



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

CCNews

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Special Issue of CCNews Previewing the Research Presentations Scheduled for the CCTE Fall 2024 Conference

This special issue of *CCNews*, the newsletter of the California Council on Teacher Education (CCTE), is being published as a vehicle for alerting the CCTE membership as well as the broader California teacher education community to the wide range of research presentations that will be part of the program of the CCTE Fall 2024 Conference, to be held October 17-19 at the Kona Kai Resort in San Diego. On the following pages, you will find brief abstracts of the concurrent presentations, panel presentations, workshops, roundtable presentations, and poster presentations that have been selected by the CCTE Research Committee. We hope that this preview will pique your interest in attending the Conference while you seek out the specific presentations that resonate with your work and speak to your interests.

The Conference offers two registration options, either on-site attendance in San Diego (which will include all main Conference sessions and the research sessions described in this newsletter) or virtual attendance (which will include the main Conference sessions only and not the research sessions). A registration form is included on the last page of this newsletter. Brief videos of all of the research presentations will also be available prior to and during the Conference on the CCTE GoReact platform, and those videos will be moved to the CCTE YouTube channel following the Conference. In addition, the research presenters will also be invited to contribute articles about their research which will be published in a *CCTE Fall 2024 Research Monograph* to be emailed in PDF format to all CCTE delegates and members later this fall.

You are encouraged to read the abstracts in this special issue which preview the research sessions, subsequently view the videos on the CCTE GoReact platform and CCTE YouTube channel, then hopefully attend the Conference, selecting research presentations of your choice, and finally read the *Monograph* later this year.

One of the long-term goals of CCTE is to foster and support research about teacher education, to share that research as part of our semi-annual conference programs, and to publish and distribute such research in our newsletters, monographs, and scholarly journals. This special newsletter issue is part of that ongoing effort.



CCNews

Newsletter of the
California Council on Teacher Education

A Message from CCNews Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

It is with great honor and excitement that I introduce this Special Edition Fall 2024 issue of *CCNews*. This edition serves as a comprehensive preview of the research proposals that have been accepted for presentation at the upcoming CCTE Fall 2024 Conference.

This year, the conference theme, “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom,” holds significance not only in the era of reforming testing regimes and changing grading practices, but also in empowering teachers and students with formative feedback that can enrich learning experiences, as we all aspire for equity and excellence in the classrooms. We are thrilled to provide you with an insightful preview of each presentation, highlighting the groundbreaking work that will be shared at the Conference.

Our hope is that this Special Edition will not only inform and inspire, but also serve as a valuable guide for those attending the Conference. Whether you plan to participate in person or virtually, we believe this issue will help you make the most of the experience and spark greater anticipation for the presentations that resonate with your interests. We eagerly look forward to seeing you all at the CCTE Fall 2024 Conference, both in person and online.

Warm regards,
Nirmla Griarte Flores
CCNews Editor
California State Polytechnic University Pomona

Five Types of Research Presentations

The CCTE Fall 2024 Conference program includes the following types of research presentations, all selected through peer review by the CCTE Research Committee from among proposals submitted by CCTE members, delegates, and friends:

Six Sets of **Concurrent Presentations** on Thursday, October 17, from 4:15 p.m. to 5:15 p.m.

Six **Panel Presentations** concurrently on Thursday, October 17, from 5:30 to 6:30 p.m.

Four **Workshops** concurrently, on Friday, October 18, 1:30 to 2:45 p.m.

Ten **Roundtable Presentations** on Friday, October 18, concurrently from 1:30 p.m. to 2:45 p.m.

With two presentations scheduled as part of each roundtable.

Poster Session on Friday, October 18 from 6:00 p.m. to 8:00 p.m.

Featuring 16 poster presentations, plus wine and cheese.

On the following pages you will find abstracts of each of the concurrent, panel, workshop, roundtable, and poster presentations. Videos of each of the presentations will also be posted to the CCTE GoReact platform for viewing prior to the Conference, and those videos will be moved to the CCTE YouTube channel following the Conference.

Conference Program & Registration Form

Also included on the final pages of this Special Issue you will find the tentative program for the CCTE Fall 2023 Conference and the registration form for your use if you are not already registered.

Concurrent Sessions - Thursday, October 17, 4:15 to 5:15 p.m.

Concurrent Session 1 (2 Presentations)

Priorities of transformative praxis: Preparing minoritized and multilingual educators. Edward R. Curammeng, Minhye Son, & Jessica Z. Pandya, California State University Dominguez Hills.

This session highlights the work of MEND (Multilingual/Minoritized Educators Networked-Learning and Development), a project supported by the U.S. Department of Education's Hawkins Program at California State University, Dominguez Hills. MEND reimagines recruiting and retaining multilingual Teachers of Color using a networked improvement community model with a comprehensive teacher residency program focused on wellness, academics, personal, and professional goals. Through a case study of MEND Fellows, MENDtors, and the MEND Team, we offer our vision of teacher education and insights from our community-responsive approach. Attendees will learn unique strategies, activities, and how data shaped MEND faculty and student experiences.

Assessment of bilingual teachers in a changing policy landscape: The CSU singular approach. Jordi Solsona-Puig, California State University San Bernardino, & Minhye Son, California State University Dominguez Hills.

California faces a critical need for effective bilingual education to support its diverse student population. This presentation examines the assessment of bilingual teacher preparation programs within the California State University (CSU) system, focusing on policy standards like Teacher Performance Expectations (TPEs) and Bilingual Teacher Performance Expectations (BTPEs). Faculty members and co-chairs of the Council on Plurilingual Educators Preparation (CPEP) provide a unique perspective on these assessments, including clinical practice and coursework and the opportunities and challenges of policy alignment. Successful program models and innovative practices within the CSU system will be showcased to foster dialogue on enhancing bilingual teacher preparation.

Concurrent Session 2 (2 Presentations)

Using AI feedback capabilities to develop student self-assessment, self-regulated learning (SRL), and social emotional skills. Lara Ervin-Kassab, Jila Maleksalehi, Shivani Gupta, Vasudha Ramanarasiah, Cristian Cortez, San Jose State University.

We are a group of university and pre-service educators who are exploring ways in which educational technology is shifting teaching and learning in and out of the classroom. We are committed to equitable, safe, empowering approaches to learning and realize that the growing use of AI requires a greater attendance to both metacognition and social emotional learning for educators and students. This session will present how we are cautiously approaching AI in teaching and learning to foster student self-awareness and self-assessment.

The AI playground for intelligence augmentation: Let's dive in! Samaa Haniya & Reyna Garcia Ramos, Pepperdine University.

