

Call for Proposals for CCTE 2026 Fall Conference

October 8-9, 2026 (site-based) and October 10, 2026 (Virtual Only)

California's linguistic diversity is one of its greatest strengths, yet our educational system often grapples with how to fully center and support multilingualism (Flores, 2020; Huerta & Miguel, 2024; Wang, 2021). This ongoing tension underscores the critical need to consider how multiple identities intersect with structural and systemic barriers to shape educational outcomes (Hill Collins, 2019; Jiménez-Castellanos & García, 2017). In an era marked by shifting policies and competing perspectives on language education (Baker-Bell, 2020; Bartolomé, 2008; García et al., 2017; Wiley, 2005), now more than ever, it is imperative for teacher educators to engage critically and proactively with the complexities of multilingualism (Alfaro, 2019; Cervantes-Soon et al., 2017) while centering the dynamic experiences, cultural wealth, and Funds of Knowledge of students and families (Gonzalez et al., 2005; Yosso, 2005).

This is particularly vital for the California Council on Teacher Education (CCTE), given that:

- (1) The CCTE's collective charge of stimulating the improvement of pre-service education, induction, and professional development of teachers; and
- (2) The reality that language and literacy-oriented organizations constitute a significant segment of its membership, and the Teacher Performance Expectations (TPEs) mandate a strong focus on literacy & language development, translanguaging, and support for all learners.

With this in mind, the CCTE Board elected "Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies" as the theme for the Fall 2026 Conference. The 2026 Fall Conference delves into the following aspects of multilingualism:

Multilingualism in California: Policy, Practice, and Advocacy Amidst Contending Ideologies

- Examining the current landscape of language policy and its practical developments in California, including successes, challenges, and emerging initiatives (i.e., how policies impact diverse student populations and how practitioners are navigating these policies, while also addressing how differing political and social ideologies impact the perception, implementation, and advocacy for multilingual education).

Multilingualism and Teacher Preparation in California: Here and Now - Focusing on the crucial role of teacher preparation programs in equipping educators with the knowledge, skills, and dispositions to effectively teach and support multilingual learners. This includes addressing preparation for both new and experienced teachers.

Multilingualism at National and International Levels - Broadening our perspective to understand global trends, research, and best practices in multilingual education. This comparative lens will offer valuable insights for strengthening our collective approaches.

The conference invites practitioners, teacher educators, and partner organizations to draw from our collective strength by submitting proposals to present recent research that aligns with the conference theme and fits within one of the following strands:

Strand 1: Policy, Advocacy, and Social Justice in Multilingual Education

- How do current state and national policies impact multilingual learners and teacher preparation programs?

Strand 2: Innovative Pedagogies and Clinical Practices for Multilingual Learners

- What instructional strategies and clinical practices are positively supporting the linguistic and academic development of multilingual students across content areas?

Strand 3: Preparing Linguistically and Culturally Sustaining Educators

- How are teacher preparation programs cultivating candidates' ability to sustain, value, and center students' home languages, cultures, and ways of being?

Strand 4: Expanding Linguistic Representation: Preparing Teachers of Less Commonly Taught Bilingual Authorization Languages

- How are teacher preparation programs addressing the need for bilingual educators with less common languages (e.g., Tagalog, Arabic, Korean, Mixteco, etc)?

Strand 5: Community and Family Partnerships in Multilingual Teacher Preparation

- In what ways are preparation programs partnering with families and communities to prepare teacher candidates and Multilingual learners?

Strand 6: Graduate Student Roundtable

- Graduate students are invited to submit to an on-site graduate student roundtable session to highlight their work.

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Additional proposals related to teaching, teacher education, education policy, disability studies, etc., that are not specifically connected to the conference theme are also welcome.

How to Submit Proposals

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.

There will be two site-based conference days, with an additional virtual gathering the morning of October 10th. You will be asked on the cover sheet form to indicate whether you prefer to present in a site-based or virtual conference format.

All proposals must be submitted as a Word document, PDF, or Google Doc (Times New Roman, 12-point font) via the Google form, and include:

1. A Google form cover sheet, which lists the proposal title, names, affiliations, and email 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, panels, roundtable presentations, or poster session presentations. Cover sheet and proposal upload may be accessed with the following link: <https://forms.gle/VzvCigo4fpGojhWQ6>.
2. 50-word abstract for the conference program
3. 100-word abstract for the special issue of *CCNews*
4. 2-4 keywords
5. File attachment of a maximum 1,800-word, single-spaced proposal with references. Abstract, references, tables, and figures are not part of the word count. There should not be any names of the presenters inside the document (File names will be changed by the research committee before sending proposals to reviewers).

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

Authors of accepted proposals will be invited to present in either:

- a concurrent session (presentation, panel, or workshop), roundtable session, or poster session at the on-site conference or
- a panel, workshop, roundtable, or digital poster for the virtual conference.

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. The videos will be moved to the CCTE YouTube Channel following the Conference.

All presenters will be invited to submit a paper for publication in the *CCTE Fall 2026 Research Monograph*.

Deadline for proposals for the CCTE Fall 2026 Conference is August 25, 2026.

Content of the Proposal

1. A brief overview of the study/project/program session, including purpose/objectives;
2. Indication of significance to the field of teacher education;
3. The following, depending on the type of proposal:
 - ☐ For [research proposals](https://bit.ly/CCTE-RP) (<https://bit.ly/CCTE-RP>), describe the 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.

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- For [panel proposals \(bit.ly/45CL3ue\)](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 clearly states its significance for teacher educators at both the higher education and K-12 levels, and for:

- Research - is it methodologically or theoretically sound, with relevant findings?
- Practice - how well conceived and described is the practice?
- Policy analysis - are the strategy, conclusions, and implications for teacher education sound?
- Workshop - 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?

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) and must register for and participate on-site at the Fall 2026 conference at the University of San Diego in San Diego (registration information and a form are on the previous page of this announcement) or register for the Virtual Day if presenting then.

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 accepted proposals will be invited to submit a written version of their presentations for publication in the *CCTE Fall 2026 Research Monograph* later which will be published and distributed in the fall.

References

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