



Jim Cantor and Barbara Glaeser experiment with skin tone painting during poster session at CCTE Fall 2014 Conference.

—Photo by Laurie Hansen

The afternoon began with another panel of leaders of arts organizations which Eric Engdahl organized for

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Fall 2014 Conference participants examine ideas that have been charted following one of the sessions.  
—Photo by Jim Cantor

## Retrospective of CCTE Fall 2014 Conference

### ***“Transforming Teacher Education through the Arts”***

(continued from previous page)

the Second Policy Session. The topic was, “Action Plans for Arts in the Education of Teachers.” This was followed by the second set of Concurrent Research and Practice Sessions, second set of Special Interest Groups, and finally, the Research and Practice Poster Session with 18 poster presentations, networking, wine, and cheese. Again, many of the concurrent session and poster presentations explored the possibilities of arts integration.

Saturday offered two wonderful half-day Institutes: (1) “Integrating the Common Core State Standards and the Arts;” and (2) “Educating Teachers to Inspire Moral Development Through the Arts.” Many thanks to Eric Engdahl, Marianne D’Emidio Caston of Antioch University, Santa Barbara, and Paul Ammon for gathering their teams of experts and putting on these outstanding institutes. And of course our deepest appreciation to our active and engaged conference planning committee: Marva Cappello, Marianne D’Emidio-Caston, Eric Engdahl, Juan Flores, Merryl Goldberg, Laurie Hansen, Alan Jones, Virginia Kennedy, Maureen Lorimer, Lettie Ramirez, Sharon Russell, Shannon Stanton, and Mona Thompson.



Fall 2014 Conference attendees relax between sessions.

—Photo by Julie Cantor

As we look ahead to the Spring 2015 Conference, when we will celebrate the 70th Anniversary of CCTE, we take great pride in how connected our conferences are to our core beliefs, our framework, and our commitment to social justice in teaching and learning.

*A brief synthesis of common themes derived from the collected action plans during the Fall Conference:*

#### KEY POINTS

- ◆ need to integrate the arts into teacher education, common core instruction, and all content areas
- ◆ resources are available to support teacher educators and teacher candidates
- ◆ need to build collaboration and capacity
- ◆ the arts should serve a purpose, and be used authentically and deeply

#### ADVOCACY GOALS

- ◆ draw upon teacher educators who already integrate the arts to recruit and support other teacher educators (networking, demonstration, co-teaching, resource sharing)
- ◆ connect and form partnerships with community organizations
- ◆ communicate with policy stakeholders (CCTC, university administration, k12 administration, school boards)

#### TEACHING GOALS

- ◆ practice
- ◆ analyze existing curriculum and syllabi to determine where/how to include arts integration
- ◆ use images to ignite critical thinking and reflection
- ◆ continue to promote opportunities for candidates to demonstrate knowledge through the arts
- ◆ seek grant funding

—synthesized by Maureen Lorimer



Background setting for CCTE Fall 2014 Conference at the Kona Kai Resort and Marina in San Diego.

—Photo by Jim Cantor

## News from ICCUCET

**By Jo Birdsell**  
*ICCUCET President  
 National University*

### Welcome to New Board Members and a Board Member in a New Position

At the October meeting, members voted in two new Independent California Colleges and Universities Council on the Education of Teachers (ICCUCET) Board Members. We welcome, Dr. Jill Hamilton-Bunch (Point Loma Nazarene University-Bakersfield) and Dr. Krista Venecia (Fresno Pacific University) to the board. We look forward to working with them and having their voices represent members throughout the state. Also, the membership elected Dr. Anita Flemington as the new secretary. We are delighted that Anita took on this bigger role. Thanks to each of you for your willingness to serve our organization.

### Thank You to Dr. Hodges and Dr. Hoff

No mention of service to our organization could leave out the leadership and service of Dr. Caryl Hodges (Notre Dame de Namur University) and Dr. Linda Hoff (Fresno Pacific University). Caryl has left the secretary position and Linda a member at large position. Each of them has served in several board positions including president. Their help with keeping the Board knowledgeable about our history and procedures while helping us look toward the future has been invaluable. Thanks to each of you for your leadership, service and mentorship.

### Other Fall Meeting News

In other news from the Fall 2014 meeting, we had a video visit from the Association of Independent California Colleges and Universities (AICCU) representative to the Commission on Teacher Credentialing (CTC), Dr. Shane Martin. Although the picture was small, his news to us was big in that we all need to be watchful of policy development from the Commission and make sure that we are represented, not just in watching meetings on the internet, but in being present and building relationships so that when we apply for positions on work groups or committees, we are known.

Cheryl Hickey brought updates from CTC on a variety of topics. These included:

- ◆ update on negotiations with CAEP/NCATE
- ◆ progress of convening work groups and timelines for their work
- ◆ information on the panel for Early Childhood and timeline for that
- ◆ additional information about the new TPEs for Special Ed

- ◆ news on the edTPA option
- ◆ and more

In addition, the ICCUCET President Elect, Christine Zeppos, dean at Brandman University, spoke of her work in other inter-segmental work.

### How ICCUCET Represents Us

Another part of the Fall meeting dealt with actions that were taken on behalf of ICCUCET by the current Board in reaction to a CTC agenda item regarding a proposal from the California State University representative to CTC about honoring excellence in accreditation with a way for programs to earn stars. ICCUCET was concerned because there was not much representation of our sector in thinking about this possibility. In addition, the timing seems inappropriate given that there are work groups working on the accreditation process and activities. A letter was sent to the Commissioners on behalf of ICCUCET to express our concerns. The Commissioners were receptive to our concerns. We should hear more about who will be serving on Dr. Beverly Young's advisory group for this project.

### Would You Like to Serve?

There are many ways you can serve ICCUCET. One of the ways is to run for a Board position. We will have one position open in the Spring. If you are interested in serving, please let me know via e-mail at [jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

Another way is to help connect with others who represent independent California colleges and universities. If you are serving on a CTC work group or panel or are on the Committee on Accreditation and you are willing to help us connect one with another and represent the spectrum of institutions we are, please send your name, e-mail and the position in which you are serving to me. I am working on an ICCUCET web page which will be linked off the CCTE web-page. One other feature will be a directory of those who are ICCUCET members and where they are serving in statewide positions. Members can then make contact to share perspectives that we, as individuals, might not know.

