

CCNews

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

Volume 27, Number 1, Spring Issue, March 2016

Jo Birdsell, Editor (National University)

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

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CCTE Annual Election in Process



Juan M. Flores

The 2016 California Council on Teacher Education (CCTE) annual election currently in process involves election of three officers—President Elect, Vice President for AACTE, and Vice President for ATE, each to serve in those roles for two years—and three new members of the Board of Directors who will serve three-year terms. As part of this election current CCTE President Juan M. Flores will move to the office of Past President, current President Elect Sharon Russell will become President, and Cindy Grutzik will complete her term as Past President. The deadline for members and delegates to vote is noon on April 1, and all of these changes then take place at the end of the Spring 2016 Conference. See more details on page 4.



Sharon Russell



CCNews

Newsletter of the
California Council on Teacher Education

Buddy, Can You Paradigm?

A Message from CCTE President Juan Flores

We have made great progress as an organization, but we are also facing many significant challenges. I recently read a book titled *The End of Membership as We Know It* that got my mind spinning on the challenges and opportunities that lay before us. For some time we have been discussing the importance of building the next generation of teacher educators, and our efforts have produced fruit. We still have great challenges ahead of us, but I have great faith in our next generation of teacher educators, and I know that they will be up to the challenge.

Financial Challenges

Our financial resources allow us to grow into the organization that will better serve its members. Every organization faces this challenge of exploring different ways of raising resources, either through membership fees, conference registration, etc., to better serve our membership. Our primary means of raising income has been through our conferences, and this last conference was the best attended ever, but putting on a successful conference costs money.

Our journals have been very successful, but they have not been money generators for CCTE. We have broken even financially over the years. We have discussed various ways of using the journals to increase conference attendance, such as encouraging authors who had their articles featured in our journals to also present at our conferences. We need to explore new ways of bringing together the various activities of our journals and culminating their celebration at our conferences. Attendance at our conferences will better serve to celebrate authors' accomplishments, increase conference membership, generate increased income for CCTE, and ultimately increase the services that we offer our membership.

Transition from Baby Boomers to Generation X and Y

Another challenge that we are facing is a major paradigm shift, as our baby boomers are retiring and Generation X and Y are beginning to take over. We are coming off the worst recession in seven decades, and in the coming years we will have to answer less to people who willingly pay dues "because it's the right thing to do" and more to people who will be asking our association to demonstrate its value.

I have learned from my readings that younger people (Generation X and Y) seek and expect a return for membership, including tangible member services, high levels of accountability, identifiable career advantages, a sense of professional community, and opportunities to serve within associations. We need to ask ourselves how our association adds value to the lives of our members. The number one reason members join an association is because they believe that the association will help them solve a problem. Right now, the number one problem many people are facing is likely

related to their finances. The economy has forced people out of jobs, cut into their savings, and jeopardized their futures. Our members want our association to help them solve their problems. Right now, this means providing programming and services related to helping them find jobs, develop professionally, and feel good about their futures. We need to think carefully about how we can help our members address these problems.

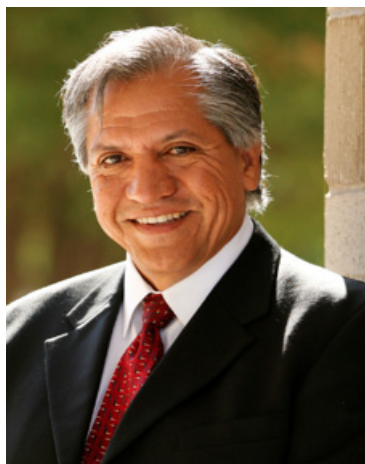
Our success as an association will depend on our ability to adapt to this current paradigm shift, which is a direct result of the three major influences in society: rapidly-changing technology, demographic shifts, and economic recovery. These three things have changed what our members

want and need. Our values as a society have changed, and our association needs to be responsive to these changes in order to remain relevant and successful.

The United States is on the brink of the largest shift in human capital in history. Most of our nation's companies, government, and nonprofit organizations are vastly unprepared for the loss of their leadership and loyal talent. Our association must address the wants and needs of the under-45 crowd.

Our association needs to know what younger generations care about because without them our association will struggle to survive. The values of Generations X and Y tend to be focused on three primary objectives: the opportunity to lead, the opportunity to learn, and the opportunity to make a difference. What can we offer our younger members that will benefit them personally and professionally, as well as benefit our community of teacher educators? One of my personal

—continued on next page—



Juan Flores

Message from CCTE President Juan Flores (continued)

missions as a Board member and as President of CCTE has been to survey our members regularly to keep our finger on the pulse of any changing needs. We need to continue gathering this open, honest feedback from our membership to better understand their needs.

Building Online Communities

Under the leadership of our Vision and Communications Committee, we have made great strides in revamping the look and interactivity of our website. I know that the committee intended to move us further and ultimately transform our website into an online community—a place where information is actively shared, where people interact, and where they frequently visit our site to access information and resources. I encourage us to return to the task of transforming our website. Research shows the most unengaged members are the most at risk of leaving the association. We want to engage every member, and an online community can be a successful part of this engagement. Not surprising, Generation Y is the first generation to spend more time online than watching television. We need to ramp up our online presence to better interface with our Generation X and Y members.

Being Diversity Brave

Our growing diversity is a major part of this paradigm shift. We are facing the challenge and the richness of an increasingly diverse K-12 student body. Unfortunately, the diversity of the K-12 teacher force has not kept up, and this disparity is even more evident among university faculty.

Among all faculty in higher education, 79 percent are White (43 percent are White males and 35 percent are White females), 6 percent are Black, 5 percent are Hispanic, and 10 percent are Asian/Pacific Islander. Making up less than 1 percent each are full-time faculty who are American Indian/Alaska Native and of two or more races. These statistics are depressing, but it is even more depressing when we look at all full time professors.

Among full-time professors, 84 percent are White (58 percent are White males and 26 percent are White females), 4 percent are Black, 3 percent are Hispanic, and 9 percent are Asian/Pacific Islander. Making up less than 1 percent each are professors who are American Indian/Alaska Native and of two or more races.

The future of our nation is in our diverse communities, and CCTE needs to be an innovative leader in improving the preparation of teachers for our diverse communities and in diversifying our teacher force in K-12 and teacher education. CCTE has been active in writing proposals to AACTE to support the development of the next generation of teacher education faculty, with an emphasis on diversity, and we have explored additional external funding sources to diversify the faculty of the future. The future success of CCTE is connected to the degree of success that we achieve in reaching out

to our diverse communities. Our grant efforts to develop the diversity of CCTE have produced valuable fruit. What more can we do to make a difference?

At our Fall 2015 Conference in San Diego, I especially enjoyed the Ed Camp breakout session. Ed Camp offered the participants an opportunity to identify issues of importance to them and to form discussion groups according to issues that were identified by the members present. One of the prominent issues brought up in Ed Camp was the challenge of the recruitment and retention of K-12 teachers of color in our schools. I joined this Ed Camp group during the breakout session. But it became very clear that our own faculty of color in CCTE was equally concerned about the recruitment and retention faculty of color in higher education. We engaged in a discussion of the challenges and isolation of being the only faculty of color in a majority White university. At their request, I administered an informal online survey of those present.

In this informal online survey, I posed the following question: “What are the three most important recruitment, retention and development issues facing faculty of color in teacher education?”

Their responses revealed the following categories: Lack of concerted efforts in hiring faculty of color; Lack of a supportive IHE environments; Lack of mentorship and support; Need for one-to-one mentoring of faculty of color; and Need for collegiality with majority colleagues.

These responses reflected a lack of any demonstrated and meaningful efforts to diversity our faculty in teacher education at their campuses. They appeared to lament the absence of a supportive environment with their White colleagues on their campuses. They also appeared to lament the lack of significant mentorship for faculty of color. These were the same issues that perplexed me when I first entered higher education 30 years ago. Unfortunately, my young colleagues of color who are now entering the profession are experiencing the same issues of isolating, unsupportive environments that I experienced back then. These issues of diversity are a significant part of the paradigm shift that we are experiencing, and they need to be addressed.

Conclusion

In this, my final President’s Message, I have outlined important challenges that we face as an organization. These are significant challenges, but we have a strong and committed professional community that is poised to meet these challenges head on. I have appreciated the opportunity to serve as President of CCTE, and I look forward to contributing to the work of CCTE in meeting these challenges and moving us into the future.

—Juan M. Flores, CCTE President
California State University, Stanislaus
jflores@csustan.edu

Announcement of CCTE 2016 Annual Election

The 2016 California Council on Teacher Education (CCTE) annual election involves election of three officers—President Elect, Vice President for AACTE, and Vice President for ATE, each to serve in those roles for two years—and three new members of the Board of Directors who will serve three-year terms. The three members of the current CCTE Board of Directors whose terms expire in 2016, and who will therefore be replaced via this election, are Keith Howard, Virginia Kennedy, and Zaida McCall-Perez. The two current Vice Presidents will also complete their terms and be replaced via the election. Current President Juan Flores will become Past President, current President Elect Sharon Russell will become President, and Cindy Grutzik will complete her term as Past President. All of these changes take place at the end of the Spring 2016 Conference.

The annual election is being conducted on line, utilizing the same procedures as last year. Each current member and institutional delegate has received an initial and final announcement of the election via e-mail, including statements by and photographs of each candidate along with a description of the election procedures. Each member and delegate has also been e-mailed an electronic ballot to be voted no later than noon on Friday, April 1.

