Feedback for All

Preparing for Deeper Learning for Equity and Excellence in the California Classroom

The Fall 2024 Conference
of the California Council on Teacher Education

Jointly Co-Sponsored by
Association of California Community College Teacher Education Programs (ACCCTEP)
Association of Independent California Colleges and Universities-ED (AICCU-ED)
California Alliance for Inclusive Schooling (CAIS)
California Association for Bilingual Teacher Education (CABTE)
California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)
California Association of Researchers for Equity in Education (CARE-ED)
California Association of School-University Partnerships (CASUP)
Center for Reaching and Teaching the Whole Child (CRTWC)
Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
Supervisors of Teacher Education Network Team (STENT)

With CCTE Annual Sponsorships by
Graduate College of Education, San Francisco State University
School of Leadership and Education Sciences, University of San Diego

And with Fall 2024 Conference Sponsorships by
California Association of School-University Partnerships (CASUP)
Thompson Policy Institute on Disability, Attallah College of Educational Studies, Chapman University

To Be Held October 17-19
With Pre-Conference Meetings on October 16
On Site at the Kona Kai Resort in San Diego
and Virtually for Those Who Prefer

Program for the Fall 2024 CCTE Conference
**Featuring Five Main Conference Sessions,
Many Additional Meetings of Associated Organizations & SIGs,
and Research Presentations both on site
and on the CCTE GoReact Platform and the CCTE YouTube Channel**

Wednesday, October 16:

9:00 a.m. to 3:00 p.m. - Meeting of the **California University Field Coordinators Forum.**   La Jolla Room
    Paid registration required. On-site only.
    California University Field Coordinators are invited to participate in a Forum to discuss fieldwork successes,
    challenges, and updated information. The Forum provides an opportunity for field placement coordinators to
    network, share best practices, and discuss subject matter requirements that may impact field placements. Other
    topics will include serving and protecting teacher candidates, connecting and partnering with school districts,
    and coordinating with the Commission on Teacher Credentialing.

10:00 a.m. to 4:30 p.m. - Meeting of the **Board of Directors of the California Council**   Del Mar Room
    on Teacher Education.
    For CCTE officers, Board members, editors, committee chairs, & associated organization leaders.

11:30 a.m. to 4:30 p.m. - **Statewide Meeting of Education Deans and Directors**.   Coronado Room
    Paid registration required. On-site and virtual options.
    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.
    The California Education Deans Meeting is a unique opportunity for the senior education leaders from the
    CSU, UC, and AICCU campuses to build relationships, explore similar concerns and goals, and develop
    leadership for cohesive statewide impact. The deans meeting is sponsored by the School of Leadership and
    Education Sciences at the University of San Diego.

3:00 p.m. to 5:00 p.m. - **California CEEDAR Meeting**.   Bay Room
    Meeting of California participants in the Collaboration for Effective Educator Development,
    Accountability, and Reform (CEEDAR).

Thursday, October 17:

9:00 a.m. to 10:30 a.m. - **Association of Independent California Colleges**   Coronado Room
    and Universities-Education (AICCU-ED).
    Paid registration required. On-site and virtual options.
    AICCU-ED will focus its membership meeting on policy, action, and advocacy. Discussion will include ways
    our association facilitates a collective voice to advocate for independent colleges and universities across
    California; there will also be time to catch up, chat with each other, and collaborate.

9:00 a.m. to 10:30 a.m. - **California Association for Bilingual Teacher Education** (CABTE).   La Jolla Room
    Paid registration required. On-site and virtual options.
    CABTE will discuss the implementation of the new bilingual authorization standards and analyze collectively
    opportunities and obstacles. The organization will also discuss its strategic partnerships with organizations in
    the Emergent Bilingual area, and legislative proposals that address bilingual teacher education preparation.

9:00 a.m. to 10:30 a.m. - **California Association of Professors of Special Education/**   Point Loma I & II
    Teacher Education Division (CAPSE/TED).
    Paid registration required. On-site only.
    CAPSE/TED will explore issues of inclusion and special education.

9:30 a.m. to 10:30 a.m. - Meeting of the **CCTE Graduate Student Caucus**.   Del Mar Room
    No registration required. On-site only.
    All students are encouraged to participate, share about their studies and interest in teacher education,
    and learn more about CCTE and the Conference..