In this paper, we will explore innovative AI tools and strategies to revolutionize teaching and learning strategies for diverse learners while saving teachers time and effort. We will highlight the potential opportunities and challenges of such innovative approaches as to foster educational and digital equity. Overall, our aim is to provide valuable insights for educators and practices in K-12 settings to support student learning and optimize educational processes using AI.

Concurrent Session 3 (2 Presentations)

Leveling up Queer allyship: Advocacy through critical reflection and identity-conscious practice. Alexander Rectra, University of Southern California.

In an era of shifting sociopolitical climates, evolving laws, and legislation, it is crucial for queer allies to deepen their advocacy efforts. This presentation aims to empower current allies by engaging them in critical self-reflection, enhancing their understanding of microaggressions, and promoting the use of identity-conscious language. Participants will leave with practical strategies to strengthen their advocacy in both personal and professional settings. This experience is designed for self-identified queer allies who believe they have a strong foundation in the laws and strategies, and ready to deepen their self-reflection. We will work towards a brave space for all attendees, fostering open discussions and promoting growth. By the end, participants will have a deeper understanding of their role as allies and the tools to advocate more effectively within their professional communities.

Bias implied, learning denied: Unlocking the potential of race-conscious culturally responsive teacher education in perilous times. John Pascarella, University of Southern California.

Since January 2021, 44 states have advanced legislation, executive orders, and board resolutions to constrain, ban, or criminalize discussions of race, racism, gender diversity, and sexuality. While California has not passed any such gag orders, conservative schools boards in the state have attempted to enact similar censorship policies. This workshop will explore the political backlash against race-conscious teacher education as an entry point into examining contemporary cases of racial bias in K-12 classrooms, concrete examples of racial literacy-in-action, and practical strategies that teacher educators can immediately use with pre-/in-service teachers, colleagues, and school partners.

Concurrent Session 4 (2 Presentations)

Building from a strong core: Expanding teacher preparation pathways to support and sustain residency partnerships. Aja LaDuke, Rhianna Henry Casesa, & Paula Lane, Sonoma State University.

California Teaching University (CTU) has a network of teacher residency programs (TRPs) in Northern California. Evolving from a cohort-based model of multiple subject supervision, each residency is unique, adapting to the context and needs of the partners; however, there are also consistencies across all TRPs in the network. This session will: (1) describe the features of CTU's Multiple Subject supervision model and how this supervision evolved into residencies; (2) detail the robust and responsive partnerships with our partner districts; (3) explore the impact of our residencies on the recruitment and retention of diverse teachers.

Our goal is retention: An examination of structural supports in a California residency program. Yesenia Herrera, Frank Ramos, & Briana Ronan, California Polytechnic State University San Luis Obispo.

In this research presentation, we present the promises and challenges of developing a residency program at a public university in California that focuses on training and sustaining first-generation educators in the critical shortage fields of Special Education and Bilingual Education. Discussed are pre-service and in-service structural supports that contribute to the retention of the program graduates. We argue for the development of a cohesive structural support system that eases the transition from pre-service teaching to in-service teaching.

Concurrent Session 5 (2 Presentations)

Accessibility, engagement, and connections: Dual perspectives on multimodal feedback. Kimiya Sohrab Maghzi, University of Redlands, & Marni E. Fisher, Saddleback College.

This practice-based session explores how two professors approach student writing feedback through contrasting methods. One focused on multimodal feedback, incorporating voice and video responses to engage students through Universal Design for Learning (UDL) principles. The other restructured grading hours into one-on-one student conferences, fostering personal connections and tailored feedback. Both approaches emphasize the need for dynamic, interactive feedback and personal connection to enhance student engagement and success. These methods align with UDL and differentiation models, promoting inclusivity, student autonomy, and deeper learning. The session aims to provoke discussion on effective feedback strategies and tools for diverse student needs.

Multimodal assessment: Teaching and learning beyond the written word. Katherine Felter, University of San Diego.

Using the guidance of the ISTE standards and cognitive theory, this session will share how one novice teacher educator is integrating multimodal approaches in teacher education coursework. Through the use of images, music and video, learners communicate beyond the written word and make meaning through a variety of outputs. Multimodal assessment embeds culturally relevant pedagogy as learners use their existing schema in meaning making. Multimodal assessments invite feedback loops and can be used in both summative and formative assessments. Examples of assessments will be presented.

Concurrent Session 6 (2 Presentations)

The UC/CSU Collaborative for Neurodiversity and Learning: Equity in assessment Issues for multilingual populations. Kai Greene, California State University Dominguez Hills.

The National Center for Disabilities reports that one in five children struggle with language-based learning difficulties. The International Dyslexia Association reports that 15% of individuals are affected by dyslexia, which equates to nearly 1,000,000 students in California schools alone (Adams, 2017). This presentation will cover assessment strategies for diverse learners who exhibit speech-language-communication challenges to include those with dyslexia. Collaborative efforts will be discussed to support how university teacher programs involved in the preparation of the educational practitioners can utilize the *Multilingual and English Learners and Dyslexia* electronic learning module for teaching and clinical purposes.

"We just need teachers of color...I don't care if they're blue." Racialization in teacher education recruitment and admissions. Mayeen Quader, University of California Riverside.

The majority of pre-service teachers admitted to California teacher education programs (TEP) are white. This multiple case study explored the racialized discourses and factors shaping Black, Indigenous and People of Color (BIPOC) recruitment and admission to TEPs within three California-based Minority Serving Institutions. Analysis of TEP policies, virtual recruitment sessions, and semi-structured interviews with TEP staff, faculty, and administrators via critical race frameworks suggest that TEPs are racialized organizations maintaining whiteness in teaching. Prioritizing racial justice, interrogating racialized policies and practices, and engaging stakeholders across K-12 and post-secondary contexts can potentially improve BIPOC representation in teaching.

Panels - Thursday, October 17, 5:30 to 6:30 p.m.

Panel Session 1

What teacher education can learn from Ethnic Studies: Principled exemplars of Ethnic Studies teacher development and feedback. Chair: James Fabionar, University of San Diego. Discussant: Allyson Tintiangco-Cubales, San Francisco State University. Panelists: Edward R. Curammeng, California State University Dominguez Hills, & Cheralen Valez, University of California Santa Cruz, & Patricia Lopez, California State University Fresno, & Guadalupe Cardona, Xicanx Institute for Teaching and Organizing, & Artnelson Concodia, University of California Los Angeles, & Jesse Mills, University of San Diego.

