

## The California Council on Teacher Education Developing Faculty Leaders in Teacher Education

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### Personal Historical Context

As the 70th California Council on Teacher Education (CCTE) anniversary approaches it is hard to believe that I have been involved with this organization since 1993, twenty-one years. As I reflect on how I was introduced and what kept me involved in the organization in many capacities, I realized I know of no other professional organization where lasting friendships have been developed and nurtured.

In 1993 the late Professor Joe Galbo from California State University, Stanislaus included me, then a first year assistant professor, and two other junior faculty, Dr. Pam Russ and Dr. Tony Vang, as part of a research team to study the extent to which teacher clubs were embedded in middle schools and high schools in California. He submitted a proposal to the California Council on the Education of Teachers (CCET) and we were accepted to present at the Fall 1994 conference in southern California. That research presentation was turned into a manuscript and became my first professional publication, featured in CCET's own *Teacher Education Quarterly* in 1997. The southern California conferences in the 1990s were held in Irvine, while the northern conferences

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were held in Berkley. My previous involvement in professional conferences was attending the California Association for Bilingual Education (CABE) and state and national migrant education conferences. Those groups were comprised mostly of Latino teachers and administrators as well as migrant education personnel. The CCET conferences at that time were a bit different—many of the faculty from the California State University System, the University of California, and the private campuses were White and mostly men. The only other Latino faculty member I recall meeting (and I am not even sure if it was at that first conference I attended) was Dr. Ron Solorzano from Occidental College.

What a difference 20 years can make! As I became increasingly involved with CCTE I was the first Latino *CCNews* editor and the first Latino CCTE Board Member, which later led to my being the first Latino CCTE President. Much of this was a result of the mentoring I received from the first African American CCTE President, Dr. Andrea Maxie of California State University, Los Angeles. Two years later Dr. Magaly Lavadenz from Loyola Marymount University followed as the first Latina CCTE President and our current CCTE President, Dr. Juan Flores from California State University, Stanislaus, is also a Latino faculty member. We have had other Latinos, African Americans, and Asian teacher educators on the CCTE Board as well as other nationalities as representatives of CCTE to our national affiliates. Jose Lalas of the University of Redlands recently served as CCTE-Vice President for ATE (the Association of Teacher Educators) and Dr. Lettie Ramirez of California State University, East Bay is currently the CCTE Vice President for AACTE (the American Association of Colleges for Teacher Education). I also had the privilege of serving as the CCTE Vice President for AACTE for two terms. Many faculty of color in CCTE have also served on our journal editorial boards.

Why is all of this in the forefront and important to mention? The move from a mostly White teacher education faculty organization to a diverse and inclusive teacher education faculty organization has occurred because of the leadership opportunities available through the organization. Many of us have had an impact by promoting faculty diversity not only in the organization and on its Board but also among the editorial boards for *Teacher Education Quarterly* and in *Issues in Teacher Education*. This diversity has informed deep conversations at Board meetings and in selecting topics for the themes of many CCTE conferences that have centered on diversity, English Language Learners, social justice, special needs students and inclusive education as well as a focus on international teacher education. This focus on diversity has also influenced the development of our CCTE Special Interest Groups

and our fairly recent new affiliation with the California Association for Bilingual Teacher Educators (CABTE).

### Some Modest Goals

As president I have seen how the CCTE Board and its various committees volunteer their time both in travel and hours at their own expense and how many have developed as leaders within the organization and in their own institutions. During my presidency I saw the fruition of four semi-annual conferences that were highly successful and well attended. Of most importance is the collegiality among the many CCTE friends who have been part of this organization throughout the years as well as the many new members who have joined us these past few years.

