Special Issue of *CCNews*
Previewing the Research Presentations
Scheduled for the CCTE
Fall 2025 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 2025 Conference. These sessions will be held both on-site October 16-17 at the University of San Diego and during a virtual day on November 8. On the following pages, you will find brief abstracts of the concurrent presentations, panel presentations, workshops, posters, and roundtable presentations that have been selected by the CCTE Research Committee. We hope that this preview will pique your interest in attending the Conference while you seek out the specific presentations that resonate with your work and speak to your interests.

The Conference offers two registration options: (1) on-site attendance in San Diego (which will include all main Conference sessions and the research sessions on-site as well as the virtual day); (2) virtual attendance (which will include viewing the main Conference on-site sessions and the November 8 research sessions). 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. These 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 2025 Research Monograph* which will be emailed in PDF format to all CCTE delegates and members later this fall.

In this special issue you are encouraged to read the abstracts which preview the research sessions. Next we recommend that you view the videos on the CCTE GoReact platform and CCTE YouTube channel. We then hope you will attend the Conference both on-site and the virtual day, selecting research presentations of your choice. Finally, later this year, we invite you to read the *Monograph*.

One of the long-term goals of CCTE is to foster and support research about teacher educaton, 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

A Message from *CCNews*
Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

It is with great honor and excitement that I introduce this Special Edition Fall 2025 issue of *CCNews*. This edition serves as a comprehensive preview of the research proposals that have been accepted for presentation at the upcoming CCTE Fall 2025 Conference.

This year, the conference theme, "Who We Are, Why We Matter: Teaching and Teacher Educator Professionalism, Expertise, Advocacy, and Innovation" holds significance in empowering teachers and students with a deeper understanding of the role and importance of professionalism as we all aspire for equity and excellence in our classrooms. We are thrilled to provide you with an insightful preview of each presentation, highlighting the groundbreaking work that will be shared at the Conference.

Our hope is that this Special Edition will not only inform and inspire, but also serve as a valuable guide for those attending the Conference. Whether you plan to participate in person or virtually, we believe this issue will help you make the most of the experience and spark greater anticipation for the presentations that resonate with your interests. We eagerly look forward to seeing you all at the CCTE Fall 2025 Conference, both in person and online.

Warm regards,
Nirmla Griarte Flores
CCNews Editor
California State Polytechnic University Pomona

Types of Research Presentations

The CCTE Fall 2025 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 16, from 3:15 p.m. to 4:15 p.m.
Two presentations in each session.

Seven **Panels/Workshops** concurrently on Thursday, October 16, from 4:30 p.m. to 5:30 p.m.

Poster Session on Friday, October 17 from 12:15 p.m. to 1:15 p.m.
Featuring 11 poster presentations during the luncheon break.

Six **Roundtable Presentations** on Friday, October 17, concurrently from 1:30 p.m. to 2:45 p.m.
With two or three presentations scheduled as part of each roundtable.

Additional **Virtual Presentations** on Saturday, November 8

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

Conference Program & Registration Form

On the final pages of this Special Issue, you will also find the tentative program for the CCTE Fall 2025 Conference, along with a registration form for your use if you have not yet registered.

Concurrent Sessions - Thursday, October 16, 3:15 to 4:15 p.m.

Concurrent Session 1 (2 Presentations)

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)

This interactive session with CTC staff and peer reviewers will provide insights and concrete steps for successful educator preparation program proposals and navigating the IPR process. Attendees will gain a deeper understanding of key components of a proposal that will move efficiently through the process. Following a brief presentation addressing types of evidence, formats, and timelines, attendees will have the opportunity to engage in dialogue with Commission staff and peer reviewers about the IPR process.

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)

The PAVE Toolkit: Pathways for Advancing Visionary Educators is a comprehensive resource designed to strengthen and expand the educator pipeline between California Community Colleges (CCC) and California State Universities (CSU). Rooted in real-world partnerships and practitioner insights, the toolkit promotes seamless transfer pathways, inclusive collaboration, and sustainable intersegmental practices. Organized around six key themes, the toolkit offers actionable checklists, scalable strategies, and exemplary models to support student success and educator preparation. By fostering regional partnerships and aligning systemwide efforts, the PAVE Toolkit equips institutions to prepare a diverse, effective teaching workforce and advance California's vision for educational equity and excellence.

Concurrent Session 2 (2 Presentations)

Critically Examining the Spanish Language Proficiency Requirement for the Bilingual Authorization in California
Clara Amador-Lankster (National University) & Kris Nicholls (University of California Riverside)

The purpose of this session is to review the current policy landscape regarding the assessment of Spanish Language Proficiency for the Bilingual Authorization in California. The current waiver policy for Spanish proficiency assessment through the CSET Spanish Subtest III will be examined from an equity perspective. Additionally, a review of the CSET Spanish Subtest III alignment and validity in assessing the Spanish proficiency of bilingual teachers will be discussed. Assessment policy recommendations for addressing these issues will be presented.

For Us & By Us: Political & Pedagogical Preparation For & By Educators of Color
Oscar Navarro (California State University Long Beach)

The study examined an undergraduate-to-teacher-education-pathway course for future educators of Color at a predominantly White institution. The course, Developing Teachers of Color, was designed by a faculty member of Color with a focus on racial and social justice and collective action. The study investigated the curricular, instructional, and relational aspects that future educators of Color identify to develop and sustain their path into the profession. Drawing from two years of qualitative data, the findings highlight that the course embedded (1) conscious raising, (2) pedagogical development, and (3) activism to develop and sustain their trajectory as teachers of Color.

Concurrent Session 3 (2 Presentations)

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)

Restorative Practices is inherently linked to advocacy because it seeks to amplify marginalized voices, dismantle inequitable power structures, and promote inclusive participation in decision-making. This research identifies how a K-8 school focused on understanding restorative practices in the literature before establishing communities from the beginning. Exploring two years of practices and a third year of goals, the first year pitfalls, the second year's refocused goals, and the plans for year three offer suggestions for how restorative practices advocate for inclusion.