### Spring Conference

The Spring CCTE conference will be a celebration of 70 years of the organization. We will parallel that celebration with our own remembrance of how far we have come as ICCUCET. We will honor those who have given service to the organization and take a look at some of the issues we have worked through in order to prepare highly qualified teachers. Finally, we will build upon what we have learned about our work together to look toward the future for the next areas of our work together. We look forward to seeing you on March 19, 2015, in San Jose.

## News from CAPSE/TED and the Special Education SIG

By Judy Mantle  
CAPSE/TED President  
National University

As is typical, the California Association for Professors of Special Education and Council on Exceptional Children (CAPSE/TED) and the CCTE Special Education Special Interest Group (SIG) meetings that were held in tandem with the Fall CCTE Conference on October 23 at the Kona Kai Resort in San Diego were rich in information. Many key topics impacting the field of Special Education were presented at the meetings.

Teri Clark, Director of the Division of Professional Services at the California Commission on Teacher Credentialing (CTC), provided her perspectives on the proceedings of the Statewide Task Force on Special Education. She indicated that the outcomes of the Task Force will require involvement of several government agencies as well as budgetary support. CAPSE/TED feedback and support is also critical. Teri also announced that Sara Solari is currently the new CTC Consultant for Special Education. Teri also facilitated a conversation about Teacher Performance Expectations (TPEs) for Special Education. It was also reported that a draft partnership protocol with the newly merged Council on Educator Preparation (CAEP) will soon be available for review.

Drs. Rande Webster and Vicki Graf also provided their perspectives on the proceedings of the Statewide Special Education Task Force. They indicated that work is underway

to support the needs of both higher education (rigor, CTC standards, and requirements) and those of P-12 relative to the acute teacher shortage in Special Education. Reportedly, there is an overarching theme that has emerged from the work of this group: There is one comprehensive system that serves ALL children rather than Special Education vs. General Education. The outcomes of these deliberations should be of high interest to all educator preparation personnel in California since the policies that evolve will likely have impact on CTC program standards, and subsequently, on program practices.

The Educator Preparation Subcommittee of the Task Force is currently looking at teacher preparation as a tree with a common trunk of foundational coursework, with branches to denote specialty credentials. Ongoing professional development is also a focus for this work. The need to develop and profile innovative teacher preparation programs that reflect these practices was emphasized. To assist in this, select exemplary California practices and programs already in existence will be profiled at future CAPSE/TED meetings.

CCTE Board Members Deborah Hamm and Keith Howard made an appeal to all at the CAPSE/TED meeting to consider becoming more involved with CCTE. Upcoming events include cedlebration of CCTE's 70th Anniversary at the Spring 2015 Conference in San Jose. The Fall 2015 meeting conference theme will be focused on social justice, with Dr. Sonia Nieto as the keynote speaker. We hope to see you there!



Maureen Lorimer (left) and Marva Cappello coordinated the "World Cafe" on Friday morning of the CCTE Fall 2014 Conference.

—Photo by Jim Cantor

**Volume 25, Number 4, Winter Issue, December 2014, Section 3**

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

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

## **CCTE Outstanding Dissertation Award Presented to Charlane Starks**

At the Friday luncheon during the California Council on Teacher Education Fall 2014 Conference the CCTE Outstanding Dissertation Award was presented to Charlane Starks of the University of the Pacific for her dissertation entitled "Perceptions and Understandings of Educators Working in an MLK Street Community School in the Central Valley of California" which she completed at

the University of the Pacific this past spring. The award was presented by Jose Lalas, chair of the CCTE Awards Committee. Also participating in the presentation was Thomas Nelson who served as Charlane's dissertation committee chair at the University of the Pacific.

See Charlane's article about the study on the next three pages of this issue of *CCNews*.



*CCTE Outstanding Dissertation Awardee Charlane Starks (center) with (left to right): CCTE President Juan Flores; Thomas Nelson, who served as Charlane's dissertation committee chair at the University of the Pacific; Jose Lalas, chair of the CCTE Awards Committee; and Sam Starks, Charlane's husband.*

—Photo by Jim Cantor

## Teaching in Schools Located on MLK Streets: Connecting Teacher Identity and Practice to Dr. Martin Luther King, Jr.'s Civil Rights Legacy

By Charlane Starks  
*University of the Pacific*

### Introduction

Any significant remembrances and discussions about Dr. Martin Luther King, Jr.'s contribution to civil rights and social justice usually occur once every third Monday in January or the National King Day Holiday. On that day, discussions tinge on how far our society has come or have far we still have to go until we achieve "King's dream." For example, the country has its first African-American President of the United States as evidence of how far we have come. Conversely, others would allude to Trayvon Martin, Ferguson, the repealing of the Civil Rights Act, and voter suppression activities as evidence to how far we have yet to go. Even more, with the *Brown v. Board of Education* decision and educational equity being at the heart of the early civil rights movement, teachers who teach in community schools located on a Dr. Martin Luther King, Jr Street (MLK Street) seldom reflect on how their work as teachers intersects with Dr. King's legacy of civil rights and social justice.

As such, my dissertation study casts light on the work of teachers who are teaching on streets named for Dr. King, and how they connected their identity and related experiential knowledge of Dr. King to their teaching practice and surrounding school community. The study promoted teacher self-reflection on perceptions of working in schools in urban neighborhoods or those schools in close proximity to an MLK Street. It contextualized school location, specifically learning the history and purpose of an MLK Street. It suggested why teachers should consider community in terms of social, political, and economic layers. As a result of this study, I discovered that teacher perception and understanding of the school community is as important as the development of instructional practice (Starks, 2014).

