



CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

Schedule of On-Site & Virtual Research Sessions at CCTE Fall 2025 Conference

Concurrent Presentations, October 16, 3:15 P.M. to 4:15 p.m.

Two Presentations in Each Session, 25-minutes each plus question time

Concurrent Session 1 – Program Development

Initial Program Review: Strategies to Support New Program Proposals and IPR Success

Miranda Gutierrez (Commission on Teacher Credentialing), Debbie Meadows (California State University Bakersfield), & Rosemary Wrenn (Commission on Teacher Credentialing)

Description: This interactive session with CTC staff and peer reviewers provides insights and concrete steps for navigating the IPR process. Attendees will gain a deeper understanding of key components of an impactful and successful proposal. Following a brief presentation, attendees will engage in dialogue with Commission staff and peer reviewers.

Pathways for Advancing Visionary Educators: A CCC-CSU Collaboration Sharing the PAVE Toolkit

Hilary Seitz (California State University Office of the Chancellor)
& Cheri Fortin (California Community Colleges Chancellor's Office)

Description: The PAVE Toolkit: Pathways for Advancing Visionary Educators strengthens educator pipelines between California Community Colleges and California State Universities. Featuring six key themes, it offers actionable tools, models, and strategies to support student success, foster partnerships, and promote equitable, sustainable practices in educator preparation aligned with California's vision for educational excellence.

Concurrent Session 2 – Bilingual Education

Critically Examining the Spanish Language Proficiency Requirement for the Bilingual Authorization in California

Clara Amador-Lankster (National University) & Kris Nicholls (University of California Riverside)

Description: This session examines inequities in California's CSET Spanish Subtest III waiver policy and its misalignment with bilingual classroom language needs. We analyze validity concerns, institutional challenges, and propose a Spanish Language Proficiency for Special Purposes assessment. Recommendations aim to ensure equitable access, accurate proficiency measurement, and improved bilingual teacher preparation.

For Us & By Us: Political & Pedagogical Preparation For & By Educators of Color

Oscar Navarro (California State University Long Beach)

Description: The study examined the curriculum and instruction of an undergraduate-to-teacher-education-pathway course for future teachers of Color (FTOC) at a predominantly White institution. Drawing from two years of qualitative data, students identified three key findings: they engaged in conscious raising, pedagogical development, and activism to support their trajectory as FTOC.

Concurrent Session 3 – Justice

Examining School Change: A Three-Year Look at Implementing Restorative Practices

Kimiya Sohrab Maghzi (University of Redlands), Marni E. Fisher (Saddleback College), Joe A. Petty (Loyola Marymount University), & Eryn McDaniel (California State University Long Beach), Ingrid Beaty (Community Roots Academy), Jeremy Cavallaro (University of La Verne), Tara Falce (University of Latvia), & Jasmine Ramirez (Pepperdine University)

Description: This presentation explores restorative practices in schools, tracing the origins, theory, and implementation, examining practical tools, and leadership insights for equitable, relationship-centered, school-wide discipline reform.

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Teacher Education and the Power to Act: Preparing Minoritized and Multilingual Justice-Centered Educators

Edward Curammeng, Minhye Son, & Sara Díaz-Montejano (California State University Dominguez Hills)

Description: This research examines how a federally funded program met novice multilingual teachers of Color's material needs while centering their wellness and Ethnic Studies. Using three years of data, we highlight justice-oriented commitments amid tenuous sociopolitical contexts and propose necessary shifts in teacher education.

Concurrent Session 4 – Disability

Dismantling Siloed Teaching: Advocacy and Innovation in Preparing Teachers to Work With Emergent Bilingual Students with Disabilities

Marcella Cardoza McCollum, Ash Busby, & Eduardo Muñoz-Muñoz (San Jose State University)

Description: This session presents a cross-disciplinary teacher preparation model uniting bilingual and special education, grounded in DisCrit and Funds of Knowledge. Learn how integrated tools, reflection protocols, and justice-oriented practice equip educators to better serve emergent bilingual students with disabilities—shifting knowledge, strengthening advocacy, and centering caregivers as essential collaborators.

From Some to All: Readiness to Launch a Dual Credential Residency.