The CCTE Nominations and Elections Committee, chaired by Past President Cindy Grutzik, has, as is stipulated in the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election in 2016 are:

For President Elect (one to be elected):

Jo Birdsell (National University)

Virginia Kennedy (California State University, Northridge)

For Vice President for AACTE (one to be elected):

Linda Hoff (Fresno Pacific University)

For Vice President for ATE (one to be elected):

Susan (Sue) Westbrook (California Federation of Teachers & Antioch University Santa Barbara)

For Board of Directors (three to be elected):

Monica Boomgard (California State University, Northridge)

Donald N. Cardinal (Chapman University)

Deborah Hamm (California State University, Long Beach)

Raina J. León (Saint Mary's College of California)

Maureen Reilly Lorimer (California Lutheran University)

Pia Lindquist Wong (California State University, Sacramento)

The e-mailed announcement to all CCTE members and delegates (1) served as the official announcement of the

2016 election, (2) provided the report of the Nominations and Elections Committee, with statements by and photos of each nominated candidate, and (3) described the election procedures which this will involve voting electronically.

Within a few days of receiving the e-mail announcement of the election, each CCTE member and delegate received an electronic ballot to vote via e-mail. While the deadline for voting is noon on Friday, April 1 (the Friday of the CCTE Spring 2016 Conference), all members and delegates are encouraged to vote on-line prior to the Conference. However, computers will be available in the registration room at the Conference for anyone who has not voted prior to attending the Conference. The voting procedure is linked to the e-mail address of each CCTE member and delegate, and each person will be able to vote their ballot just once, and after that they will be locked out of the voting system.

The Nominations and Elections Committee will then tally results immediately after noon on April 1, and the candidates receiving the most votes will be declared elected. The announcement of the election results will be made at the end of the Conference luncheon that day, and those elected will take office at the close of the 2016 Spring Conference. The results of the election will also be announced in the Summer 2016 issue of CCNews and reflected in the listing of CCTE officers on our website and our letterhead.

If you have any questions about these election procedures, please contact CCTE Executive Secretary Alan H. Jones. If you have an interest in being nominated for a CCTE office in future years, please share that information with the Nominations and Elections Committee. As of the officer transition following this year's election, Juan Flores in his role as Past President will chair the Nominations and Elections Committee for the next two years, so members or delegates interested in being a candidate for any CCTE office are encouraged to contact him. All CCTE officers are volunteers, and persons interested in such service are encouraged to initially volunteer for and participate on any of the various CCTE committees.

Election Announcement and Ballot

If you are a CCTE member or institutional delegate and you have not received via e-mail the announcement of the 2016 election and the link to the on-line ballot, please contact CCTE Executive Secretary Alan H. Jones (at alan.jones@ccte.org).

Alvin H. Thompson, Ed.D., In Memoriam

On January 24, 2016, the California Council on Teacher Education lost one of its longest serving members and leaders with the passing of Alvin H. Thompson. Following is a brief remembrance of Dr. Thompson:

Alvin H. Thompson, Ed.D. was a man whose life centered around his family, students, and community.

Born in Paris, Kentucky., Alvin moved to California during 6th grade and became a lifelong citizen of this beautiful state while always holding onto his Kentucky heritage. After returning to California following his service in the U.S. Army Air Corp during WWII, he began his academic career at Occidental College. After earning his bachelor's degree in economics at "Oxy" he moved north to work on his Master's Degree in Economics at the University of California, Berkeley, while teaching in the Richmond School District. After earning his Ed.D. at UC Berkeley, he joined their Education Department faculty, supervising student teachers and developing numerous programs including the "Urban Task Force" to support the education of students in Oakland.

In 1972, Alvin and his family, which now consisted of his wife and three daughters, moved to Covina, California, where he assumed the position of Director of the Teacher Preparation Center at California State Polytechnic University, Pomona, a leadership position designed to serve students from all majors wishing to enter the field of Education. While at "Cal Poly" he also opened one of the first Multilingual Multicultural Development Centers as part of President Johnson's Elementary and Secondary Education Act. During his tenure at Cal Poly Alvin, was a member of numerous professional education organizations, but the one organization that "won his heart, was the California Council on Teacher Education (CCTE) where he served on the Board of Directors and as its President from 1980 to 1982. He continued to attend CCTE semi-annual conferences well into the new century.

After retiring from his Directorship at "Cal Poly" he joyfully joined the ranks of professor to work with student teachers for another 10 plus years. He was awarded the title of Professor and Director Emeritus from "Cal Poly." Following his marriage to Mona, they moved to Thousand Oaks, California, in 1985, where, although technically retired, this dedicated educator, worked for California Lutheran University and California State University, Channel Islands until deteriorating health made it impossible for him to continue teaching. Mona remains active with CCTE, currently serving an elected member of the Board of Directors and as co-chair of the Policy Committee.

But again, health issues did not stop Alvin's desire to share his wealth of knowledge with others, so he began writing articles as a guest editor for the *Kentucky Citizen* newspaper, once owned by his grandfather. At the same time he wrote an historical account of his experiences and adventures at "Oxy," an article for *World War II* magazine, several "Letters to the Editor" for the *Ventura Star*, and a small book about his life experiences in Kentucky entitled *Thoughts From a Hometown Boy: The Complete Edition*. Alvin also wrote several historically oriented articles for CCTE's *CCNews* newsletter and an article for the Spring 2015 issue of *Issues in Teacher Education* that featured reflection from past presidents. And last, but certainly not least, was his seven volume autobiography, the writing of which he completed near the end of his life.

Alvin H. Thompson, Ed.D. was a kind and dedicated academician and teacher. His life enriched the lives of those who had the opportunity to know him...he will be missed.

At his request, there will not be a memorial service. Donation's in Alvin's memory may be made to a charity of your choice, or to: California Council on Teacher Education, c/o Alan H. Jones, Executive Secretary, 3145 Geary Blvd. PMB 275, San Francisco, CA 94118; or New West Symphony, 2100 Thousand Oaks Blvd., Suite D, Thousand Oaks, CA 91362.

Dates of 2016 CCTE Semi-Annual Conferences

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

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

CCTE Memberships for 2015-2016 Year Still Available

The 2015-2016 membership year for the California Council on Teacher Education runs from July 1, 2015, to June 30, 2016, and it is not too late to join for this year. Renewal notices were sent to all previous individual and institutional members last May and everyone was encouraged to send in their memberships at their earliest convenience. Renewals are still welcome as are new members for the current year.

A 2015-2016 membership entitles you to receive all CCTE publications and other membership benefits. You will find that the membership benefits continue to grow: issues of both of our scholarly journals are of higher quality than ever; our on-line newsletter offers wide ranging information, ideas, and opinions; our semi-annual conferences offer unique opportunities to explore important issues and exchange ideas with colleagues; and our leadership activities, committees, special interest groups, and other activities continue to break ground in policy, research, and practice.

In order to offset rising costs, the annual dues have been increased by the Board of Directors by 10%, so that a basic individual membership for 2015-2016 is \$110, a retired membership is \$88, and a student/K-12 membership is \$55. Institutional memberships are \$660 for the 2015-2016 year. CCTE dues had remained the same for the past 10 years, so a modest increase was necessary.

To submit an individual membership for 2015-2016, please do the following:

- (1) Fill out the membership form on the following page, checking the appropriate dues category.
- (2) Include, if you wish, a membership in the California Association of Professors of Special Education/Teacher Education Division in addition to your CCTE membership. Add the CAPSE/TED dues to your check, and we will forward your membership to them.
- (3) Make the check payable to the California Council on Teacher Education (spelled out in full, please), enclose it with the completed form, and mail it to:

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

Institutional memberships for 2015-2016 are also being collected at this time. Renewal notices were sent to all institutional members last May along with the two forms to be completed (institutional membership form and institutional delegate form; institutional memberships involve the appointment of six delegates). Institutions which are not currently members but wish to join for 2015-2016 should e-mail CCTE Executive Secretary Alan Jones (alan.jones@ccte.org) to obtain the two forms.

CCTE Seeks Annual Sponsors

The California Council on Teacher Education (CCTE) initiated an annual institutional sponsorship program during the 2010-2011 membership year, through which several of our institutional friends were offered the opportunity to provide additional financial support for CCTE activities in return for recognition at our semi-annual conferences as "Annual Sponsors of CCTE."

The program has been repeated with similar success each year since. We are gratified to have had several sponsors from among higher education institutions in California each of those years. The participating institutions were listed as co-sponsors of our Fall and Spring Conferences during their years of sponsorship, given the opportunity to display information about their institutions and teacher education programs in the conference exhibits and in advertisements in our conference programs, and also recognized in our quarterly newsletters.

The range of benefits to sponsoring institutions varies with the level of sponsorship they undertake. Sponsorships are available at the Bronze level for \$2,000, at the Silver level for \$3,000, at the Gold level for \$5,000, and at the Platinum level for \$10,000. The sponsorship funds from those Annual Sponsors has allowed CCTE to augment the programs of our Fall and Spring Conferences and to expand our activities in other key areas as well.

Among the benefit of sponsorship is the opportunity to have institutional advertisements included in each CCTE semi-annual conference program.

Current institutional co-sponsors for this 2015-2016 year are the College of Education at California State University, Long Beach, the College of Educational Studies at Chapman University, the School of Education at Loyola Marymount University, and the School of Education at the University of Redlands. CCTE is deeply appreciative of the special support from those institutions, and we hope that other colleges and universities across the state will also become annual co-sponsors of CCTE this year and in the future..

The Annual Sponsorship Form for 2015-2016 which offers the four different levels of sponsorship and describes the benefits associated with each is available from CCTE Executive Secretary Alan Jones (e-mail at alan.jones@ccte.org). Please consider participating. While CCTE already appreciates the annual dues that our member institutions pay, we hope that many will wish to offer expanded support to CCTE by in addition serving as an Annual Sponsor during the coming 2015-2016 year.

Annual Sponsorships will also be sought for the upcoming 2016-2017 year, and information on that opportunity will be shared with institutions this May.