When I became President of CCTE, I set five modest goals for the organization and myself. Some were a continuation from the previous President's (Dr. Andrea Maxie) five-year strategic plan goals. Although we did not fully meet all of the five goals, I believe all were touched upon. The goals were then continued by Dr. Jim Cantor, who followed me as the next CCTE President, and I also continued these goals while serving as Past-President. The five goals were:

1. Continue to focus on building and maintaining strong alliances with our affiliate organizations (American Association of Colleges for Teacher Education [AACTE], Association of Teacher Educators [ATE], California Association of Professors of Special Education/Teacher Education Division [CAPSE/TED], Independent California Colleges and Universities Council on the Education of Teachers [ICCUCET], California Association of Professors of Educational Administration [CAPEA], California Association of Bilingual Teacher Educators [CABTE], and Beginning Teacher Support and Assessment [BTSA]), with the hope of having new organizations joining us.
2. Increase CCTE's visibility throughout the state, at the regional, national, and international levels, by possibly co-hosting one regional conference and expanding the call for proposals nationally and internationally through other venues.
3. Enhance our outreach to increase institutional delegates in K-12, Community Colleges, California State University and University of California, and private/independent colleges.
4. Enhance our CCTE conferences through participation of teacher

education students, undergraduate and graduate students, and BTSA teachers.

5. Seek outside funding support as a non-profit organization to support the organization's goals to further the preparation of quality teachers for our children.

### Organizational Accomplishments

There were several significant accomplishments within CCTE while I was president. These included alliance building, teacher preparation reform, funding, and enhanced visibility of CCTE.

#### *Alliance Building*

We welcomed back the California Commission on Teacher Credentialing (CTC) staff, and in particular Dr. Larry Birch, CTC Director of Professional Services, and CTC's then new Executive Director Dale Jensen, after a few years of absence from our CCTE activities. We embraced the California Association of Professors of Educational (CAPEA) as an associated organization and a co-sponsor of our CCTE conferences. I attended and presented CCTE updates at each of the CAPEA conferences during those years. We also added the California Association of Bilingual Teacher Educators (CABTE) as an associated organization and a co-sponsor of our CCTE conferences. The Fall 2006 Conference was lead and co-chaired by members of the California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) and the conference theme focused on bridging special education and general education. We attended and had a CCTE information table at the Beginning Teacher Support and Assessment Directors Statewide Conferences in Sacramento in both 2006 and 2007 as well as at the Association of Teacher Education's annual conference in San Diego in February 2007. Additionally we were well represented at the American Association of Colleges of Teacher Education's annual conference in New York that same month.

As CCTE president, I participated in the 6th Border Pedagogy Conference in Tijuana, Mexico. Dr. Jaime Romo, as Co-Chair of the conference and a CCTE Board member, further enhanced CCTE's visibility with our fellow Mexican teacher educators and many other teachers from across the border. The Spring 2008 CCTE Conference brought a group of graduate students who had an assigned time to meet and organize themselves as a possible affiliate of CCTE. We continue to look forward to working with the many new alliances we have generated. I am sure there will be other education organizations that will join us to support

teacher education for the preparation of a quality teacher in each classroom in our California schools.

### ***Teacher Preparation Reform***

Many reports affecting teacher preparation were released during my two years as CCTE President. CCTE added to the dialogue at our conferences, through both our Policy Analyst and my President's commentary. Dr. Arthur Levine's report entitled *Educating School Teachers* was the first such report. The findings suggested that drastic reform was needed in the preparation of teachers and teacher education. A California State University report by Ken Futernick, Director of K-12 Studies from the CSU Center for Teacher Quality, entitled "A Possible Dream—Retaining California Teachers So All Students Can Learn," also provided evidence that the shortage of well-prepared teachers continued to rise.

I believe that we in teacher education took both the challenges reported in these studies and the suggestions recommended in order to support teachers and school leaders as we continued to partner with our colleagues. BTSA, ICCUCET, CAPSE/TED, CABTE, and CAPEA are only but a few of the groups that we continue to reach out to and partner with, and we will need yet more cooperating organizations in order to be the strongest possible coalition.

I believe the current reform efforts both in teacher education and accreditation are a result of those early reports. It included the introduction of the Teacher Education Accreditation Council (TEAC) as a force to reckon with in accreditation of institutions of higher education as the National Council on Accreditation of Teacher Education (NCATE) was challenged. It forced a new outlook from certification-based to performance-based accreditation. This created a more inclusive dialogue that has now resulted in the merger of TEAC and NCATE into the Council for Accreditation of Educator Preparation (CAEP).