### Background

Early in ministry, Reverend Dr. Martin Luther King, Jr., demonstrated his leadership and passion for social justice by agreeing to lead the Montgomery Improvement Association. While Dr. King was not the first person dually committed to his ministry and civil rights, his reputation as a scholar and dynamic orator uniquely positioned him to be the right person for the right movement. He challenged the status quo to consider rampant norms of inequality and injustices experienced in housing, jobs and wages, and education. His determined leadership eventually led to Civil Rights laws that transformed America and the world, not to mention the hundreds of honors and awards he received, including the 1964 Nobel Prize for Peace. While his call to action spurred

many to form other social justice-oriented organizations and to organize voter registration drives, he attracted resistance to civil rights, as well. In 1968, Dr. King fell to an assassin's bullet on the balcony of the Lorraine Motel in Memphis, Tennessee, where he had gone to help protest wage discrimination and working conditions for that city's garbage workers. Fifteen years after his death, Dr. King received another honor so fitting for those whose life and work helped to forge America forward as a nation. Every third Monday in January in America is Dr. Martin Luther King Day, and teachers across the nation find ways to educate their students about Dr. King and his civil rights legacy.

Shortly after Dr. King's assassination, American cities began honoring him by naming or renaming streets after him (Alderman, 2008). Ironically, many areas with a street named after Martin Luther King Jr. tend to be in economic and social distress. Moreover, researchers suggest that streets named to honor a person begin to be less associated with that person, and more come to identify with the location (Rose-Redwood, Alderman, & Azaryaho, 2010). In other words, the streets named in honor of Dr. King now answer the question of "where" rather than "who" (Rose-Redwood, et al, 2010).

The research on urban education is extensive and necessary. It includes resourcing urban schools, student academic achievement, social apathy, teacher attrition rates, and many other complexities of urban life. However, examining these issues in the context of a street named for a historical figure has received little attention. Moreover, while research has examined streets named for well-known people such as Dr. King, little attention has been given to how educators interpret their work, school, or the surrounding MLK Street community. Therefore, the aim of this study was to describe teachers' interpretations of the work, school, and community surrounding their school located on an MLK Street. It included reflections on identity, prior knowledge of Dr. King's civil rights legacy, and connections to teaching practices.

### Methods

This case study utilized two frameworks—teacher identity and social constructivism—to describe teachers' perceptions of working in a school located on an MLK Street. First, teacher identity framed six teachers' social, academic, and experiential background and how they considered their identity in relationship in their teaching position. During this study, I had the opportunity to reflect on my particular experience of growing up and attending urban schools. Whether exploring the area either by walking or driving, it became even more interesting to examine how teachers made sense of their classroom and the community. In this way, social constructiv-

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## Teaching in Schools Located on MLK Streets: Connecting Teacher Identity and Practice to Dr. Martin Luther King, Jr.'s Civil Rights Legacy

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ism framed the community and school settings and how teachers made sense of MLK Streets.

### **Findings<sup>1</sup>**

Five themes emerged based on what teachers had perceived of their work, school, and surrounding MLK Street community. The issues included urban teacher identity formation, teaching beyond academics, making connections, understanding community layers, and constructing knowledge of an MLK Street.

#### ***Urban Teacher Identity Formation***

Teachers in this study recognized and used their socially constructed roles as educators in this MLK Street urban school. Their socio-historical experiences shaped their identities as teachers and determined their professional commitment to the neighborhood. While each teacher had a range of lived experiences, they recognized and accepted their roles and social status, and that furthered their ability to teach children who live in difficult social circumstances, including poverty.

Urban educators tend to take on categorical identities such as urban teacher, social justice advocate, and community worker, but may not realize their identity as shaped by personal experience. Urban teacher identity includes how one embraces cultural differences, racial perceptions, and previously lived experiences with race within one's family structure. The teachers in this study reside in communities outside of school locality, but they all embraced advocating social justice and education equity within the MLK Street community. Accordingly, these urban teachers' identity signal a dual teacher identity that is both specific and non-specific to the MLK Street community. And so, teacher educators can cultivate evolving urban teacher identity by helping teachers negotiate between non-specific MLK Street identity, particular to lived experiences away from the MLK Street, as well as their distinct MLK Street teacher identity. Additionally, teacher development coursework is necessary to provide spaces for continued reflections about roles and responsibilities that exist within the school and area. Teacher development coursework on pedagogical influences and social behavior within school structures might promote meaningful social awareness of neighborhood issues. Then, teachers, whether first-year or veteran, may perhaps decide to adjust instructional practices based on the needs of the community rather than policy-prescribed standards.

#### ***Teaching Beyond Academics***

Teachers found ways to approach social issues on cam-

pus and in the community. Classroom curriculum based on social programs such as *Restorative Justice and Social and Emotional Learning* did not, *per se*, include a noticeable amount of civil rights and social justice. However, these types of curriculum programs built upon relevant social instruction to assist students grappling with social issues. These kinds of campus-wide discussions enabled staff members in advancing the school's mission and encouraged a shared responsiveness to students and the community.

School staff read and discussed books related to poverty and character. The staff participation illustrated that an all-inclusive staff cared about the students, families, and community. Teachers in this study expressed that they could not do their jobs on campus and in this MLK Street school community without each other. Without a collaborative team working on campus with shared instructional ideas and a common set of instructional and student behavioral experiences (struggles and successes), teachers may feel isolated. This isolation could result in teacher frustration, low morale, and higher attrition rates from the school or profession. School staff working together seemed simplistic, yet it is powerfully significant.

#### ***Making Connections***

A significant part of building relationships was a commitment to making home visits. The Western Elementary School staff had made close to 900 home visits, thus making connections within and beyond the school environment. One teacher stated, "By going on home visits, you get to see where children are coming from and it helps to make parents not feel judged by us." Urban schools need supportive, effective teachers who have the necessary tools and strategies to work for and with the community while building relationships with the parents of the students attending the school. Even in high-crime, poverty-stricken environments, fostering parent/guardian relationships within the school environment takes time; however, with the right models to draw upon, teachers may gain insight into more relevant instructional practice.

