



# CALIFORNIA COUNCIL ON TEACHER EDUCATION

Improving education at every level

## CCNews

Quarterly Newsletter of the  
California Council on Teacher Education

Volume 34, Number 4, Fall Conference Issue, October 2023

Terrelle Sales (Pepperdine University), Editor

Published for CCTE by Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118

## Special Issue of CCNews Previewing the Research Presentations Scheduled for the CCTE Fall 2023 Conference

This special issue of *CCNews*, the newsletter of the California Council on Teacher Education (CCTE), is being published as a vehicle for alerting the CCTE membership as well as the broader California teacher education community to the wide range of research presentations that will be part of the program of the CCTE Fall 2023 Conference that will be held October 19-21 at the Kona Kai Resort in San Diego. On the following pages you will find brief abstracts of the concurrent presentations, panel presentations, workshops, roundtable presentations, and poster presentations that have been selected by the CCTE Research Committee to be part of the Conference program. We hope that this preview will pique your interest in attending the Conference and seeking out the specific presentations that speak to your interests.

The Conference offers two registration options, either on-site attendance in San Diego, or virtual attendance involving live-streaming of the main Conference sessions (but the virtual option does not include the research sessions described in this newsletter). A registration form is included on the last page of this newsletter. Brief videos of all of the research presentations will also be available prior to and during the Conference on the CCTE GoReact platform, and those videos will be moved to the CCTE YouTube channel following the Conference. In addition, the research presenters will also be invited to contribute articles about their research which will be published in a *CCTE Fall 2023 Research Monograph* which will be emailed in PDF format to all CCTE delegates and members later this fall.

You are encouraged to read the preview abstracts in this special issue, view the videos, attend the Conference and the research presentations of your choice, and read the *Monograph* later this year.

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



# CCNews

Newsletter of the  
California Council on Teacher Education

## A Message from CCNews Editor Terrelle Sales

Hello CCTE Delegates, Members, Officers, Board of Directors, Editors,  
Committee Chairs, Associate Organizations, and Friends of CCTE,

As the Editor of *CCNews*, it is my extreme pleasure to present this Special Edition Fall 2023 issue of *CCNews* which will serve as a preview to the accepted research proposals which will be presented at the CCTE Fall 2023 Conference. With this year's conference theme being "The Ethnic Studies Moment in California Public Education: Preparing the Field for Historic Change" we are very excited to provide our readership with an overview of each presentation. It is our collective hope that this Special Edition will encourage, engage, and excite our membership, serve as a guide for those attending the CCTE Fall 2023 Conference, and create greater anticipation towards being part of the audience for as many of the presentations as are of interest to each of you.

Truly looking forward to seeing you all in person and online at the Conference.

—Terrelle B. Sales  
Editor of *CCNews*  
Pepperdine University

### Five Types of Research Presentations

The CCTE Fall 2023 Conference program includes the following types of research presentations, all selected through peer review by the CCTE Research Committee from among proposals submitted by CCTE members, delegates, and friends:

Six Sets of **Concurrent Presentations** on Thursday, October 19, from 4:15 p.m. to 5:15 p.m.

Two **Panel Presentations** and Four **Workshops** concurrently on Thursday, October 19, from 5:30 to 6:30 p.m.

Six **Roundtable Presentations** on Friday, October 20 from 1:30 p.m. to 2:45 p.m.

With three presentations scheduled as part of each roundtable.

**Poster Session** on Friday, October 20 from 6:30 p.m. to 8:00 p.m.

Featuring 17 poster presentations, plus wine and cheese.

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

### Conference Program & Registration Form

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

## Concurrent Sessions - Thursday, October 19, 4:15 to 5:15 p.m.

### Concurrent Session 1 - 2 Presentations

*Cultivating a Reflective Humanizing Drama-Based Ethnic Studies Pedagogy.* **Cecilia Valenzuela & Mabelle Reynoso** (University of San Diego), & Rachel McGrane (Teacher, San Diego)

Our presentation mobilizes the creative landscape of playwriting to share how a *humanizing drama-based ethnic studies pedagogy* can generate multiple opportunities for critical reflection to promote deeper engagements with anti-racist and anti-bias practices. This pedagogy was designed for a teacher education course focused on the historical, linguistic and educational experiences of Latine/x students and their communities. Through a facilitated discussion framed by ethnic studies, we will highlight aspects of this pedagogy with reflexive playwriting exercises. Establishing instructional practices that integrate the arts, critical emotional reflexivity, and a comparative ethnic studies curriculum matter greatly for teacher education and transformative times.

---

*Politicizing ELD: A YPAR and Arts-Based (YPART) Approach.* **Zulema Reynoso** (University of San Diego)

An ethnic studies orientation that troubles the social, historical, and political microaggressions endured by bi/multilingual learners in TK-12 English Language Development (ELD) spaces is largely unexplored. This orientation requires situating bi/multilingual student voices at the forefront of their learning as agentive and critically conscious. This study highlights how one ELD teacher and 20 seventh-grade multilingual students engaged in research to problematize their positioning in schools and the language assessments they must take. Findings revealed that youth leveraged their lived experiences to engage in arts-based Youth Participatory Action Research (YPART) that evolved into political expressions of resistance.

### Concurrent Session 2 - 2 Presentations

*Exploring the Alignment of K-12 Ethnic Studies with Implementing Evidence-Based Practices to Address Systemic Trauma in Developing Trauma-Informed Schools.* **Alex Lin** (Vanguard University).

The growing prevalence of students affected by trauma highlights the imperative for a system-wide response to address the effects of complex trauma in students. Recent research argues moving beyond models that individualize trauma towards “culturally responsive trauma-informed pedagogies” that is more effective in breaking down the cycle of trauma at the structural level that stems from systemic factors including racism and microaggression. This presentation seeks to inform how the curricular focus of ethnic studies should emphasize promoting awareness of systemic inequities to effectively develop and implement evidence-based practices in supporting trauma-informed schools.

---

*Looking from a Different Angle: Cultivating Ethnic Studies Pedagogy Through the Lens of Transformative Social and Emotional Learning.* **Nirmla Griarte Flores** (Cal Poly Pomona).

Ethnic studies continue to show significant strides in producing positive outcomes for PK-12 schools. Despite these astounding positive results, challenges exist due to the multiple approaches that educators must deal with in varying degrees and intensities. This proposal focuses on the importance of understanding and discovering not only the existing programs, but also the ones that remain to be unexplored. Transformative Social and Emotional Learning (TSEL), a viable framework that may have intersecting concepts related to ethnic studies, aspires toward educational equity in providing appropriate access for the youth who do not have the cultural, social capital, and economic opportunities.