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)

This research paper examines the trajectories of novice multilingual/teachers of Color where wellness, Ethnic Studies, and material resources are centered. Through a case study of a federally funded teacher education program, this paper draws on three years of data, including interviews, teacher reflections, and video recordings. We offer research grounded in the lives of teachers and teacher educators who are committed to justice in the face of tenuous sociopolitical contexts, describing why this work matters. We provide implications for programs on ways teacher education must shift to better serve all teachers, especially multilingual and minoritized teachers of Color.

Concurrent Session 4 (2 Presentations)

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)

This session shares a cross-disciplinary teacher preparation model that integrates bilingual and special education to better serve emergent bilingual students with disabilities (EBwDs). Responding to persistent siloed practices, our team— bilingual general educators and a bilingual speech-language pathologist—co-designed and implemented an instructional intervention in a California credential program. This iterative approach included integrated pedagogical tools, along with candidate reflection protocols. Early results show shifts from generic to nuanced knowledge, growth in advocacy-oriented professional identity, and expanded recognition of caregivers as collaborators. We argue that preparing teachers to see and support the whole child requires intentional structural redesign and relational, justice-oriented practice.

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)

With the ultimate goal of preparing more teachers to serve neurodiverse students in inclusive settings, our study explores ways that a residency model can be leveraged to serve the national and statewide goals of increased inclusion of students with disabilities. Our findings identify levers for collaboration across teacher educators across credential areas and partnership between district liasons and teacher preparation faculty. Our findings and discussion engages teacher educators in finding bridges for collaboration across departments or faculty disciplines, and considers how to advance practices for inclusive education in instances when a preservice teacher's clinical fieldwork may not reflect inclusion.

Concurrent Session 5 (2 Presentations)

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)

Preparing future educators to succeed in a globally interconnected society requires embedding international perspectives throughout teacher education programs. This session introduces BranchED's Internationalization of Teacher Education Toolkit Series, a comprehensive framework designed to guide educator preparation programs (EPPs) in cultivating global competencies. The toolkit features four interconnected components: a Readiness Assessment to evaluate institutional capacity; Global-Local (GLOCAL) initiatives linking global issues to local community experiences; Collaborative Online International Learning (COIL) to foster cross-cultural virtual exchanges; and Short-Term Study Abroad opportunities that immerse teacher candidates in experiential global learning. Together, these tools strengthen EPPs' internationalization efforts

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)

As online and hybrid education continues to expand, designing asynchronous courses and learning experiences that maintain high levels of engagement, rigor, and professional growth for teacher candidates is both a priority and a challenge. This study examines how the Community of Inquiry (CoI) framework, which focuses on social, cognitive, and teaching presence, can guide and enhance the design of asynchronous courses in teacher education. Leveraging rich qualitative data from seasoned faculty and instructional designers, the research aims to share the most effective strategies for cultivating meaningful learning communities in fully asynchronous environments.

Concurrent Session 6 (2 Presentations)

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)

In 2015, the California legislature passed AB 1369 in response to the learning needs of students with dyslexia. This legislation called for the development of guidelines to assist in identifying and improving educational services for students with dyslexia. The UC/CSU California Collaborative for Neuroscience, Diversity and Learning brings resources together to strengthen educational support for neurodiverse students with unique learning needs, including those with dyslexia. Six electronic-learning modules were developed to guide and support university teacher preparation programs to better inform teacher candidates to advocate for their students with language-based learning disabilities with a particular focus on literacy and dyslexia.

The Impact of Project Based Learning on Learning and Motivation
Robyn Hernandez, May-Lynn Montano, & Katarina Murillo (California State University Dominguez Hills)

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). Project-Based Learning (PBL) allows for collaboration which ensures that all students work with others, ask questions, and participate in experiences that have equitable practices that help support learning (Krajcik et al, 2022). Our 6-week PBL unit, "The Dirt on Community Gardens," integrates life science, health, and math standards and gives students real-world experiences in gardening design to help prevent "plant blindness" (Wandersee & Schussler, 1999).

Panels/Workshops - Thursday, October 16, 4:30 to 5:30 p.m.

Panel Session 1

Humanizing Professional Learning: Equity, Agency, and Well-being Across Three California Subject Matter Projects
Claudia Martinez (University of California Office of the President), Jon Kovach (University of California Irvine), Margaret Peterson (Stanford University) & Eduardo Muñoz-Muñoz (San Jose State University)

This panel shares three studies from the California Subject Matter Project (CSMP) that examine how equity-focused, discipline-specific professional learning can transform teaching, strengthen teacher agency, and foster educator wellbeing. Across STEM, mathematics, and world language contexts, these initiatives integrate computational thinking, advance equity through focal student inquiry, and support student-centered pedagogy. Findings highlight how sustained, standards-aligned professional learning enhances instructional practice while affirming professional identity and supporting a thriving educator workforce. By centering both pedagogy and the human experience of educators, these studies contribute to broader conversations about designing professional learning that delivers lasting instructional change.

Panel Session 2

Advancing Inclusive Education in California: Data, Dialogue, and Direction for Educator Prepration
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 (Californa State University Office of the Chancellor), & Annmarie Francois (University of California Los Angeles)

This session spotlights the emerging work of the California Alliance for Inclusive Schooling (CAIS) and invites CCTE 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

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)

Faculty who prepare future California teachers need high-quality, evidence-based resources to equip candidates for diverse, inclusive P–12 classrooms. This interactive workshop, led by the CEEDAR Center and the UC|CSU Collaborative for Neuroscience, Diversity, and Learning, spotlights national and state resources for inclusive educator preparation. Participants will explore Arraya and CEEDAR online platforms, review the Roadmap to Educator Preparation Reform and High Leverage Practices, and engage in resource walkthroughs. They will collaborate on strategies to embed these practices into coursework and clinical experiences. This session fosters cross-institution collaboration and equips faculty to ensure future educators are prepared for inclusive classrooms.