Next, awareness of the historic community connection could de-construct previous perceptions of an MLK Street. It was not entirely necessary to discern why the street was renamed to honor Dr. King's life and legacy. However, teachers' contextual knowledge and a willingness to learn about their students' cultural backgrounds will illuminate the political, economic, and social aspects of the area, earning trust and access to available community resources. When teachers connect civil rights and social justice to education, it supports across the racial spectrum a stronger sense of cultural and civic pride. African Americans were not the sole beneficiaries of civil rights, social justice, and equality. So it high-

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## Teaching in Schools Located on MLK Streets: Connecting Teacher Identity and Practice to Dr. Martin Luther King, Jr.'s Civil Rights Legacy

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lights a central component to showcase diverse schools like Western Elementary with African American, Latino, Asian, and other ethnic American groups. Diversity, being a legacy of Dr. King and the civil rights movement, is an asset. When teachers understand the historical connection, it contributes to the process of changing the perceptions of an MLK Street from despair to one rooted in hope and pride.

### ***Understanding Community Layers***

The MLK Street school community has many social stratum that are too numerous to mention here. But two-dimensional interpretations of the area as crime-ridden with low-expectations may result in a lack of particular ways to educate children in the neighborhood. Nonetheless, each layer of reality in the MLK Street examined separately supports multi-layered attention to daily social issues facing students and families. Layers of the community include (1) social knowledge and perception of the community, (2) cultural-historical knowledge, and (3) community services and options. Community layer awareness reduces the amount of pressure placed upon teachers to interact wholly and understand the neighborhood and its residents, but rather consider them as parts that make the whole. It is like learning about a forest without understanding the relationship between the water, trees, animals, and other living beings in the forest. Each layer of the forest has a separate way of being understood while simultaneously contributing to the existence of the other.

### ***Constructing Knowledge of MLK Streets***

Impressions of an MLK Street community based on Dr. King's work in the civil rights movement provides for a meaningful connection between civil rights and teaching practice. A three-part grasp suggests (1) understanding of the relevance of the place, (2) learned awareness of Dr. King, and (3) prior knowledge of MLK Street connected to current experiences. For example, the purpose of Dr. King's involvement in voter and civil rights and the Poor People's Campaign historically connects his legacy to the neighborhood. One teacher suggested that the factual data about Dr. King is important, but she also questioned whether it advanced his legacy. That was an interesting notion. Discussions of the factual data about Dr. King are essential and relevant to American history, just as character, grit, and self-control are ways to apply his legacy in a meaningful application in an MLK Street school.

### ***Implications***

This study suggests teachers have an indirect sense for connecting work, the school, and the MLK Street community

to the purpose of re-naming the street to honor Dr. Martin Luther King, Jr. Teachers in this study signified an awareness of their MLK Street school community through actions and empathy for the neighborhood. That said, teacher professional development should provide opportunities for teachers to consider community layers—social, economic, and historical—and the effects on classroom and social learning. The lack of realizing these layers renders some teachers who go into these areas ill-equipped and unprepared to attend to the needs of the students while teaching in the complex environments that frame MLK Streets.

Further research may illuminate other gaps in the literature on teacher preparedness for work in urban neighborhoods similar to MLK Streets. Next, studies could examine teacher professional development and community workshops on Dr. King's social justice legacy and the effects on social and economic behavior in the neighborhood. Then, more research is needed in other school districts that have schools located on MLK Streets.

In summary, teacher educators have research specific to urban education and teacher preparedness for work in urban schools. And there is a considerable amount of research describing how streets have been (re)named to memorialize Dr. King and on the significance of his legacy every third Monday in January. MLK Streets contextualized culturally, historically, and socially, help teachers understand their role as an urban teacher. It also makes possible the ability to connect the essence of civil rights in MLK Streets schools and communities.

### ***Note***

<sup>1</sup> Excerpts taken from Starks, C. (2014). *Perceptions and understandings of educators working in an MLK Street community school in the Central Valley of California*. Doctoral dissertation completed at the University of the Pacific.

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# CCNews

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

**Volume 25, Number 4, Winter Issue, December 2014, Section 4**

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

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

## **Student Teacher “Do’s and “Don’ts: A Guide to Surviving and Thriving in the Field**

**By Heather Lattimer, Helene Mandell,  
& Michele McConnell**  
*University of San Diego*

Congratulations! You are about to embark on one of the most meaningful and important parts of your journey to becoming a teacher. Getting into the field breathes life into the theory you've learned in your coursework and allows you to put your professional aspirations into practice.

In our program we refer to the combined practicum and student teaching experiences as a “year-long job interview.” In most areas, even big cities, the teaching community is closely connected. We often find ourselves separated from each other by only one- or two-degrees. As novices in the field this connectedness can work to your advantage, or it can come back to bite you.

Your performance, both in and out of the K-12 classroom, will be watched closely. A good performance will often result in a job offer from a principal or a recommendation to a friend and colleague that they “need to hire” you. On the other hand, a poor performance can lead to questions about your ability and a lukewarm response when a colleague asks your supervisor for a recommendation.

A strong performance in your field experience doesn't mean you need to be perfect everyday. To the contrary, it often means taking the stance of a learner—recognizing that you have much to learn, being willing to listen, and seeking to continue to improve. And it means displaying those attitudes consistently in your interactions with your K-12 students, your colleagues, and your mentors.

Below are 12 tips for success. These tips, based on the good, bad, and the ugly that we have witnessed in our work as teacher educators, are intended to help you not just survive your field experience work, but to thrive. This is an exciting time in your professional growth. These tips will help you make the most of it!

### **Tip #1: First Impressions Matter**

When you go for an interview and arrive for your first days of school, dress professionally—no flip-flops, yoga pants, bare midriffs, or cutoffs. Model the kind of professional dress you will want your students to aspire to. When you send introductory emails or write a thank you note following an interview, use formal language and titles—don't

abbreviate words into text-speak and call principals or cooperating teachers by their first names. Using Mr., Ms., Dr., or Principal in your address demonstrates respect for both the individual and the profession.

### **Tip #2: Communicate, Communicate, Communicate**

In your undergraduate years if you missed class in a lecture hall with 200+ students, no one noticed. When you miss a day of student teaching, everyone notices. This is a professional role and communication is essential. Establish and communicate a clear schedule for when you will be in the classroom. If you have an emergency and won't be able to be at school the next day, contact your cooperating teacher, let them know what is going on, and share any plans you may have prepared for the class so that they won't be burdened with additional last minute work. Before your supervisor comes for a visit, email your lesson plans, tell them what to expect, and share any questions or concerns you'd like them to watch for during the observation or discuss during the de-brief conversation. And schedule regular weekly meetings with your cooperating teacher to plan for the next week, check in on your progress and, clarify any concerns. Keeping the lines of communication open with both your university and your field placement will be essential to ensuring a smooth and successful experience.