10:45 a.m. to Noon. - Joint Meeting of the   Point Loma I & II
    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**
    Paid Fall Conference registration required. On-site and virtual options.

11:00 a.m. to Noon. - **Newcomers Meeting and Orientation**.   Del Mar Room
    No registration required. On-site only.
    Open to all on-site Fall Conference participants who are attending for the first time or whose involvement
    with CCTE is recent. Will serve as an introduction to CCTE and the Fall Conference.

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. - Meeting of **California State University Ed Prep Leaders**   La Jolla Room
    of Teacher Education Programs.
    Meeting restricted to Ed Prep leaders at Calfornia State University campuses.

Noon to 1:00 p.m. - Meetings of Four CCTE Special Interest Groups.
    Arts and Education   Bay Room
    Lives of Teachers   Coronado Room
    Special Education   Point Loma I & II
    Teacher Induction   Del Mar Room

1:00 p.m. to 3:00 p.m. - First CCTE Fall Conference Main Session: **Opening Session**   Point Loma I & II
Paid Fall Conference registration required. On-site and virtual options.

    Introductions & Organizational Updates:
        Chaired by CCTE President **Karen Escalante** (California State University, San Bernardino) with
        introductions of ACCCTEP President **Megan Kaplinsky** (Long Beach City College), AICCU-ED
        President **Deb Erickson** (Point Loma Nazarene University), CAIS Co-Chairs **Donald Cardinal**
        (Chapman University) & **Marquita Grenot-Scheyer** (California State University, Long Beach), CABTE
        President **Clara Amador-Lankster** (National University), CAPSE President **Sarah Johnson**
        (Fresno Pacific University), CASUP President **Jan Zoller** (Fresno Pacific University),
        CRTWC Consultant **Nancy Lourié Markowitz**, CEEDAR California State Lead **Linda Blanton**,
        & STENT Team Leader **Lisa Sullivan** (University of California Davis).

    Recognition of **Sponsorships** of CCTE.

    Conference Orientation by Fall Conference Co-Chairs **Brent Duckor & Carrie Holmberg** (San Jose State
        University).

    Keynote Address by **Linda Darling-Hammond** (President and CEP of Learning Policy Institute
        and President of the California State Board of Education).

    Followed by reflective panel moderated by Fall Conference Co-Chairs **Brent Duckor** and **Carrie Holmberg**.
    Panelists: **Annamarie Francois**, University of California Los Angeles and University of California
    representative on the Commisison on Teacher Credentialing, & **Marquita Grenot-Scheyer**, California State
    University Long Beach and Chair of the Commission on Teacher Credentialing and Chair of the American
    Association of Colleges for Teacher Education Board of Directors.

3:15 p.m. to 4:15 p.m. - Second CCTE Fall Conference Main Session: **First Policy Session.**   Point Loma I & II
    Paid Fall Conference registration required. On-site ands virtual options.
    An important partner for all educator preparation programs is the **Commission on Teacher Credentialing**.
    This session will be led by senior CTC leadership and staff, and will be an update on current initiatives as well
    as an overview of how the CTC works with our institutions to support quality preparation. Make sure that at
    least one person from your institution is present for this timely and helpful session. Moderated by CCTE
    Policy Committee Co-Chairs **Cynthia Grutzik** (San Francisco State University and **Pia Wong** (California
    State University, Sacramento).

4:15 p.m. to 5:15 p.m. - First Set of **Concurrent Research Presentations**

Concurrent Session 1 – Point Loma I & II Room

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

> 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.

Concurrent Session 2 – Bay Room

> 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.

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

Concurrent Session 3 – La Jolla Room

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

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

Concurrent Session 4 – Del Mar Room

> 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.

> 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.

Concurrent Session 5 – Coronado Room

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

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

Concurrent Session 6 – Point Loma III Room

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

> "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.

5:30 p.m. to 6:30 p.m. - **Concurrent Panel Discussions**

Panel Session 1 – Point Loma I & II Room

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.

Panel Session 2 -Coronado Room

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.

Panel Session 3 - Bay Room

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

Panel Session 4 – Point Loma III Room

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.