Deondra Campbell (California State Polytechnic University Pomona) & Ilene Ivins (Alder Graduate School of Education)

Description: This session will elaborate on the findings from our qualitative case study on the readiness for a residency program to offer a dual credential in special education and general education.

Concurrent Session 5 – Frameworks

Internationalizing Teacher Education: A Toolkit Approach to Embedding Global Competencies in Educator Preparation Programs

Reyes L. Quezada & Viviana Alexandrowicz (University of San Diego), James O'Meara (Texas A&M International University), & Tara Mathien (University of Florida)

Description: This session introduces BranchED's Internationalization Toolkit equipping educator preparation programs to embed four global competencies: The Readiness Assessment, GLOCAL community engagement, COIL virtual exchanges, and Short-Term Study Abroad. Together, these tools prepare future teachers to connect local practice with global perspectives in an interconnected world.

Fostering Presence in Absence: Designing Asynchronous Teacher Education Through the Community of Inquiry Framework

Weina Chen (University of Massachusetts Global) & Shannon Tabaldo (Loyola Marymount University)

Description: Asynchronous learning offers flexibility but risks lower engagement. This study uses the Community of Inquiry (CoI) framework to examine strategies for building rigor and meaningful learning communities in online teacher education. Insights and best practices from faculty and instructional designers will be presented.

Concurrent Session 6 – Practices

Dyslexia and Literacy: The Innovative Use of Electronic-Learning Modules to Enhance Teacher Development, Expertise, and Advocacy

Kai J. Greene (California State University Dominguez Hills) & Dominic Grasso & Sue Sears (California State University Northridge)

Description: The UC/CSU California Collaborative for Neuroscience, Diversity and Learning developed six innovative electronic-learning modules to support university teacher preparation programs to grow the knowledge and expand the skills to those who impact the experience of diverse learners in school with a focus on literacy and dyslexia as social justice issues.

The Impact of Project Based Learning on Learning and Motivation

Robyn Hernandez, May-Lynn Montano, & Katarina Murillo (California State University Dominguez Hills)

Description: Schools need "science learning environments that develop students' ability to explain natural events, and design solutions to challenges using science ideas and practices" (Miller & Krajcik, 2019). Here we present emerging results from our 6-week Project Based Learning unit called "The Dirt on Community Gardens."

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Concurrent Panels & Workshops, October 16, 4:30 P.M. to 5:30 p.m.

Panel Session 1 – Humanizing Practices

Humanizing Professional Learning: Equity, Agency, and Well-Being Across Three California Subject Matter Projects

Claudia Martinez (University of California), Jon Kovach (University of California Irvine), Margaret Peterson (Stanford University) & Eduardo Muñoz-Muñoz (San Jose State University)

Description: This panel highlights three California Subject Matter Project studies showing how equity-focused, discipline-specific professional learning strengthens teaching, builds teacher agency, and supports wellbeing. Across STEM, math, and world languages, findings illustrate how sustained programs enhance instructional practice, affirm professional identity, and create lasting impact for educators and students.

Panel Session 2 - Inclusive Education

Advancing Inclusive Education in California: Data, Dialogue, and Direction for Educator Preparation

Nat Hansuvadha (California State University Long Beach), Andrew Wall (Fenix Research and Evaluation), Meghan Cosier (Chapman University), Marquita Grenot-Scheyer (California State University Long Beach), Audri Gomez (Chapman University), Kimberley White-Smith (University of San Diego), Cheryl Holcomb-McCoy (American Association of Colleges for Teacher Education), Shireen Pavri (California State University Office of the Chancellor), & Annmarie Francois (University of California Los Angeles)

Description: This session spotlights the emerging work of the California Alliance for Inclusive Schooling (CAIS) and invites CTE members to engage in data and dialogue about inclusive education across the state. During this session, we will present the following: 1) CAIS's renewed focus and development of an Annual Report on the State of Inclusive Education in California, designed to inform policy, practice, and preparation; 2) emerging statewide data from our inaugural report, which analyzes dual general and special education preparation programs within the context of California's K–12 inclusion landscape; and 3) a facilitated discussion, in which deans and program leaders react to the statewide data on inclusion and inclusion preparation and reflect on implications for teacher preparation.

