

## Call for Proposals for CCTE 2024 Fall Conference

The California Council on Teacher Education (CCTE) invites submission of research (empirical or theoretical), practice, and policy presentations and workshop proposals for the CCTE Fall 2024 Conference to be held October 17-19. The theme for the conference is “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom” The conference will involve both on-site and virtual attendees, but individuals submitting proposals must plan to register for and attend on site in San Diego.

Effective formative feedback is a critical element of instruction that benefits student learning (Andrade & Brookhart, 2016; Duckor & Holmberg, 2023; Fisher, 2012; Hattie & Timperley, 2007; Hattie & Zierer, 2018; Sadler, 1989). Researchers have also found that feedback must be differentiated and contextualized to inspire and improve student performance (Moon, Brighton, & Tomlinson, 2020). Helping teachers to develop more effective tools, practices, and strategies, therefore, for offering and supporting differentiated formative feedback is an important component of equity-focused assessment reform aimed at State priorities for continuous improvement and equity-driven instruction (Ladson-Billings, 2008; Noguera, Darling-Hammond, & Friedlaender, 2015). Ruiz-Primo and Li (2013) and Ruiz-Primo, Solano-Flores, & Li (2014) further argue that the field should first learn about what expert teachers do and how they frame their feedback practices for Emerging Bilingual Learners, in particular.

This conference unpacks the complexity of activating teachers and students to engage in systematic and sustainable feedback practices using different lenses/frameworks. We present formative feedback frameworks for better understanding the complexity, dimensions, and facets of feedback practices across systems. By examining these frameworks, we offer new perspectives on current feedback practices across different ecosystems of assessment reform.

The state of the empirical research and array of design and implementation challenges is the context of the proposed conference. We seek to provide a space for teacher educators to engage in urgent problem solving, resource sharing, and critical planning to promote the effective assessment for deeper learning praxis across the state. This year’s conference is organized in response to any of these strands of inquiry.

### **Strand One: The policy context of assessment reform and deeper learning in public education**

- What implications do higher education policies concerning feedback for all (FFA) have for praxis in K-12?
- What roles should teacher educators play in informing how assessment for deeper learning and formative feedback takes shape in schools and classrooms?
- How does identity and positionality shape and inform students’ and teachers’ experience of feedback practices?

### **Strand Two: Building district and school capacity for feedback rich school systems and classroom learning environments**

- What models, frameworks, strategies, and practices are associated with effective design, implementation, and evaluation of formative feedback centered work in K-12?
- How are schools partnering with assessment scholars for support with matters such as curriculum design and instructional practice, constructing courses, and identifying texts and other resources?
- How can districts and schools respond to push-back and efforts to undermine assessment for learning aimed at deepening feedback rich systems for children and young people?

### **Strand Three: Professional education and teacher preparation focused on anti racist, culturally responsive approaches to assessment for deeper learning**

- What does effective support for current and future BIPOC identified teachers who can work as formative assessors from the ground up look like?
- How might classroom assessment capacity building and support be better embedded in teacher preparation programs, in particular courses in the fields of ethnic studies, psychological foundations of learning, classroom learning environments, language focused learning, cross- and multicultural education with a framework for diversifying the field?
- What are the potentials and possibilities for equity and excellence for traditionally marginalized students in a feedback-rich culture of schooling?

**Proposals related to teaching, teacher education, education, policy areas, disability studies, etc., not connected to the theme are welcome.**

### **How to Submit Proposals**

This year, in addition to presentation submissions, CCTE is also inviting proposals for workshops. Interested parties are encouraged to respond to one of the strands above; however any proposal that addresses the span of teacher education (PK-12/higher education) is welcome. Proposals must be submitted as a Word document (New Times Roman, 12 pt. font), PDF, or Google Doc via google form, and include:

- Google form cover sheet which lists the proposal title, names, affiliations, and e-mail addresses of all presenters, along with an indication of whether the proposal focuses on research, practice, or policy analysis. While there is no guarantee, authors may indicate their preference between concurrent presentations or workshops, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following link: <https://forms.gle/VzvCigo4fpGojhWQ6> or <https://bit.ly/cctefall2025>
- File attachment of a maximum 1,800-word, single-spaced, proposal without names of the presenters.
- Questions can be addressed to Marni Fisher and Kimiya Sohrab Maghzi, the Co-Chairs of the CCTE Research and Practice Committee, at: [calcouncil.research@gmail.com](mailto:calcouncil.research@gmail.com)



The authors of all accepted proposals will be asked to prepare a video presentation which will be posted prior to the Conference on a CCTE Go-React platform where they can be viewed and commented on by Conference registrants both prior to and during the Conference; then the videos will be moved to the CCTE YouTube Channel following the Conference. Authors of accepted proposals will also be invited to present either in a concurrent session (presentation or workshop), roundtable session, or poster session at the on-site Conference.

### **Deadline**

Deadline for proposals for the CCTE Fall 2024 Conference is August 15, 2024

## Content of the Proposal

- A brief overview of the study/project/program session including purpose/objectives;
- Indication of significance to the field of teacher education;
- For [research proposals](https://bit.ly/CCTE-RP) (<https://bit.ly/CCTE-RP>), describe theoretical framework, methodology, and overview of results.
- For [theoretical proposals](https://bit.ly/CCTE-TP) (<https://bit.ly/CCTE-TP>), describe the central problem, mode(s) of inquiry, and findings.
- For [practice proposals](https://bit.ly/CCTE-PrP) (<https://bit.ly/CCTE-PrP>), describe the key elements of practice, with conclusions and/or point of view.
- For [policy analysis proposals](https://bit.ly/CCTE-PAP) (<https://bit.ly/CCTE-PAP>), describe relevant literature, strategy for analyzing, developing, or evaluating policy, and your conclusions.
- For [workshop proposals](https://bit.ly/CCTE-WP) (<https://bit.ly/CCTE-WP>), describe a particular problem or challenge, the practices that address the issue, and an overview of planned activities.
- For [panel proposals](https://bit.ly/45CL3ue) ([bit.ly/45CL3ue](https://bit.ly/45CL3ue)), each speaker should offer a description/overview/abstract (which includes citations) of no more than 500 words each.
- [Optional General Proposal Template: https://tinyurl.com/CCTEGenTemplateCopy](https://tinyurl.com/CCTEGenTemplateCopy)

## Criteria for Selection

The extent to which the proposal:

- If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- If a practice proposal, how well conceived and described is the practice?
- If a policy analysis proposal, are the strategy, conclusions, and implications for teacher education sound?
- If a workshop proposal, how well do the proposed practices address the stated problem or challenge? How well do the planned activities model approaches to addressing the problem or challenge?
- Clearly states its significance for teacher educators at both the higher education and K-12 levels.

## Qualifications

Persons submitting proposals must be CCTE members or delegates (information and a form for joining CCTE are available on the CCTE website at [www.ccte.org](http://www.ccte.org)) and must register for and participate on-site at the Fall 2024 conference at the Kona Kai Resort in San Diego (registration information and a form are on the previous page of this announcement).

## Publication

Prior to the conference, selected presenters will have their abstracts published in a special issue of CCNews, the CCTE newsletter, which is emailed to the CCTE members. Immediately following the conference, authors of the accepted proposals will be invited to submit a written version of their presentation to be published in the CCTE Fall 2024 Research Monograph later in the fall.