Although K-12 Ethnic Studies (ES) policies like California's AB 101, which now exists in 20 states, should be celebrated for each victory; the real win will be when we see the social and material impacts that ES will have on the next generation and a just education. This symposium highlights research demonstrating the power of Ethnic Studies in the preparation of all teachers through the work of: Community Responsive Education, Xicanx Institute for Teaching and Organizing, the Liberated Ethnic Studies Model Curriculum Consortium, and San Diego Unified School District's Partnership with San Diego University.

Panel Session 2

From the classroom to the board room: Teacher-led efforts for equity and excellence. Donja Harding, Natomas Unified School District, & Pia Wong, Mimi Coughlin, & Eric Claravall, California State University Sacramento.

This presentation explores the collaborative efforts of teacher leaders, district leaders, and university faculty to promote educational equity through Ethnic Studies implemented K-12. This collaborative effort has resulted in a K-12 Ethnic Studies scope and sequence with English Language Arts, Civic Engagement/Service Learning, and English Language Development extensions, a lesson bank of Ethnic Studies-aligned lessons, and professional learning sessions by teachers for teachers. Our presentation focuses on the professional learning program that situates teachers as subject matter learners, innovators, leaders, and community members and on the cross-institutional collaboration that has supported this work.

Panel Session 3

Nurturing future educators: Innovative partnerships in expanded learning. Steve Bautista, Santa Ana College, & Joya L. Chavarin, Berkeley City College, & Barbara Ige, Woodcraft Rangers.

This session presents examples of teacher education programs partnering with expanded learning (before school, afterschool, and summer program) providers to support future teachers. Expanded learning settings help staff practice and develop competencies that support deeper learning. Panelists will: (a) highlight the benefits of leveraging expanded learning to cultivate future teachers who reflect the diversity of California's students; (b) provide examples of the components of successful partnerships between teacher education programs and expanded learning providers, including through innovative new apprenticeship models; and (c) inspire participants to consider opportunities to strengthen local partnerships between teacher education and expanded learning.

Panel Session 4

Pushing back against Science of Reading mandates: The California story. Jill Kerper Mora, San Diego State University, & Edgar Lampkin, California Association for Bilingual Education, & Barbara Flores, California State University San Bernardino, & Anita Flemington, University of La Verne.

The panelists will explain how organizations representing teachers and teacher educators successfully argued against passage of AB 2222 (Rubio) Science of Reading in the California Legislature in April 2024. Under the leadership of CAFE, this coalition utilized networking and legislative advocacy to promote talking points and create dialogue with constituent groups. Teacher and teacher education faculty organizations articulated their rationale for opposing the proposed bill mandating alignment with a singular research paradigm for teacher credentialing and teacher professional development. AB 2222 opponents succeeded against SoR's legislative overreach on behalf of equity and effective language and literacy programs for multilingual learners.

Panel Session 5

Supporting and celebrating less-commonly taught languages: A vision of building district-university partnerships through feedback rich systems. Nirmla Griarte Flores & Myriam Casimir, California State Polytechnic University Pomona, & Julie Goldman, Izela Jacobo, & Eva Pando Solis, San Diego County Office of Education.

This panel will outline a vision of building IHE/LEA partnership (i.e., Cal Poly Pomona and San Diego County Office of Education) that will leverage feedback rich systems in supporting and celebrating less-commonly taught languages (LCTLs). This is an emerging large-scale research project that caters to the needs and validates the strengths of less common language education in the San Diego County with the aim of developing a comprehensive plan for the expansion, support, affirmation of LCTL programs in administrative leadership, classroom instruction, professional development, and community partnerships, ensuring that these languages are recognized for their value in our educational system.

Panel Session 6

Preparing for Ethnic Studies: Questions and answers from teacher educators. Antoinette Linton, California State University Fullerton, & Miguel Zavala, University of California Riverside.

At the SPAN conference, educators were challenged to build infrastructure supporting the Ethnic Studies credential. This session examines a webinar hosted by the Center to Close the Opportunity Gap, which presented three Ethnic Studies frameworks: Liberated Ethnic Studies, Ethnic Studies as Social Reconstruction, and Ethnic Studies as Holistic Processes. Teacher educators explored integrating these frameworks into science education, curriculum coherence, and interdisciplinary collaboration. Using the executive convention tool, webinar questions were analyzed to identify conceptual and structural focuses. This presentation highlights how teacher preparation programs can embed assessment capacity, emphasizing collaboration between Ethnic Studies and Education departments.

Workshops - Friday, October 18, 1:30 to 2:45 p.m.

Workshop 1

Evaluating and transforming for equity: Integrating anti-racist pedagogy with the ARCSI Framework. Daniel Soodjinda & Cassandra Drake, California State University Stanislaus.

This workshop equips participants with practical tools and strategies to integrate anti-racist, culturally sustaining, and inclusive pedagogy into course design, development, and delivery. Participants will explore the Anti-Racist, Culturally Sustaining, and Inclusive (ARCSI) course evaluation instrument, learning to create ARCSI-aligned learning objectives, assessments, and activities that leverage students' cultural and linguistic assets. Through self-reflection and hands-on practice, participants will leave with a course outline that fosters equity and inclusivity. This workshop directly addresses the challenges of translating DEI theory into practice, ensuring that educators can model and implement anti-racist principles effectively in their teaching.

Workshop 3

Systems feedback: Scaling residency programs. Heather Michel, CDE Foundation, & Amy Bennett, Santa Clara County Office of Education.

In response to feedback from education stakeholders, the California Commission for Teacher Credentialing awarded Santa Clara County Office of Education \$20 million to serve as a statewide technical assistance center to support educator residency programs. The funding established a statewide support network for residency program development, implementation, and sustainability. The Residency Technical Assistance Center in your region works with LEA and IHE partners to implement educator residency as a sustainable and equity-driven model of effective educator preparation. This session is for LEAs and IHEs wanting to sustain a strong educator workforce and for those looking for strategic staffing partnerships.

Workshop 2

Humanizing assessment and feedback in writing instruction: Social annotation as a tool for deeper learning. Michele McConnell, California State University Fresno, & Kelly Metz-Matthews, San Diego College of Continuing Education.

Writing instruction and assessment often focus on a final product rather than the developmental process. Additionally, many teachers lack instruction in writing assessment beyond a rubric. Unsurprisingly, much instructor feedback addresses technical corrections while comments focused on quality and development of ideas, structure/organization, and cohesion are frequently deficient leading to a lack of deeper learning about how to write. In this workshop, we offer social annotation as a more humanized learning and assessment process that supports a variety of learners including multilingual and neurodiverse students. Attendees will need a computer to engage in this learning.

Workshop 4

Black Genius, an achievement distortion: A critique on state standardized testing and deficit framing. Brenda Burgo, University of California Riverside.