Workshop Session 1 – Teacher Preparation

Supporting Teacher Educators with High-Quality National and State Resources: Learning from Experts at the CEEDAR Center and the UC|CSU Collaborative

Meg Kamman & Erica McCray (University of Florida), Anne Spillane (Alliant International University), Susanne James (National University), Alison Yoshimoto-Towery (University of California Los Angeles), Kate Esposito (California State University Dominguez Hills), & Julie Schnider, Zoe Mao, & Kyle Hay (University of California Los Angeles)

Description: Faculty who prepare future California educators need high-quality, evidence-based resources to equip candidates for diverse, inclusive P–12 classrooms. This workshop introduces California teacher educators to CEEDAR and the UC|CSU Collaborative for Neuroscience, Diversity, and Learning, resources, offering strategies to embed evidence-based practices into educator preparation programs.

Workshop Session 2 - Justice

The Justice Reboot ... in One California MSI

Brenda Burgo, Frances Valdovinos, & Mayeen Quader University of California Riverside)

Description: In this interactive workshop for teacher education personnel, participants will explore strategies to integrate justice-oriented—critical social, racial, and restorative—practices as a programmatic throughline. A panel will also highlight one Minority Serving Institution teacher education program's intentional changes and innovative methods they have collectively implemented to ensure justice is centered.

Workshop Session 3 – Practices

ECE COLLAB Bridges CCC and CSU to Strengthen Early Childhood Educator Preparation in Early Literacy and Mathematics

Hilary Seitz (California State University), Marisol Diaz (California State Polytechnic University Pomona), Jenny Chiappe (California State University Dominguez Hills), Kristina Brower (Canada College), Janice Jefferis (El Camino College), Jiyoung Kim (California State Polytechnic University Pomona), & Keting Chen (California State University San Bernardino)

Description: The Early Childhood Education COLLAB will present how they co-developed PK-3 curriculum modules in early literacy and mathematics. We'll share the collaborative process behind creating these Open Education Resources (OERs) and demonstrate how to access and implement them—advancing high-quality, developmentally appropriate instruction and strengthening pathways for future early childhood educators

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Workshop Session 4 – Humanizing Feedback

From Evaluation to Coaching: Humanizing Feedback to Build Trust and Capacity

Furwa T. Rizvi & William Marroquin (California State University Stanislaus)

Description: In this workshop we redesign teacher evaluation as coaching. Attendees will experience applying four research-based frameworks for providing objective, equity-centered feedback. Through role-playing and group work, attendees will learn techniques to establish trust, reduce affective filters and encourage reflective growth in teachers from TK–12 and higher education settings.

Workshop Session 5 – Sustainability

Hands-on Interdisciplinary Teaching for a Sustainable World

Amy Gimino & Cynthia Geary (California State Polytechnic University Pomona).

Description: Engage in innovative activities to examine an approach integrating science education with mathematics and social studies content, especially focusing on environmental themes. Participants will analyze tasks exploring how environmental education can be addressed to support pre-service teachers in engaging all learners.

Workshop Session 6 - Getting Published

A Step-by-Step Guide to Submitting to Issues in Teacher Education

Editors of *Issues in Teacher Education*

Description: This session will provide a practical, step-by-step guide to the manuscript submission process for *Issues in Teacher Education* (ITE). In addition, the session will describe different opportunities for publication such as Guest Editors for special topics. Participants will learn what editors look for, how to strengthen their submissions, and the benefits of serving as a reviewer for the journal.

Poster Session, October 17, 12:15 p.m. to 1:15 p.m.

10 posters in the foyer during lunch

Poster 1 – *The End of DEI and the Ramifications for Teachers*

Ernest Black (CalStateTEACH)

Description: This session will review and examine past and current attacks on underserved communities. Individuals attending this session will leave with ideas and a strategic plan to implement in teacher education programs that will address inequities in their programs that may contribute to or exacerbate growing the inequity problem.

Poster 2 - *Designer Perspectives on the PK-3 Early Childhood Education Specialist Credential: Wows, Wonders, and What Ifs*

Heather L. Horsley, Pei-Ying Wu, & Lindsay Meeker (California State University Fresno), Ruth Piker (California State University Long Beach), Maria Fusaro (San Jose State University), & Jenny Chiappe (California State University Dominguez Hills)

Description: Program designers from four CSU campuses will share lessons from developing and implementing PK-3 Early Childhood Education Specialist Credential Programs. The session highlights key design choices, differences from the Multiple Subject Credential, and strategies supporting multilingual learners and children with disabilities, offering timely insights amid California's universal Transitional Kindergarten expansion.