Panel Session 5 – Del Mar Room

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.

Panel Session 6 – La Jolla Room

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

6:30 p.m. to 7:30 p.m. - **Joint Presidents' Reception**.   Point Loma I & II
Open to all Fall Conference registrants. Cash bar and complimentary hors d'oeuvres.

7:30 p.m. to 9:30 p.m. - **Publications Workshop**   Point Loma I & II
Open to all Fall Conference on-site registrants.
"Writing for publication: What prospective authors need to know."
Presented by **Tom Nelson** (past editor of *Teacher Education Quarterly* and professor emeritus at University of the Pacific) followed by opportunities to consult with the current editorial teams for *Issues in Teacher Education* and *Teacher Education Quarterly*.

Friday, October 18:

7:30 a.m. to 9:00 a.m. - Meeting of the *Teacher Education Quarterly* Editorial Board.   Del Mar Room

7:30 a.m. to 9:00 a.m. - Meeting of the CCTE **Professional Development for Mentor**   Point Loma III
     Teachers Committee (PD4MT, formerly the Intersegmental Project).
     No registration required. On-site only.
     Facilitated by committee members and open to both course subscribers and non-subscribers. We will introduce
     the current Course Networking (CN) course and focus on gathering input from subscribers about their
     experiences and needs with the course. There will also be time to share effective implementation practices with
     one another and ask questions about use of the module.

8:30 a.m. - Continental Breakfast for All Conference Registrants.   Point Loma I & II
     Breakfast sponsored by the **California Association of School University Partnerships.**

9:00 a.m. to 11:45 a.m. – Third CCTE Fall Conference Main Session.   Point Loma I & II
     Paid Fall Conference registration required. On-site and virtual options.

     9:00 a.m. to 10:15 a.m., facilitaed by Reyna Garcia Ramos of Pepperdine University and Eduardo Munoz-
     Munoz of San Jose State University. - This panel will focus on the intersection between Emergent Bilinguals
     and the role of formative feedback and assessment for learning practices. Our panelists will provide critical and
     complementary perspectives in the EB teacher education ecosystem: two teacher educators, a student teacher, a
     classroom teacher, a district multilingual coordinator, and the California Department of Education lead for the
     Observation Protocol for Teachers of English Learners (OPTEL). Taken together, this dialogue aims to identify
     good practices, developing tools, and areas for growth among teacher educators and practitioners in the critical
     area of linguistic and educational equity.

     10:15 a,m, to 10:30 a.m. - Break.

     10:30 a.m. to 11:30 a.m., facilitated by Anita Flemington of the University of La Verne and Virginia Kennedy
     of California State University Northridge. - This interactive session will address how feedback looks in an
     inclusive environment, who should be included in this feedback process, and the idea of reciprocity. Taking a
     multitude of perspectives from teachers and teacher educators on the question of who is giving and receiving
     feedback from who/whom, the presentation will also explore emerging technologies such as mixed reality
     simulation for feedback during the IEP process.

     11:30 a.m. to Noon - Merging themes and results from the two morning discussions.

Noon to 1:15 p.m. - **Conference Luncheon**.   Cabo Courtyard
     Ticket required for luncheon. Extra seating available for the awards presentations.
     Presentation of CCTE Distinguished Teacher Educator Award to **Thomas Nelson**,
     and CCTE Outstanding Emerging Teacher Educator Awards to **Quanee Ross** and **Kevin M. Wong**.
     and CCTE Outstanding Mid-Career Teacher Education Awards to **Myriam Casimir**,
     Megan D. Kaplinsky, and **Ruchi Agarwal-Rangnath**.

1:30 p.m. to 2:45 p.m. – **Concurrent Workshop Sessions**.

Workshop 1 – Coronado Room

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

Workshop 2 – Bay Room

     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.

Workshop 3 – Del Mar Room

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

Workshop 4 – La Jolla Room

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

1:30 p.m. to 2:45 p.m. - **Concurrent Research Roundtables.**   Point Loma I & II

Roundtable Session 1

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

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

Roundtable Session 2

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.

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 Bernadino, Damian Maher, University of Technology, Sydney, Australia, Daniel Soodjinda, California State University Stanislaus.

Roundtable Session 3

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

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

Roundtable Session 4

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

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.