If you have any questions about the CCTE Annual Sponsorship program, please do not hesitate to contact CCTE Executive Secretary Alan Jones (alan.jones@ccte.org).



CALIFORNIA COUNCIL ON TEACHER EDUCATION INDIVIDUAL MEMBERSHIP FORM, 2015-2016

(Membership Year July 2015 through June 2016)

President (2016)

Juan Flores

California State University, Stanislaus

President-Elect (2016)

Sharon Russell

CalStateTEACH

Vice-President for AACTE (2016)

Lettie Ramirez

California State University, East Bay

Vice-President for ATE (2016)

Deborah Hamm

California State University, Long Beach

Past President (2016)

Cynthia Grutzik

California State University, Long Beach

Board of Directors

Eric Engdahl (2017)

California State University, East Bay

Cynthia Geary (2018)

University of Redlands

Keith Howard (2016)

Chapman University

Virginia Kennedy (2016)

California State University, Northridge

Karen Lafferty (2018)

Claremont Graduate University

& San Diego State University

Zaida McCall-Perez (2016)

Holy Names University

Lyn Scott (2017)

Humboldt State University

Jared Stallones (2018)

California State University, Long Beach

Mona Thompson (2017)

California State University,

Channel Islands

Teacher Education Quarterly

Kip Tellez, Editor

University of California, Santa Cruz

Issues in Teacher Education

Bradley Porfilio, Co-Editor

California State University, East Bay

& Richard Kahn, Co-Editor

Antioch University, Los Angeles

CCNews

Jo Birdsell, Editor

National University

California Association of Bilingual

Teacher Educators

Karen Cadiero-Kaplan, President

San Diego State University

California Association of Professors

of Special Education

Irene Nares-Guzicki, President

California State University,

Monterey Bay

Independent California Colleges

and Universities Council

on the Education of Teachers

Christine Zeppos, President

Brandman University

Executive Secretary

Alan H. Jones (2016)

Caddo Gap Press

3145 Geary Blvd. PMB 275

San Francisco, CA 94118

415/666-3012

alan.jones@ccte.org

Member Name _____

Institutional Affiliation _____

Preferred Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

email address _____

Type of CCTE membership for 2015-2016:

☐ Individual (\$110)

☐ Retired (\$88)

☐ Student (\$55)

You may also include an individual membership in the California Association of Professors of Special Education/Teacher Education Division for 2015-2016:

☐ Professor or associate professor at CAPSE/TED member institution (\$20)

☐ Professor or associate professor at non-member institution (\$25)

☐ Assistant professor or part-time faculty (\$15)

☐ Graduate student/other special educator (\$10)

Include payment for CAPSE/TED membership with CCTE membership; Your CAPSE/TED membership information and dues will be forwarded by CCTE to CAPSE/TED.

Please complete and return this form with your check payable to the California Council on Teacher Education (please spell out in full). Please mail to:

Alan H. Jones, Executive Secretary
California Council on Teacher Education
3145 Geary Boulevard, PMB 275
San Francisco, California 94118

Thank you.

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:

CCTE Conferences

The Spring 2016 Conference, to be held March 30 to April 1 in San Jose, will have the theme "Shared Goals, Shared Dreams: Teaching Students with Disabilities." The Conference is being planned jointly by CCTE and CAPSE (California Association of Professors of Special Education). See a preview on page 13 of this newsletter.

Membership & Sponsorship

CCTE is enjoying the support of over 65 institutional and some additional 40 individual members during this 2015-2016 year and it is hoped that membership will continue to grow during the year. The CCTE Membership Committee is always on the lookout for prospective new members, so if you have any suggestions please let committee chair Deborah Hamm know (email: deborah.hamm@csulb.edu). Membership information and a membership form appear on pages 6 and 7 of this issue.

CCTE is also seeking to expand the annual sponsorship program, which is described on page 6. We currently have four institutional co-sponsors for this 2015-2016 year and we will welcome others.

Quest for Teacher Education Research Underway

As first 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 during the 2014-2015 year involved 37 different research studies with support from a State Chapter Grant from the American Association of Colleges of Teacher Education and the program is continuing this year with 42 studies involved. Please see additional information and one project report on pages 22 and 23-27 of this issue of *CCNews*.

Focus on Increasing Diversity

CCTE has received a State Chapter Support Grant from the American Association of Colleges of Teacher Education to augment efforts of our New Faculty Support Program and Graduate Student Support Program to increase diversity in the teacher education community in California. Please encourage new faculty and graduate students of color to participate in those programs, both of which are mentioned below and described elsewhere in this newsletter.

CCTE New Faculty Program

The CCTE New Faculty Support Program is enjoying its fifth year during 2015-2016. The program is open to any teacher education faculty in their first five years or service at any of our CCTE member institutions. The benefits of the program include discounted CCTE membership and conference registration and mentorship from an experienced CCTE leader. See further information and an application form on pages 18 and 19 of this issue.

CCTE Graduate Student Support Program

The CCTE Graduate Student Support Program is now in its sixth year during 2015-2016. The program is open to graduate students at any CCTE member institution. The benefits include discounted 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. See further information and an application form on pages 20 and 21 of this issue.

Position and Event Announcements

Over recent years CCTE has sent e-mail announcements of available positions and special events at member institutions to the membership. This fall we have added a special section to the CCTE website (www.ccte.org) for posting of such announcements. Announcements are added to the listing on a regular basis whenever we receive a request and information from any CCTE member institution. Having such announcements posted is one of the benefits of being a member institution of CCTE. There are currently over 60 announcements posted to the website, most providing information on new faculty positions currently seeking applicants as well as several announcements about upcoming events of interest to teacher educators. Please be sure to log in and check the announcements.

Annual Election

The CCTE annual election for 2016 is now underway, as described on page 4 of this issue of *CCNews*. All members and institutional delegates have been e-mailed the announcement of the election and list of nominees for the positions to be filled as well as a link to the on-line ballot.

—**Alan H. Jones**, CCTE Executive Secretary,
3145 Geary Boulevard, PMB 275,
San Francisco, CA 94118;
Telephone 415-666-3012;
e-mail alan.jones@ccte.org

Update from CCTE Policy Committee

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

Budget

Invests Significantly in K-12 Education

The budget boosts school spending per student to \$10,591 in 2016-17—an increase of nearly \$3,600 compared to 2011-12 levels. The budget provides a fourth-year investment of more than \$2.8 billion in the Local Control Funding Formula, which focuses on students with the greatest challenges to success, bringing the formula to 95 percent implementation. The budget also proposes a \$1.6 billion early education block grant that combines three existing programs to promote local flexibility, focusing on disadvantaged students and improved accountability.

Keeps College Tuition Flat

The budget keeps tuition at 2011-12 levels for another year for the University of California and California State University, maintaining affordability while continuing to help students reduce the time it takes to successfully complete a degree. The Budget proposes total funding of \$30 billion (\$17 billion General Fund and local property tax and \$13 billion other funds) for higher education. Since 2011-2012, spending on higher education has increased by approximately 30 percent, from \$23.5 billion to \$30.4 billion.

On top of this direct support to public institutions, the state has continued to fund robust financial aid programs, maintaining the Cal Grant entitlement even during the economic downturn, amounting to significant levels of indirect state support for institutions. Since 2012-2013, funding for the Cal Grant program has grown by \$568.1 million, a 37% increase.

The above information was obtained from:

<http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

Legislation

The Legislature returned from their winter recess in January. Below are the two-year education bills that survived the beginning of the session, and the new education bills relevant to our California Council on Teacher Education (CCTE) membership. Information on the bills was taken from leginfo.ca.gov and Commission on Teacher Credentialing (CTC) agendas.

Please note that the Legislature has recognized that there is a growing teacher shortage in California and is making moves to try to address that situation. Read the *Ed Source* article on this issue at: <http://edsources.org/2016/legislators-challenge-sacramento-to-tackle-teacher-shortage/94309>.

Two-Year Bills

Financial Aid

AB 200 (Alejo) Student Financial Aid: Competitive Cal Grant A and B Awards

This bill would require that a total of 50,000 Competitive Cal Grant A and B awards be granted for the 2015-2016 and 2016-2017 academic year, and that 80,000 be granted for the 2017-2018 academic year and each academic year thereafter. There has been no action on this bill since June, so it may be dead.

SB 15 (Block) Postsecondary Education: Financial Aid

This bill would increase the total number of Competitive Cal Grant A and B awards granted annually to 30,000 and would increase the maximum tuition award amount for Cal Grant A and B for students at private nonprofit postsecondary education institutions to \$9,084 for the 2015-2016 award year and each award year thereafter. This bill would establish, commencing with the 2015-2016 academic year, the Graduation Incentive Grant program to provide eligible matriculating undergraduate students of California State University with financial need attending a campus of the California State University with financial aid for up to three college years. There has been no action on this bill since June, so it may be dead.

SB 62 (Pavley) Student financial aid: Assumption Program of Loans for Education: Governor's Teaching Fellowships Program

This bill would require a program participant to teach in a teaching field with a critical shortage of teachers and to demonstrate financial need. The bill would prohibit a person from participating in the Assumption Program of Loans for Education and the Governor's Teaching Fellowships Program concurrently, and would require both programs to continue to be implemented as they read on January 1, 2015. This bill is in Appropriations.

Teacher Evaluation

AB 575 (O'Donnell) Teachers: Best Practices Teacher Evaluation System: School Administrator Evaluation

This bill would require the governing board of each school district, county board of education, and charter school to adopt and implement a locally negotiated best practices teacher evaluation system, described as one in which each teacher is evaluated on a continuing basis on the degree to which he or she accomplishes specific objectives and multiple observations of instructional and other professional practices that are conducted by trained evaluators. The bill would provide that the provisions of the best practices teacher evaluation system do not supersede or invalidate a teacher evaluation system that is locally negotiated and that is in effect at the time

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Update from CCTE Policy Committee

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the best practices teacher evaluation system becomes operative. This bill will also establish a system of evaluation for school administrators to guide their growth and performance with the purpose of supporting them as instructional leaders in order to raise pupil achievement. This bill would require the evaluation and assessment of certificated personnel at least every 3 years, except as locally negotiated and provided in the best practices teacher evaluation system. There has been no action on this bill since June, so it may be dead.