Poster 3 - *Pathways Interrupted: Investigating Non-Completion Rates of Black and Brown Male Teacher Candidates in Credentialing Programs Through the Lens of Community Cultural Wealth*

Amie Acuna (University of San Diego)

Description: Teacher credentialing programs aim to ensure quality instruction but often hinder first-generation students of color, especially Black and Brown men. This study found that candidates face barriers, such as cost, unpaid teaching, limited support, that restrict access. This study, using Community Cultural Wealth, found institutional context shapes experiences and urges equity-focused reforms to better support diverse teacher candidates.

Poster 4 - *Bridging Educator Preparation and Practice: A Reflective and Data-Informed Approach to Curriculum Design*

Aya A. Shhub, April Isabel Angeles, & Taylor Reed (Reach University)

Description: In Alternatives in Action (AIA)'s intern teacher credential program (part of Reach University's MA in Teaching), faculty used survey data to redesign curriculum and Clinical Field Assignments. This collaborative, data-driven approach boosted CalTPA alignment, enhanced classroom practice, and significantly improved candidate preparedness and pass rates.

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Poster 5 - *Staying the Course: Centering our Approach to Preservice Education on the Mission*

Reyna García Ramos, Terrelle Sales, & Jennaca Cotton (Pepperdine University)

Description: This poster will engage participants in a reflective, theoretical, and practical discussion on how colleagues at a faith-based institute of higher education are ‘staying the course’ in their Teacher Preparation Program by firmly adhering to the mission of the program and the institution to successfully prepare the next generation of teachers in the state.

Poster 6 - *Exploring What Teacher Candidates Notice About High-Quality Mentoring*

Matt Wallace, Lisa Sullivan, & Nancy Tseng (University of California Davis)

Description: This study examined teacher candidates’ views on the high-quality mentoring practices they experienced during their year-long field practicums. Findings revealed select practices that teacher candidates emphasized the most and identified specific themes within each practice. Implications for mentor teacher professional development and teacher preparation programs are discussed.

Poster 7- *Play Invitations to Promote Foundational Language and Literacy Development PK-3rd Grade*

Lindsay Meeker (California State University Fresno), Hilary Seitz (California State University Chancellor’s Office), & Jenny Chiappe (California State University Dominguez Hills)

Description: Participants will get playful with literacy—loose parts, process art, word play, and interdisciplinary provocations—aligned with PLTKF and TPE 7. They’ll explore play-based activities while connecting to research, the California Literacy Plan, 2025 DRDP, and Dyslexia Guide. Educators reflect on equity, inclusion, and receive a Play Advocacy Toolkit.

Poster 8 - *Data-Driven Advocacy: Leveraging the EdPrep Portal for Equitable and Inclusive Teacher Preparation*

Rebekah Harris (Azusa Pacific University) & Ana Quintara & Cali Stringer (Crocus)

Description: Explore the EdPrep Data Portal leveraging data via the Ed-Fi Educator Preparation Data Model to understand and support diverse teacher candidates. Discover how streamlined processes are beginning to enhance data-driven insights for program improvements and foster a more diverse and prepared teaching workforce.

Poster 9 - *Empowering Pre-Service Teachers Through Micro-Teaching Lesson Study*

Carolyn Mitten (Westmont College)

Description: This session presents how implementing Microteaching Lesson Study in an elementary methods course impacted preservice teachers’ formative assessment practices. Participants will explore how Microteaching Lesson Study might be integrated in similar courses and best practices for empowering candidates to take a central role in the improvement of their own teaching.

Poster 10 - *Cultivating Strategies for Teacher Well-Being and Sustainable Career Fulfillment*

Heather L. Horsley & Christina Macias (California State University Fresno)

Description: This session aims to empower educator preparation program leadership to mitigate teacher burnout through practical tools and advocacy for systemic changes, fostering healing-centered, sustainable professional learning environments for educators.

Concurrent Roundtable Sessions, October 17, 1:30 p.m. to 2 :45 p.m.