### Concurrent Session 3 - 2 Presentations

*Realities and Tensions of Field Supervision for Ethnic Studies Student Teaching Placements.* **Darlene Lee, Julieta Rico, & Keara Williams** (UCLA).

Field supervision plays an important role in supporting ethnic studies student teachers to navigate competing perspectives and demands while making concrete decisions about what and how to teach. This session will present a year-long inquiry by three women of color field supervisors and their work with ethnic studies student teachers. In the often unsustainable teaching profession, teaching contested courses such as ethnic studies, ES Student Teachers of Color need specific forms of support to name, make sense of, and navigate the tensions they face.

---

*Empowering Supervisors: Amplifying Culturally Sustaining Feedback.* **Libbi Miller, Heather Ballinger, James Woglom, & Sarah McCue-Green** (Cal Poly Humboldt).

Over the past two years, our team of teacher educators has embarked on an improvement journey to support our University Supervisors in providing high quality Clinical Practice Feedback around Culturally Sustaining Practices. In this presentation, we share our improvement journey, including the adopted methods for assessing our current supervision practice and identifying variability in the effectiveness of the feedback received by candidates. We also share actional items from our teacher education program and our experiences in implementation of these items that would ultimately empower our supervisors.

### Concurrent Session 4 - 2 Presentations

*The UC/CSU Collaborative for Neurodiversity and Learning and the Need to Integrate Ethnic Studies and Teacher Preparation.* **Kai Greene** (CSU Dominguez Hills), **Sue Sears** (CSU Northridge), **Susan Porter** (CSU Dominguez Hills), & **Anna Osipova** (CSU Los Angeles).

Historically, the field of special education has consistently advocated and fought for the educational rights of children with disabilities and equal access and protection under the law. The current attention to ethnic studies within the California public educational system demands that university preparation training programs examine the content and pedagogical skills taught to teacher candidates through the lens of equity and critical consciousness. This UC/CSU Collaborative for Neurodiversity presentation focuses on training teachers to work with children with multiple identities. Topics for discussion include diagnostic bias, alternative evaluative measures, teaching strategies, and deliberations on the educational journey of diverse students.

---

*Ethnic Studies in the Kindergarten Classroom: Collaborations Between a Chicana Teacher Educator and a Chicana Kindergarten Teacher.* **Diane Nevarez** (CSU Stanislaus) & **Ines Mendoza** (Compton Avenue Elementary).

In this practice-based presentation we demonstrate how two Chicana educators drew from their academic preparation in the field of Ethnic Studies (ES) as well as their background in teaching and teacher education to build bridges between the kindergarten classroom and the teacher education classroom. Together, we developed a curriculum that translated ES concepts and frameworks for a classroom of Latinx and Black kindergartners in South Los Angeles. This work highlights the potential to create and/or strengthen connections between teacher education and K-12 schools through collaborative partnerships rooted in care for our communities and a commitment to ES pedagogies.

**Concurrent Session 5- 2 Presentations**

*Aligned, Misaligned, Undermined: The Ethnic Studies Model Curriculum and The History-Social Science Framework for California Public Schools.* **Brad Fogo** (San Francisco State University).

This presentation explores alignment between the California History-Social Science Framework (2016) and the Ethnic Studies Model Curriculum (2021). It argues that while the two curriculum documents share common commitments to inquiry and inclusive content, the Framework's focus on traditional, chronological history is in crucial ways out of step with and may undermine the development of ethnic studies in the state.

---

*Positioning an Ethnic Studies Framework as the Standard for History/Social Studies Education: A Model for Collaborative Professional Development.* **Pia Wong, Mimi Coughlin, & Eric Claravall** (CSU Sacramento) & **Lisa Stubenrauch** (Natomas Unified School District).

This presentation features a professional development program developed by a district/university partnership focused on cultivating deep teacher leader expertise related to Ethnic Studies Education, K-12. We offer a case study of school/districts/university collaboration for Ethnic Studies and anti-racist education. Further, our partnership offers lessons learned about structuring these collaborations, institutionalizing teacher and administrator professional development, and implementing changes in educator preparation programs to support those new to their careers as well as those engaged in culturally sustaining work in schools.

**Concurrent Session 6- 2 Presentations**

*Knowledges for Ethnic Studies Curriculum-Making: Implications for Teacher Education.* **Kelly Leon** (University of San Diego).

Framed by a humanizing ethnic studies framework, ethnic studies pedagogies, and a curricular heuristic that centers powerful knowledges from the field of ethnic studies in conjunction with knowledge from students and their communities, this study centers the role of the educator as curriculum-maker. Utilizing a qualitative case study, the inquiry examines the work of a group of ethnic studies scholars and educators engaged in curriculum-making around local oral histories. Findings suggest that high-fidelity ethnic studies curricula requires (1) teachers' curricular leadership and agency, (2) a strategic blending of disciplinary knowledge with other ways of knowing, and (3) high epistemic quality.

---

*Educating Teachers in California: What Statewide Completer Surveys Indicate About the State of Preparation.* **Susan Kemper Patrick** (Learning Policy Institute).

Using statewide data from the California Commission on Teacher Credentialing, this analysis examined the survey responses of almost 60,000 teacher preparation completers from 2016–17 to 2020–21 as well as employers hiring these new teachers and cooperating teachers working with student teachers during their preparation. This analysis describes changes in the pool of newly credentialed teachers, ratings of preparedness in different domains of practice, features of preparation that explain overall program effectiveness ratings and feelings of preparedness, and how access to preparation experiences varies among different groups of teachers.

## Workshops & Panels - Thursday, October 19, 5:30 to 6:30 p.m.

### Panel Session 1

*Findings from a Program of Research on Teacher Education for Inclusion.* **Joyce Gomez-Najarro** (CSU Fullerton), **Marleen C. Pugach** (University of Wisconsin-Milwaukee), & **Linda P. Blanton** (CEEDAR Center, University of Florida)

Presenters will share results of a program of research using a multi-stage analysis of dual certification programs to examine the preparation of teachers for inclusion in the U.S. Drawing from analyses of website discourse, surveys, and interviews with program coordinators, findings document wide-ranging inconsistency in how candidates are prepared to foster inclusion, especially regarding equity across intersecting historically marginalized social identities. Recognizing that transformational change in teacher education calls for shared beliefs and actions regarding equity, social justice and access, these results offer insight into how programs might better conceptualize the underlying premises and transformational potential of inclusion.