### ***Funding***

The introduction of silent auctions at our CCTE conferences was successful, even though not much money was initially brought in to the organization. It served as the impetus to norm the acceptance of donations at each conference and has added some funding that I personally hope can eventually be earmarked for scholarships for junior faculty or doctoral students to assist them in attending and presenting at future CCTE conferences. During the Fall 2007 conference, two organizations co-sponsored the conference by donating money that assisted in offsetting the general conference expenses. This has since evolved into a program

of annual co-sponsorships through which several of our member institutions offer greater financial support to CCTE.

I also believe that CCTE needs to seek further private donations, so that we can create an operational surplus of about 10% to help us avoid deficit spending in the future. The creation of the Budget/Executive Committee during my tenure was a first step in balancing our budget after years of running a deficit. It has been very helpful in focusing and guiding the organization toward maintaining that goal. Our strong relationship with AACTE has helped us secure funding from their state chapter support program three times in recent years, first to initiate and then to expand the CCTE New Faculty Support Program, and this year to undertake the CCTE Quest for Teacher Education Research.

### ***Enhancing the Visibility of CCTE***

Although to date only conversations with other Western state organizations have occurred regarding co-hosting a regional conference, the seed was planted and I still hope that in the future we can participate with other AACTE and ATE state affiliates and plan a regional conference. The Winter 2007 themed issue of *Teacher Education Quarterly* on “Internationalizing Schools and Colleges of Education” did enhance the visibility of the journal as well as the organization. The University of San Diego hosted the International Council on Education of Teachers (ICET) that summer at its campus. Over 150 conference teacher educators from throughout the world received a complimentary copy of that issue of *Teacher Education Quarterly*. The Fall 2008 CCTE Conference continued with the theme of “International/Global Teacher Education,” with the keynote given by re-known international researcher Dr. Alan Luke from Queensland University of Technology, Australia.

Through Dr. Tom Nelson’s leadership as editor of *Teacher Education Quarterly* CCTE’s visibility was enhanced with the creation of an international editorial advisory board that moved the journal into a new international level of visibility. Our *Issues in Teacher Education* journal also increased its visibility and readership. Through the leadership of then editor Margaret Olebe, as well as an associate editor and current co-editor Suzanne SooHoo from Chapman University, that journal has developed its new book review section. *Issues in Teacher Education* has created this new dimension and its own unique flavor that distinguishes it from *Teacher Education Quarterly*. Also the new cover design makes it stand out in its own right.

### In Conclusion

I do not personally seek or deserve credit for all that I report above, since on many occasions a seed had been previously planted. Rather it is the vision and ideas of many CCTE Past Presidents come to fruition, ideas that I continue to support and have helped carry through. I do believe that many of my own ideas for CCTE did continue to bloom during my involvement over many years, two as President Elect, two as President, and two as Past President, as well as four years as a CCTE Board member, four as CCTE Vice-President for AACTE, and two years as CCTE Vice President of ATE, all for a total of sixteen years of in depth work with CCTE in a leadership capacity. My current role as Associate Editor of *Teacher Education Quarterly* will hopefully continue to assist the organization as I work with Dr. Kip Tellez, the new Editor of the journal. I also look forward to mentoring many of the new faculty and graduate students who continue to join our beloved organization.

I want to thank all of the CCTE Board members and the various committee chairs for making my tenure as CCTE President that much easier. I personally want to thank our executive secretary, Alan Jones, for his exhausting support all these past years. It has been his thoughtfulness, his quick response, and his collegiality and dedication to this organization that makes me proud to have served you as President of the California Council on Teacher Education. I thank the many Past Presidents before me for their wisdom, especially Al Thompson, Grace Grant, Jerry Brunnetti, Andrea Maxie, and Carol Bartell and those who have followed me, Jim Cantor, Magaly Lavadenz, Cindy Grutzik, and Juan Flores. I can truly say—what an exciting ride it has been.