6 roundtables with 2 or 3 presenter groups at each

Roundtable Session 1 – Early Childhood Education

Breaking Barriers, Building Futures: Using Student-Centered Approaches to Advocate for Early Childhood Educators

Christina Laney & Ruth Piker (California State University Long Beach)

Description: This session highlights California State University Long Beach’s PK3 credential program, which uses student-centered strategies like workshops, orientations, advising, and scholarships to break barriers for aspiring early childhood educators. Preliminary findings show increased access, retention, and advocacy skills, offering a replicable model for strengthening a diverse, culturally responsive early childhood workforce.

“It’s Not My Place”: Internalized Norms of Whiteness in Early Childhood Educator Teacher Preparation

Janice Chan Jefferis (El Camino College)

Description: This study examines the strategies early childhood educators employ to avoid engaging with conversations about race and racism in the preschool classroom, revealing systemic patterns of avoidance that may impact their readiness to cultivate safe, anti-racist, inclusive learning environments.

Beyond Burnout: Elevating the Voices of Infant/Toddler Educators Through Resource-Centered Story and Systems Advocacy

Christina Laney (California State University Long Beach)

Description: This session explores how infant/toddler teachers manage emotional and instructional demands amid limited resources, highlighting burnout, retention, and advocacy in early childhood education. Using voices from the field, it examines resource-driven challenges and offers practice and policy insights to strengthen workforce sustainability, equity, and educator well-being.

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Roundtable Session 2 - Disability Studies

Supporting Teacher Candidates with Disabilities Across Credential Programs

Jolan Smith (California State University Long Beach)

Description: Teacher candidates with disabilities (TCWDs) exist across credential programs, not only special education. Research on these educators reveals a strong social justice orientation and equity-focused professional identity. Using DisCrit tenets, we'll review research and brainstorm strategies for supporting TCWDs' entry to the profession across all subject area

Reclaiming Professional Authority: How Disabled Educational Leaders Disrupt Comfort Culture

Joe Petty (Loyola Marymount University)

Description: Educational systems fail marginalized students because institutional comfort supersedes transformative implementation. This research reveals how disabled educational leaders reclaim professional authority by disrupting comfort culture through an Implementation Science Inclusion Fidelity Framework. The study provides actionable guidance for teacher educators to advocate for systematic rather than superficial inclusion practices.

A Prismatic Look at K-8 Change: Layering DisCrit and Disability Studies Over Educational Change

Marni E. Fisher (Saddleback College), Joe A. Petty (Loyola Marymount University), Kimiya Sohrab Maghzi (University of Redlands), Meredith A. Dorner (Irvine Valley College), Kelsey Wan (Community Roots Academy), Danelle Tickel (University of California Irvine), Karen M. Ortegon (Community Roots Academy)

Description: This research examines a K-8 school's two-year self-study, layering prismatic theory, DisCrit, and Contemporary Disability Studies for Education (DSE) lenses to question hidden spaces.

Roundtable Session 3 - Leadership

Adaptive Leadership as a Theoretical Framework

Jeremy F. Cavallaro (University of La Verne) & Marni Fisher (Saddleback College)

Description: There are a number of theoretical frameworks for educational research. In alignment with a doctoral student's research and role as a school founder and leader, this theoretical focus proposes adaptive leadership as a theoretical framework.

Supporting and Retaining Teachers of Color: How Leaders Within Teacher Education Use Culturally Responsive Leadership to Make Justice-Centered Decisions

Alexandrea Kahn & Shayna Sullivan (Alder Graduate School of Education)

Description: Leaders within teacher education employ culturally responsive leadership approaches to provide intentional support for teacher candidates of diverse backgrounds.

Forming Servant Leaders: Supporting all Educators Through the Servant Leadership Institute at Concordia University Irvine

Teresa Hess, Sara Morgan, & Lori Doyle (Concordia University Irvine)

Description: This presentation explores the mission, structure, and significance of the Servant Leadership Institute (SLI) at Concordia University Irvine (CUI). The session examines how SLI equips participants to lead with humility, compassion, honesty, and courage; key virtues of servant leadership. Attendees will learn the pedagogy and foundational components of the program.