### Panel Session 2

*Critical Race Theory in Ethnic Studies: Research and Best Practice Implications.* **Jose Lalas** (University of Redlands), **Heidi Strikwerda** (University of Redlands), **Reyes Quezada** (University of San Diego), **James Fabionar** (University of San Diego), **Kimiya Sohrab Maghzi** (University of Redlands), **Mousumi De** (University of Redlands), **Conroy Reynolds** (University of Redlands), & **Marni Fisher** (Saddleback College).

Ethnic Studies must highlight ways that promote anti-bias, antiracist, and humanizing education and must be sensitive to current social, cultural, and political trends related to critical race theory or CRT which asserts that while race has no real biological basis, its major manifestations to racism are very real and being experienced by diverse students in our schools. Properly contextualized, CRT serves as a lens in examining the history of racial injustices in the school achievement of Black and Latinx students, Asian and Pacific Islanders, students with special needs, Indigenous students, LGBTQ students, and students from low-income families. CRT is liberating for those whose voices have been historically marginalized.

### Workshop 1

*Community of Practice, Praxis of Community: Insights from the Ethnic Studies Teacher Preparation Cross Campus Consortium ESTEP3C.* **Darlene Lee** (UCLA), **Lorena Guillen** (UCLA), **Edward Curammeng**, (CSU Dominguez Hills), **Emily Penner** (UC Irvine), **Josephine Pham** (UC Santa Cruz), **Emma Hipolito** (UCLA), **Cindy Mata** (UC Irvine), & **Malika Scott** (CSU Fullerton).

This session will engage participants in an inquiry-based workshop designed to support teacher educators as they reflect on their institutional spaces, imagine possible futures, and continue to act towards structural, systematic, and pedagogical change. The Ethnic Studies Teacher Preparation Cross Campus Consortium (ESTEP3C), a critical community of practice, will share insights from a year-long, professional learning space. Participants will highlight a variety of practices developed in diverse contexts, ranging from beginning understandings to experienced iterations of ethnic studies teacher preparation. Ultimately, participants will leave this session with concrete examples of embedded practices developed across multiple levels of our collective work.

### Workshop 3

*Culturally Inclusive Teaching: Empowering Educators Through the Ready for Rigor Framework.* **Loretta Johnson-Smith** (Mount Saint Mary's University).

The purpose of this workshop is to explore a practical framework that encourages self-awareness as a means of teachers being culturally in tune to teach diverse learners and aid in closing the achievement gap. Zaretta Hammond's Ready for Rigor framework highlights key principles that schools and districts can use to do just that! The framework undergirds practices that build teachers' cultural awareness, learning partnerships, and information processing techniques. In this session, participants will reflect on their own practices and gather resources to assist in connecting culture, schooling, race, class, and language.

### Workshop 2

*Interactive Session on Accessing Authentic Student Voice Through Theater, Music, and Art.* **Eric Engdahl** (CSU East Bay), **Kara Ireland D'Ambrosio** (San Jose State University), & **Nadja Conway** (Loyola Marymount University).

Presented by the CCTE Arts Education Special Interest Group. Join the ArtsEd SIG for an interactive session on accessing authentic student voice through theater, music, and art. During the session participants will be involved in theater exercises, music exercises, and art exercises that they can adapt for use in their classrooms and which can be adapted for students as well. No experience is needed, just a willingness to join in and discover how the arts encourage students to take ownership and express themselves.

### Workshop 4

*A Workshop on How Private Colleges Can Respond to the Movement for Anti-Racist Education.* **Monica Fitzgerald & Ari Moughamian** (Saint Mary's College of California).

This workshop discusses how to develop an undergraduate teacher education pathway that centers equity and social justice and weaves anti-racist and critical consciousness throughout the coursework, while simultaneously recruiting students with more racial, ethnic, economic and linguistic diversity. Our approach includes redesigning the undergraduate major curriculum, creating foundational trunk classes, creating 4 year pathways, developing articulation agreements with community colleges for 2+2 programs, and partnering with districts for residency programs. Our fundamental guiding principles in these curricular and recruitment changes was to develop teachers who are servant leaders whose teaching philosophies are grounded in asset-based critical consciousness pedagogies.

## Roundtable Presentations - Friday, October 22, 1:30 to 2:45 p.m.

### Roundtable Session 1 - 3 Presentations

*Radical Genealogies: Sustaining a Transformative Ethnic Studies Pedagogy.* **Orlando L. Carreon** (Sonoma State University)

The first part of this study traces three social justice orientations in education to capture their transformative elements. The second part is an empirical qualitative study of three high school teachers deemed effective by young people. Using ethnographic methods, I follow these teachers into the classroom to understand their practices. The ES practitioner used Xicano/Indigenous epistemologies to help develop a more profound political consciousness in students. This study exemplifies what educators can accomplish when ES principles are practiced with fidelity. The findings in this study can create new forms of justice in education.

---

*From Classroom to Community: Ethnic Studies in Education Practices That Truly Transform Teacher Preparation Programs.* **Megan Kaplinsky, Frank Perez, & Candace Dickerson** (Long Beach City College).

Looking for successful strategies to establish and sustain a diverse teacher workforce? Learn how one community college bridges the gap between ethnic studies and teacher education disciplines to sustain a “grow-your-own” educator pathway with their local school district while engaging with their partners and community at-large. Long Beach City College has developed authentic partnerships to recruit, retain and train educator pathway students and current educators to be changemakers. Faculty will showcase their Ethnic Studies for Educators course, curricular examples that infuse an ethnic studies lens, and professional development event examples for dual-enrolled and other students, local educators, and community members.

---

*Affinity Vicinity: Building Relationships Among Current, Future, and In-Training Teachers.* **Ben Seipel, Nora Aguilar McKay, Claudia Bertolone-Smith, Char Moffit, Karen Schreder, Tal Slemrod, & Erin Whitney** (CSU, Chico).

Affinity groups are people connected by some common purpose, ideology, or interest. In our program, the NorCal GREAT Teachers Pipeline, we explored the use of affinity groups, based on identities in teacher education as a means to facilitate diverse teacher preparation, retention, and professional development. Our study included 151 current, future, and in-training teachers who participated in professional development opportunities and self-created affinity groups. Results indicated that participants found affinity in a wide range of ways based on their identities and appreciate the use of affinity groups. Additionally, affinity groups facilitated belonging, self-awareness, and resilience.

