



# Spring Policy Action Network 2026

**The Spring 2026 SPAN Conference  
of the California Council on Teacher Education  
Sacramento City Library Galleria, March 23-24  
and Virtual Day, March 28**

## Preview of Research Sessions

### Research Roundtables On-Site on March 23

Session 1 - 1:15 p.m.

“Strengthening the Educator Pipeline Through Service Scholarships: California’s Golden State Teacher Grant Program.” Melanie Leung-Gagné, Maria Maria Castillo (non-presenting), Susan Kemper Patrick (non-presenting), Desiree Carver-Thomas (non-presenting), Tara Kini (non-presenting), Cicely Bingener (non-presenting), & Maria Virginia Giani (non-presenting) (Learning Policy Institute).

Preview: To help address persistent teacher shortages and support equitable access to well-prepared educators, California policymakers established the Golden State Teacher Grant (GSTG) Program, investing more than \$570 million since 2020–21 to provide upfront grants to teacher and Pupil Personnel Services candidates in return for a commitment to serve for 2 years in a high-need school. This study analyzes administrative, survey, and interview data to assess participation and recipient-reported impacts of the grant. Findings suggest that the GSTG Program has become a key tool for strengthening California’s educator pipeline—reducing financial barriers to preparation and directing teachers to high-need schools.

“Building Sustainable Partnerships in Support of Teacher Residency Programs: Three California Case Studies.” Candice Bengé Steele & Douglas Gagnon (SRI).

Preview: Teacher residency programs are a growing strategy for addressing teacher shortages and strengthening preparation for high-need schools, yet their success depends on sustained partnerships between institutions of higher education and local education agencies (LEAs). This session draws on a multi-year mixed-methods study of one California-based teacher preparation program and three LEA partnerships to examine how residency partnerships are established, implemented, and sustained across varied district contexts. Findings highlight partnership structures, coordination practices, and capacity considerations that shape program viability over time. The session offers policy-relevant insights into how partnership conditions influence the long-term sustainability of teacher residency initiatives in California.

“Centering Bilingualism, Cultivating Teachers: Nidos Translingüísticos as a Practice-Based Pathway for Heritage Spanish Speakers.” Margarita Jiménez-Silva, Agustina Carando (non-presenting), & Ana Ortega Perez (non-presenting) (University of California Davis).

Preview: In response to California’s persistent bilingual teacher shortage, this proposal describes an undergraduate, cohort-based pathway designed for Spanish heritage speakers considering careers in bilingual education. Grounded in

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translanguaging pedagogy and the metaphor of the language nest (nido lingüístico), the program integrates four coordinated courses with community-based internships. By affirming students' linguistic identities and leveraging their full bilingual repertoires, the pathway supports academic confidence, professional identity development, and sustained engagement with bilingual teaching. This session highlights key elements of practice, implementation lessons, and implications for educator preparation programs seeking culturally sustaining, asset-based approaches to bilingual teacher development.

“Advocate First, then President: Zeroing in on Bilingual Teacher Pipeline Advocacy and Multilingualism in California Higher Education.” Eduardo R. Muñoz-Muñoz (San Jose State University), Clara Amador-Lankster (National University), & Adam Sawyer (California State University Bakersfield).

Preview: This presentation examines the advocacy strategies of three CABTE presidents—Eduardo Muñoz-Muñoz, Clara Amador-Lankster, and Adam Sawyer—through the lens of testimonio methodology. Using deductive thematic analysis grounded in language activism and educational advocacy frameworks, the study explores how CABTE evolved into a recognized policy actor in California's multilingual education landscape. Findings highlight the importance of multi-scale advocacy, strategic coalition-building, and organizational independence in sustaining the bilingual teacher pipeline. The testimonios yield transferable lessons for higher education faculty navigating interest convergence tensions and working to heal intergenerational linguistic trauma from California's English-only era.

Session 2 - 2:00 p.m.

“California Council on Teacher Education: Defining Our Purpose, Strengthening Our Voice.” Karen Escalante (California State University San Bernardino), Steve Bautista (Santa Ana College), Monica Boomgard, (California State University Northridge), Stephanie Dewing (University of Southern California), Anita Flemington (University of Las Verne), Annamarie Francois (University of California Los Angeles), Nat Hansuvadha (California State University Long Beach), Debbie Meadows (California State University Bakersfield), Mimi Miller (California State University Chico), Eduardo Muñoz Muñoz (San Jose State University), John Pascarella (University of Southern California), Belinda Pereira (Saint Mary's College), Diana Porras (California State University Long Beach), and Daniel Soodjinda (California State University Stanislaus).