Roundtable Session 4 - Advocacy

Teachers' Beliefs Expressed as Personal Practice Theories: A Touchstone and Tool to Navigate First Year Teaching Challenges

Tara Barnhart & Sera Shimakura (Chapman University)

Description: This study examined how teachers use Personal Practical Theories (PPTs) to navigate first-year challenges. Interviews, journals, and Critical Friends groups reveal candidates' mixed success in enacting their PPTs as they experienced conflicts between their ideals and institutional pressures. Peer support helped resolve conflicts; lack of robust mentorship led to attrition.

Teaching as Liberation: Bad Bunny and Cultivating Critical Consciousness Through the Arts

Erika D. Garcia, Lucia Alcantar, & Ariana Saavedra Melchor (University of San Diego)

Description: This session explores decolonial, justice-centered, teacher preparation practices grounded in Paulo Freire's (1970) dialogic teaching and critical pedagogy. These practices included co-teaching, student-led inquiry, and arts-based pedagogies that served as transformative tools for cultivating candidates' critical consciousness and adv

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Roundtable Session 5

Going the Extra Mile: A Call for Critical Language Advocacy in Bilingual Teacher Preparation in California Today

Ash Busby, Eduardo R. Muñoz-Muñoz (San Jose State University)

Description: This study examines how San José State University's "Bilingüismo y Justicia" program developed critical language awareness and advocacy dispositions in bilingual teacher candidates through innovative hybrid coursework. Findings demonstrate how teacher preparation can transcend compliance requirements to develop educators capable of transformative advocacy for multilingual communities.

Building Critical Bridges: Crosscurricular Teacher Development Through World Language and Ethnic Studies Integration

Eduardo R. Muñoz-Muñoz (San Jose State University) & Margaret Peterson & Amado Padilla (Stanford University)

Description: The ES-HS project demonstrates how university-school partnerships foster teacher development through Ethnic Studies-World Language integration. Three Heritage Spanish teachers experienced professional growth while developing culturally sustaining curricula. Results showed exceptional student engagement and Spanish language production, offering innovative approaches for navigating political challenges in transformative education implementation.

Shielding Equity While Teaching Truth: Navigating the 'Ending Radical Indoctrination' Executive Order as Equity-Driven Teacher Educators

John Pascarella (University of Southern California)

Description: This presentation equips equity-driven teacher educators to navigate the 2025 executive order banning "radical indoctrination." Through case analysis and collaborative strategy design, participants will explore legally sound, inclusive practices that protect academic freedom, support teacher candidates, and sustain equity-focused preparation amidst escalating political and ideological restrictions in education

Roundtable Session 6 - Residencies

Sustaining High-Quality Teacher Residencies: The Role of Reciprocal Partnerships and Technical Assistance

Cathy Yun & Victoria Wang (Learning Policy Institute), & Conni Campbell (Santa Clara County Office of Education)

Description: This session will present findings from research studies examining teacher residency implementation in California and Texas. Attendees will learn about approaches to funding and sustaining teacher residencies through collaborative partnerships, as well as the key role that technical assistance can play in supporting sustainable residency partnership and program development.

Humanizing Teacher Residencies

Meghan Cosier (Chapman University), Cynthia Goin (Saint Mary's College), Sally Hawkins (Westmont College) & Taylor Stratz (Thompson Policy Institute)

Description: This session highlights Saint Mary's College's equity-centered, sustainable teacher residencies with three diverse local education agencies. Learn about paid yearlong co-teaching, ongoing mentor development, and trust-based partnerships. Presenters will share strategies for recruiting local candidates, addressing entry barriers, and advancing professionalism, innovation, and responsive, high-quality teacher

Research Sessions at Fall Conference Virtual Day, November 8

9:00 a.m. to 9:50 a.m. - Research Roundtable One - Technology

AI, Accessibility, Inclusion, and Ethics in Education: A Practical Exploration for Teacher Educators

Lara Ervin-Kassab (San Jose State University)

Description: This workshop helps teacher educators explore AI's role in accessible, inclusive, and sustainable learning communities. Using Universal Design for Learning principles, participants engage in activities addressing bias, privacy, and environmental impact, and design equitable learning experiences that integrate technology while fostering cultural belonging. Includes strategies, resources, and ethical frameworks.