Workshop Session 2

The Justice Reboot ... in One California MSI
Brenda Burgo, Frances Valdovinos, & Mayeen Quader (University of California Riverside)

In this interactive workshop for teacher education program personnel, participants will explore strategies to integrate justice, specifically, critical social, racial, and restorative justice across programs, fostering equitable curricula, inclusive policies, and transformative practices. Participants will uncover implicit biases related to teacher education recruitment and admissions to reframe understandings of ideal teacher candidates. A panel will review one Minority Serving Institution teacher education program's intentional revision of their mission and dispositions to create a justice throughline; and outline ongoing program challenges and innovative methods faculty, staff, and administrators have collectively implemented to ensure justice is not only integrated, but also centered.

Workshop Session 3

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)

The Early Childhood Education COLLAB is a statewide initiative comprised of experts across the disciplines that co-constructs evidence-based early literacy and mathematics curriculum aligned with California's new PK-3 educator preparation standards. The COLLAB brings together CCC and CSU faculty to create shared, culturally sustaining curriculum modules grounded in collaboration, equity, and inclusion. These open education resources are available on Canvas Commons and designed to support educator preparation across institutions. This session will highlight how the modules were collaboratively developed and guide how to access and implement them—advancing high-quality, developmentally appropriate instruction for California's youngest learners (ages 3-8 or PK -3rd grade) and strengthening pathways for future early childhood educators.

Workshop Session 4

From Evaluation to Coaching: Humanizing Feedback to Build Trust and Capacity
Furwa T. Rizvi & William Marroquin (California State University Stanislaus)

How can teacher evaluation support growth rather than compliance? In this workshop we'll examine equity-centered coaching practices that humanize supervision and build professional trust. Through role-play and hands-on practice, we'll apply four frameworks: the Ladder of Inference, Specificity/Objectivity Matrix, 5D Rubric, and Coaching for Equity. Together we will explore how evaluator feedback influences teacher identity, capacity building, and instructional growth. This session is designed for university supervisors, school administrators, and teacher educators who want to develop practical strategies for transforming evaluation from judgment to partnership, supporting reflective practitioners and building equitable, trust-based systems of support from TK–12 through higher education.

Workshop Session 5

Hands-on Interdisciplinary Teaching for a Sustainable World
Amy Gimino & Cynthia Geary (California State Polytechnic University Pomona)

In this hands-on workshop, the presenters will provide a contextual framework for emphasizing sustainability education in teaching methods courses for several disciplines, including science, mathematics, and social studies. They will introduce participants to constructivist, inquiry-based lessons that pre-service teachers can use to integrate subject content and skills around environmental themes, while engaging all kinds of learners in an inclusive classroom. Workshop participants will collaborate in small groups, modeling how they would present these activities in their pre-service methods classes. Activity formats include simulations, games, and concept mapping.

Workshop Session 6

A Step-by-Step Guide to Submitting to Issues in Teacher Education
Editors of *Issues in Teacher Education*

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.

Posters - Friday, October 17, 12:15 p.m. to 1:15 p.m.

Poster 1

The End of DEI and the Ramifications for Teachers
Ernest Black (CalStateTEACH)

The recorded murder of George Floyd on May 25, 2020 ushered in a voiced and demonstrated racial reckoning in the United States. This movement brought increased public awareness to the plight of the Black experience in the United States. However, as the limelight faded, the blacklash began. There were calls for an immediate end to a phenomenon referred to as woke behavior and DEI. This was quickly felt by schools and districts with book banning and higher education institutions with the removal of several high profile presidents. Teachers and professors were left with the ruined wake of DEI to find the pieces to teach the next generation of youth.

Poster 2

Designer Perspectives on the PK-3 Early Childhood Education Specialist Credential: Wows, Wonders, and What Ifs
Heather 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)

This poster features four PK-3 Early Childhood Education Specialist Instruction Programs from across California that exemplify innovative approaches to credential design. Program faculty will present pathways that prepare educators through play-based pedagogy, anti-bias practices, and linguistically responsive instruction, with strong foundations in literacy, mathematics, and inclusive, child-led learning. The presenters will highlight key design choices, distinctions from the Multiple Subject Credential, and lessons from early implementation, including support for multilingual learners and children with disabilities. This session offers timely insights into preparing California's early childhood workforce amid the state's expansion of universal Transitional Kindergarten (TK).

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)

Teacher credentialing programs aim to ensure instructional quality and educator readiness. However, structural barriers, such as high costs, unpaid student teaching, and limited support disproportionately impact first-generation students of color, especially Black and Brown men. This study examined candidates from public and private California universities through the Community Cultural Wealth framework, emphasizing navigational, aspirational, and social capital. Findings highlight how institutional context shapes experiences from admission to completion. Rather than addressing systemic inequities, programs often blame candidates for lacking capital. Key barriers include financial aid, testing, work-life balance, lack of representation, poor support, and weak institutional alignment, signaling a need for equity-focused reform.

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)

This presentation highlights outcomes of a practice centered around data-informed revisions to curriculum and Clinical Field Assignments (CFAs) to enhance candidate outcomes within Alternatives in Action (AIA)'s intern teacher credential program (part of Reach University's MA in Teaching). Faculty analyzed survey data to identify areas for improvement in CalTPA preparedness and teaching practice. Using this feedback, faculty collaboratively redesigned course content and CFAs to better align with CalTPA requirements and classroom practices. This reflective process resulted in measurable improvements in candidates self-reported CalTPA readiness and teaching practice. Furthermore measurable improvements in CalTPA pass rates were also indicated.