### **Tip #3: Ask What More You Can Do**

Every year we have a few students who, when asked to supervise recess or run some photocopies, will ask, “Do I have to do that?” Although neither expectation may be spelled out in the student teaching handbook, complaining about these kinds of requests will quickly earn you a poor reputation. Of course we want you to be able to focus on the teaching and learning that goes on in the classroom, but all teachers take on additional responsibilities. Wherever possible, step up. Instead of asking what you have to do, ask what more you can do. Our most successful candidates will often spend many more hours on campus than required—participating in collaboration meetings, supervising school dances, coaching team sports, sponsoring student clubs, or helping with afterschool homework. These can be great opportunities to get to know your students and colleagues in informal settings, build relationships, connect to the community, and

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## Student Teacher “Do’s and “Don’t’s: A Guide to Surviving and Thriving in the Field

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establish yourself as a dedicated educator who is willing to go above and beyond.

### **Tip #4: Be Open to Critique**

It is never easy to hear criticism, but to grow you must be willing to listen. None of us are perfect the first time around... or the second, third, or thirtieth. When you sit down to de-brief a lesson with your cooperating teacher or supervisor, try to avoid a posture of defensiveness. Recognize that we all want you to succeed. Ask questions if the feedback isn't clear. Think aloud how you can apply the critique to future lessons. Take notes that you can review later when you've had more time to process. And if the feedback seems too positive, ask what you could do better. Your students are another incredible source of feedback. Although it can be scary to ask them directly (after all, kids can be frighteningly honest and direct), students often provide the wisest counsel. They know what works and what doesn't, and their suggestions can provide powerful ideas for strengthening the teaching and learning that goes on in the classroom. And contrary to many new teachers' fears that asking for feedback from the students will be perceived as a sign of weakness, our experience has consistently been that those who are brave enough to ask are often respected all the more by their students for being willing to listen.

### **Tip #5: Ask for Help When Needed**

Sometimes one of the hardest things to do is to ask for help. We tend to want to keep it all together and pretend to have everything under control, even when we know that things aren't really working. Although the desire to persevere is admirable, you will be better off if you acknowledge difficulties that you are encountering in the classroom and ask for help from the people who are there to support you. In all likelihood, your cooperating teacher and supervisor have already recognized areas of concern. When you broach the topic and ask for help, you demonstrate self-awareness, professionalism, and a desire to grow and learn—desired characteristics for educators at all stages of our careers.

### **Tip #6: Stretch Yourself**

Every now and then we will have candidates who argue with their placement. Sometimes there are legitimate concerns but more often the arguments are about the candidate's own issues rather than the placement itself. The candidate who isn't comfortable in urban settings may claim that the drive is too far. The candidate who doesn't yet understand how to work with second language learners may attempt to find their own placement at a suburban school that they attended themselves. The candidate who isn't yet confident in a project-based or flipped classroom may complain that there isn't any teaching going on. If you do have placement con-

cerns, we want you to share them, but be aware that we may push back. Part of our job as teacher educators is to ensure that you have a diverse series of experiences that prepare you to work in a wide range of classrooms. Recommending you for a teaching credential at the end of the program means that we believe you are ready to serve all of California's students, not just a selected segment. Stretch yourself. Be willing to get out of your comfort zone and try new teaching contexts while you have the support of the program. And trust us... We've done this before and we want to work with you to help you become the best teacher you can be!

### **Tip #7: Put on Your Game Face Everyday**

Teaching will be hard. There will be mornings when you want to pull the covers over your head and go back to sleep. You can't; education professionals don't get to take the day off. Get up, put a smile on your face, and project positive energy to your colleagues, your supervisors, and your students. Chances are that the offhand comment made by a colleague or the negative responses from students that so devastated you have long since been forgotten by them. Each day is a new day to be successful. Some of our most respected candidates are the ones who have had to face adversity but remained focused and professional, coming back in the next day with a smile and a determination to make things better. Maintaining a consistently positive attitude each and every day will be critical to your success this year and to the professional reputation you are working to build.

### **Tip #8: Cultivate a Professional Image**

Becoming an educator means that you lose a measure of your autonomy and anonymity. You are certainly still allowed a life outside of school but you need to be aware that the wall between your professional life and your personal life is permeable. What you say to a friend on a trip to the grocery store may be overheard (and then repeated) by parents or other teachers. What you post online about politics, religion, or partying will be found by students or school officials. We've had candidates who have made amazing career connections by building professional online profiles using social media. But we've also had a couple who have had job offers rescinded after they posted images of themselves partying a bit too hard on the weekend. Be aware that although you may leave the physical building at the end of the school day, being an education professional is something you maintain 24/7.

### **Tip #9: Mind Your Ps and Qs**

“Please” and “Thank you” are phrases that should be used early and often. As a student teacher you are a guest in someone else's classroom and school. And as awkward as this can be for you at times, it can be equally challenging for your cooperating teacher. It is truly a gift that they are welcoming you into their classroom home, be gracious and appreciative.

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## Student Teacher “Do’s and “Don’t”s: A Guide to Surviving and Thriving in the Field

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Recognize that at times you will need to defer to the expectations and norms that they have established. Be careful to avoid making judgments or assuming greater authority than you have earned. Statements like, “Well, I wouldn’t have done it that way,” or “I think it would be better if...” can be easily perceived as dismissive and disrespectful. Be respectful of your cooperating teacher’s time—show up when you say you will, do what you have promised, and remember that they have other obligations. Be generous—if you stop for Starbucks on your way into school in the morning, pick up a cup of coffee for your cooperating teacher. And don’t forget to express your appreciation to the other people at your school—good relationships with janitors, school secretaries, classroom aides, and administrators are essential to ensuring that you are able to navigate the system effectively to meet your students’ needs this year and can be instrumental in helping procure that job offer for next year.