Is the achievement gap real? Using a mixed-methods approach, this study reframed state standardized testing through a Quantitative and Black Critical lens. It interrogated the deficit framing of Black student achievement by asking: (1) To what extent do the aggregated state standardized test scores for Black students correlate with other measures of achievement? (2) What beliefs do Black educators have regarding the standardized test scores of Black students? and (3) How do Black educators define Black Genius? From the findings, the study proffers terminology to frame the issue more accurately: Black Genius, Achievement Distortion, and Connection Gap.

Roundtable Presentations - Friday, October 18, 1:30 to 2:45 p.m.

Roundtable Session 1 (2 Presentations)

Translanguaging practices in teacher preparation programs: Navigating challenges, contextualizing feedback. Lyn Scott, California State University East Bay & Rhianna Henry Casesa, Sonoma State University.

This roundtable reports how all teachers can implement translanguaging practices in their classrooms to support students who are multilingual learners (MLs). Highlighting ongoing feedback from math, science, and English language arts preservice and in-service teachers from diverse areas who are integrating specific, easy-to-implement strategies (e.g. leveled questions, side-by-side/parallel texts, multilingual annotations, multilingual interviews, family and community engagement) to support MLs, attendees consider how to support language proficiency and promote re-thinking multilingualism based on teachers' and multilingual students' lived experience in their multilingual families.

Developing key assessments based on the CalTPA: Enhancing teacher candidate feedback. Shana Matamala, University of La Verne.

Teacher education programs must prepare candidates effectively for the complexities of the classroom. We have integrated key assessments in each semester of our program, based on the California Teacher Performance Assessment (CalTPA). These assessments provide crucial feedback on candidates' progress concerning the Teacher Performance Expectations (TPEs) and prepare them for the TPA. This session will share our approach, including the use of CalTPA rubrics, calibration processes, and the impact of structured feedback on candidate development. Participants will gain insights into lessons learned and best practices for implementing similar assessments in their programs.

Roundtable Session 2 (2 Presentations)

Preparation experiences, equitable access, and teaching performance assessment results in California. Susan Kemper Patrick, Learning Policy Institute, & Lillie Ko-Wong, University of California San Diego.

Teaching performance assessments (TPAs) can be used to assess the readiness of potential teachers, and California was one of the first states to require teaching candidates to pass a TPA. During the pandemic, TPA implementation was difficult, and variability in performance on TPAs increased. This study explored the sources of variability for California teaching candidates who took either the California Teaching Performance Assessment (CalTPA) or the educative Teaching Performance Assessment (edTPA) in recent years. In particular, this analysis explores whether and how inequitable access to different preparation experiences may drive differences in passing rates across candidates and programs.

Evaluating educative potential: Analyzing international teaching performance assessments. Lara Ervin-Kassab, San Jose State University, & Mistilina Sato, University of Canterbury, Christchurch, New Zealand, & Karen Escalante, California State University San Bernardino, & Damian Maher, University of Technology, Sydney, Australia, & Daniel Soodjinda, California State University Stanislaus.

Over the past year, teacher educators from Australia, New Zealand, and the United States have met to critically examine teaching performance assessments to determine their potential educativeness. This roundtable will share our findings as well as how we have begun exploring what "educative" means in performance assessment design. We invite conversation around how educative assessment requires complex and authentic tasks, which provide ample opportunities for actionable feedback.

Roundtable Session 3 (2 Presentations)

The IEP Simulation: A transdisciplinary formative feedback event across educator preparation programs. Cindy Collado, Jenna Porter, & Pia Wong, California State University Sacramento.

PK-12 public schools employ diverse educational professionals, including general education teachers, education specialists, school psychologists, administrators and school nurses. While collaboration across these specializations greatly benefits students, the preparation and professional experiences of these distinct specialists is typically siloed. This presentation will share our experiences engaging in transdisciplinary educator preparation, specific to a collaborative signature assignment across credential programs— an Individualized Education Program (IEP) simulation. Candidates learn to challenge deficit models of supporting students with disabilities by practicing asset-based, collaborative IEP meetings. Layered formative feedback is built into the event as assessment for learning practices, effectively moving candidates toward change.

Dyslexia simulation: Fostering equity by deeply understanding the dyslexic student experience. Madeleine Mejia, California State University Fullerton, & Amber Bechar, University of La Verne.

Understanding dyslexic readers' challenges is key to effective classroom support. With California's Dyslexia Law (AB 1369) requiring K-2 screenings by Fall 2025, teachers must be prepared to identify and support dyslexic students. This workshop offers an immersive simulation of dyslexia's impact on phonological, rapid naming, and orthographic processing. Educators will explore evidence-based strategies like differentiated instruction, multisensory techniques, and assistive technology. Participants will also practice giving targeted feedback to promote equity in literacy instruction. The workshop empowers teacher educators to integrate these insights into teacher prep courses, fostering inclusive classrooms for all learners.

Roundtable Session 4 (2 Presentations)

Preparing effective reading specialists and literacy coaches through situated apprenticeships and reflective practice. Lisa Bennett, California State University Fresno.

This session unpacks ways in which candidates are apprenticed into the work of reading specialists and literacy coaches in a clinically-rich, one year, advanced credential program that is the subject of a forthcoming Learning Policy Institute EdPrepLab Brief. Conference attendees will gain insight into program design that draws directly upon learning and literacy theories, state and national literacy standards, and the specific practices of each candidate's teaching context. Attendees will see examples of how program candidates constructed knowledge through inquiry, and see examples of data that demonstrate the positive impact the approach had on their learners.

Addressing the "Greatest Civil Rights Issue of Our Time": Evidence based practices in language and literacy. Kimiya Sohrab Maghzi & Barbara T. Conboy, University of Redlands.

Project TEAMMATES-LL (Transdisciplinary Educational And Multicultural/Multilingual Approaches for Teaching Elementary Students- Language and Literacy) was developed to enhance language and literacy development in dual language/dialect learners with dis/abilities through interdisciplinary training of speech-language pathology and education specialist graduate student scholars. Project activities include curricular modifications in the respective masters' programs, shared fieldwork experiences, extra-curricular activities including guest lectures by prominent scholars and local educators, and professional development on research-based practices for the scholars' school-based mentors and project co-directors. An external evaluator is responsible for measuring project outcomes. Ongoing efforts focus on curricular updates and improving fieldwork opportunities for scholars.

Roundtable Session 5 (2 Presentations)

Coaching for equity: The role of university supervisor and cooperating teacher feedback. Isabel Orejel & Shana Matamala, University of La Verne.