SB 499 (Liu and De Leon) Teachers: Best Practices Teacher Evaluation System: School Administrator Evaluation

This bill would require the governing board of each school district and county board of education to adopt and implement a locally negotiated best practices teacher evaluation system, described as one in which each teacher is evaluated on a continuing basis on the degree to which he or she accomplishes specific objectives and multiple observations of instructional and other professional practices that are conducted by trained evaluators. The bill would also provide that the provisions of the best practices teacher evaluation system do not supersede or invalidate a teacher evaluation system that is locally negotiated and that is in effect at the time the best practices teacher evaluation system becomes operative. This bill would also require the governing board of each school district and each county board of education to establish a system of evaluation for school administrators to guide their growth and performance with the purpose of supporting them as instructional leaders in order to raise pupil achievement. The bill would require the evaluation and assessment of certificated personnel at least every 3 years, except as locally negotiated and provided in the best practices teacher evaluation system. There has been no action on this bill since June, so it may be dead.

New Bills

Credentialing

SB 916 (Allen) Teacher Credentialing

This bill would add dance and theatre to the list of authorized subjects in which the CTC may issue single subject teaching credentials. The bill would also state that a person issued a single subject teaching credential in physical education or English before the establishment of a single subject teaching credential in dance or theatre, respectively, retains authorization to teach those subjects.

Student Financial Aid

AB 1721 (Medina) Student financial aid: Cal Grant Program

This bill would raise the amount of the maximum award for access costs under the Cal Grant B program to \$3,000, from its current level of \$1,551. It would also raise the maximum age for an applicant for an award under the California

Community College Transfer Entitlement Program from 28 years old to 31 years old by December 31 of the award year. Currently, an awardee is required to have attended a California community college in the academic year immediately preceding the award. This would raise that limit to no more than 3 academic years before the academic year for which the award will be used.

Teacher Supply

SB 915 (Liu) Teacher Recruitment: California Center on Teaching Careers

This bill would establish the California Center on Teaching Careers for the purposes of recruiting qualified and capable individuals into the teaching profession. Funds would be appropriated to the Superintendent of Public Instruction to contract with a local educational agency to establish and administer the center with the concurrence of representatives of the CTC, the University of California, the California State University, and independent institutions of higher education. The duties of the California Center on Teaching Careers include, but are not limited to: developing and distributing statewide announcements relating to teacher recruitment; developing and distributing effective recruitment publications; providing information to prospective teachers regarding credentialing, program admission, and financial aid; creating or expanding a referral database for qualified teachers seeking employment; developing and conducting outreach activities to high school and college students; developing and conducting outreach activities to teachers to fill existing teacher shortage areas.

SB 933 (Allen) Teachers: California Teacher Corps Act of 2016: Teacher Residency Programs

This bill would establish the California Teacher Corps Act of 2016, which would authorize the Superintendent of Public Instruction to make grants to high-need local educational agencies and high-need consortium of local educational agencies, in order to assist these agencies in establishing and maintaining teacher residency programs. The teacher residency programs established by the bill would be defined as school-based teacher preparation programs in which a prospective teacher would teach alongside an experienced mentor teacher for a minimum of nine months, while also receiving teacher training instruction in a teacher credentialing program at a qualified institution. Awardees would agree to be placed in a high-need school upon completion of their credential for at least for years, or else pay back a pro-rated portion of their training costs.

CCTE Policy Contacts

The CCTE Policy Committee Co-Chairs can be contacted by e-mail as follows:

Mona Thompson at almothomp@gmail.com
Susan Westbrook at suew447@aol.com

News Updates from the Commission on Teacher Credentialing

Introduction

The Professional Services Division of the Commission on Teacher Credentialing continues to move forward the ambitious agenda of strengthening and streamlining the Accreditation System. Below are the most recent activities accomplished within this project:

Revised Accreditation Framework Adopted by the Commission!

At its February 2016 meeting, the Commission adopted the revised Accreditation Framework which codifies the policies of the revised accreditation framework. The Committee on Accreditation is working to update the Accreditation Handbook. The revised accreditation system will be implemented in the 2017-2018 year. In addition, the Commission lifted the moratorium on Initial Institutional Approval. Staff is scheduling the initial Accreditation 101 for April 2016—all prospective sponsors must attend the Accreditation 101 session prior to submitting for initial institutional eligibility to sponsor educator preparation programs.

For details see: <http://www.ctc.ca.gov/commission/agendas/2016-02/2016-02-3B.pdf>

Revised Preliminary Multiple and Single Subject Teacher Preparation and General Education Induction Program Standards Adopted by the Commission

At its December 2015 meeting, the Commission adopted revised Preliminary Multiple and Single Subject Teacher Preparation Program Standards, along with a Transition Plan. There are now six program standards:

- ◆ Program Design and Curriculum
- ◆ Preparing Candidates to Master the Teaching Performance Expectations
- ◆ Clinical Practice
- ◆ Monitoring, Supporting, and Assessing Candidate Progress toward Meeting Credential Requirements
- ◆ Implementing the Teaching Performance Assessment
- ◆ Assessor Qualifications, Training, and Scoring Reliability
- ◆ Clear/Induction Transition Plan

In addition, the Commission also approved moving forward to a validity study a revised set of *Teaching Performance Expectations*. The full agenda item and standards can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2A.pdf>

The Commission also adopted revised Induction Program Standards, Preconditions, and a Transition Plan at its December 2015 meeting. All second tier preparation programs sponsored by LEAs and IHEs will be required to meet

these standards beginning with the 2017-18 school year. There are now six program standards:

- ◆ Program Purpose
- ◆ Components of the Mentoring Design
- ◆ Designing and Implementing Individual Learning Plans within the Mentoring System
- ◆ Qualifications, Selection, and Training of Mentors
- ◆ Determining Candidate Competence for the Clear Credential Recommendation
- ◆ Program Responsibilities for Assuring Quality of Program Services

The full agenda item and standards can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2G.pdf>

Transition Plans Available to Programs

At its December 2015 meeting, the Commission adopted new Preliminary Multiple and Single Subject (MS/SS) Program Standards, new General Education Induction Program Standards and Preconditions, and transition plans for institutions and providers to move from the older standards to the new ones. This work is part of the Commission's comprehensive effort to strengthen and streamline its accreditation system. Program Sponsor Alerts (PSAs) 15-06 and 15-07 were shared with the field in recent weeks. These provide information on the new 2015 Program Standards and/or Preconditions (Induction only) and on the expectations for institutions to transition to the new standards. The PSAs can be found on the Commission's website: <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>.

Cohort Map of New Accreditation Schedule and Activities Now Available

At its August 2015 meeting, the Commission on Teacher Credentialing approved a plan for transition to the new streamlined accreditation system. A new webpage has been developed to provide Accreditation Schedule and Activity information including updated cohort maps. This new webpage and its contents will assist institutions as they transition to the new accreditation system in 2017-2018. The webpage can be found on the Commission's website here: <http://www.ctc.ca.gov/educator-prep/program-accred-sch-act.html> or by navigating to the Program Sponsors tab and clicking "Accreditation Schedule and Activities" under the Accreditation Activities headline in the right-hand menu. For additional information and to read more about the webpage features, please read PSA 16-02 on the Commission's website: <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>.

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News Updates from the Commission on Teacher Credentialing

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CalTPA Slated for Redevelopment

Also at its December 2015 meeting, the Commission adopted revised Teaching Performance Assessment Design standards in preparation for the release of a Request for Proposals to redevelop the CalTPA and validate the Teaching Performance Expectations. Development work is expected to begin in the Spring of 2016 with a revised CalTPA online by 2018-19. The full agenda item can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2E.pdf>.

Administrator Performance Assessment Design and Program Implementation Standards

At its February 2016 meeting, the Commission reviewed and adopted revised Administrator Performance Assessment Design and Program Implementation Standards as part of the ongoing work to develop an Administrator Performance Assessment (APA) for program route candidates. The full agenda item can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2016-02/2016-02-3F.pdf>.

Development of a Data Warehouse and Data Dashboards for the Commission

At its February 2016 meeting, the Commission heard information about the progress of developing a data warehouse and data dashboards to display data of interest to candidates, programs, stakeholders, the Commission, and the public. The initial data dashboards can be accessed from the Data and Reports tab on the main Commission web page. The full agenda item and more detailed information about the dashboards can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2016-02/2016-02-3A.pdf>.

Draft Revisions to the Science Subject Matter Requirements (SMRs) in Alignment with the Next Generation Science Standards (NGSS)

Also at its February 2016 meeting, the Commission got a first look at the draft revisions to the Science Subject Matter Requirements in alignment with the Next Generation Science Standards. These SMRs will be sent out to the field for a content validity study prior to adoption by the Commission. The draft revised SMRs can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2016-02/2016-02-3E.pdf>.

Other Related News of Interest

2015 Pedagogy Survey Results Are Now Available

In October 2015, the Commission surveyed all Preliminary Multiple and Single Subject Teacher Preparation programs to identify those that accept ad hoc enrollment. This information assists individuals, institutions, and employers to find pedagogy courses that candidates may complete to satisfy §80499 requirements. Additional information about the specific pedagogy course is included. Only those institutions that completed the survey *and* indicated that they accept ad hoc enrollment are listed. Survey results are available on the CIG (<http://www.ctc.ca.gov/credentials/cig2/IHE-program-sponsors.html>: with CIG log in and password) and on the CCAC website (<http://teamccac.org/>) under the Resources tab.