### Roundtable Session 2 - 3 Presentations

*How to Effectively Prepare Future Ethnic Studies Teachers: Insights from Current Secondary Ethnic Studies Teachers Across California.* **Heather Macias** (CSU Long Beach).

This qualitative study investigated the experiences of fifteen Ethnic Studies teachers across California to provide essential insight on what kind of preparation preservice teachers need to effectively teach secondary Ethnic Studies courses and navigate any public resistance shown toward the courses. Findings reveal that Ethnic Studies teachers: (1) must be taught Ethnic Studies pedagogy; (2) should (ideally) be teachers of Color who can draw from their perspectives and experiences; and (3) understand the political controversies surrounding Ethnic Studies, but the disempowerment and harm enacted on marginalized students by traditional US school systems and other societal inequities are more concerning.

---

*Developing Protocols for Assessing Preparedness to Teach Ethnic Studies in Teacher Preparation Programs.* **Terrance Cao & Jennifer Myake-Trapp** (Pepperdine University).

Assessment of teacher candidates' preparedness to teach ethnic studies needs further development. Attempts to transfer the California Department of Education's model ethnic studies curriculum into a teacher preparation context can be complicated by subjectivity in the content and faculty preparedness to assess teacher candidates in ethnic studies education. In this roundtable discussion, the presenters will introduce participants to an assessment protocol for ethnic studies education that is aligned with the model curriculum and other relevant literature. Participants will receive a template to develop assessment protocols relevant to their teacher preparation contexts.

---

*The Struggle for K-12 Ethnic Studies: An Undergraduate Course for Teacher Preparation.* **Tricia Gallagher-Geurtsen** (UC San Diego).

This session provides an overview of an upper division teacher preparation course, “The Struggle for K-12 Ethnic Studies.” Course syllabus, goals, objectives, guiding questions, texts, and student project artifacts will be shared. The majority of the session will be dedicated to student video artifacts including a video letter, “Dear School..” student counternarratives to colonizing school structures and demands for decolonizing ethnic studies. Other artifacts include an original song about the purposes of decolonizing ethnic studies, and a counter-tour through a California mission. Participants will analyze how the course elicits student understanding of K-12 ethnic studies history, foundations, content, and praxis.



### Roundtable Session 3 - 3 Presentations

*Ethnic Studies Teacher Candidate Core Competencies: What Should Beginning Ethnic Studies Teachers Understand and Be Able to Know and Do?* **Darlene Lee & Eduardo Lopez** (UCLA).

In order to meet the growing need for ethnic studies teachers, TEPs are establishing ethnic studies pathways and coursework. When considering how new teachers learn to enact their philosophical and pedagogical commitments as new ethnic studies teachers, it is important to identify what is unique about ethnic studies. What are the core pedagogies and knowledge needed to teach ethnic studies in K-12 classrooms? Our research team sought to explicate the ways that ethnic studies teaching builds on but is distinct from a more general framing of social justice.

---

*Centering Ethnic Studies Ways of Being in Supporting Emerging Ethnic Studies Teachers.* **Marcos Pizarro & Robert Unzuerta** (San Jose State University).

This session presents a framework for training teachers in Transformative Ethnic Studies practice, including: insights from a deep study of the most powerful models for developing Ethnic Studies, on-going conversations with k-12 Ethnic Studies leaders across the state, and the innovative models we have developed for this training in the largest school district in Oregon and the only teacher residency program in California to center Ethnic Studies. Participants will leave with a framework for Ethnic Studies teacher training that has emerged from these projects and essential approaches to ensure the nurturing of Ethnic Studies ways of being among teachers.

---

*Using Vignettes and Mixed Reality to Prepare Candidates for Complex Conversations in the Classroom.* **Shana Matamala & Michael Vallejo** (University of La Verne).

Providing reflective opportunities for the development of best instructional practices in teacher preparation courses allowed faculty to provide unique perspective and reflection through vignette-based instruction. Successful implementation of vignettes required each instructor's pedagogical knowledge and classroom experience, with a willingness to build rapport and trust amongst their peers and students. Faculty learned the importance of providing organized vignette material centered around critical content as a way to prepare candidates to teach ethnic studies. Students were afforded with the opportunity to engage in issues normally experienced in the field and which are rare in traditional teacher preparation programs.

### Roundtable Session 4 - 3 Presentations

*Lived Tensions of Institutionalizing K-12 Ethnic Studies: Learning from the Political Dreams and Struggles of Teachers of Color.* **Josephine H. Pham** (UC Santa Cruz).

As a result of community organizing efforts and the recent passing of Assembly Bill 101, teacher education programs and school districts are in various planning and implementation stages of preparing K-12 teachers to teach Ethnic Studies in California public schools. At the same time, teachers of Color have a long-standing history of enacting and embodying Ethnic Studies teaching in and outside of K-12 public schools, with and without official titles or courses. Focusing on the lived possibilities and tensions during this sociohistorical moment, this study aims to amplify the everyday experiences of teachers of Color with historicized Ethnic Studies commitments.

---

*An Exploratory Study of Bilingual Teacher Residencies in California.* **Magaly Lavadenz & Elvira Arnas** (Center for Equity and English Learners, Loyola Marymount University) & **Jacquelyn Ollison & Jeanne** (California Teacher Residency Laboratory & Californians Dedicated to Education Foundation).

We explore the underexamined area of bilingual teacher residencies (BTR) through phases of the California Commission on Teacher Credentialing's funding between 2018 and 2023. Perspectives of program leaders across three BTR partnerships between Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) in program design, pedagogies and implementation. We highlight three key findings: (1) (Re)building and (re) newing relationships founded on community cultural and linguistic wealth; (2) clarifying ideologies to design bilingual teacher residency district-university partnerships, and (3) critical consciousness within bilingual teacher pedagogies for inclusive and equitable learning environments to support students' and residents' linguistic and ethnic identities.