Poster 5

Staying the Course: Centering Our Approach to Preservice Education on the Mission
Reyna García Ramos, Terrelle Sales, & Jennaca Cotton (Pepperdine University)

As institutes of higher education, and preservice educators in particular, are increasingly under question for the value of their work in preparing the next generation of educators, one program at a faith-based institution sees beyond all the noise to center its work on the program's mission. This paper utilizes a transformative learning theory analysis to examine the work that went into revising the program's mission to create its guiding framework. Furthermore, the authors argue that the faith-based mission calls its preservice educators to stand firm and prepare teacher candidates for the rich diversity of students across California's public schools.

Poster 6

Exploring What Teacher Candidates Notice About High-Quality Mentoring
Matt Wallace, Lisa Sullivan, & Nancy Tseng (University of California Davis)

Mentor teachers (MTs) play a pivotal role in teacher preparation, shaping teacher candidates' (TCs) pedagogical practices, professional knowledge, and identities. While prior research identifies high-quality mentoring practices, less is known about how TCs experience them. This study examines the views of 55 TCs across three years on the high-quality mentoring practices they experienced. Findings highlight practices TCs valued most—constructive feedback, modeling effcctive teaching, and co-teaching. Themes also emerged within each practice, including a notable emphasis on MTs modeling equitable teaching. Results underscore the importance of centering TCs' perspectives to refine MT training and promote effective responsive teacher preparation.

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 Chancelllor's Office), & Jenny Chiappe (California State University Dominguez Hills)

Participants will dive into playful learning: loose parts, process art, outdoor and indoor literacy play invitations, and interdisciplinary provocations that foster foundational language and literacy skills as outlined in the PLTKF and TPE 7. Participants will be able to try quick hands-on literacy play as they explore connections to emerging research, the California Literacy Plan, the 2025 DRDP, and the California Dyslexia Guide. Educators will reflect on play and literacy equity, including for inclusive practices that support multilingual learners and children with disabilities. Participants walk away with a Play Advocacy Toolkit to launch conversations about developmentally informed language and literacy instruction.

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)

This session details Azusa Pacific University's (APU) practical application of the EdPrep Data Portal. Focused on understanding and addressing the needs of students of color, this tool utilizes the Ed-Fi Educator Preparation Data Model (EPDM) to provide actionable data. We will share how this innovative practice informs program decisions, enhances support for diverse teacher candidates, and streamlines reporting. The session highlights how such data-driven processes contribute to developing culturally and linguistically responsive educators to advance equity and inclusion in P-12 classrooms.

Poster 9

Empowering Pre-Service Teachers Through Micro-Teaching Lesson Study
Carolyn Mitten (Westmont College)

For teacher preparation programs, providing rehearsal opportunities where preservice teachers (PSTs) implement practices and receive critical feedback can support their pedagogical development. One way for PSTs to approximate teaching practices is through the use of Microteaching Lesson Study (MLS). MLS integrates ideas of lesson study into teacher preparation contexts through microteaching-- delivering lessons to a group of peer-students. This session presents how implementing MLS in a methods course impacted PSTs' formative assessment practices. Participants will explore how MLS might be integrated in similar courses and empower 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)

This session addresses teacher burnout, a critical issue causing emotional exhaustion, disengagement, and high turnover, disproportionately affecting teachers from culturally and linguistically diverse backgrounds due to cultural taxation. The presenters are concerned that educator preparation may be part of the problem; contributing to the early onset of teacher burnout. Participants will gain a deeper understanding of burnout signs and explore actionable, program-level strategies such as data informed stress management techniques. The session emphasizes advocating for systemic policy changes that foster healing-centered, sustainable professional learning environments for educators. Ultimately, it aims to empower collective action that prioritizes a culture of mutual care.

Roundtable Presentations - Friday, October 17, 1:30 to 2:45 p.m.

Roundtable Session 1 (3 Presentations)

Breaking Barriers, Building Futures: Using Student-Centered Approaches to Advocate for Early Childhood Educators
Christina Laney & Ruth Piker (California State University Long Beach)

This research explores how CSU Long Beach's PK3 credential program uses student-centered strategies to break barriers for aspiring early childhood educators. Serving a diverse, largely first-generation student population, the program incorporated targeted workshops, community building orientations, flexible advising, personalized financial aid support, and needs-based scholarships for early childhood educators. Guided by Barkman's (2000) logic model within program evaluation, preliminary findings showed that these initiatives increased access for early childhood educators, improved retention, and fostered advocacy skills necessary for personal growth. Researchers examine program outcomes, reflect on lessons learned, and discuss strategies for replicating this model to strengthen the ECE teacher pipeline/workforce.

"It's Not My Place": Internalized Norms of Whiteness in Early Childhood Educator Teacher Preparation
Janice Chan Jefferis (El Camino College)

This qualitative case study examined experiences of 10 current and former students in an early childhood education teacher preparation program (ECETPP) at a Latine-serving California community college. Valencia's deficit thinking framework explicated how deficit thinking about Black and Brown children and families pervades ECE preparation programming, perpetuating poor outcomes and chronic academic failure. Themes demonstrated how internalized whiteness norms shaped future ECEs' preparatory experiences. Data show "diversity" curriculum was curated through a white hegemonic lens, underpreparing future ECEs to effectively facilitate conversations about race and racism in preschool classrooms, thereby maintaining systemic inequities in early childhood education.

Beyond Burnout: Elevating the Voices of Infant/Toddler Educators Through Resource-Centered Story and Systems Advocacy
Christina Laney (California State University Long Beach)

This qualitative study examines how infant/toddler teachers (ITTs) navigate the emotional, physical, and instructional demands of their work and how perceived support influences retention. Guided by Conservation of Resources (COR) Theory and interviews with 19 ITTs in Southern California, findings revealed that burnout stems from chronic resource depletion, not a lack of dedication. Four themes emerged: resource-driven coping, perceived support and the impact on retention, misalignment between expectations and resources, and teaching as identity and advocacy. The study contributes to ECE literature by centering ITT voices and offering practice, policy, and leadership implications to improve workplace sustainability and well-being.