Opportunities for Professional Development and Professional Service Are Still Available

The Commission is seeking qualified individuals to serve within the Accreditation System as peer reviewers of initial program documents, of documents submitted for Program Assessment, and of proposals submitted from institutions that want to offer subject matter programs. This is a great opportunity for professional growth and development as well as an opportunity to contribute a service critically important to the effective and efficient implementation of the Accreditation System. Travel expenses are reimbursable. If interested, please email IPR@ctc.ca.gov and include your particular area(s) of expertise and your contact information. Your colleagues thank you in advance!

Commission Role at CCTE Policy Sessions

The Commission on Teacher Credentialing (CTC) has a regular role as part of the presentations on issues of interest at one of the Policy Sessions at each semi-annual conference of the California Council on Teacher Credentialing. It is typically at the Thursday afternoon Policy Session that both the CCTE Policy Committee and members of the CTC staff make presentations and answer questions. CCTE appreciates this ongoing cooperation and collaboration with CTC to help keep our membership well informed.



CCNews

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

Volume 27, Number 1, Spring Issue, March 2016, Section 2

Jo Birdsell, Editor (National University)

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

Preview of CCTE Spring 2016 Conference

“Shared Goals, Shared Dreams: Teaching Students with Disabilities”

By **Irene Nares-Guzicki**

CAPSE President

California State University, Monterey Bay

& Virginia Kennedy

California State University, Northridge

The Spring 2016 California Council on Teacher Education Conference will be held March 31 to April 2 at the Sainte Claire Hotel in San Jose around the theme “Shared Goals, Shared Dreams: Teaching Students with Disabilities.”

The Conference will focus on today and tomorrow in the education of children and adolescents with disabilities. Teacher preparation standards are becoming more inclusive and the field of Disability Studies more influential, while data, technology, and emerging evidence-based practices inspire new ways of teaching and supporting students with disabilities. This Conference will be an opportunity for the educator preparation community to learn, share, challenge, and take leadership in evolving views and substantive changes in principles and practice.

The first day of the Conference will focus on state and national perspectives on (dis)ability in our schools, featuring the voices of students, parents, teachers, administrators and researchers. Marleen C. Pugach of the University of Wisconsin-Milwaukee will be the keynote speaker, addressing the topic “Imagining the Next Generation of Teacher Education for Inclusion.” See additional information about Dr. Pugach on page 14 of this issue of *CCNews*. The keynote will be followed by a panel of national and California teacher education leaders discussing implementation of CEEDAR (Collaboration for Effective Educator Development, Accountability, and Reform) programs on their campuses.

Friday morning of the Conference will delve into implications for educator preparation derived from the field of Disability Studies and from experienced and innovative educators in our schools. Scot Danforth of Chapman University will lead off with his presentation entitled “Provocative Notions about Disability and Inclusion: Pushing the Teacher Education Agenda Forward.” Next will be a panel presentation including Lou Denti of California State

University, Monterey Bay, Superintendent Matt Navo of the Sanger Unified School District, and teachers and students. Dr. Denti will moderate the panel as well as present.

Saturday morning will feature two programs. One will involve both a demonstration of TeachLive, a mixed reality, virtual classroom simulator, and a display of new online resources on evidence-based practices and teacher education course planning tools from IRIS (bring your laptops!). The other Saturday program will be another CCTE Quest for Teacher Education Research Institute featuring presentations from many of the Quest studies and discussion of implications of the research.

The Spring Conference will also include concurrent research and practice sessions, the Friday late afternoon poster session, two policy sessions, Special Interest Group meetings, and meetings of the associated organizations (California Association of Bilingual Teacher Education, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, the California State University Field Coordinators Forum, and the CCTE Graduate Student Caucus).

The Planning Committee for the Spring 2016 Conference is spearheaded by CAPSE (California Association of Professors of Special Education) and welcomes other CCTE members and delegates interested in assisting with final conference planning and implementation. Please contact either Irene Nares-Guzicki, CAPSE President, at inares-guzicki@csumb.edu or Virginia Kennedy, CCTE Board of Directors member, at virginia.kennedy@csun.edu for further information.

The formal announcement of the Spring 2016 Conference was distributed to all CCTE members and delegates in early January, along with the tentative program, the registration form, and the call for proposals for conference presentations. A follow-up announcement was distributed in early February.

See the tentative program for the Spring Conference on page 15 of this newsletter and the registration form on page 16. You may use either this form or the on-line registration option available on the CCTE website.

Marleen C. Pugach Will Keynote CCTE Spring 2016 Conference

Marleen C. Pugach will headline the California Council on Teacher Education Spring 2016 Conference as the keynote speaker on the afternoon of Thursday, March 31. The presentation she will make that day in keeping with the Conference theme is entitled “Imagining the Next Generation of Teacher Education for Inclusion.”

Dr. Pugach is a professor emerita in the School of Education at the University of Wisconsin-Milwaukee where she was a member of the faculty from 1986 to 2011. The following three years, from 2012 to 2014, she held an appointment as a professor in the Rossier School of Education at the University of Southern California.

She received her Ph.D. from the University of Illinois at Urbana-Champaign in 1983 with a double major in teacher education and special education. Her expertise focuses on such topics as the reform of teacher education at the intersection of general and special education, dual certification, and the relationship between diversity and disability as it relates to the preparation of teachers, especially for urban schools.

Dr. Pugach is the author and editor of numerous articles and book chapters on teacher education for inclusion, including the introduction to the teaching text *Because Teaching Matters*, as co-author of *Collaborative Practitioners*, *Collaborative Schools*, and as co-editor of *Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators*. Recently she co-authored a chapter on research on collaboration in teacher education for the 2014 *Handbook of Research on Special Education Teacher Preparation* as well as a chapter on professional development for inclusion in the 2014 *SAGE Handbook on Special Education*.

In December 2015 Dr. Pugach presented a paper with Linda Blanton on a model for the next generation of research on teacher education for inclusion at the University of Edinburgh’s international seminar series on *Teacher Education for the Changing Demographics of Schooling: Policy, Practice, and Research*. Dr. Pugach is also the co-author, with Charles Peck, of “Dividing Practices: Preservice Teacher Quality Assessment and the (Re)production of Relations between General and Special Education,” an article that will appear in the Summer 2016 issue of *Teacher Education Quarterly*.

Dr. Pugach has also been a Fulbright Scholar. She currently consults nationally and internationally on teacher education reforms for inclusion. Among many honors she has received the American Association of Colleges for Teacher Education’s Margaret Lindsey Award, the Excellence in Teacher Education Award from the Teacher Education Division of the International Council for Exceptional Children, the Senior Research Award from the University of Wisconsin-



Marleen C. Pugach

sin-Milwaukee, and the Distinguished Alumni Award from the College of Education at the University of Illinois at Urbana-Champaign.

Article To Be Circulated to CCTE Membership in Pre-Publication Format Prior to Spring Conference

The article “Dividing Practices: Preservice Teacher Quality Assessment and the (Re)production of Relations between General and Special Education” by Marleen C. Pugach and Charles Peck which will appear in the Summer 2016 issue of *Teacher Education Quarterly* will be shared with the CCTE membership as a pre-publication PDF prior to the CCTE Spring 2016 Conference as suggested reading for all who will attend the Conference.

Tentative Spring 2016 CCTE Conference Program

Wednesday, March 30:

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

Thursday, March 31:

8:00 a.m. to 6:00 p.m. - Conference Registration & Exhibits Room will be open.
 8:00 a.m. to 9:30 a.m. - Meeting of the California Association of Bilingual Teacher Educators.
 9:00 a.m. to 11:30 a.m. - Meeting of the California Association of Professors of Special Education/Teacher Education Division.
 9:00 a.m. to 11:20 a.m. - Independent California Colleges and Universities Council on the Education of Teachers.
 10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus.
 11:00 to 11:30 a.m. - Newcomers' Meeting (for first-time or recently new attendees).
 11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).
 11:30 a.m. to 12:45 p.m. - First Set of Special Interest Groups: Arts & Education, Coordinators of Credential Programs, RAIN (Respect, Alliance, & Identity Network), Lives of Teachers, & Special Education.
 12:45 to 1:00 p.m. - Break.
 1:00 to 3:00 p.m. - Opening Session:
 Introductions with CCTE President Juan Flores (California State University, Stanislaus) presiding.
 Conference Orientation by Irene Nares-Guzicki (California State University, Monterey Bay)
 and Virginia Kennedy (California State University, Northridge), Co-Chairs of Spring 2016 Conference.
 Keynote Address by Marleen C. Pugach (Professor Emerita, University of Wisconsin-Milwaukee):
 "Imagining the Next Generation of Teacher Education for Inclusion."
 Response Panel of teacher educators working with CEEDAR programs on their campuses.
 3:00 to 3:15 p.m. - Break.
 3:15 to 4:15 p.m. - First Policy Session, with presentations from Commission on Teacher Credentialing and CCTE Policy Committee.
 4:15 to 4:30 p.m. - Break.
 4:30 to 5:45 p.m. - First Set of Concurrent Research and Practice Sessions.
 5:45 to 6:00 p.m. - Break.
 6:00 to 7:00 p.m. - Joint Presidents' Reception & Social Hour.
 7:00 to 9:00 p.m. - Conference Banquet followed by Songfest.