Roundtable Session 5

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

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

Roundtable Session 6

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.

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.

Roundtable Session 7

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.

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

Roundtable Session 8

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

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.

Roundtable Session 9

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

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

Roundtable Session 10

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

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

3:00 p.m. to 4:00 p.m. - Fourth CCTE Fall Conference Main Session: **Second Policy Session**   Point Loma I & II
Paid Fall Conference registration required. On-site and virtual options.
This session is designed as a key step in preparing for the SPAN 2025 Conference, CCTE's Spring Policy Action Network. The Policy Committee will share updates on issues and legislation affecting educator preparation, and will invite input on talking points for legislative meetings during SPAN. Come make your voice and ideas heard as we build consensus around what matters to us as educator preparation faculty and leaders. Moderated by CCTE Policy Committee Co-Chairs **Cynthia Grutzik** (San Francisco State University) and **Pia Wong** (California State University, Sacramento).

4:15 p.m. to 5:30 p.m. - Meetings of Four CCTE Special Interest Groups.
   Credential Program Coordinators   Bay Room
   Equity and Social Justice   Coronado Room
   Technology and Teacher Education   La Jolla Room
   Undergraduate Teacher Education   Del Mar Room

5:30 p.m. to 7:00 p.m. - **Poster Session**.   Point Loma I, II & III
Poster presentations selected by the CCTE Research Committee. Plus wine, crackers, and cheese.

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.

Poster 2

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

Poster 3

Justice focused teacher education.
Antoinette Linton, California State University Fullerton.

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.

Poster 5

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

Poster 6

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

Poster 7

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

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

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.

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.

Poster 11

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

Poster 12

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

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.

Poster 14

Middle level administrators' perceptions and processes in supporting their teachers and students.
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.

Poster 15

Bilingual high school teacher preparation: Why it's needed and how we can strengthen it.
Leslie Banes, California State University Sacramento.

Poster 16

Unpacking integrated ELD and UDL for all California educators.
Edward Gonzalez, California State University Bakersfield.

Saturday, October 19:

8:30 a.m. - Continental Breakfast for All Conference Registrants.   Point Loma III
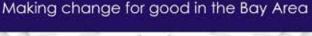
9:00 a.m. to Noon - Fifth CCTE Fall Conference Main Session: Point Loma III

The Role and Power of Feedback in PK-12 Spaces.

This session will begin with a panel discussion (9:00-9:45 a.m.) followed by informal and interactive table discussions hosted by each of the panel experts (10:00-11:30 a.m.). The morning will close with an audience share and facilitated "take aways" discussion moderated by Fall Conference Co-Chair Carrie Holmberg.
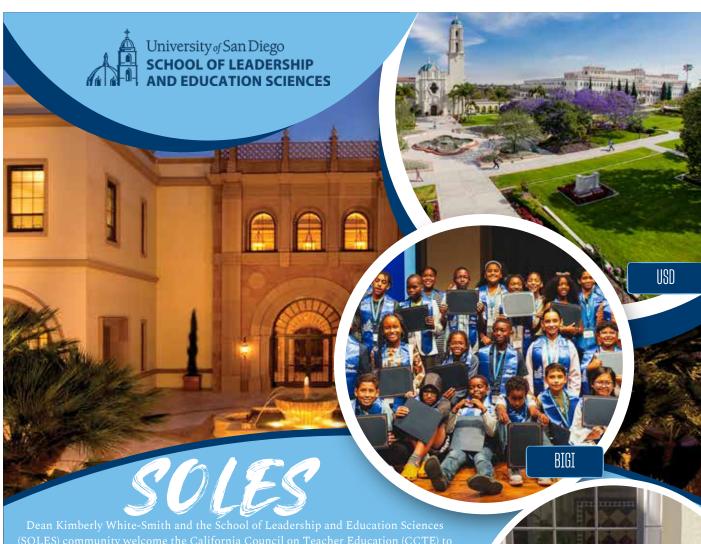
Panelists:

Dr. Joshua Murguia, a 12th grade English teacher at Orangewood Continuation High School and a lecturer in the teacher education program at CSU San Bernardino, will let us in on how feedback situates itself in multiple educational contexts, and shows promise in skill-based formative assessments that become beneficial to educators with real-time data.