### **Tip #10: Bring Your Creativity into the Classroom**

Although you will need to be respectful of the norms of the classroom, don’t be afraid to bring your own voice, personality, and passion into the classroom. One of the challenges you will face as a student teacher is the temptation to channel your mentors. While we want you to learn from the teaching techniques and instructional approaches of those around you, ultimately, you have to find your own style. This can be as simple as telling a story from your own childhood when introducing a new topic in social studies, sharing your sense of humor with a silly mnemonic device to help students remember verb conjugations in Spanish, or making a Star Wars themed video to help teach a math concept. Bringing your personality and passion into the classroom will help you feel comfortable and confident as a teacher and will allow students to get to know you a bit more, building trust and rapport in the classroom community.

### **Tip #11: Get Tech Savvy**

Many of our candidates are in classrooms with teachers who are doing outstanding things with technology. In these classrooms, you’ll be expected to keep up—cooperating teachers won’t have the time or patience to tutor you in basic technology skills. Other student teachers may be in schools with strong school-wide adoptions but teachers who aren’t yet confident in their abilities to use technology to strengthen instruction. In these classrooms, they may look to you as someone who is (often) younger and more recently in school, to help with the use of devices, apps, and tech integration. If you aren’t familiar with the platforms and devices the school is using, take time to investigate. Connect with colleagues who may be using similar devices at other schools, research online resources, get connected to expert educators through professional associations and the Twitterverse. This can be an

outstanding opportunity to demonstrate leadership and can help position you as an innovative educator.

### **Tip #12: Show You Care**

More than anything else, to be a successful teacher you have to care about your kids. And you can’t just care about the ones who sit still and pay attention. You also have to care about the ones who roll around on the floor and pick their noses; the ones who boil over with anger or frustration; the ones who forget their homework and struggle on tests; the ones who seem to want to defy you at every turn. We can teach you a lot about instructional strategies, planning, and assessment techniques, but it is up to you to nurture an attitude of care for each of the students in your classroom.

And it isn’t enough to simply know that you are supposed to care, you have to actively demonstrate it. Show you care in the interactions you have with students—take time to get to know them as complex individuals who are much more than a homework completion rate or a score on a math test. Attend their sporting events. Volunteer to help with lunch duty. Hang out in the hallways during passing period. Ask them about their interests and aspirations. Get to know their families and communities. Show that you care in the way you talk about your students—be careful with the language you choose in your characterizations. Wherever possible emphasize their strengths. Learn the power of the word “yet”—there’s a big difference between declaring, “She’s not good at fractions” and observing, “She’s not good at fractions yet.” And stay away from negative, student-bashing conversations; venting sessions aren’t productive. Nurturing an attitude of care about each and every child isn’t always easy but it is absolutely necessary—when principals, other teachers, and most especially, parents, evaluate you as an educator, they have many considerations, but the most important is—“Do you care about my kids?”

### **Conclusion**

These twelve tips may not answer all of the questions that will arise in the coming weeks and months as you begin your work in the classroom but hopefully they provide you with an understanding of what it takes to be successful. If you are willing to embrace these challenges, then the journey ahead promises to be extremely rewarding. And one last tip—have fun! You get to spend each day with remarkable children and young adults. Enjoy the ride!

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## Embedding Mural Making Across the Curriculum to Support Social Skill Development with Middle School Students with Emotional Disturbance Educated in Inclusive Settings

By David Rago  
National University

[Description of a poster session presentation at the CCTE Fall 2014 Conference]

Participation in the visual arts (e.g., drawing, painting, sculpture, collage) helps students reach their full potential (Gibson & Larson, 2007). Research has shown that drawing helped third, fourth, and fifth graders solve word problems in mathematics (Kelly, 1999). Richards (2003), as well, noted reading improvement in young children when learning to read was associated with the elements of art and design (i.e., line, shape, color, unity, space, emphasis). In addition, Stellflue, Allen, and Gerber (2005) noticed that fourth and fifth-grade students' understanding of plants was enhanced when science was integrated with art studies. The results and conclusions in the peer reviewed literature indicates that integrating the visual arts with other subject matter improves students' academic outcomes across the curriculum. The information that follows supports using the visual arts to teach social skills to students with Emotional Disturbance (ED) so they, too, can be among the students who reach their full potential.

### The Purpose

The purpose of this poster session was for teachers who work with middle school students who have ED and are educated for the majority of the school day in an inclusive setting to learn how to embed the visual arts (i.e., mural making) across the curriculum in order to help their students who have ED develop basic social skills (i.e., taking turns, sharing ideas and supplies, following directions, cooperation). Strategies for integrating an activity like mural making into teacher education programs was discussed with poster session attendees.

### Significance

Students who have ED demonstrate social and academic problems (Cullinan & Sabornie, 2004). As a result of negative social interactions and poor academics, only 43.4% of students with ED and who were between the ages of 14 and 21 graduated from high school with a regular diploma in the 2005-2006 school year (U.S. Department of Education, 2011). Only students with Intellectual Disabilities (ID) had a lower graduation rate (U.S. Department of Education, 2011). Overall, students with ED and ID consistently demonstrated the lowest graduation rates from 1996-1997 through 2005-2006 (U.S. Department of Education, 2011). Students who leave high school without a diploma have fewer employment opportunities and a greater chance of living below the poverty line.

### The Problem

Federal legislation warrants that more students who have disabilities (i.e., Emotional Disturbance) be included as much as possible in general education classrooms (Individuals with Disabilities Education Act, 2004). In addition, the Office of Special Education Programs (OSEP) made it a priority to increase the number of students with disabilities taught in general education classrooms at least 80% of the day (Evans, Weiss, & Cullinan, 2012). This has become more of a reality over the past decade. Fifty-seven percent of students who received special education services in 2009 were taught in general education classrooms at least 80% of the day (Evans et al., 2012). The percentage of students with ED educated in general education classrooms, however, has not increased at the same rate as the overall percentage of students with disabilities. The percentage of students with ED who are taught in general education classrooms at least 80% of the day is only 37% (Evans et al., 2012). More than 50% of adolescents with ED are educated in placements separate from their peers without disabilities (Cullinan & Sabornie, 2004). This percentage includes students with ED who are not in regular public schools, or who are in regular public schools but out of general education classes for more than 60% of the day (Cullinan & Sabornie, 2004). Given that students with ED have a greater chance of not graduating from high school, that federal legislation mandates increasing the number of students with disabilities included in general education classrooms, that OSEP has made it a priority for schools to include more students with disabilities in general education classrooms for at least 80% of the day, and that students with ED receive general education placements less often than their peers with other kinds of disabilities, there is a need to investigate methods teachers can use to meet the needs of students with ED in inclusive educational settings.