---

*The Future Black Educator (FBE) Network for Recruiting, Retaining, and Supporting Black Teachers.* **Jolan M. Smith** (CSU Long Beach)

The Future Black Educator (FBE) Network serves as a model for university-community partnerships to support Black teacher preparation. The FBE network is comprised of three interrelated components: FBE afterschool clubs, preservice teachers, and the FBE Community of Practice (CoP). Through afterschool programming facilitated by Black preservice teachers participating in a university scholarship and mentoring program, FBE clubs allow middle and high school students to learn Black and African history and culture and explore careers in teaching. The final component, the FBE CoP, supports Black educators at all stages of development, potentially aiding in Black teacher retention.

### Roundtable Session 5 - 3 Presentations

*Moving Beyond Book Clubs: Addressing Implicit Bias Using an Equity Pause.* **Cindy Collado** (CSU Sacramento), **Jacquelyn M. Urbani** (Mills College at Northeastern University), & **Candace Monroe-Speed** (Martinez Junior High School).

To address inequitable education opportunities for students with disabilities and intersectional identities, teacher educators need to more intentionally develop equity minded teachers who engage in critical consciousness as they work to disrupt oppressive practices and mindsets in their classrooms and schools. To bring this equity work into individual and collaborative action, teacher educator programs can move beyond book clubs by using our Equity Pause framework to teach how to examine implicit biases and injustices within particular classroom scenarios. This tool provides guiding questions organized around the four goals of anti-bias education to support reflection and advancement of inclusive educational opportunities.

---

*“We’re Fighting to Live More Dignified Lives”: The Advanced Racial Literacy Stances of Ethnic Studies Teachers.* **Arturo Nevarez** (CSU Stanislaus).

This critical ethnographic study explores how racial literacy lives in Ethnic Studies teachers’ pedagogies. Through an analysis of classroom observations, interviews and collected documents the study traces four context-specific pedagogical moves that Chicana/o/x Ethnic Studies teachers utilize to cultivate their students’ racial literacies at the intersections of race, ethnicity, class, and immigration status. This paper advances scholarship on race-conscious curricula and pedagogies that are essential to the development and successful implementation of humanizing, empowering and life-affirming experiences for students in K-12 schools and classrooms. Moreover, at this crucial moment in the expansion of Ethnic Studies in K-12 districts and schools, this paper contributes to the understanding of what critical race-conscious Ethnic Studies pedagogies look like at the classroom level.

---

*Using Writing to Build Racial Literacy.* **Traci Dennis** (CSU Northridge)

We are living in very divisive and turbulent times. No matter who you are, how you identify or where you live in this country, race has played a role in your life. This presentation outlines ways to use writing as a lever to build teacher educators, teacher candidates and students’ racial literacy. The purpose of the workshop is to engage in a sequence of activities that will enable participants to begin to build the knowledge, skills, awareness, and dispositions to talk about race and racism in classrooms and learning spaces. Participants can take these practical strategies directly back to their own classrooms and institutions and immediately implement the strategies with their own students or staff.

### Roundtable Session 6 - 3 Presentations

*The Power of Perspective: Project Based Learning and Ethnic Studies.* **Meredith A. Dorner** (Irvine Valley College), **Heather Johnston**, **Christine Cho**, & **Ingrid Beaty** (Community Roots Academy), **Marni E. Fisher** (Saddleback College), **Joe A. Petty** (Loyola Marymount University), **Jeremy Cavallaro** (University of La Verne), & **Danelle Tickel** (Community Roots Academy).

This case study explores teachers’ collaborative strengths within a project-based learning environment, one focusing on building connections within the classroom, the other on integrating diverse perspectives through project based learning. Two teachers exemplify the importance of perspective-taking, both for understanding and being understood. The study highlights the necessity of embracing individual perspectives in the context of ethnic studies. Using prismatic theory as a framework, the study involves multiple voices, showcasing the impact of these strengths on students. Furthermore, a holistic approach emphasizes valuing each student’s perspective and promoting cultural diversity, fostering access, relevance, and community within and beyond the classroom.

---

*Bridging Open Educational Resources with the Implementation of Ethnic Studies in Schools: New Directions in Chicana and Latinx Studies.* **Mario Alberto Viveros Espinoza-Kulick** (Cuesta College), **Amber Rose Gonzalez** (Fullerton College), **Lucha Aravelo** (Rio Hondo College), & **Eddy Francisco Alvarez, Jr.** (CSU Fullerton)

This presentation delves into Open Educational Resources (OER) in Chicana and Latinx Studies. A critical examination reveals the shortage of OER materials in Ethnic Studies disciplines, with Chicana/Latinx Studies facing the most significant deficit. The session showcases the efforts of five Chicana/Latinx Studies scholars who created the OER textbook “New Directions in Chicana and Latinx Studies.” It explores the benefits of OER adoption, including affordability, adaptability, and inclusivity, aligning with the principles of Ethnic Studies. The presentation also highlights the development of ancillary materials to further enhance the quality of OER texts.

## Poster Session - Friday, October 20, 6:30 to 8:00 p.m. - 18 Posters

Poster 1 - *Part-Time, Partly Supported: Leveraging Adjunct Faculty for Teacher Education*. **Colin McInnis, Jonathan Toccoli, Brittany Auernig-Roan, & Belkis Choiseul Praslin** (University of the Pacific)

High-quality experiences with faculty support the success of all students, especially those students typically marginalized in higher education (Kezar & Maxey, 2015; Tinto, 2012). Currently, over 50% of teacher education faculty are employed part-time (i.e., adjunct faculty) (Vedder, 2020). Although adjunct faculty provide meaningful instruction to teaching candidates and demonstrate needed levels of intercultural competence and awareness for student/teacher collaboration, they receive minimal professional development support and opportunities for curriculum development and are not typically leveraged as departmental resources (Toccoli, et al., 2023). As of yet, there is no consensus regarding how programs should support the development of adjunct faculty (Bolitzer, 2019; Monks, 2009; Vedder, 2020).

Poster 2 - *Preparing Teachers for the AI Era: A Call for a Policy Framework*. **Sasha Sidorkin** (CSU Sacramento).

This proposal advocates integrating AI into teacher preparation through assignments critiquing chatbot outputs. It advises faculty AI training to model effective use. Students should utilize AI as personal tutors and content generators for self-directed learning. Standards and policies must evolve, emphasizing original thinking over rote skills. Credentialing standards must align with preparing teachers for AI use. Changes should pursue equity, as AI can support disadvantaged students. In summary, this vision calls for teacher preparation to embrace AI through policy changes, revised standards, and curriculum integration. The goal is leveraging AI to enhance teaching and learning while prioritizing critical thinking skills.