Enhancing Vocabulary Acquisition Through AI-Driven IXL Platform

JinHee Lee (Pepperdine University) & Yuxin Zhong (University of South Florida)

Description: This study addresses the limited research on AI-powered vocabulary learning for Multilingual Learners (MLs) by examining the impact of IXL on vocabulary acquisition and MAP Growth English Language Usage performance. Grounded in Krashen's Input Hypothesis and Keller's ARCS Model of Motivation, it uses a quasi-experimental design to compare IXL-supported instruction with traditional methods. It also considers student engagement and teacher perceptions. Findings aim to inform effective vocabulary teaching strategies and support the integration of adaptive AI platforms in language learning environments.

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Teaching with Technology, Thriving with Humanity: Rebuilding Human-Centered Education, Insights from a Longitudinal Study of Teacher Candidates Pandemic Testimonials

Gabriela Walker (National University) & Rosemary Onyango (Eastern Illinois University)

Description: This study of 33 teacher candidates (2020–2022) shows lived experiences: Phase 1 stress and tech barriers, Phase 2 hybrid complexities and fatigue, Phase 3 burnout and disconnection. Findings highlight urgent systemic reform in teacher education, centering mental health, balanced workloads, and adaptive pedagogies to strengthen post-pandemic teaching practices.

9:00 a.m. to 9:50 a.m. - Workshop One - Cultural Diversity

Elevating Multilingual Learners Academic Discourse Using Talk Moves and ELD Strategies

Sally Baer

Description: This hands-on, interactive session will quickly revisit frameworks for supporting our multilingual learners' (MLLs) language development and the continuum of Second Language acquisition, begin to unpack basic “talk moves” and other ELD strategies and understand how integrating these routines into our classrooms will scaffold and support equitable opportunities for academic discourse for every student, specifically our MLLs and complex learners.

9:00 a.m. to 9:50 a.m. - Workshop Two - Equity

Advocating for Equity: An Equitable Mindset Workshop

Kimiya Sohrab Maghzi (University of Redlands) & Marni Fisher (Saddleback College)

Description: This interactive workshop advocates for an equity focus through a multi-framework integration that offers a comprehensive, layered approach to equity that reflects the complexity of educational systems. Ultimately, it empowers educators through knowledge by providing educators with the language, research, and tools to challenge inequity and advocate effectively.

10:00 a.m. to 10:50 a.m. - Research Roundtable Two - K-12 Teacher Advocacy

Middle School Bilingual Teachers' Translanguaging, Biliteracy, and Advocacy Practices

Claudia Rodriguez-Mojica (University of California Davis), Allison Briceño (San Jose State University), Alina Torres (San Jose State University), Erica Lizarrago (San Jose State University), Kathleen Jablon Stoehr (Santa Clara University), & Sara Rutherford-Quach (Stanford Research Institute)

Description: This study explores how an asynchronous 36-hour online professional development program in Spanish supported middle school bilingual teachers' translanguaging, critical consciousness, and advocacy. Findings from interviews demonstrate how professional learning fostered a reconceptualizations of biliteracy and advocacy practices, equipping educators and students to challenge inequities in multilingual education

Prismatic Arts Based Research: An Arts-Based Look at Educational Perspectives on Professional Learning Communities

Meredith A. Dorner (Irvine Valley College), Marni E. Fisher (Saddleback College), Mina Chun (California Lutheran University), Ingrid Beaty (Community Roots Academy), Eryn McDaniel (California State University Long Beach), Karen M. Ortegón (Community Roots Academy), Kimiya Sohrab Maghzi (University of Redlands), Holly Pearson (Chapman University), Tara Falce (University of Latvia), Danelle Tickel (University of California Irvine), Shanna Del Rosario (Fairfax County Public Schools), Christina Cho (University of California Irvine), & Jasmine Ramirez (Pepperdine University)

Description: Using narrative inquiry and arts-based research, the study highlights the importance of authentic PLCs that foster collaboration, shared goals, and data-driven practices, contrasted with less effective, disjointed groups.

Analyzing Academic Strengths and Weaknesses Among Students at a High School

Fan Liu (La Sierra University)

Description: This proposal explores the academic strengths and weaknesses of students in a college outreach program at a low socioeconomic public high school. Using a mixed-methods design, the study identifies learning patterns and equity gaps, offering targeted interventions to support student achievement while informing broader practices that advance educational equity.