Friday, April 1:

7:30 to 8:45 a.m. - *Teacher Education Quarterly* Editorial Board Meeting.
 7:30 to 8:45 a.m. - *Issues in Teacher Education* Editorial Board Meeting.
 7:30 to 8:45 a.m. - Breakfast meeting of CCTE Graduate Student Caucus.
 8:00 a.m. to 6:00 p.m. - Conference Registration and Exhibits Room will be open.
 8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.
 8:30 to 11:45 a.m. - Morning Program:
 Presentation by Scot Danforth (Chapman University) followed by discussion.
 Panel presentation including Lou Denti (California State University, Monterey Bay), Superintendent Matt Navo of Sanger Unified School District, along with teachers and students. Dr. Denti will both present and moderate.
 Table discussions focused on Conference theme.
 11:45 a.m. to Noon - Break and final opportunity for CCTE delegates and members to vote in 2016 annual election.
 Noon to 1:30 p.m. - Conference Awards Luncheon.
 1:30 to 1:45 p.m. - Break
 1:45 to 3:00 p.m. - Second Set of Concurrent Research Sessions.
 3:00 to 3:15 p.m. - Break.
 3:15 to 4:15 p.m. - Second Policy Session, featuring conversation with legislative leaders.
 4:15 to 4:30 p.m. - Break.
 4:15 to 5:30 p.m. - Second Set of Special Interest Groups: BTSA & Induction; Equity and Social Justice, Pedagogies for College and Career Readiness, Technology and Teacher Education, & Undergraduate Teacher Preparation.
 5:30 to 5:45 p.m. - Break.
 5:45 to 7:45 p.m. - Poster Session for Research and Practice Topics, with wine and cheese.

Saturday, April 2:

8:00 a.m. to noon - Conference Registration.
 8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.
 9:00 to 11:45 a.m. - Concurrent Activities:
 (1) An interactive tech fest of resources and assistive and instructional technology that advances inclusion, including new tools from IRIS and a demonstration of TeachLive by Sally Spencer (California State University, Northridge).
 (2) Institute featuring the CCTE Quest for Teacher Education Research projects, with opportunity for project researchers to report and engage in discussion with the audience.
 11:45 a.m. to Noon - Conference Wrap-Up with brief preview of Fall 2016 Conference and Adjournment.

California Council on Teacher Education Spring 2016 Conference Registration

Please use this form to register for the Spring 2016 CCTE Conference and return by mail with payment by check;
Or if you wish to pay by credit card, use the on-line form in the "Conferences" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____

(include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- ☐ Basic Pre-Registration - \$275 (will be \$300 on site)
- ☐ Special for First-Time Registrants - \$175 (will be \$200 on site)
- ☐ Special for Retired Educators - \$150 (will be \$175 on site)
- ☐ Special for P-12 Educators - \$150 (will be \$175 on site)
- ☐ Special for Students - \$50 (will be \$75 on site)
- ☐ Special for 4 or more registrants from the same institution - \$250 each (submit a form for each with combined payment)

Special Events (check those desired):

- ☐ Thursday SIG Time (includes box lunch) - \$25
- ☐ Thursday Evening Session (includes banquet) - \$45
- ☐ Friday Awards Session (includes luncheon) - \$35
- ☐ Check here if you wish vegetarian options.

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

- ☐ Special Fee for Those Attending - \$25

CABTE Meeting and Refreshments (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- ☐ Special Fee for Those Attending - \$25

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

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

- | | |
|--|--|
| SIGs meeting on Thursday: | SIGs meeting on Friday: |
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> BTSA and Induction |
| <input type="checkbox"/> RAIN | <input type="checkbox"/> Pedagogies for College and Career Readiness |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Undergraduate Teacher Preparation |

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

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

For on-line registration and payment via credit card, access the form on the "Conferences" page of the CCTE website: www.ccte.org

Preview of CCTE Fall 2016 Conference

“Together We Work Better: Partnerships in Teacher Education”

The California Council on Teacher Education Fall 2016 Conference will be held October 20-22 at the Kona Kai Resort in San Diego around the theme of collaboration with the title “Together We Work Better: Partnerships in Teacher Education.”

Collaboration in both preservice and inservice teacher education occurs across a variety of contexts and in multiple ways. Teacher educators may collaborate around clinical practice, mentoring, accreditation, and professional development, among other areas. University-based teacher education programs work in conjunction with school districts to place student teachers and interns. State agencies coordinate with universities and school districts to credential teachers and offer induction programs to novices. Inservice teachers seek professional development and advanced degrees through local universities. At every stage in teachers' professional lives some form of collaboration informs their experiences.

The Fall 2016 CCTE Conference will thus focus on effective practices in collaboration, development of partnerships, and sustainability of collaborative initiatives. Questions to be addressed during the Conference include, but are not limited to:

What are the issues of power and control in collaboration in teacher education?

What does collaboration look like when it is effective and when it is not effective?

Are there times when collaboration is stated as the goal, but it is more driven by one partner, party, or perspective?

What does authentic collaboration look like?

What facilitates and what constrains collaboration?

What have partners found to be useful in moving collaboration forward?

What struggles are they still confronting?

What considerations need to be given to sustainability of collaboration, particularly once the impetus of the collaboration or initial funding is over?

What is the impact of organizations working together on a goal? How can they work more effectively together?

What knowledge, skills, and dispositions are

needed in order to form, work with, and sustain collaborations?

The conference will offer opportunities for attendees to engage with these questions and develop both personal and institutional responses.

The Fall 2016 Conference will also include meetings of associated organizations (California Association of Bilingual Teacher Educators, California Association of Professors of Special Education, Independent California Colleges and Universities Council on the Education of Teachers, California State University Field Coordinators Forum, and the CCTE Graduate Student Caucus), meetings of the CCTE Special Interest Groups, concurrent research presentations, the poster research and practice session, policy sessions, and Saturday institutes.

Members of the Planning Committee for the Fall 2016 CCTE Conference are Jo Birdsell (National University), Eric Engdahl (California State University, East Bay), Juan Flores (California State University, Stanislaus), Cindy Grutzik (California State University, Long Beach), Laurie Hansen (University of California, Irvine), Alan Jones (CCTE Executive Secretary), Karen Lafferty (San Diego State University/Claremont Graduate University), Sharon Russell (CalStateTEACH), Mona Thompson (California State University, Channel Islands), and Susan Westbrook (California Federation of Teachers). Others interested in helping plan and implement the Fall Conference are encouraged to contact any of the current planning committee members.

The formal announcement of the Fall Conference will be distributed to the CCTE membership in June, along with the registration form, hotel information, and the call for proposals for concurrent and poster sessions. The deadline for proposals for concurrent and poster sessions will be August 15.

Announcement from the CCTE Awards Committee

The CCTE Awards Committee has instituted two new awards celebrating work on current pedagogy. One award focuses on those conducting research and/or practice in support of the CCSS and the other on those conducting research and/or practice in support of the NGSS.

The first of these awards was presented at the Fall 2015 Conference and nominations are invited for similar awards to be made at future CCTE conferences. Please submit nominations by e-mail to Eric Engdahl, Chair of the CCTE Awards Committee at: eric.engdahl@csueastbay.edu



CCNews

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

Volume 27, Number 1, Spring Issue, March 2016, Section 3

Jo Birdsell, Editor (National University)

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

CCTE New Faculty Support Program Invites Applications

Each academic year the California Council on Teacher Education (CCTE) will, through its New Faculty Support Program, assist new faculty to become CCTE members, to attend CCTE semi-annual conferences, and to receive mentorship about the teacher education community from experienced members of the CCTE organization.

For purposes of this support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator at a CCTE member institution, who is not now nor has in the past been an individual member of CCTE, who is not now nor has in the past been an institutional delegate to CCTE, and who has not previously received support from the CCTE New Faculty Support Program. The purpose of the program is for new faculty to become members and participants in CCTE during any membership year, which run from July 1 through June 30.

Applications and nominations are encouraged from or on behalf of new faculty, and those who are selected for the program will receive the following benefits and will commit to the associated responsibilities:

Participants in this program will receive a CCTE individual membership for a year at a 50% discount, so that the individual dues are reduced to \$55.

Participants in this program will attend at least one CCTE Conference during the year and the registration fee will be discounted 50%. Participants will be responsible for all other costs involved in attending the Conference.

Participants will submit a proposal for a research or poster session at the Conference they decide to attend.

Participants will each be linked with CCTE veterans who will meet with and mentor the participants prior to and at the Conference.

To be considered for this program, please use the application/nomination form on the following page.

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 the editor:

jbirdsell@nu.edu

The deadline for materials for the Summer 2016 issue is May15.

—Jo Birdsell, National University, Editor of CCNews

**Application or Nomination Form for Support
from the CCTE New* Faculty Grant Fund
for ne CCTE Membership Year**

The purpose of the CCTE New Faculty Support Program is to provide support for new faculty and to encourage them to become members and participants in CCTE. The organization is currently seeking interested participants for the upcoming membership year, which runs from July 1 through June 30.

* For this special support program, a new faculty member is defined as a person who is in the first five years of employment as a teacher educator at a CCTE member institution, who is not now nor has in the past been an individual member of or institutional delegate to CCTE, and who has not previously received support from this program.

Please complete all information as requested below

Name of New Faculty Member: _____

College, University, or Other Place of Employment: _____

School or Department Affiliation: _____

Preferred Mailing Address: _____

Telephone Number: _____

E-mail Address: _____

Please sign below indicating that you are applying to: ♦ have your CCTE individual membership fee for a year reduced by 50%; ♦ that you will attend at least one CCTE Conference during the year for which your registration will be reduced by 50%; ♦ that you will be responsible for your other costs in attending that Conference; ♦ that you will submit a proposal for a research or poster session at the Conference you decide to attend; ♦ and that you will be assigned to a CCTE veteran who will meet with and mentor you at that Conference. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE/AACTE New Faculty Grant Fund.

New Faculty Member's Signature: _____

Date: _____

Please mail completed and signed form to:
Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Applications may be submitted at any time.

CCTE Seeking Applications for Graduate Student Support Program

Graduate students at any CCTE member institution interested in the field of teacher education are encouraged to apply for support from the CCTE Graduate Student Program for any academic year.