Roundtable Session 2 (3 Presentations)

Supporting Teacher Candidates with Disabilities Across Credential Programs
Jolan Smith (California State University Long Beach)

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, a commitment to educating all students, and a passion for supporting students with disabilities in the discoveries of their assets (CEC, 2016; Moore et al., 2020). Using DisCrit tenets and reflexive questions designed to foster cultural competence about race and disability, attendees will brainstorm strategies and learn how teacher preparation programs can draw on the unique strengths of these candidates and disrupt policies and biases that prevent TCWDs' entry to the profession.

Reclaiming Professional Authority: How Disabled Educational Leaders Disrupt Comfort Culture
Joe Petty (Loyola Marymount University)

Teacher educators face unprecedented attacks on their professional authority, particularly regarding inclusive practices and equity initiatives. This comparative case study examines how comfort culture, the prioritization of institutional familiarity over transformative change, undermines educator advocacy for marginalized students. Through analysis of contrasting charter school contexts, the research develops an Implementation Science Inclusion Fidelity Framework that enables educational leaders to reclaim professional authority. The framework provides six simultaneous actions that teacher educators must execute to advocate effectively for systematic inclusion: resource redistribution, disabled leadership inclusion, critical consciousness development, environmental transformation, power redistribution, and transformation accountability. These findings offer California teacher educators concrete strategies for professional advocacy during politically challenging times.

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)

Prismatic inquiry suggests that education is a complicated, wicked problem. This presentation reviews the culmination of a charter school's two-year self-study, layering a prismatic theory, DisCrit, and Contemporary Disability Studies for Education (DSE) lenses over the study, to question hidden spaces, centering a dis/ability lens. Aligning findings with the seven tenets of DisCrit, then highlighting the findings through DSE, before exploring prismatic areas of divergence and convergence leads us toward a need to educate the whole child.

Roundtable Session 3 (3 Presentations)

Adaptive Leadership as a Theoretical Framework
Jeremy F. Cavallaro (University of La Verne) & Marni Fisher (Saddleback College)

This theoretical focus proposes adaptive leadership as a theoretical framework for educational leaders engaging in academic research. Furthermore, adaptive leadership creates a space that aligns with the educational needs for advocacy during troubled times. The empowerment of educators in a system laboring under authoritarian demands pushes back against the banking system. The human-centric focus shifts away from applications of neoliberal and marketing practices in education. Finally, the protection of voices pushes back against limitations on DEI while ensuring that non-dominant perspectives are valued.

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)

Research has shown teacher candidates of color face a multiplicity of challenges as they pursue a teaching credential. These challenges range from financial barriers to encountering and navigating racism both inside and outside of school settings. This workshop offers a framework to support leaders of teacher preparation programs in deepening their culturally responsive approach to decision-making and their ability to provide intentional support as candidates of color navigate the challenges and complexities of pursuing a teaching credential.

Forming Servant Leaders: Supporting all Educators Through the Servant Leadership Institute at Concordia University Irvine
Teresa Hess, Sara Morgan, & Lori Doyle (Concordia University Irvine)

This presentation will explore the mission, structure, outcomes, and significance of the Servant Leadership Institute (SLI) at Concordia University Irvine (CUI). The session will examine how SLI equips students to lead with humility, compassion, honesty, and courage, which are key virtues of servant leadership. Attendees will gain insight into the foundation, pedagogical approach, and community impact of the servant leadership work being accomplished through the SLI and then in the lives and work of all stakeholders. Additionally, the foundational components of the program will be presented.

Roundtable Session 4 (2 Presentations)

Teachers' Beliefs Expressed as Personal Practice Theories: A Touchstone and Tool to Navigate First Year Teaching Challenges
Tara Barnhart & Sera Shimakura (Chapman University)

This study examined how early-career teachers utilize Personal Practical Theories (PPTs)—core beliefs about teaching and learning—to navigate first-year challenges. Researchers analyzed PPT enactment during participants' first year of service through interviews, journals, and Critical Friends group observations. Findings revealed that teachers faced conflicts between their progressive ideals and normalizing institutional pressures. Engagement and empathy-related PPTs were both areas of strength and struggle due to curricular and administrative limitations. Peer support helped resolve PPT conflicts, while a lack of perceived support from site mentors led to teacher attrition. This work illuminates pathways for supporting teacher retention and professional growth.

Teaching as Liberation: Bad Bunny and Cultivating Critical Consciousness Through the Arts
Erika D. Garcia, Lucia Alcantar, and Ariana Saavedra Melchor (University of San Diego)

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 teacher candidates' (TCs) critical consciousness and advocacy. TCs engaged with the arts, such as Bad Bunny's album Lo Que Pasó en Hawái, and Chicano Park murals, to critically examine power structures, dominant narratives, and ideologies embedded in school curricula. These practices model inclusive, relational professionalism, preparing teacher candidates to teach with empathy, cultural responsiveness, and a deep commitment to social justice.

Roundtable Session 5 (3 Presentations)

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)

San José State University researchers will present findings supporting a call for critical bilingual teacher preparation at the upcoming CCTE Fall Conference. Their study of the innovative "Bilingüismo y Justicia" program reveals how hybrid coursework successfully developed critical language awareness and advocacy skills among 165 teacher candidates from 2020-2024. As California pursues ambitious multilingual education goals through Global California 2030, this research demonstrates how teacher preparation programs can move beyond basic compliance to develop educators equipped with the consciousness and skills necessary to advocate effectively for emergent bilingual students and their communities in today's challenging educational landscape.