Poster 3 - *The Effects of COVID-19 and Civil Unrest on Anti-racism in Education*. **Tamika Lovelace** (San Diego State University) & **Estella Chizhik** (CSU Long Beach)

This research investigates the impact of recent sociopolitical events, such as the COVID-19 pandemic and heightened polarization on topics like Critical Race Theory (CRT) and hate crimes, on anti-racism research in education. Building on Lynch's (2017) meta-analysis, we examined 36 peer-reviewed articles from 2019 to 2022. Findings reveal a substantial increase in research, predominantly in North America. Most articles were theoretical, highlighting the urgency of discussing anti-racism in education. Themes emerged, including addressing internal bias, decolonizing curricula, creating safe spaces, fostering dialogue, and administrative support. This surge in interest may be attributed to events like George Floyd's murder and the impact of COVID-19 on marginalized communities.

Poster 4 - *The Welcoming Value in (Re)constructing Each Other: (Re)documenting a Borderlands Approach to Inclusive Early Childhood Identity Studies*. **Michelle Angela Domingues** (CSU Fresno)

This research makes visible the welcoming value in (co)constructing each other with reuse materials in inclusive identity studies. Until recently there has been a lack of scholarship at the intersection of Chicana/o/x studies and infant-toddler and preschool education. Gloria Anzaldúa's (1987) *Borderlands* is centered as a metaphor for plural identity(ies). *Borderlands* is a language that explains the social conditions of individuals with hybrid identities which transcend binary social constructions. This cultural theory holds an image of the child as a symbolic and geographic B/ border crosser; capable of negotiating multiple, shifting and sometimes competing identities.

Poster 5 - *The Intersection of Cultural and Linguistic Diversity, Disability, and Gifts and Talents. Connecting Research to Practice*. **Megan Abraham** (UCLA).

This poster examines disproportionality in special education and gifted education, with a focus on culturally and linguistically diverse (CLD) twice-exceptional (2e) students. The intersection of these dual identities is explored as well as the unique challenges CLD 2e students face within education contexts. Methods to equip teacher candidates to move away from deficit-oriented beliefs are shared including promoting the identification and cultivation of their strengths and abilities. Practical experiences with diverse learners are highlighted as a pivotal tool. Resources are provided to include CLD 2e content in teacher education coursework and opportunities to integrate learning into current practice.

Poster 6 - *The Experience of Spanish-Speaking Latina Immigrant Mothers When Participating in the Individualized Education Plan for Their Children With Disabilities*. **Veronica Ferrufino & Reyna Garcia Ramos** (Pepperdine University)

Under the Individuals with Disabilities Education Act (IDEA), there has been an increase in students receiving special education services in U.S. public schools in the last 20 years (U.S. Department of Education, 2004). Parents are active participants in the educational decision-making process for their children with disabilities. This study sought to recount the experiences of Spanish-speaking Latina immigrant mothers who attended individualized education plan (IEP) meetings, with the purpose of answering research questions and using a data collection method for a phenomenological study. Spanish-speaking Latina immigrant mothers utilized concepts of self-determination and advocated for their children's education despite the barriers and challenges.

Poster 7 - *Leadership, Professional Learning Communities, and Change: Building a Better Special and General Education Team.* **Paul McDonald** (Paul McDonald Consulting), **Marni E. Fisher** (Saddleback College), **Kimiya Sohrab Maghzi** (University of Redlands), **Mina Chun** (California Lutheran University), **Kelsey Wan** (Community Roots Academy), **Joe A. Petty** (Loyola Marymount University), **Meredith A. Dorner** (Irvine College), **Allison Petersen & Ingrid Beaty** (Community Roots Academy), **Jeremy Cavallaro** (University of La Vene), & **Jasmine Ramirez** (Pepperdine University).

Collaborative prismatic inquiry explores a charter school's transition from external special education services to an inclusive, self-developed program. The roles of consultants, educators, leaders, and academics are integrated to examine the school's successful journey. Inspiring positive change in education, this study promotes inclusivity, collaboration, effective leadership, and continuous improvement. The impact of this work extends to areas such as inclusion, professional learning community development, effective leadership, tackling challenges, and collaborative research. Overall, this study provides valuable insights for creating a more inclusive and successful educational environment.

---

Poster 8 - *HIV-themed Young Adult Literature in the English Language Arts Classroom: Charting the Future.* **Greg Hamilton** (University of Redlands).

Teaching HIV-themed young adult literature at the intersection of ethnic studies debates serves as a dynamic platform for probing the intricate connections between health, identity, and societal constructs. These narratives offer educators gateways to profound dialogues encompassing cultural viewpoints on health, historical imbalances in healthcare accessibility, and the repercussions of social determinants on marginalized populations. By seamlessly incorporating HIV-themed literature into the ethnic studies framework, instructors can ignite conversations shedding light on the intricate interplay between HIV/AIDS, race, ethnicity, and culture. Simultaneously, they address overarching themes of power, representation, and social justice, promoting a comprehensive understanding of these vital issues.

Poster 9 - *Integrating Equitable Inclusion: Proposing Restorative Practices in the K-8 Educational Setting.* **Marni E. Fisher** (Saddleback College), **Joe A. Petty** (University of San Diego), **Kimiya Sohrab Maghzi** (University of Redlands), **Paul McDonald** (Paul McDonald Consulting), **Kelsey Wan** (Community Roots Academy), **Jeremy Cavallaro** (University of Las Verne), **Ingrid Beaty** (Community Roots Academy), **Meredith A. Dorner** (Irvine Valley College), & **Jasmine Ramirez** (Pepperdine University).

The restorative practices literature suggested there are nuances associated with theory and practices that can be tied to behavior theory, social theory, relational justice, democratic practices, and administrative theory. For school discipline, restorative practices positively change classroom management, rule breaking and detention, and the management of bullying. This prismatic inquiry literature study led the education team to consider the integration of who would be the trained facilitators, designing peer mediation cards, and planned discussions for summer about fall professional development. Furthermore, the Multiple Tiered Support System (MTSS) was aligned with restorative processes and restorative interventions.

---

Poster 10 - *Uncharted Waters: Building an Ethnic Studies Capacity into a Predominantly White Charter School.* **Joe A. Petty** (Loyola Marymount University), **Marni E. Fisher** (Saddleback College), **Jeremy Cavallaro** (University of La Verne), **Kimiya Sohrab Maghzi** (University of Redlands), **Ingrid Beaty** (Community Roots Academy), **Jasmine Ramirez** (Pepperdine University), **Danelle Tickel**, **Christina Cho**, & **Shanna Del Rosario** (Community Roots Academy), & **Meredith A. Dorner** (Irvine Valley College).