The CCTE Graduate Student Support Program has been established to provide financial assistance to encourage greater involvement of graduate students in CCTE activities. Contributions will continue to be solicited from CCTE members and delegates and the funds will be held in the CCTE Graduate Student Fund for distribution along the following guidelines:

1. Each year the opportunity to apply for support from the CCTE Graduate Student Fund will be disseminated to all CCTE members and delegates, with the request that such information be shared with graduate students at all institutional member campuses. Applications will be accepted at any time throughout the membership year until all available and appropriate awards have been made.
2. Students seeking support from the CCTE Graduate Student Fund will submit their application to the CCTE Executive Secretary, accompanied by an endorsement from their graduate advisor. In making application the student will commit to attending one of the CCTE semi-annual Conferences during the coming year and submitting a proposal for a research or poster session at that conference.
3. The only limitations on students wishing to make application are that they be doctoral or masters candidates at a CCTE member institution, that they are considering the field of teacher education as a career goal, and that they be endorsed by a faculty advisor on their campus. A form has been created and disseminated to facilitate applications. Students will be asked to indicate their graduate field of concentration, the degree they are pursuing, and the expected date when they will complete that degree.
4. To the extent that money is available each year from the CCTE Graduate Student Fund, applicants will be awarded the following benefits: (a) The applicant will become a CCTE student member for the year, with 50% of the \$55 membership dues waived; and (b) The student registration fee for the Conference the applicant chooses to attend will be reduced 50%. Other expenses related to attending the Conference will remain the responsibility of the student. In years when more students apply than there are funds available for support in the CCTE Graduate Student Fund, priority will be given to doctoral students over masters students, and additional preferences will be based on how close students are to completing their degree program.
5. No more than five students will be awarded per year from any given institution, again with preferences among applicants based on level of degree sought and closeness to completion of their degree programs. The limit of five students per institution may be waived if there are not enough applicants from other institutions to fill the number of awards available from the Fund in any given year.
6. It is not guaranteed that all of the Conference research or poster proposals submitted by recipients of CCTE Graduate Student Fund awards will be accepted, but all participants in the program will still be committed to attend the Conference of their choice even if their proposal is rejected. However, it is assumed that most if not all graduate students will be submitting proposals that meet the expectations of the CCTE Research Committee for inclusion in the Conference poster session, and the Research Committee will be asked to make every effort to include all proposals from awarded graduate students in the relevant poster session.

Please use the form on the following page to submit a nomination/application for participation in the CCTE Graduate Student Program.

Application Form for Support from the CCTE Graduate Student Fund

Please complete all information as requested below

Name of Graduate Student Applicant: _____

Preferred Mailing Address: _____

Telephone Number: _____

E-mail Address: _____

College or University Where You Are a Graduate Student: _____

Graduate Field of Study: _____

Degree You Are Pursuing: _____

Expected Date When You Will Receive Degree: _____

Please sign below indicating that you are applying to have your CCTE student membership fee reduced by 50%, that you will attend at least one CCTE Conference during the next year for which your registration will be reduced by 50%, that you will be responsible for your other costs in attending that Conference, and that you will submit a proposal for a poster session at the Conference you decide to attend. Your signature here will commit you to fulfilling the above if you are granted support from the CCTE Graduate Student Fund.

Student's Signature: _____

Date: _____

Endorsement by Faculty Advisor

Name of Faculty Advisor (please print): _____

Telephone Number: _____

E-mail Address: _____

Signature of Faculty Advisor Endorsing Above Student as an Applicant for Support from the CCTE Graduate Student Fund:

Faculty Signature: _____

Date: _____

Please mail completed, signed, and endorsed form to:
Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275, San Francisco, CA 94118



CCNews

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

Volume 27, Number 1, Spring Issue, March 2016, Section 4

Jo Birdsell, Editor (National University)

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

Additional Background on the CCTE Quest for Teacher Education Research,

With support from a State Chapter Grant from the American Association of Colleges for Teacher Education, the California Council on Teacher Education embarked on a “Quest for Teacher Education Research” during the 2014-2015 academic year. CCTE issued a call in the summer of 2014 for proposals for the Quest, and the response was excellent, as we had 37 participating studies involving 85 individual researchers from 32 different college and university campuses, two government agencies, one school district, and one county office of education during that first year. Each of the projects also received guidance from a mentor appointed from CCTE.

The research proceeded during the 2014-2015 year, with each study submitting an initial interim report that December, most of the studies participating in a special institute on the Saturday of the Spring 2015 CCTE Conference, and all studies submitting either a final report or additional interim report in May of 2015. Some of the studies then continued into the current 2015-2016 year, while others were completed at the end of the 2014-2015 academic year.

All of the studies have been asked to provide brief reports that are being published in recent and upcoming issues of *CCNews* to inform the membership of the research that has taken place. Several of those reports appeared in the Summer and Fall 2015 issues, another was published in the Winter 2015 issue, and yet another appears on the following pages of this issue. The researchers in each study are also being encouraged to prepare articles for submission to and consideration by either of the CCTE journals or other scholarly journals in the field.

In addition to the continuation of some of the current Quest projects into the 2015-2016 academic year, a call was issued this past summer and we currently have 42 research studies involved this 2015-2016 year. Any CCTE members, delegates, or friends who have a research study related to teacher education either underway or about to begin, please submit your proposal to join the Quest. Application forms are available on the CCTE website (www.ccte.org) or can be requested from CCTE Executive Secretary Alan H. Jones.

Report on a Quest Study on Following Pages

“Nearpod and the Impact on Progress Monitoring”

By **Laura McKay & Georgianna Ravenna**, *CalStateTEACH at California State University, Fullerton*,

See pages 23-27

Nearpod and the Impact on Progress Monitoring

By **Laura McKay & Georgianna Ravenna**
CalStateTEACH at CSU Fullerton

Abstract

Progress monitoring is a practice used to determine students' academic performance, measure their degree of improvement, and assess the efficacy of instruction (Center on Response to Intervention, n.d.). It is the one method of assessment that instructors can promptly give, interpret results, and alter instruction to maintain and promote sufficient improvement of reading skills. Consequently, teachers who consistently implement progress-monitoring instruments improve student achievement and are more apt to modify instruction to meet the needs of their students (Santi & Vaughn, 2007). The purpose of this quasi-experimental study was to determine whether the Nearpod app, an interactive technology application, served as an effective method to monitor students' progress and check for understanding during instruction. The participants consisted of two teacher candidates in their final term of their clinical experience practicum. Both student teachers taught at a Title 1 school in Tustin, California. The school demographics consisted of 49% socioeconomically disadvantaged students and 26.4% English learners. The experimental group student teacher used Nearpod to check for understanding and perform progress monitoring in a 2/3-combination grade classroom comprised of 31 students. In the control group setting, the other student teacher in a 3rd grade classroom of 32 students did not use Nearpod for progress monitoring. Instead, she used traditional progress monitoring methods during instruction. The results of the study indicated that the use of the Nearpod app (student responder) improved student engagement and whole group assessment in a single lesson

Introduction

Progress Monitoring

According to the Center on Response to Intervention (n.d.), progress monitoring is a practice used to determine students' academic performance, measure their degree of improvement, and assess the efficacy of instruction. It differs from conventional assessment practices in that it tends to hone in on students' performance on a small number of key skills utilizing frequent and brief analyses. In doing so, it enables teachers to detect particular areas for intervention (Luckner & Bowen, 2010). Such practices require a careful selection of tools "with consideration for cultural and linguistic responsiveness and recognition of students' strengths" (Center on Response to Intervention at American Institutes for Research, n.d., para. 1). Indeed, teachers across the country are often required to utilize some form of progress monitoring in their classrooms (Santi & Vaughn, 2007, p.

535). It is the one method of assessment that instructors can promptly give, interpret results, and alter instruction to maintain and promote sufficient improvement of reading skills. Teachers who consistently implement progress-monitoring instruments improve student achievement and are more apt to modify instruction to meet the needs of their students (Santi & Vaughn, 2007, p. 536).

Technology

As per a recent study (Armstrong, 2014), although many middle school students report using electronic devices, few students actually report using them at school. This is an unfortunate statistic considering the number of students who claim they learn better with the aid of technology. Research indicates that students who read using tablets demonstrate increased motivation, attention, and gains in reading skills (McClanahan, Williams, Kennedy, & Tate, 2012; Siegle, 2012). Indeed, "utilizing tablets, smartphones and whiteboards to encourage students to explore the Internet as a legitimate resource and to collaborate with other students or teachers can engage their students in ways that lectures and textbooks do not" (Armstrong, 2014, p. 41). Additionally, technology skills are but one of the many elements deemed critical to students' mastery of 21st century skills. Students must be able to interact with real world information, tools, and professionals they will meet in school, in their careers, and in life. Moreover, to operate in the 21st century, students must be able to create, evaluate, and use information, media, and technology (P21 Partnership for 21st Century Learning, n.d.).

Technology is not only transforming the way students learn, but it is also changing the traditional role of the teacher from that of a purveyor of information to one of a facilitator of learning and exploration. Furthermore, the ISTE Standards and the Common Core emphasize the use of technology as a tool for moving past "lower-order thinking skills, such as rote memorization, to focus energies on research and media literacy, creativity, collaboration, problem solving, and critical thinking" (ISTE, n.d., para. 3). Teachers are to personalize learning experiences to address students' varied needs and learning styles utilizing technological resources and tools. In doing so, they are to provide students with "multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching (ISTE, n.d., Standard 2 c/d). Technology can help teachers integrate progress monitoring easily into everyday practices. Online tools and mobile technology can assist educators organize and collect data that will facilitate analyzing information and make it more significant (Burns, 2015).