In 2022, we recognized the crucial role of university supervisors (US) and cooperating teachers (CT) in the success of teacher candidates. To improve feedback quality, we launched training in the coaching for equity model, starting with theory and advancing to practical applications through video lessons and discussions. We have continued to build on this training, adding mixed reality simulations and reflections on real coaching scenarios. This initiative creates a consistent, equitable framework for reflective feedback. Our session will share insights and best practices for training supervisors through an equity lens.

How resident teachers perceive inclusive practices through shared experiences with their mentor teachers. Kate Herman, Californians Dedicated to Education Foundation.

This study sought to understand how the curriculum of the urban teacher residency model prepares preservice teachers to build inclusive environments and be responsive to the cultural and learning needs of their students through shared experiences with their mentor. The findings confirm the importance of the mentorship role in a resident's experience. The mentor played a large role in a resident's perceptions of their own ability to build inclusive environments. Findings also suggested areas of contention surrounding a residents' ability to implement best practices in their clinical practice when the mentor was perceived as not being inclusive.

Roundtable Session 6 (2 Presentations)

Feedback for us: How aspiring teachers experience the racial climates of teacher education programs as reported in the National Assessment of Collegiate Campus Climate Survey. John Pascarella & Jihye Kwon, University of Southern California.

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative survey of undergraduate and graduate students that includes six content areas essential to understanding racial climate on college campuses. The survey collects participants' demographic information to conduct meaningful data disaggregation. Drawing from NACCC data collected from fall 2021 through spring 2023, 163 students enrolled in Educator Preparation Programs (EPPs) from 22 participating colleges and universities were included in this study. This paper reports findings from this sample, which includes the best available national survey data on how teacher education students experience racial climates while completing their programs.

Preparing pre-service teachers for culturally responsive lesson plan design. Mary K. Requa, San Francisco State University, & Jill Yochim, San Francisco State University/ University of California Berkeley Joint Doctoral Program, & Carolyn Schweitzer & Patrick Hanlin, University of California Berkeley Doctoral Program.

Instructional planning is enhanced when educators acknowledge that race, culture, and linguistic differences can affect students' learning. This understanding is an essential prerequisite for teachers in urban settings and our Culturally Responsive Teaching (CRT) intervention may positively influence Pre-Service Teachers' (PSTs) ability to plan and execute lesson plans that are sensitive to students' cultural capital. CRT encourages educators to design instruction from the perspective of students' diversity as strengths rather than deficits. Culturally responsive lesson planning can be a critical first step toward implementing authentic CRT practices for new teachers entering the field in both general and special education environments.

Roundtable Session 7 (2 Presentations)

Practices for engagement: Implementing constructivism and project-based learning in higher education. Meredith A. Dorner, Irvine Valley College, & Marni E. Fisher, Saddleback College, & Kimiya Sahrab Maghzi, University of Redlands, & Jeremy F. Cavallaro, University of La Verne.

This practice piece explores how three professors integrate constructivism and Project-Based Learning (PBL) in higher education. The first applies PBL to English composition and humanities, the second utilizes it in special education credentialing, and the third in the sciences. All emphasize metacognitive reflection, real-world problem-solving, and collaborative feedback to enhance student engagement, skill development, and learning outcomes. Each professor tailors their approach to their discipline, highlighting the adaptability and impact of constructivist pedagogy. Collectively, they underscore the importance of dynamic feedback systems, interdisciplinary learning, and student responsibility in fostering deeper intellectual growth.

Rethinking traditional assessment methods. Shanna Del Rosario, Community Roots Academy.

This session explores the limitations of traditional testing methods, particularly multiple-choice assessments, in fostering critical thinking among students. As a third-grade teacher and practitioner, I advocate for a shift towards an inductive teaching approach that engages students in exploring factual examples, looking for patterns, and forming generalizations. By guiding students through the inquiry cycle—from investigating case studies to forming generalizations—we can promote deeper learning and help students articulate the relationship among key concepts. This approach not only enhances critical thinking but also empowers students to construct their own understanding, moving beyond memorization to achieve meaningful, lifelong learning while sharpening critical thinking skills.

Roundtable Session 8 (2 Presentations)

Feedback for all: Preparing for deeper learning for equity and excellence in the California classroom. Cindy (Ai-Ling) Li, Mount San Antonio College.

The focus of this roundtable is to allow participants to examine sample teacher preparatory courses in which students presented a particular topic in class, and the rest of the class provided constructive feedback to better the presentation in a selected community. Then, the importance of “peer to peer” feedback will be discussed in giving college students autonomy and voice in the higher education space. Then, sample practices to allow peer to peer feedback to occur in courses will be provided, with a few sample resources. Finally, a few implications of peer to peer feedback will be discussed, as well as ways to combat such implications will be provided.

Critically reflecting on culturally sustaining feedback: Engaging a student-educator feedback loop. Selena E. Van Horn, Frederick P. Nelson, & Patricia E. Lane, California State University, Fresno.

Teacher Education programs targeting high-need areas (e.g., Bilingual/Special Education, and communities in need of credentialed teachers) have the opportunity and duty to commit to curriculum and practices that are culturally sustaining (Paris, 2012; Paris & Alim, 2017), accessible, and work for equity and social justice. In this session, researchers will share insights about reflective practices associated with programmatic equity goals that suggest reflecting on feedback purposes, faculty feedback goals, and teacher candidate perceptions must engage relationship cultivation through culturally sustaining practices. Findings suggest a multifaceted approach to providing and receiving feedback for growth and affirmation of diverse ways of knowing.

Roundtable Session 9 (2 Presentations)

Trauma responsive pedagogy and care in the early childhood classroom. Jocelyn Navarro, California Baptist University.

This presentation investigates the impact of Trauma-Informed Care (TIC) training on early childhood educators, based on a qualitative case study from a Southern California school district. Through a mix of presentations, discussions, and interactive activities, participants will explore the challenges and benefits of TIC training as reported by educators. The workshop will address common issues such as training inconvenience and insufficiency, perceived support versus preparedness, and the need for ongoing professional development. Attendees will gain practical insights into improving TIC training programs and supporting educators in effectively applying trauma-informed practices in their classrooms, fostering better outcomes for students.

Formative feedback on behavior that heals, not harms: Embracing a trauma-informed approach. Carrie Giboney Wall, Pepperdine University.

Desperate to decrease problematic behaviors and increase desirable ones, many teachers employ behaviorist models of discipline that often do more harm than good, especially for trauma-impacted students. By disrupting these practices and embracing a trauma-informed approach (TIA), teachers can ignite the healing process. This study explored the manifestations of trauma on student behavior at an elementary school and the school's TIA. Content analysis revealed that trauma impedes holistic development, resulting in difficulties with emotional regulation and academic functioning. The school-wide TIA emphasizing caring relationships, shared agency, predictable structures, social-emotional learning, and a growth mindset helped interrupt trauma's harm and maximize student resilience.