This prismatic study explored how an educational team in a predominantly white k-8 charter school proposed to center marginalized voices and addressed systemic inequities out of literature on critical race theory, critical feminism, PLCs, and restorative practices. Curriculum was implemented that could foster empathy and respect while building an ethnic studies capacity. Furthermore, this approach recognizes the significant need to address systemic inequities that start within teacher training that promotes inclusionary perspectives. Using prismatic inquiry, the study uncovers both inclusive spaces and exclusionary practices, leading to structural and community changes for a stronger ethnic studies capacity.

Poster 11 - *Forming Collaborative Partnerships to Benefit K-6 Student's Sense of Belonging in Mathematics Classrooms*. **Shannon Panfilio-Padden** (CSU Stanislaus) & **Addy Wissel** (Gonzaga University).

This study focused on developing a classroom structure that is inclusive and provides elementary school students a space in which to take academic risks and benefit from differing perspectives. This study provided a collaborative space for pre-service teachers and school counselors to engage together and shed light on the importance of including lessons related to creating an inclusive environment where elementary student's voices are valued and respected. Together, they developed lesson plans focused on the incorporation of the Learning for Justice: Social Justice Standards and the American School Counselor Association Student Standards: Mindsets and Behaviors for Student Success.

---

Poster 12 - *Revitalizing Online Learning: Teacher's Perceptions on Boosting Online Engagement for K-12 Education*. **Alice Pak** (Pepperdine University).

This working research "Revitalizing Online Learning: Teacher's Perceptions on Boosting Online Engagement for K-12 Education" probes the nuances of teachers' perceptions concerning the amplification of online engagement in K-12 education. As online learning becomes increasingly pivotal, understanding the strategies and obstacles teachers face is essential. Drawing from in-depth interviews and surveys, the research unravels the pedagogical techniques educators believe are instrumental in fostering meaningful digital interactions. Additionally, it sheds light on the challenges encountered and offers insights into optimizing the virtual learning environment. The findings provide a foundation for educators, policymakers, and curriculum designers to elevate the efficacy and interactivity of online educational platforms for K-12 students.

---

Poster 13 - *Teacher Preparation for Career Technical Education*. **Jenna Porter** (CSU Sacramento).

This presentation will describe how Sacramento State is preparing Career Technical Education (CTE) teachers through our Career Pathways Certificate program, which is embedded into our single subject credential program. We will also share information about our new CTE credential program that will be offered in 2024.

Poster 14 - *Engaging Sixth-Grade Mandarin Learners and Pepperdine Teacher Candidates in a Mutually Empowering Afterschool Program*. **Kevin M. Wong**, **Jennifer Miyake Trapp**, & **Weina Li Chin** (Pepperdine University).

This study examines how an empowering Mandarin oral language and culture program, in partnership with Mandarin-speaking teacher candidates at a university, can support learners taking Mandarin as an elective in a public school in California. Multiple methods are employed to investigate how the program (1) establishes a community partnership, (2) meets the unique language needs of sixth-grade students and teaching needs of TESOL teacher candidates, and (3) builds towards a longer-term, sustainable community partnership. Findings are based on weekly program reflections and focus group discussions with TESOL educators and sixth-grade students. The study concludes with implications for future school-university partnerships.

---

Poster 15 - *Choosing to Change Educator Preparation—CTEPP Change Stories*. **Bre Evans Santiago** (CSU Bakersfield), **Kevin Taylor** (Cal Poly San Luis Obispo), **Cassandra Drake** (CSU Stanislaus), **Shannon Panfilio-Padden** (CSU Stanislaus), **Ana York** (CSU Stanislaus), **Fallon Ferris** (Modesto City Schools), **Laurie Hulin** (Modesto City Schools), **David Neumann** (Cal Poly Pomona), **Sara Juarez** (Cal Poly Pomona), **Amy Gimino** (Cal Poly Pomona), **Taylor Quinn** (Cal Poly Pomona), **Libbi Miller** (Cal Poly Humboldt), **James Woglom** (Cal Poly Humboldt), **Heather Ballinger** (Cal Poly Humboldt), & **Sarah McCue-Green** (Cal Poly Humboldt).

The Center for Transformational Educator Preparation Programs (CTEPP) supports CSU educator preparation programs, in advancing historically marginalized communities. It is designed to improve recruiting, preparing, and retaining Black, Indigenous and Teachers of Color to serve California's diverse student population. Anchored in Key Transformation Elements (KTEs), campuses engage in data-driven, improvement efforts using principles of improvement science. Teams work to change aspects of their programs through a data driven process. Interventions are documented in Change Packages outlining activities and results of an intervention. This presentation will share stories of change through the presentation of change packages produced from participation in CTEPP.

Poster 16 - *Recruitment and Retention of Urban Teacher Preparation: Supporting Communities of Practice Across Systems*. **Ana Zambrano, Agustin Cervantes, & Socorro Orozco** (CSU Los Angeles).

California is experiencing a teacher shortage that is affecting most school districts. The rapid decline in student enrollment further continued to worsen since the pandemic, thus impacting the efforts to retain and prepare teacher candidates. In looking to address this problem of practice, the College of Education at Cal State LA has undertaken an equity-minded, student-centric comprehensive recruitment and retention approach through Grow Your Own recruitment models. This effective teacher recruitment and retention model allows for candidates to draw from community cultural wealth to build classroom skills. The models center relationships with community partners in urban settings.

Poster 17 – *Programs and Activities of the Department of Learning and Teaching in the School of Leadership and Education Sciences at the University of San Diego*. **Reka Barton, Rebekka Jez, Amanda Roth, & Bobbi Hansen** (University of San Diego).

Session will share information about programs and activities of the Department of Learning and Teaching in the School of Leadership and Education Sciences at the University of San Diego, including the residency program with the San Diego Unified School District, the early childhood PK-3 credential, the BA in professional studies, collaboration with Branch Education, the Black Lives Matter Speaker Series, and ACT.