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 (Stanfod University)

The Ethnic Studies-Heritage Spanish (ES-HS) project demonstrates how university-school partnerships foster transformative teacher development through cross-curricular integration. Three Spanish Heritage Language teachers collaborated with university researchers to develop Ethnic Studies-infused instructional units addressing identity, history, systems of power, and social movements. Teachers experienced significant professional growth, discovering existing ES practices while developing critical language awareness and justice-oriented curriculum design confidence. Student engagement exceeded typical participation, with exceptional Spanish language production and critical consciousness development. The partnership created "ideological and implementational spaces" navigating political sensitivities while strengthening institutional relationships. This collaborative model offers crucial insights for teacher education programs preparing educators for ES implementation amid sociopolitical tensions and political attacks on transformative education.

Shielding Equity While Teaching Truth: Navigating the 'Ending Radical Indoctrination' Executive Order as Equity-Driven Teacher Educators
John Pascarella (University of Southern California)

This interactive presentation equips equity-driven teacher educators to navigate the legal, political, and pedagogical challenges posed by the 2025 executive order "Ending Radical Indoctrination in K-12 Schooling." Participants will examine the order's implications, engage with real-world case studies, and co-develop adaptive strategies for maintaining inclusive, legally sound, and historically accurate teacher preparation. Emphasizing professional advocacy, critical inquiry, and collaborative curriculum design, the session centers teacher educators as both experts and public advocates. Attendees will leave with concrete tools to resist chilling effects, support teacher candidates, and protect the integrity of equity-focused teacher education in an era of ideological scrutiny.

Roundtable Session 6 (2 Presentations)

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)

Teacher residency programs can improve teacher quality and retention, enhance student learning, and promote deeper collaboration between EPPs and LEAs. This session will present findings from research studies examining teacher residency implementation in California and Texas. Researchers will provide an overview of key elements of high-quality teacher residencies and share state- and local-level strategies that promote strong EPP-LEA partnerships for residency sustainability. Next, practitioners running teacher residencies in California will discuss tangible examples of how technical assistance and partnerships in California can promote EPPs' and LEAs' abilities to improve and sustain teacher residencies.

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

In response to teacher shortages and inequities, Saint Mary's College (SMC) launched three equity-centered residencies in partnership with local districts. These residencies offer paid, year-long co-teaching experiences with mentor teachers who are engaged in ongoing professional learning. The model prioritizes recruiting local candidates, addressing barriers to entry, and ensuring high-quality, LEA-connected coursework. Trust-based partnerships with districts ensure programs are responsive to local needs while advancing teacher professionalism and innovation. This practice session will detail enactment strategies, mentor supports, and practices for addressing barriers that arise in partnerships.

Research Presentations on Fall Conference Virtual Day
Saturday, November 8

Roundtable Session One (3 Presentations)

AI, Accessibility, Inclusion, and Ethics in Education: A Practical Exploration for Teacher Educators
Lara Ervin-Kassab (San Jose State University)

This interactive one-hour workshop equips teacher educators to consider the role of artificial intelligence (AI) in building learning communities with a focus on accessibility, inclusion, ethics, and environmental sustainability. Drawing from Universal Design for Learning (UDL) principles, participants explore AI tools that support diverse learners, including those with hearing, vision, and neurodivergent needs. Through collaborative activities, they examine privacy, bias, and ecological impacts, and design learning experiences that balance technological innovation with social and cultural belonging. This session includes practical strategies, resources, and ethical frameworks to guide intentional, equitable AI use in teacher preparation and educational practice.

Enhancing Vocabulary Acquisition Through AI-Driven IXL Platform
JinHee Lee (Pepperdine University) & Yuxin Zhong (University of South Florida)

This study addresses the limited research on AI-powered vocabulary learning for Multilingual Learners (MLs). It examines the impact of IXL, an adaptive AI platform, on both vocabulary acquisition and performance on the MAP Growth English Language Usage assessment. Grounded in Krashen's Input Hypothesis, emphasizing comprehensible input, and Keller's ARCS Model of Motivation, designed to enhance learner engagement, the research employs a quasi-experimental design. This approach compares IXL-supported instruction with traditional teaching methods, also considering factors of student engagement and teacher perceptions of the platform's effectiveness. Findings aim to inform effective vocabulary teaching strategies for ELLs and to support the thoughtful integration of adaptive AI platforms within diverse language learning environments

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)

This study explores the impact of the COVID-19 pandemic on teacher candidates' (N=33) experiences across three pandemic phases (2020–2022), highlighting their evolving challenges and coping mechanisms to sustain their quality of life. Phase 1 revealed acute stress and technological barriers during the abrupt shift to online learning. Phase 2 reflected continued uncertainty, hybrid teaching complexities, and growing emotional fatigue. By Phase 3, participants expressed long-term burnout, disconnection, and a critical need for institutional support. The findings underscore the urgent need for systemic change in teacher education, centering mental health, realistic workloads, and adaptive pedagogies in post-pandemic educational practice.

Workshop One - Cultural Diversity

Elevating Multilingual Learners' Academic Discourse Using Talk Moves and ELD Strategies
Sally Baer

This hands-on, interactive session will quickly review/ 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 and schools can scaffold and support equitable opportunities for academic discourse for every student, specifically our MLLs and complex learners.

Workshop Two - Equity

Advocating for Equity: An Equitable Mindset Workshop
Kimiya Sohrab Maghzi (University of Redlands) & Marni Fisher (Saddleback College)

This interactive workshop advocates for an equity focus by integrating multiple frameworks, offering a comprehensive and layered approach that mirrors the complexity of educational systems. It begins with a foundational overview of equity, then delves into the equity lens, critical race theory, and culturally responsive teaching and learning. Each lens explores key concepts, interactive activities, and curated resources. This equips educators with the language, research, and tools needed to recognize and challenge inequities while advocating for change. The workshop concludes with practical strategies that can be adapted across educational levels, from elementary to graduate education.