### The Solution

Infusing the visual arts into all subject areas will connect with the developmental needs of students in middle school classrooms (Lorimer, 2011). It also satisfies the criteria established by the Association of Middle Level Education (AMLE) that states that a curriculum that meets the developmental needs of adolescents is relevant, challenging, integrative, exploratory, and includes varied instructional methodologies (Lorimer, 2011). In addition, students who have their diverse needs met with varied instructional strategies (i.e., the visual arts) demonstrate greater academic achievement and self-efficacy (Lorimer, 2011). These are two things that students with ED do not experience as frequently as their same age peers in general education classrooms.

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## Embedding Mural Making Across the Curriculum to Support Social Skill Development with Middle School Students with Emotional Disturbance Educated in Inclusive Settings

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Asking students to make murals has worked to foster the development of social skills among populations of middle school students with conduct disorder. Lenz, Holman, and Dominguez (2010) described how they used the activity in a therapeutic context. It worked to increase the use of basic social skills with a group of 10 male students. Many in the group were diagnosed with ADHD, ODD, and conduct disorder (Lenz, Holman, & Dominguez, 2010). It is important to note that Lenz et al (2010) described how making murals worked for a small population of students who were receiving counseling sessions in a structured therapeutic context.

### Conclusion

The people who attended the poster session took handouts that listed and described activities for integrating mural making into their instructional practice. In addition, printed information was made available for attendees to take that demonstrated how mural making was supported by the Common Core State Standards (CCSS) for Listening and Speaking. Overall, people left this session with the idea that making murals with students who have ED and are in the general education classroom may help them develop the social skills they need to move beyond middle school and into high school so they can graduate and reach their full potential.

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CCTE Fall 2014 Conference conversation at one of the concurrent research and practice presentations.

Photo by Jim Cantor

# Dispositions and the Pre-Service Teacher

By Michelle C. Hughes  
Westmont College

[Description of a poster session presentation at the CCTE Fall 2014 Conference]

## Introduction and Statement of the Problem

Shifting political climates, changing standards, and credential requirements continue to add to the existing pressures and complexities for pre-service programs to develop quality teacher candidates ready for K-12 classrooms. In the last several decades, most educators in the field agree that teaching is a moral craft combining dispositions or habits of mind, heart, and practice (Murrell, Diez, Feiman-Nemser, & Schussler; Palmer, 1998; Schulman, 2004). Today, pre-service programs are challenged to equip new teachers not only with content and pedagogy, but also with dispositions or the softer, more intangible skills, related to the heart of teaching. Additionally, researchers have agreed that there is a great deal of latitude to how institutions define, develop, foster, and measure dispositions in pre-service teachers (Osguthorpe, 2008; Schussler & Knarr, 2012; Thornton, 2006). Currently, there is no blueprint or universal framework to define and measure professional teaching dispositions, so pre-service programs must wrestle with how to construct, interpret, develop, and assess dispositions (Murrell et al., 2010).

This qualitative study examined the pre-service teacher's dispositional development in one small, undergraduate program in California. The pre-service program offers California Preliminary Multiple Subject and Preliminary Single Subject Credentials. For the purposes of the study, dispositions were defined as "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by the knowledge bases and beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. The positive behaviors support learning and development" (NCATE, 2001, p. 30).

In 2011, program faculty created a Dispositions Statement that identified three specific dispositions of focus: *lifelong learner, reflective spirit, and compassionate professional*. Faculty committed to highlight, demonstrate, and foster the dispositions throughout the program for pre-service teachers. Pre-service teachers committed, along with faculty, to seek to demonstrate the three dispositions in classes, assignments, and clinical experiences. Because the focus on dispositions was new, the researcher hoped to gain an understanding about dispositional awareness and development specific to the program. The researcher also hoped to contribute to ongoing dialogue in the field.

For this study, dispositional awareness was defined as the conscious perception or self-awareness to name, define, and

understand professional teaching dispositions. Three questions were explored:

- (1) What did the expression of pre-service teacher dispositions look like in the program of study?
- (2) What impact did the program's focus on dispositions have on the pre-service teacher in the program?
- (3) What impact did the program's focus on dispositions have on the pre-service teacher as she started her first teaching position?

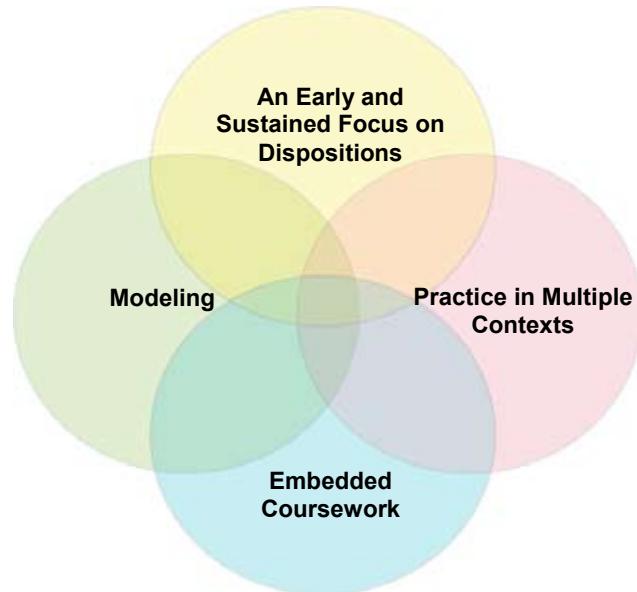
## Methodology

The researcher collected qualitative data from faculty participants and pre-service graduate participants anticipating that the data could reveal a baseline of information or window into the pre-service teacher's dispositional development in the program. The researcher chose to conduct personal interviews of pre-service graduates from two consecutive cohorts teaching in K-12 classrooms, and personal interviews with program faculty. Additional data included archived course artifacts such as clinical experience observations, clinical experience reflections, essays, electronic portfolios, and syllabi. Interviews were digitally recorded, personally transcribed by the researcher, coded, analyzed, and triangulated. Participants included four female pre-service graduates and two full-time faculty, one male and one female. The targeted participant sample was small, yet representative of the program's size. Of the four female pre-ser-

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## Figure I

*Implicit and explicit program expressions of dispositional development for the pre-service teacher.*



## Dispositions and the Pre-Service Teacher

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vice graduate participants, two taught at the same public high school and two were elementary teachers, one at a public elementary school, and one at a private elementary school. The researcher chose participants that taught in close proximity to the pre-service program.