## Tentative Program for CCTE Fall 2023 Conference

### Wednesday, October 18:

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

### Thursday, October 19:

9:00 a.m. to 10:39 a.m. - <b>California Association for Bilingual Teacher Education.</b>	La Jolla Room
9:00 a.m. to 10:30 a.m. - <b>Association of Independent California Colleges and Universities-Education (AICCU-ED).</b>	Coronado Room
9:00 a.m. to 10:30 a.m. - <b>California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).</b>	Point Loma I & II
10:00 a.m. to 11:00 a.m. - Meeting of the <b>CCTE Graduate Student Caucus.</b>	Del Mar Room
10:45 a.m. to Noon - Joint Meeting of the <b>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</b> With Staff from the <b>Commission on Teacher Credentialing</b>	Point Loma I & II
11:00 a.m. to 11:30 a.m. - <b>Newcomers Meeting and Orientation.</b>	Del Mar Room
11:45 a.m. to 12:15 p.m. - Pick up Box Lunches, for those who ordered them.	Point Loma Foyer
Noon to 1:00 p.m. - <b>Meetings of First Four CCTE Special Interest Groups.</b> Arts and Education, Inclusion, Lives of Teachers, & Teacher Induction	
1:00 p.m. to 3:00 p.m. - <b>Fall Conference Opening Session.</b> Introductions & Organizational Updates: Conference Orientation by Fall Conference Co-Chairs <b>James Fabionar &amp; Reyes Quezada</b> (University of San Diego) <b>Keynote Address: Miguel Zavala</b> (California State University, Los Angeles).	Point Loma I & II
3:15 p.m. to 4:15 p.m. - <b>First Policy Session.</b> Conversation with staff of the Commission on Teacher Credentialing moderated by CCTE Policy Committee	Point Loma I & II
4:15 p.m. to 5:15 p.m. - <b>Concurrent Research Presentations.</b> Six Sessions – Point Loma I & II, Point Loma III, Coronado Room, Bay Room, LaJolla Room, Del Mar Room	
5:30 p.m. to 6:30 p.m. - <b>Concurrent Panels and Workshops.</b> Six Sessions – Point Loma I & II, Point Loma III, Coronado Room, Bay Room, LaJolla Room, Del Mar Room	
6:00 p.m. to 7:15 p.m. - <b>Joint Presidents' Reception.</b>	Point Loma I & II
7:30 p.m. to 9:00 p.m. - Social Event held by the <b>CSU CTEPP</b>	Point Loma I & II
7:30 p.m. to 9:00 p.m. - Meeting of the <b>California Association of School-University Partnerships.</b>	Point Loma III

### Friday, October 20:

7:30 a.m. to 9:00 a.m. - Meeting of the <i>Teacher Education Quarterly</i> Editorial Board.	Del Mar Room
7:30 a.m. to 9:00 a.m. - Meeting of the <i>Issues in Teacher Education</i> Editorial Board.	Bay Room
7:30 a.m. to 9:00 a.m. - Information Meeting of the <b>CCTE Professional Development for Mentor Teachers Committee (PD4MT).</b>	Point Loma III
8:30 a.m. - Continental Breakfast for All Conference Registrants. Sponsored by <b>California Association of School-University Partnerships</b> , with brief CASUP presentation.	Point Loma I & II
9:00 a.m. to 11:45 a.m. – <b>Friday Morning Session.</b> Panel Conversation involving K-12 schools engaged in implementing Ethnic Studies.	Point Loma I & II
Noon to 1:15 p.m. - <b>Conference Luncheon.</b>	Cabo Courtyard
1:30 p.m. to 2:45 p.m. - <b>Concurrent Research Roundtables.</b> Six Roundtable Sessions – Point Loma I & II, Point Loma III, Coronado Room, La Jolla Room, Bay Room, & Del MarRoom	
3:00 p.m. to 4:00 p.m. - <b>Second Policy Session</b> Discussing work of the <b>CCTE Policy Committee</b> and plans for the <b>CCTE 2024 SPAN Conference.</b>	Point Loma I & II
4:15 p.m. to 5:30 p.m. - Conversation about <b>CCTE Special Interest Groups.</b>	Coronado Room
6:30 p.m. to 8:00 p.m. - <b>Poster Session.</b>	Point Loma &, II & III

### Saturday, October 21:

8:30 a.m. - Continental Breakfast for All Conference Registrants.	Point Loma III
9:00 a.m. to Noon. - <b>Saturday Conference Session Panel Discussion on Ethnic Studies.</b>	Point Loma III
Noon - Luncheon meeting of the <b>CCTE New Faculty Support Program</b> participants.	DelMar Room

## California Council on Teacher Education Fall 2023 Conference Registration

Please use this form to register for the Fall 2023 CCTE Conference, October 18-21;

Or if you wish to pay by credit card, use the on-line portal on the "Conferences" page of the CCTE website ([www.ccte.org](http://www.ccte.org)).

Name \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_ (include ZIP code)

Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

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

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

Check the Appropriate Category:

- Basic Registration - \$445
- Special for P-12 Educators - \$345
- Special for Part-Time Faculty - \$325
- Special for Retired Educators - \$300
- Special for Students - \$150
- Special for 4 or more registrants from the same institution - \$425 each (submit a form for each with combined payment)

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

- California Field Coordinators Forum Meeting (Wednesday) - \$100
- Statewide Education Deans Meeting (Wednesday) - \$150
- Association of Independent California Colleges and Universities-ED Meeting (Thursday) - \$50
- California Association for Bilingual Teacher Education Meeting (Thursday) - \$50
- California Association of Professors of Special Education Meeting (Thursday) - \$50
- Thursday Noon Box Lunch - \$50

#### **Virtual Registration—for persons wishing a link to the virtual live-stream of most Conference sessions**

Each Category Includes Access to Live-Streamed Conference Sessions Via a Link and Password to be Provided to Each Virtual Registrant (check the appropriate category):

- Basic Registration - \$295
- Special for P-12 Educators - \$225
- Special for Part-Time Faculty - \$200
- Special for Retired Educators - \$150
- Special for Students - \$100
- Special for 4 or more registrants from the same institution - \$275 each (submit a form for each with combined payment)

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

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

**Total:** Please enter total you are paying from all options above: \_\_\_\_\_

Please mail completed form with check payable to "California Council on Teacher Education" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Or for on-line registration and payment via credit card, go to the "Fall 2023 Conference" page of the CCTE website: [www.ccte.org](http://www.ccte.org)

For our records those using the on-site portal are also asked to complete and email this registration form to:

[alan.jones@ccte.org](mailto:alan.jones@ccte.org)