Roundtable Session Two (3 Presentations)

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 Unversity), & Sara Rutherford-Quach (Stanford Research Institute)

This study addresses how an asynchronous 36-hour online professional development program in Spanish supported middle school bilingual teachers' translanguaging practices, critical consciousness, and advocacy. Drawing on interviews with bilingual teachers from California and New Mexico, findings reveal that the program helped participants reconceptualize biliteracy, adopt translanguaging as a healing and advocacy practice, and extend advocacy beyond classrooms into families, schools, and districts. The study demonstrates how professional learning can cultivate advocacy skills in bilingual educators, who in turn prepare multilingual students to critically interrogate inequities and use language as a tool for social change.

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. Ortegon (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)

This study explores teacher perspectives on effective professional learning communities (PLCs) within a school self-study. 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. The findings reveal that strong PLCs promote collective learning, open communication, and a student-centered focus, positively impacting educational practices and school culture. Additionally, the research centers educator viewpoints to advocate for empowering PLCs that support continuous improvement, inclusive of diverse and minoritized voices. This work underscores the necessity of teacher involvement in shaping sustainable, impactful professional communities.

Analyzing Academic Strengths and Weaknesses Among Studnets at a HighSchool
Fan Liu (La Sierra University)

This proposal investigates the academic strengths and weaknesses of students enrolled in a college outreach program at a low socioeconomic public high school. Using a mixed-methods design, the study analyzes survey, interview, and focus group data to identify learning styles, study habits, and motivational patterns that influence achievement. Findings suggest targeted interventions can address weaknesses while amplifying strengths, fostering more supportive and equitable learning environments. Collaboration with teachers and stakeholders ensures the meaningful implementation and monitoring of initiatives. The work aligns with CCTE's 2025 theme by focusing on student needs, professional expertise, and innovative practices that promote equity in public education.

Roundtable Session Three (3 Presentations)

Tracking the Growth of the Teacher Residency Model in California
Susan Kemper Patrick, Julie Fitz, & Cathy Yun (Learning Policy Institute)

Developed in partnership between local education agencies and teacher preparation programs, teacher residencies offer a comprehensive preparation model that addresses local needs. This session offers key findings from statewide analyses completed in partnership with the California Commission on Teacher Credentialing, including longitudinal data capturing characteristics of residency candidates, features of residency programs, and preparation experiences as reported by completers. This presentation highlights whether experiences and outcomes for residents differ, on average, from other preparation pathways. These findings may be of particular interest for teacher educators and preparation program leaders who are working to start or sustain residency models.

Equipping Future Educators: Training Pre-Service Teachers to Advocate for Students with Disabilities
Janeth Aleman-Tovar (California State University Fresno)

Advocacy efforts among families of children with disabilities led to the passage of the Education for All Handicapped Children Act of 1975 (P.L. 94.142), later reauthorized as the Individuals with Disabilities Education Act (IDEA). Pre-service teachers need to recognize the history of advocacy efforts and learn how they can effectively advocate for the rights of students with disabilities in the classroom. The goal of this presentation is twofold: (a) to offer a historical overview of advocacy efforts by families of children with disabilities, and (b) to present an advocacy course activity that pre-service teachers can complete.

Reclaiming the Mic: Embedding Advocacy at the Core of Teacher Education
Latoya Easter (Round Rock Unifidd School District)

Amidst rising political polarization and ongoing challenges to diversity, equity, and inclusion, teacher advocacy is more urgent than ever. This session reframes advocacy not as an optional disposition, but as a pedagogical imperative in teacher education. Drawing from critical race theory, culturally sustaining pedagogy, and activist teaching, Dr. Easter outlines a framework for developing advocacy literacies, designing equity-driven projects, and cultivating coalitional mentorship. Through case studies and practical tools, participants will leave prepared to embed advocacy into their programs, empowering teachers as policy influencers, cultural leaders, and defenders of equitable education.

Concurrent Presentations One (2 Presentations)

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 (Communty Roots Academy), & Veronica Bloomfield (The Lighthouse Educational Consulting Group)

Focusing on the leadership perspectives during times of significant change can involve either an adherence to previous patterns, which fails to manage the liminality of complex times, or an adaptive approach that is flexible enough to ride the waves of change. This study takes a prismatic look at six educational leaders and their focus during difficult times. Narrative themes address each leader's personal learning, the essential nature of change in education, and viewpoints on power.

Advocacy in Action: Creating a Preschool for Young Gifted Minds

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

 This proposal provides a leadership blueprint for establishing a specialized educational program for preschoolers. Developed by a veteran teacher and expert in gifted education, the model is tailored explicitly for high-potential 3- to 5-year-olds. Young gifted children are considered an underserved population, and there are few programs available for these students. This curriculum utilizes tenets of gifted education—depth, complexity, novelty, and acceleration —structured around overarching universal themes. This approach ensures subjects are integrated, satisfying the gifted child's need for connections. Key elements include: specialized STEM, art, and Kodály-based music lessons. The program equally prioritizes social-emotional nurturing, fostering confidence and resilience alongside cognitive growth. This model offers actionable strategies for advocating and leading in early gifted education.

Concurrent Presentations Two (2 Presentations)

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

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

This autoethnography traces our school's shift from tribal/cultural tensions to core-values-driven practices. Pressures arising from tribal mores rooted in divisive, collective, internalized values and traditional practices were slowly undermining our cultural unity. Growth emerged as we navigated tensions between our passion for authentic, ethical, servant leadership with our commitment to person-first, shared community engagement. Wolterstorff's framework of harmonization, compatibilism, and hope guided our journey to engage in cultivating authentic dialogue that built a pluralistic moral foundation. Our current practices highlight a theoretical framework that illustrates strategies focused on sustaining values, guiding decision-making amidst contentious issues, and fostering cohesive, moral growth.