Roundtable Session 10 (2 Presentations)

Enhancing California's public school transitional kindergarten programs through comprehensive teacher and administrator training. Furwa Rizvi, California State University Stanislaus.

California's public-school system has added Transitional Kindergarten to provide universal early education for 4-year-olds. To support this, teachers and administrators must be adept in Developmentally Appropriate Practices, Social and Emotional Learning, Dual Language Learning, and Early Intervention. An online survey of teachers and administrators revealed that TK and Kindergarten teachers are generally knowledgeable and confident in these principles, while administrators show mixed appreciation, particularly for Developmentally Appropriate Practice and Play-Based Instruction. The variation in administrators' perspectives may be linked to their educational backgrounds and experience, suggesting a need for targeted professional development.

Leadership in transition: Changing paradigms in early childhood education. Christina Laney & Ruth Piker, California State University Long Beach.

This research explores evolving perspectives on leadership in early childhood education (ECE) among graduate students. Using Debra Ren-Etta Sullivan's (2022) leadership theory, which emphasizes inclusivity and community-centered leadership, the study analyzes 273 assignment submissions from students enrolled in an ECE MA program between 2008-2024. Researchers examine shifts in students' leadership perceptions, noting an early broad understanding of leadership roles that narrowed over time, with increasing focus on preschool directors. The findings suggest that changes in curriculum, policy, and the ECE landscape have influenced how students define leadership and view themselves as future leaders in the field.

Poster Session - Friday, October 18, 6:30 to 8:00 p.m. - 16 Posters

Poster 1 – *Empowering mentors and teacher candidates: Advancing civics and history education through K-12 professional development.* Libbi Miller & Heather Ballinger, California State Polytechnic University Humboldt.

This session overview highlights a professional development program designed to improve history and civics education by supporting 50 educators in its first year. The program focused on promoting culturally responsive and equity-driven practices, equipping teachers with tools to foster inclusive and engaging classrooms. Monthly sessions featured expert-led presentations on race, class, gender, and Indigenous history, encouraging critical approaches to civics education. The program culminated in a three-day summer institute, allowing teachers and mentors to collaborate, share best practices, and develop innovative curriculum ideas. Leadership development was emphasized throughout, with mentor teachers guiding discussions and supporting the professional growth of their colleagues.

Poster 2 - *Equity-focused supervision: Feedback from field supervisors on their needs and concerns.* Lisa Sullivan & Andrew Hood, University of California Davis.

Fieldwork supervisors are essential in preparing future teachers, yet they report inadequate professional development focused on equity and social justice. Survey data from three years (2022-2024) reveals supervisors' concerns, including discomfort discussing race, generational gaps between candidates and supervisors, and the need for more collaboration time. This poster will summarize survey findings, highlight key themes, and foster dialogue on how teacher education programs can prioritize resources and professional learning opportunities for clinical supervisors, ultimately enhancing support for novice teachers. We will highlight several approaches to potentially address these challenges.

Poster 3 - *Justice focused teacher education.* Antoinette Linton, California State University Fullerton.

This presentation highlights the critical need to define and implement just, equitable, and inclusive education (JEIE) practices in teacher preparation. Gloria Ladson-Billings (2021) defines JEIE as education that sustains culture, challenges systemic inequities, incorporates diverse perspectives, and fosters critical thinking. This perspective emphasizes culturally responsive teaching, aiming to empower educators intellectually, socially, emotionally, and politically. However, gaps persist in JEIE training for teacher candidates, particularly in high-needs schools, where insufficient preparation undermines their effectiveness. Addressing these gaps is essential for equipping teachers to manage diverse classrooms and enhance student outcomes. This project focuses on developing teacher candidates' skills to create equitable, safe, and inclusive learning environments, ultimately improving educational quality and teacher retention in challenging contexts.

Poster 4 - *Improving ITEP student experiences and graduation rates: Key practice considerations and invitation for IHE collaboration.* Sara Werner Juarez, Christina Chavez-Reyes, & Giselle Navarro-Cruz, California State Polytechnic University Pomona.

The purpose of this practice session is to describe key elements to implement an undergraduate integrated teacher education program (ITEP), especially to support student retention. Presenters will discuss challenges and barriers to persistence, retention, and graduation of ITEP students. Key practices that will be highlighted include enhanced advising, support, and resources, the development of an innovative junior transfer summer bridge, and recruitment with community college partners. Participants will be invited to collaboratively discuss questions, strategies, and solutions as teacher educators develop and implement ITEP pathways at their institutions.

Poster 5 - *Implicit bias: Evaluators' perception of bias in scoring teacher performance assessments. Connecting research to practice.* Terrelle Sales, Pepperdine University.

This digital poster presentation focuses on survey data collected to uncover evaluators' perception of implicit bias's impact on the scoring of Teacher Performance Assessments (TPAs). Research attests to and affirms the negative impact of implicit bias on educator's and administrator's classroom management, assessment, and instructional practices. Consequently, the pool of participants who are vetted and trained to become TPA evaluators are largely former teachers and administrators. Central to engaging this unique phenomenon within teacher preparation is uncovering the critical implicit biases specific to TPA evaluators from their unique perspectives. It is the desire of the researchers to understand and identify TPA evaluators' perceptions on implicit bias in TPA evaluation practices as well as their perspective on how to effectively mitigate them.

Poster 6 – *Trauma responsive pedagogy and care in the early childhood classroom*. Jocelyn Navarro, California Baptist University.

This poster investigates the impact of Trauma-Informed Care (TIC) training on early childhood educators, based on a qualitative case study from a Southern California school district. Through a mix of presentations, discussions, and interactive activities, participants will explore the challenges and benefits of TIC training as reported by educators. The workshop will address common issues such as training inconvenience and insufficiency, perceived support versus preparedness, and the need for ongoing professional development. Attendees will gain practical insights into improving TIC training programs and supporting educators in effectively applying trauma-informed practices in their classrooms, fostering better outcomes for students.

Poster 7 - *Teacher self-care practices for excellence in the classroom*. Joanne Van Boxtel & Rebecca Spady, Vanguard University.

Many teachers report high levels of stress. To address this, strategies for self-care practices have been suggested in the literature (Harper, 2020; Kesh, 2020, Makin et al., 2022; Skovholt & Trotter-Mathison, 2016). Our research examines self-care practices of both K-12 and higher education faculty through an exploratory, mixed-methods approach. We drew from literature recommendations for common self-care practices and created a survey with Likert scale items and open-ended, qualitative responses. Forty educators in K-12 and higher education participated. Results and themes emerging from this mixed-methods study will be presented and discussed. Implications for further research and practice will also be shared.