Preview: The CTE Advocacy Committee seeks to share how sustained, collaborative engagement with policymakers strengthens educator preparation and advances educational equity across California. Grounded in research, practitioner expertise, and candidate experiences, our advocacy centers on recruiting and retaining a diverse educator workforce, expanding multilingual educator preparation, and removing systemic barriers that disproportionately impact educators of color and institutions such as Hispanic-Serving Institutions. Through legislative briefings, strategic partnerships, and ongoing dialogue with state and federal lawmakers, we translate field-based knowledge into actionable policy recommendations. We aim to highlight how educator preparation leaders can serve as trusted policy partners by offering data-driven insights, elevating community voices, and co-constructing solutions to teacher shortages and workforce challenges.

“DEI isn't failing—We're not learning: Designing Holding Environments for Teaching Race in Educator Preparation Programs.” John Pascarella (University of Southern California).

Preview: This practice proposal introduces a faculty-development and instructional design framework for preparing teacher educators to teach about race and racism in politically charged environments. Drawing on adult learning theory, adaptive leadership, and intergroup dialogue scholarship, the session reframes public controversies around DEI as failures of instructional preparation rather than ideological excess. Participants will explore how to design “holding environments” that regulate challenge, scaffold meaning-making, and treat discomfort and dissent as data for inquiry. By making the instructional capacities required to teach race visible and learnable, the framework offers educator preparation programs and policymakers an evidence-informed strategy for strengthening equity-oriented teaching while minimizing avoidable classroom disruptions.

“Connecting High-Leverage Practices in Literacy and Positive Behavior Support Through Multi-Stakeholder Collaboration.” Anne Spillane (Alliant International University), Kate Esposito (California State University Dominguez Hills), Mathew Love (San Jose State University), & Virginia Kennedy (California State University Northridge).

Preview: California CEEDAR, the UC/CSU Collaborative and CA CEC developed and implemented a learning series focused on the connecting HLPs and literacy standards with PBS, SEL, and trauma-informed approaches for learning. This presentation highlights effective literacy instruction that meets the needs of all students—those with disabilities, cultural and linguistic assets, and those who have experienced trauma—and connects literacy instruction with behavior and social emotional support. Presenters will share strategies and resources that educator preparation program faculty can use in their own teaching practice to ensure candidates are prepared to teach all students in literacy acquisition and self-regulation skill development.

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“An Evaluation Study on Effective Professional Development for Preservice and In-Service Teachers on Artificial Intelligence.” Reyna García Ramos & Samaa Haniya (Pepperdine University).

Preview: This presentation shares data and results from an evaluation study that brought preservice and in-service teachers into a professional development experience aimed at ‘demystifying’ generative artificial intelligence (AI) and enabled collaborative learning by leveraging AI technologies for their unique educational settings. This research used a mixed-methods approach to analyze teachers’ experiences in both online and in-person AI professional development sessions. The findings revealed that teachers found this training helpful in bringing generative AI into their classrooms. Teachers were able to decide for themselves how and when to use AI for teaching and learning.

## Virtual Research Roundtables on March 28

Session 1- Room One: Theory on Teaching & Practices

“Highly Effective Teachers: A Literature Review.” Jeremy F. Cavallaro (University of La Verne).

Preview: Highly effective teachers are regarded as essential, but defining and measuring them remains inconsistent across educational research. This theoretical analysis examines how the literature conceptualizes and identifies highly effective teachers. Despite methodological differences, the literature reveals substantial convergence. Three primary methods of identifying highly effective teachers dominate the research: performance, student achievement, and anecdotal evidence. The culture of highly effective teachers, as documented in the literature, can be understood through: beliefs, behaviors, and language. The implications for teacher preparation, professional development, and evaluation, indicate a need for approaches that move beyond narrow metrics to support continuous improvement and educational equity.

Katherine Felter (University of San Diego). “Why Did You Choose That?: Processing Multimodality Shifts in Teacher Education.”

Preview: With the vast amount of content and skills that educator preparation programs seek to nurture and develop, integrative approaches are needed. From the four domains of traditional literacy to media and artificial intelligence (AI) literacy, the multiliteracies that the New London Group (1996) conceived of have evolved. This session will explore dialogical, multimodal approaches in teacher education to foreground human interaction while considering the digital landscape in the background. Three elements of practice will be presented and discussed, (1) multimodal formative and summative assessments, (2) metacognition and multimodal selection, and (3) the integration of learning.