Dr. Rita Suh, who served as co-director of the Culture and Equity Project at UCLA Center X, and is now in private consulting and a lecturer at CSU Long Beach, brings particular feedback expertise to the panel on areas in teacher training, building professional relationships, increasing engagement, and helping teachers use culturally and linguistically responsive instructional approaches to maximize student achievement and opportunity for all students.

Dr. Patricio Vargas, Superintendent of Morongo Unified School District and professor at La Sierra University, will speak to how feedback is celebrated throughout the process of positive change or new initiatives, and how to establish clear channels for feedback in multiple stakeholders to create a transparent system that links feedback with concrete actions.

University *of* San Diego
**SCHOOL OF LEADERSHIP
AND EDUCATION SCIENCES**

USD

BiGI

SOLES

Dean Kimberly White-Smith and the School of Leadership and Education Sciences (SOLES) community welcome the California Council on Teacher Education (CCTE) to the beautiful city of San Diego, home to our vibrant school and resident changemakers who are driving meaningful transformation locally and beyond.

SOLES is committed to collaboration, inclusion, equity, and social justice with compassionate service. Our programs, initiatives, and partnerships are inspired by curiosity and driven by our vision to improve the quality of life of diverse individuals, families, and communities.

IMPLEMENTING

LAUNCHED

UNDERWAY

SOLES & CETYS

Equity & Neurodiversity

Creating continuing education programs and certificates for in-service teachers and education professionals at SOLES and providing education for the broader community.

Black InGenius Initiative (BiGI)

Recruiting sixth-grade students, their guardians, and educators to help plan their college and career pathways. Focused on educating *all* students, including those with learning differences.

SOLES & CETYS

Launching a Master's in International Leadership Studies in partnership with CETYS Universidad — a premier private institution in Northwestern Mexico.

https://www.sandiego.edu/soles/

Hillary Walker, Director of the Bay Area Writing Project and adjunct professor of African American Studies and Ethnic Studies at the College of Alameda, will speak about teachers' experiences with AI and feedback when it comes to teaching and coaching of writing.

Jeremy Cavallaro is the Co-Founder of Community Roots Academy, an independent, public charter school and has served as Executive Director of Education since 2011. Previously he was a school leader in private and public schools in New York City and Southern California.

Ingrid Beaty, is a highly qualified educator with over seventeen years of experience in elementary education. Ingrid is an advocate of strong professional learning communities, PBL, and restorative approaches and has presented at numerous conferences throughout the United States.

Danelle Tickel earned her M.Ed. and multiple subjects credential from UC San Diego and is currently working toward her Administrative Services credential through UC Irvine. She has 16 years of experience as a classroom teacher and is in her second year as an administrative leader.

Kelsey Wan serves as a Director of Special Education at Community Roots Academy (CRA). As an educator for over 13 years, she has enjoyed teaching a variety of grades within special education, from early intervention preschool to elementary, middle and high school in diverse educational environments.

Noon - Meeting of the **CCTE New Faculty Support Program** participants**.**   Del Mar Room
No registration required. On-site only. Open to all participants in the CCTE New Faculty Support Program.

Conference Exhibitors:
CCTE Annual Co-Sponsors
California Association of School-University Partnerships
GoReact
Caddo Gap Press
California Educators Together

CCTE Website - www.ccte.org and follow CCTE on **LinkedIn** at California Council on Teacher Education.

CCTE GoReact Platform: A few weeks prior to the CCTE Fall 2024 Conference you are encouraged to visit the CCTE GoReact Platform where you will find introductory videos of all of the research presentations which will take place at the Fall Conference. By viewing the videos you can detemine which of the concurrent, panel, workshop, roundtable, and poster presentations you will wish to attend at the Conference. The GoReact Platform also allows you to comment on and interact with presenters.

CCTE YouTube Channel: Prior to, during, and following the CCTE Fall 2024 Conference you are encouraged to visit the CCTE YouTube Channel where you will find introductory information about CCTE and postings from CCTE associated organizations, CCTE sponsors, and exhibitors. The research presentation videos initially posted to the CCTE GoReact Platform will be moved to the YouTube Channel following the Fall Conference.