Poster 8 - *Strategic partnerships: Creating strategic staffing*. Laura Craig, Sarah Garrity, Lynne Bercaw, Sera Hernandez, & Laura Hall, San Diego State University.

To address the issue of equitable and accessible systems for student teaching, and more systemic support for BIPOC candidates, this work investigated the potential of systemized district partnerships and strategic staffing. For the past six years, with the support of US PREP, three credentialing departments (general education, special education, and bilingual education) have collaborated in partnership with local districts to reimagine recruitment, preparation, hiring, and retention. Through intentional partnerships, the transformative work has led to the implementation of strategic staffing and hiring of SDSU candidates. Our work is showing promising results for building up the teaching pipeline for local districts.

Poster 9 - *The effect of a strength-based education program on the stress levels of parents of 2e children*. Gayle Bentley, Bridges Graduate School of Cognitive Diversity in Education.

This pilot study chose to address the needs of parents of twice-exceptional children. Fourteen parents of 2e children ages 5-14 attended a virtual education program, while 15 others served as a comparison group. All parents took a pre-test and post-test survey using the Parental Stress Scale. The quantitative data in this study was measured using an unpaired t-test, and the results showed a statistical difference in the reduction of parents' stress levels ($t=2.65$, $df=27$, $p=0.01$). The participants also reported a new understanding of the importance of developing a strength-based perspective of their 2e child.

Poster 10 - *Prismatic narrative inquiry: Examining K-8 perspectives on professional learning communities*. Marni E. Fisher, Saddleback College, & Kimiya Sohrab Maghzi, University of Redlands, & Mina Chun, California Lutheran University, & Meredith A. Dorner, Irvine Valley College, & Joe A Petty, Loyola Marymount University, & Kelsey Wan, Community Roots Academy, & Allison Petersen, Community Roots Academy, & Ingrid Beaty, Community Roots Academy, & Jeremy Cavallaro, University of La Verne, & Jasmine Ramirez, Pepperdine University, & Gayle Bentley, Bridge Graduate School of Cognitive Diversity in Education, & Paul McDonald, Paul McDonald Consulting.

Working out of a k-8 school's self-study project, the purpose of this research was to consider different perspectives from educators who are currently or have in the past worked with the school. The goal was to analyze effective traits and areas of importance through the professional learning community experience. Utilizing collaborative prismatic narrative inquiry, this research examines eight researcher-participants' narratives, reflecting their experiences and expertise as educational professionals with experiences in professional learning communities.

Poster 11 - *Science Circus Whittier: Understanding key practices of a college and community's informal science learning project.* Lauren Swanson, Whittier College.

The Science Circus Whittier Project (SCWP) represents a college and community partnership that aims to engage families with community-based, informal science learning that is culturally responsive, improvisational, and foregrounds asset-based teaching practices. Grounded by the Cultural Learning Pathways and the Learning Ecosystems frameworks, there are four project components: (1) resource dissemination via the project website and Instagram account, (2) in-person events, (3) community involvement and (4) teacher/program staff professional development. Within the project, undergraduates leverage their specific strengths and curiosities to each activity and build authentic connections with one another and to the community.

Poster 12 - *Nontraditional grading to focus on feedback and equity.* Amy K. Conley & Kim Vincent-Layton, California State Polytechnic University Humboldt.

Our work delved into nontraditional grading methods that prioritize formative feedback over traditional scoring. By exploring how feedback can drive deeper learning and support equity in diverse classrooms, participants learned strategies to shift their assessment practices toward more student-centered approaches. We addressed the challenges of implementing nontraditional grading, particularly in supporting diverse and multilingual learners, and offered practical tools for integrating feedback-driven assessment. Attendees engaged in collaborative activities designed to model effective feedback practices and left with actionable insights for fostering a feedback-rich culture in their assessments.

Poster 13 - *Developing and sustaining high school Grow Your Own programs.* Erin Whitney, Nora Aguilar McKay, Ben Seipel, Claudia Bertolone-Smith, Catherine Lemmi, & Karen Schreder, California State University Chico.

In this session we describe a university-district Grow Your Own (GYO) course designed to introduce underrepresented high school students to careers in education. Much of the current research on GYO programs asserts that recruitment is not sufficient, but that program design is a key element in the support, development, and retention of teachers of color in their local communities. Presenters will share their research and invite feedback and discussion about ways to develop, sustain, and expand high school GYO programs to help students link identity, language, and possibilities in the teaching profession.

Poster 14 - *Middle level administrators' perceptions and processes in supporting their teachers and student systems.* Moses K. Ochanji, California State University San Marcos, & Roxanne Greitz Miller, Chapman University, & Benjamin E. Seipel, California State University Chico, & Erika Daniels & Rong-Ji Chen, California State University San Marcos.

This research investigates the perceptions and processes of middle school administrators in California regarding the support of their students and teachers. Through semi-structured interviews, the study reveals how administrators conceptualize their roles, determine student needs, and ensure the provision of appropriate support. Key findings highlight the importance of a student-centered approach, the integration of social-emotional learning, and the significance of equity and inclusion in middle school leadership. These findings have implications for policy and practice, particularly in the context of professional development for middle-level administrators.

Poster 15 - *Bilingual high school teacher preparation: Why it's needed and how we can strengthen it.* Leslie Baner, California State University Sacramento.

We are a team of bilingual educators working to extend and strengthen Dual Language (DL) pathways through high schools across California. In DL high school programs, multilingual learners can be celebrated; build on their linguistic strength; reap social, financial, and academic benefits of bilingualism; better serve their communities; and sustain cultural connections. However, most DL programs in California operate primarily in elementary/middle school. With a dearth of high school bilingual programs, learning gains from K-8 DL programs stall when students enter high school. As we develop school-university partnerships to extend DL through high school, we have an opportunity to innovate and co-design to enrich theory of action and trouble existing narratives about why ELs often falter in high school. We must advance equity and bilingualism for youth through creation of robust, comprehensive, interdisciplinary offerings, taught by qualified educators, that support multilingual learners.

Poster 16 - *Unpacking integrated ELD and UDL for all California educators.* Edward Gonzalez, California Educators Together, California State University Bakersfield.

We asked teachers statewide, "In your learning environment, what does high-quality instruction look like?" Two years later, we've trained hundreds of teachers statewide on how to create high-quality lessons for themselves and to share with others. With those lessons, we've constructed a free repository of over 2,000 vetted lessons that include integrated ELD and UDL. Teaching doesn't happen in a vacuum, and teachers' knowledge is highly contextualized to their experiences, community, and school. On our journey, we've also captured lesson demonstrations of teachers across the state and interviewed them to understand better what high-quality instruction looks like for today's California educators.