Research Roundtable Three - Teacher Preparation

Tracking the Growth of the Teacher Residency Model in California

Susan Kemper Patrick, Julie Fitz, & Cathy Yun (Learning Policy Institute)

Description: This session offers key findings from statewide analyses capturing characteristics of residency candidates, features of residency programs, and preparation experiences as reported by residency completers.

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Equipping Future Educators: Training Pre-Service Teachers to Advocate for Students with Disabilities

Janeth Aleman-Tovar (California State University Fresno)

Description: This presentation has two primary aims: (a) to provide a historical overview of advocacy efforts led by families of children with disabilities, and (b) to introduce an advocacy-focused course activity designed for pre-service teachers.

Reclaiming the Mic: Embedding Advocacy at the Core of Teacher Education

Latoya Easter (Round Rock Unified School District)

Description: This session positions advocacy as a core pedagogical practice in teacher education. Participants will explore strategies for embedding equity, political literacy, and activist frameworks into preparation programs, equipping educators to reclaim their professional voice and respond to today's attacks on DEI and justice in schools.

11:00 a.m. to Noon - Concurrent Presentations One - Leadership

Prismatic Narratives: The Focus of Leadership Advocacy in Difficult Times

Meredith A. Dorner (Irvine Valley College), Marni E. Fisher (Saddleback College), Joe A. Petty Loyola Marymount University, Tara Falce (University of Latvia), Karen M. Ortegon (Community Roots Academy), Kimiya Sohrab Maghzi (University of Redlands), Kevin Nguyen-Stockbridge (Chapman University), Frances Hansell (Huntington Beach Unified School District), Kelsey Wan (Community Roots Academy), & Veronica Bloomfield (The Lighthouse Educational Consulting Group)

Description: This session shares the perspectives of six educational leaders managing change during difficult times. The study addresses overarching themes gathered across perspectives.

Advocacy in Action: Creating a Preschool for Young Gifted Minds

Gayle Bentley (Bridges Graduate School of Cognitive Diversity in Education)

Description: This session presents a blueprint for leading a specialized preschool for young gifted learners. The program, developed by an expert, employs depth, complexity, novelty, and acceleration within integrated, theme-based curricula, including specialized STEM and Kodály music. It prioritizes both cognitive growth and social-emotional nurturing, providing an actionable model for early gifted advocacy.

11:00 a.m. to Noon - Concurrent Presentations Two - Educational Transformation

Confronting Divisive Tribalism with Wisdom: Our Journey to Become Core-Values-Driven

Robin Duncan, Keith Walters, & Doreen Ferko (California Baptist University)

Description: This autoethnography traces our school's shift from tribal/cultural tensions to core-values-driven practices. Emphasis is placed on leveraging harmonization, compatibilism, and hope through authentic dialogue to guide decision-making amidst contentious issues and foster cohesive, moral growth.

Critical Reflection, Transformative Learning, and Vision Statements

David Rago (National University)

Description: Programs can use a knowledge and an understanding of transformative and transformative learning to redesign and rewrite courses and assignments that align with vision statements.

11:00 a.m. to 11:50 a.m. - Concurrent Presentations Three - Cultural Diversity

Modeling Professionalism and Advocacy in Teacher Education: Cultural and Linguistic Imperatives

James Perren (Alliant International University)

Description: In the current educational climate, teacher educators face increasing pressure to advocate for their profession while preparing students to become advocates themselves. This proposal, aligned with Strand 2 of the CCTE Fall 2025 Virtual Conference—"How do we advocate for our profession? How do we develop advocacy skills in our students?"—argues that modeling professionalism through cultural proficiency and multilingualism is a moral and pedagogical imperative. Drawing on the work of Lindsey and Lindsey on cultural proficiency, and research on second language acquisition and cognitive development, this presentation will explore how teacher educators can lead by example to foster equity, inclusion, and advocacy in teacher preparation programs.

Centering Educators and Students as Experts: The Intersection of ES Pedagogies and Youth Participatory Action Research

Edward Flores (California State University Northridge)

Description: This qualitative case study draws on 32 interviews with teachers and students to examine how Ethnic Studies (ES) and Youth Participatory Action Research (YPAR) support advocacy, healing, and criticality. Findings show ES and YPAR center students and educators as experts to address social justice issues in schools and communities.