Critical Reflection, Transformative Learning, and Vision Statements

David Rago (National University)

Programs can use a knowledge and an understanding of transformation, transformational, transformative, and transformative learning to design courses and assignments that align with vision statements. It is almost standard practice to use these terms in vision, and sometimes, mission statements. Possible overuse of them may create the risk of not appreciating their history, use, and meaning. Their meaning is significant, however, particularly in the field of education. The meaning inherent in the term, transformative learning, has the potential to possibly shape the relevance and the role of education in society, and teachers' and students' understanding of their agency in particular.

Concurrent Presentations Three (2 Presentations)

Modeling Professionalism and Advocacy in Teacher Education: Cultural and Linguistic Imperatives
James Perren (Alliant International University)

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. The purpose of this presentation is to advocate for a paradigm shift in teacher education—one that positions cultural proficiency and multilingualism as foundational elements of professionalism. The objectives are to: (1) Demonstrate the importance of teacher educators modeling cultural proficiency and multilingualism; (2) Highlight the cognitive and academic benefits of bilingualism and multilingualism; (3) Address the misclassification of bilingual learners as having deficits; and (). Provide strategies for embedding advocacy into 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)

This qualitative case study draws on 32 interviews with teachers and students to explore how Ethnic Studies (ES) and Youth Participatory Action Research (YPAR) support advocacy, healing, and criticality in a Southern California high school. Grounded in Critical Race Theory, LatCrit, and Critical Consciousness, the study highlights four themes: cultivating hope and healing, creating safe and caring spaces, critical advocacy through YPAR, and collaborative praxis among educators. Findings demonstrate how ES and YPAR center students and teachers as experts, empowering them to articulate oppression, build solidarity, and address social justice issues in schools and communities through collective action.

Tentative CCTE Fall 2025 Conference Program

Wednesday, October 15:

9:00 a.m. to 3:00 p.m. - Meeting of the California University Field Coordinators Forum.

10:00 a.m. to 4:30 p.m. - Meeting of the Board of Directors of the California Council
    on Teacher Education.

11:30 a.m. to 4:30 p.m. - Statewide Meeting of Education Deans and Directors
    Lunch at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m. Cash bar at 5:00 p.m.

Thursday, October 16:

8:30 a.m. to 5:00 p.m.- Registration and Exhibits.

9:00 a.m. to 10:30 a.m. - California Association for Bilingual Teacher Education

9:00 a.m. to 10:30 a.m. - Independent California Colleges and Universities-Education (ICCU-ED).

9:00 a.m. to 10:30 a.m. - California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED).

9:00 a.m. to 9:45 a.m. - Meeting of the CCTE Graduate Student Caucus

10:00 a.m. to 10:30 a.m. - Newcomers Meeting and Orientation

10:30 to 11:00 a.m. - Break

11:00 a.m. to 12:30 p.m. - Fall Conference Opening Session
    Introductions & Organizational Updates
    Conference Orientation by Fall Conference Chair Juliet Wahleithner
    Keynote Address: Kevin Kumashiro

12:30 p.m. to 1:45 p.m. - Lunch Break and Meetings of CCTE Special Interest Groups:

1:45 p.m. to 2:00 p.m. - Break

2:00 p.m. to 3:00 p.m. - First Policy Session
    Conurrent conversation with staff of the Commission on Teacher Credentialing.
3:00 p.m. to 3:15 p.m. - Break

3:15 p.m. to 4:15 p.m. - Concurrent Research Presentations

4:15 to 4:30 p.m. - Break

4:30 p.m. to 5:30 p.m. - Concurrent Research Panels & Workshops

5:30 to 5:45 p.m. - Break

5:45 p.m. to 6:30 p.m. - Joint Presidents' Reception

Friday, October 17:

8:30 a..m. to 5:00 p.m. - Registration and Exhibits

8:30 a.m. - Continental Breakfast for All Conference Registrants

9:00 a.m. to 10:15 a.m. - Friday Morning General Session, Part 1
    Keynote Speaker: Cheryl Holcomb-McCoy, President and CEO of AACTE

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

10:30 to Noon. - Friday Morning General session, Part 2
    Thematic Discussion Chaired by Betina Hsieh, CCTE Past President

Noon to 12:15 p.m. - Break

12:15 p.m. to 1:15 p.m. - Lunch and Poster Session

1:15 p.m. to 1:30 p.m. - Break

1:30 p.m. to 2:45 p.m. - Concurrent Research Roundtables

2:45 to 3:00 p.m. - Break

3:00 p.m. to 4:00 p.m. - Second Policy Session
    Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2026 SPAN Conference

4:00 to 4:15 p.m. - Break

4:15 p.m. to 5:00 p.m. - Closing Session
    Annual Awards Presentations, Conference Recap, & Adjournment

5:00 p.m. to 6:00 p.m. - Reception

Saturday, November 8:
Virtual day program (times will be announced later)

California Council on Teacher Education
Fall 2025 Conference Conference Registration

Please use this form to register for the CCTE Fall 2025 Conference, October 16-17 and November 8;
Or to pay by credit card, use the on-line portal on the "Fall 2025 Conference" page of the CCTE website (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 University of San Diego
Check the Appropriate Category:

☐ Basic Registration - $595
☐ Special for P-12 Educators - $495
☐ Special for Part-Time Faculty - $475
☐ Special for Retired Educators - $450
☐ Special for Students - $350
☐ Special for 4 or more registrants from the same institution - $575 each
     (please 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
☐ 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

Virtual Registration for a link to the virtual presentation of most Conference sessions
Check the appropriate category:

☐ Basic Registration - $495
☐ Special for P-12 Educators - $395
☐ Special for Part-Time Faculty - $375
☐ Special for Retired Educators - $350
☐ Special for Students - $300
☐ Special for 4 or more registrants from the same institution - $475 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 go to the "Fall 2025 Conference" page of the CCTE website: www.ccte.org