### Results, Discussion, and Conclusions

Data analysis revealed a blending of four explicit and implicit expressions that contributed to dispositional awareness in pre-service teachers in the program: an early and sustained focus on dispositions, practice in multiple contexts, modeling, and embedded coursework throughout the program. The blending of the four identified expressions appeared to elevate dispositional awareness and contribute to the development of the dispositions in participants (see Figure 1).

First, the study revealed that because the program's dispositional focus was introduced early and sustained throughout the program, initial awareness of the three dispositions was cultivated. One graduate participant noted, "I was first introduced to the dispositions in my pre-professional classes and I remember writing a paper that incorporated the dispositions." In an essay, another graduate participant cited: "As teachers, we are role models, and so we must behave accordingly with our values and beliefs in a way that shows honor and dignity to everyone in the school community." Yet another graduate participant noted in a personal interview: "The more that you remind yourself to be compassionate, the more it becomes natural and easier."

In addition to an early and sustained focus on dispositions, modeling emerged as a meaningful component of the program. Evidence of modeling emerged in a graduate participant's personal interview: "The dispositions transfer to who I am as a teacher now because they just became something that I did in the program or I was surrounded by people who were doing them. It's like a child who sees their parents doing something and starts doing it." Additionally, one faculty participant recalled employing the disposition of compassionate professional during a difficult interchange with a student: "I tried to model being a compassionate professional and I really tried to articulate with the student what I was trying to do." This faculty participant later expressed appreciation for the focus on dispositions: "I have learned to soften a little bit and be a better listener to students."

Embedded coursework was identified as another expression that increased participants' awareness of the program's dispositions. One faculty participant shared that autobiographical readings, and a maintained focus on cultural diversity in courses, provided opportunities for pre-service students to look at multiple perspectives and further explore dispositions. In a personal interview, a graduate participant affirmed this point: "Both our weekly reflections and my co-

operating teacher's reflective spirit inspired a reflective spirit in me." This point was reinforced in an essay: "I remember writing a paper on my philosophical perspective of teaching and incorporating the dispositions into that paper, and saying these are tangible ways that I can be a lifelong learner, have a reflective spirit, and be a compassionate professional."

Faculty and graduate participants also articulated that the three dispositions, when intentionally practiced in multiple contexts, heightened not only the pre-service teacher's dispositional awareness, but also the dispositional awareness of faculty. One graduate participant stated: "Dispositions ground you in your practice. Why do you get up every morning and care for people and care for colleagues?" A faculty participant shared a similar perception: "I believe very deeply in naming dispositions that we care about, in making what is too often implicit, more explicit, and challenging or inviting students to consider that teaching isn't just about professional knowledge or content knowledge." Clinical experience surfaced as a context significant to the enhancement of dispositional awareness and, in some cases, translated into practice beyond the boundaries of the program into the first teaching position.

The blending of the four identified expressions in the program appeared to elevate dispositional awareness and contribute to the development of the dispositions for both faculty and pre-service teachers. Data suggested that the three dispositions, when intentionally modeled and practiced, heightened dispositional awareness for the pre-service teacher in the program.

### Significance and Future Research

At the time of the study, the program's dispositional focus had been introduced and implemented with only two cohorts of developing teachers. The researcher recognized that although the dispositional efforts were essentially in infancy, the findings supported future advancement of dispositional work in the program. The four blended expressions for dispositional development supported Diez and Murrell's (2010) claim that when the contexts of teaching are nested or scaffolded, they build on a pre-service teacher's own commitment to take responsibility for students, build collegiality, and strengthen school community experiences. Further research is needed to determine whether the results of this study uncovered an effective combination of dispositional expression that can transfer to other programs. The study also suggested that the pre-service teacher appeared to carry the dispositional awareness into her first teaching position. This finding affirms the need for study of graduate participants over time to track whether or not there is additional dispositional growth.

The study reinforced previous arguments in favor of

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## Dispositions and the Pre-Service Teacher

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embedding a dispositional focus throughout a pre-service program (Cummings, Harlow, & Maddux, 2007; Thornton, 2006). The results may be unique only to the program of study, supporting previous research findings that one size or blueprint for dispositional development may not fit all (Ginsberg & Whaley, 2006). Most notably, the decision to combine and sustain dispositional activities throughout the program strengthened Sherman's (2013) current research for pre-service programs to create spaces for teacher candidates and their students to grow in multiple ways; yet how this should occur within pre-service programs remains an open question for individual programs to investigate.

Of particular significance, faculty and graduate participants acknowledged a distinct link between the college's faith based mission and the program's dispositions. The link appeared to deepen and reinforce the participants' understanding of the dispositions. Future research of pre-service programs within faith-based institutions could examine and expand on this link; in contrast, researchers could also investigate and compare a pre-service teacher's beliefs and values in a variety of program models.

The study also validated the profound responsibility for pre-service programs to prepare qualified teachers with skills, dispositions and heart; programs need to foster dispositions for the short term with a long-term trajectory in mind. One faculty participant stated in a personal interview: "Teachers need to find an appropriate blend of confidence and humility and recognize that dispositions are important over the journey." As pre-service programs strive to prepare new teachers with skills, content and pedagogy, dispositions and the more intangible matters of the heart cannot be ignored. The significant responsibility to develop the heart of the next generation of teachers remains an extraordinary privilege and challenge.

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CCTE Fall 2014 Conference participants examine reading materials at one of the Saturday morning institutes.

—Photo by Jim Cantor