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Nearpod and the Impact on Progress Monitoring

(continued)

Motivation

Motivation is the energy that drives behavior toward a goal. Specific factors affecting motivation and learning in classrooms include task, authority, recognition, grouping, evaluation, and time (Pintrich & Schunk, 2002). For example, teachers may design tasks to make learning interesting, varied and challenging, thereby promoting mastery goal orientation in students. In addition, allowing students some control over learning activities, recognizing their accomplishments and efforts, and monitoring and assessing individual progress and mastery also promotes “motivated learning” (p. 257). The primary responsibility of educators then is to recognize and provide the conditions necessary to foster motivation and intellectual growth. First and foremost, they should use the existing physical and social surroundings to create the most valuable learning experiences (Dewey, 1938).

Nearpod

Nearpod is a free app that “enables teachers to use their tablet to manage content on their students’ mobile devices” (“Play.Google.com,” n.d., p. 1). This app is designed to work with most systems, Android and IOs, and its platform is secure. Teachers can download presentations; assess students individually or as a whole group, utilize additional interactive features from the Internet, and create their own presentations (Nearpod.com, n.d.). What is more, teachers may assess students’ comprehension immediately with this app and vary instruction accordingly. Hence, the use of such technology encompasses many of the dimensions associated with motivation and learning, the Common Core, ISTE standards, and P21 thinking skills. Nearpod is a fairly new app (2012), hence there is little research, thus far, on instructional benefits; however, the studies available show promise (Delacruz, 2014).

Purpose of Study

The purpose of this quasi-experimental study was to determine whether the Nearpod app, an interactive technology application, served as an effective method to monitor students’ progress and check for understanding during instruction. Furthermore, this study was designed to measure the effectiveness of the Nearpod application in designing instructional tasks to increase student participation, provide ongoing assessment, and ultimately impact motivation and learning.

Research Questions

1. How effective is the Nearpod app in collecting formative data during instruction?

2. To what extent does the Nearpod app increase student participation and motivation?

3. How successful are student teachers able to analyze the Nearpod data results to modify instruction?

Method

The participants consisted of two teacher candidates in their final term of their clinical experience practicum. Both student teachers taught at a Title 1 school in Tustin, California. The school demographics consisted of 49% socioeconomically disadvantaged students and 26.4% English Learners. The experimental group student teacher used Nearpod to check for understanding and perform progress monitoring, in the form of pre-, formative, and post-assessment practices, in a 2/3-combination grade classroom comprised of 31 students. In the control group setting, the other student teacher in a 3rd grade classroom of 32 students in did not use Nearpod for progress monitoring. Instead, she used traditional progress monitoring methods during instruction. The methods used for progress monitoring included think-pair-share, thumbs up/thumbs down, brainstorming maps, and calling on students randomly using name sticks. Data were gathered through:

1. Pre- and post-videotaped lessons;
2. In-person observations of teaching in a classroom setting;
3. Printed reports showing data of the frequency of student participation during the lesson and final scores on quizzes;
4. Student teacher written reflections of the learning outcomes;
5. Conferences with the student teachers.

Results

The results of the study indicated that the use of the Nearpod app (student responder) improved student engagement and whole group assessment in a single lesson (See Table 1).

To the contrary, students who participated in lessons without the use of Nearpod participated less at major points throughout the lesson (See Table 2).

Discussion and Implications

The discussion section will focus on answering the research questions.

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Nearpod and the Impact on Progress Monitoring

(continued)

How effective is the Nearpod app in collecting formative data during instruction?

The experimental group student teacher was able to assess the students throughout the lesson with Nearpod by answering questions embedded in the lesson. The questions were varied to encourage not only recalling facts or details (true/false, yes/no, fill-in the blank), but to develop critical thinking skills (open-ended questions) and creativity through drawings (polls). Students were engaged throughout all lessons and were responsible for their own learning. Nearpod reports provided feedback on student learning which were formal and informal. The teacher candidate displayed the report results in graph and chart form to show how well students responded to questions. What the reports don't show are the reasons for lack of student participation. Based on classroom observations and video reviews of the lessons taught indicate that students would respond to questions, but forget to hit the <send> button to record a response. At times, there were connectivity issues where students were kicked out of the program and had to login again using a different browser.

The control group student teacher checked for understanding of student learning during instruction using traditional methods such as think-pair-share, calling on students using

random selection with name sticks, and including a multiple-choice quiz. While these checking for understanding strategies are appropriate to gather information about student learning, the control student teacher failed to ensure that all students are engaged and responsible for their own learning.

To what extent does the Nearpod app increase student participation and motivation?

The experimental group teacher candidate designed her lessons with Nearpod as part of science units of study in the grade level curriculum. She presented content in a variety of ways to meet the needs of all students in the classroom. Nearpod is designed to allow the inclusion of a variety of media making the learning comprehensible and engaging for students. Student participation remained high throughout each portion of the Nearpod lessons, as evidenced in the earlier tables. Students were motivated using the iPad as a technology tool to respond to questions. Students remained on task knowing that they were held accountable for their participation and also, they didn't have the option to move ahead or stay behind in the lesson since the presentation is controlled and monitored by the teacher.

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Table 1
Science Lessons Using Nearpod Grades 2 and 3

<i>Question</i>	<i>Data Collection</i>	<i>Results</i>
1. What makes an animal a mammal? (videotaped lesson)	Pre-Assessment: Poll-draw (favorite animal)	100% participation
Input: Power point, video, pictures	Formative Assessment: Quizzes-yes/no questions	80% participation
	Final Assessment: Open-ended questions and responses	67% correct answers
2. What makes soil? (classroom observation)	Pre-Assessment: Poll-draw (soil)	90% participation
Input: Video, diagrams/charts. Pictures	Formative: Poll-yes/no question Fill in the blank Open-ended question responses	72% participation
	Final Assessment" Name 3 things learned	84% correct answers
3. Which arthropods do you find most interesting?	Pre-assessment: Multiple-choice response	84% participation
Input: Power point, video, pictures	Formative Assessment: Name 1 fact from video T/F responses	71% correct answers on quizzes

Nearpod and the Impact on Progress Monitoring

(continued)

The control group teacher candidate designed lessons that are aligned with Common Core Standards for the third grade curriculum in Mathematics and English Language Arts. She provided students with instructional and interactive videos to present the content, electronic presentation tools, and modeled her expectations for partner and individual work. She was aware of student activity, but did not make adjustments to meet the needs of students who were struggling or needed additional challenge. The think-pair-share strategy was the most effective method for the student teacher to engage students as all students responded to the same

question all at once. With the other checking for understanding strategies, only volunteer students or students who were called on randomly communicated their understanding. As a result, student participation significantly decreased after the pre-assessment portions of the lessons.

How successful are student teachers able to analyze the Nearpod data results to modify instruction?

The experimental group teacher candidate was able to reflect upon the strengths and weaknesses of her teach-

—continued on next page—

Table 2
Lessons without the use of Nearpod-Grade 3

<i>Question</i>	<i>Data Collection</i>	<i>Results</i>
1. Solving two-digit multiplication problems (in-class observation)	Pre-Assessment: Asks questions about multiplication	1% of students volunteered to answer questions
Input: Khan Academy video lesson Models making real-life connections	Formative Assessment: Think-pair-share Partner work for guided practice in math practice book Student teacher walks around the room	100% participation
	Final Assessment: Students complete problems in math practice book Exit ticket	80% correct answers
2. Pre-Writing Lesson (live-video observation)	Pre-Assessment: Think-pair-share, components of writing a story summary Used name sticks to call on students to respond	100% participation
Input: Provided example writing sample Used rubric to communicate expectations	Formative Assessment: Graphic organizer to brainstorm questions Asks if anyone has questions	50% participation
	Final Assessment: No time allowed for final assessment	No results reported
3. Comparative and Superlative Adjectives (live-video observation)	Pre-Assessment: Think-pair-share meaning of adjective	100% participation
Input: Interactive video on the Smartboard Models on doc viewer	Formative Assessment: Think-pair-share examples of comparative and superlative adjectives—uses name sticks Multiple-choice quiz on Smartboard—uses name sticks	2% participation
	Final Assessment: Answers questions on worksheet	75% correct answers

Nearpod and the Impact on Progress Monitoring

(continued)

ing strategies and make adjustments for future instruction. After teaching the lessons with Nearpod, she would generate reports to analyze student responses looking for trends for the high percentage of incorrect responses as well as correct responses. In her reflections, she would note if there were particular students consistently making errors due to lack of effort or understanding. She was able to identify any question presented to students that were not eliciting desired responses. She determined if the question might need to be revised due to the question being too easy or if she needed to provide further instruction or explanation of the content for students to be successful at meeting the learning outcomes. The open-ended questions presented the most challenge for students. Therefore, the teacher candidate provided extra practice for the students to respond to open-ended questions successfully.

The control group student teacher did make improvement with future instruction through reflection and lesson debriefing. She improved lesson pacing to allow her to complete all components of instruction and used student work sample data to reflect upon the effectiveness of teaching and student learning outcomes.

Conclusion

This project is relevant and important to the field of teacher education because it allows candidates to practice how to effectively improve student learning in the classroom. The data showed that the candidate, who utilized the Nearpod app for progress monitoring, developed the skills to obtain accurate information and to determine to what extent the students met lesson objectives. The benefit of using Nearpod for the teacher candidate was the access to free published multimedia lessons from experienced educators that were used in her classroom or modified to meet her instructional needs. She demonstrated improvement in her teaching practices by following an example Nearpod lesson plan format. The teacher candidate's confidence increased with the success she had with student learning so much that she continued to use Nearpod regularly. In addition, this candidate referred to the data in written reflections, thus evidencing her ability to use technology to gather and utilize information to inform future instruction. Students remained attentive and participatory throughout the Nearpod lessons, a necessary component of learning (Schunk, 2008). Moreover, they were motivated to continue with the lessons live or for homework outside of class.

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