Tentative CCTE Fall 2024 Conference Program

Wednesday, October 16:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum.	La Jolla Room
10:00 a.m. to 4:30 p.m. - Meeting of the Board of Directors of the California Council on Teacher Education.	Del Mar Room
11:30 a.m. to 4:30 p.m. - Statewide Meeting of Education Deans and Directors Lunch on patio at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m. Cash bar at 5:00 p.m.	Coronado Room
3:00 p.m. to 5:00 p.m. - California CEEDAR meeting.	Bay Room

Thursday, October 17:

9:00 a.m. to 10:30 a.m. - California Association for Bilingual Teacher Education (CABTE)	La Jolla Room
9:00 a.m. to 10:30 a.m. - Association of Independent California Colleges and Universities-Education (AICCU-ED).	Coronado Room
9:00 a.m. to 10:30 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).	Point Loma I & II
10:00 a.m. to 11:00 a.m. - Meeting of the CCTE Graduate Student Caucus	Del Mar Room
10:30 a.m. to Noon - Joint Meeting of the Association of Independent California Colleges and Universities-Education California Association for Bilingual Teacher Education California Association of Professors of Special Education/Teacher Education Division California Association of School-University Partnerships With Staff from the Commission on Teacher Credentialing	Point Loma I & II
11:00 a.m. to 11:30 a.m. - Newcomers Meeting and Orientation	Del Mar Room
11:45 a.m. to 12:15 p.m. - Pick up Box Lunches (for those who ordered them)	Point Loma Foyer
Noon to 1:00 p.m. - Meetings of First Four CCTE Special Interest Groups: Arts and Education, Inclusion, Lives of Teachers, & Teacher Induction	
Noon to 1:00 p.m. - Meeting of CSU Ed Prep Leaders & Chairs/Directors	La Jolla Room
1:00 p.m. to 3:00 p.m. - Fall Conference Opening Session Introductions & Organizational Updates Conference Orientation by Fall Conference Co-Chairs Brent Duckor & Carrie Holmberg Keynote Address: Linda Darling-Hammond (President of California State Board of Education, and President and CEO of Learning Policy Institute), Followed by Panel Discussion	Point Loma I & II
3:15 p.m. to 4:15 p.m. - First Policy Session Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee	Point Loma I & II
4:15 p.m. to 5:15 p.m. - Concurrent Research Presentations	
5:30 p.m. to 6:30 p.m. - Concurrent Research Panels & Workshops	
6:30 p.m. to 7:30 p.m. - Joint Presidents' Reception	Point Loma I
7:30 p.m. to 9:00 p.m. - Workshop on Publishing in Educational Journals	Point Loma II

Friday, October 18:

7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board	Del Mar Room
7:30 a.m. to 9:00 a.m. - Informational Meeting of the CCTE Professional Development for Mentor Teachers Committee (PD4MT).	Point Loma III
8:30 a.m. - Continental Breakfast for All Conference Registrants	Point Loma I & II
9:00 a.m. to 10:15 a.m. - Friday Morning General Session, Part 1 Panel Conversation on Feedback-Centered Practices for Bilingual/Multilingual Communities of Learners	Point Loma I & II
10:15-10:30 a.m. Break	
10:30-11:30 a.m. - Friday Morning General session, Part 2 Panel Conversation on Feedback-Centered Practices for Inclusive/Special Education Learning Communities	Point Loma I & II
11:30 a. m. -noon. - Connecting the Dots Between Two Friday Morning Panels	Point Loma I & II
Noon to 1:15 p.m. - Conference Awards Luncheon (for those who purchase tickets)	Cabo Courtyard
1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables	
3:00 p.m. to 4:00 p.m. - Second Policy Session Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2025 SPAN Conference	Point Loma I & II
4:15 p.m. to 5:30 p.m. - Meetings of Four CCTE Special Interest Groups Credential Program Coordinators, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Education	Point Loma I &, II & III
6:00 p.m. to 7:30 p.m. - Poster Session	

Saturday, October 19:

8:30 a.m. - Continental Breakfast for All Conference Registrants	Point Loma III
9:00 a.m. to Noon - Saturday Conference Session on the Role and Power of Feedback in PK-12 Spaces Panel Discussion followed by Rotating Exhibit/Discussion Tables	Point Loma III
Noon-12:30 p.m. Meeting of CCTE New Faculty Support Program Participants	Del Mar Room

California Council on Teacher Education Fall 2024 Conference Registration

Please use this form to register for the CCTE Fall 2024 Conference, October 17-19;

Or to pay by credit card, use the on-line portal on the "Fall 2024 Conference" page of the CCTE website (www.ccte.org).

Name _____

Preferred Mailing Address _____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Select Either On-Site or Virtual Registration from the Categories Below

On-Site Registration—for persons wishing to attend the Conference at the Kona Kai Resort in San Diego

Check the Appropriate Category:

- Basic Registration - \$495
- Special for P-12 Educators - \$395
- Special for Part-Time Faculty - \$375
- Special for Retired Educators - \$350
- Special for Students - \$250
- Special for 4 or more registrants from the same institution - \$475 each
(please submit a form for each with combined payment)

Additional Options for On-Site Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- California Field Coordinators Forum Meeting (Wednesday, on-site only) - \$100
- Statewide Education Deans Meeting (Wednesday) - \$150
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$50
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$50
- California Association of Professors of Special Education Meeting (Thursday) - \$50
- Thursday Noon Box Lunch (on-site only) - \$60
- Friday Luncheon (on-site only) - \$75
- Saturday-only attendance (on-site only) - \$150

Virtual Registration—for persons wishing a link to the virtual presentation of most Conference sessions

Each category includes access to real-time audio and visuals of Conference sessions via a link and password to be provided to each virtual registrant (check the appropriate category):

- Basic Registration - \$395
- Special for P-12 Educators - \$295
- Special for Part-Time Faculty - \$275
- Special for Retired Educators - \$250
- Special for Students - \$200
- Special for 4 or more registrants from the same institution - \$375 each (submit a form for each with combined payment)

Additional Options for Virtual Registrants (if using the "4 or more" option above please indicate number and names for your entries below on an attached sheet):

- Statewide Education Deans Meeting (Wednesday) - \$75
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$30
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$30

Total: Please enter total you are paying from all options above: _____

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

Or for on-line registration and payment via credit card, go to the "Fall 2024 Conference" page of the CCTE website: www.ccte.org

For our records those using the on-site portal are also asked to complete and email this registration form to: alan.jones@ccte.org