Session 1 - Room Two: Discipline Stewardship

“Stewardship of a Discipline: Dual Perspectives from Different Leadership Credentialing Processes.” Joe A. Petty (Loyola Marymount University) & Marni E. Fisher (Saddleback College).

Preview: Educational stewardship requires guiding and sustaining the discipline through ethical leadership and professorship. This prismatic study examines two leaders’ experiences in credentialing programs, highlighting how stewardship emerges in leadership traits—belief, courage, communication, social awareness, rigor, mastery, and servant leadership—and in professorship through curriculum development, inquiry, collaboration, and reflective teaching. Using prismatic theory and Disability Studies in Education, the study maps differing perspectives, questioning approaches to leadership credentialing while analyzing systemic barriers, and exploring how leadership and teaching practices can advance or fail inclusion, equity, and the discipline.

“Strengthening the Educator Pipeline Through Service Scholarships: California’s Golden State Teacher Grant Program.” Melanie Leung-Gagné, Maria Maria Castillo (non-presenting), Susan Kemper Patrick (non-presenting), Desiree Carver-Thomas (non-presenting), Tara Kini (non-presenting), Cicely Bingener (non-presenting), & María Virginia Giani (non-presenting) (Learning Policy Institute).

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Session One - Room Three: Supervision

“What Educator Preparation Can Learn From National Board Facilitation: Culturally Responsive Supervision in Practice.” Jacquelyn Ollison & Honey Walrond (University of California Berkeley).

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Preview: California's investment in educator workforce diversity requires supervision models that move beyond compliance toward equity. Drawing on a qualitative study of National Board Certified Teacher facilitators, this session examines culturally responsive instructional supervision as essential equity infrastructure using the C.A.R.E. Framework. Findings highlight how facilitators enact mentorship grounded in care, reflection, affirmation, and equity. These practices shift supervision toward relational, asset-oriented professional learning, offering transferable strategies for educator preparation, induction, and district–university partnerships. The study demonstrates how well-resourced public initiatives like National Board Certification can strengthen teacher preparation, retention, and culturally sustaining instructional practice statewide.

### Session 2 - Room One: K-12 Teaching & Practices

“Restorative Practices: A Prismatic Evaluation of a K-8 School's Third Year of Implementation.” Marni E. Fisher (Saddleback College), Kimiya Sohrab Maghzi (University of Redlands), Meredith A. Dorner (Irvine Valley College), Mina Chun (California Lutheran University), Tara Falce (University of Latvia), Kelsey Wan (non-presenting) (Community Roots Academy), & Jeremy Cavallaro (non-presenting) (University of La Verne).

Preview: Traditional disciplinary practices are often exclusionary and less effective, whereas restorative practices promote inclusivity and empowerment. This practice-focused study examines a K–8 charter school's first three years of restorative practice implementation, highlighting leadership and counselor perspectives. Year one demonstrated how unified leadership and classroom community-building supported effective restorative implementation, particularly at the elementary level, while middle school challenges arose from limited time for relationship-building. Year two emphasized collaboration through Professional Learning Communities, integration of school counselors, and empowering teachers, but inconsistent professional development slowed progress. By year three, however, sustained professional development paired with teacher-counselor collaboration led to measurable success. .

“Redesigning Systems: Looking at Student Support Team Practices in a K-8 School.” Marni E. Fisher (Saddleback College), Meredith A. Dorner (Irvine Valley College), Kimiya Sohrab Maghzi (University of Redlands), Danelle Tickel (non-presenting) (University of California Irvine), Kelsey Wan (non-presenting) (Community Roots Academy), & Eryn McDaniel (non-presenting) (California State University Long Beach).

Preview: Student Support Teams (SSTs) are underrepresented in the literature, and this study examines how a K–8 charter school integrates SST processes within a Multi-Tiered System of Supports (MTSS) framework aligned with Positive Behavioral Interventions and Supports (PBIS). Strengths include systematic data collection, individualized student support, and flexible decision-making, while areas for growth include expanding school-wide parent education and creating grade-level Tier 2 point people to improve monitoring and consistency. These practices highlight the integration of data-driven practices, providing pre-service teachers with insights into intervention planning, progress monitoring, and the collaborative processes that underpin effective SST and MTSS implementation.

### Session 2 - Room Two: Workshop on Multimodality

“Multimodal Meaning Making: Critical Reflexivity in Educator Preparation Programs.” Katherine Felter (University of San Diego) & Reka Barton (University of Maryland).

Preview: With the abundance of educational technology being integrated into K-12 learning spaces, educator preparation programs (EPPs) continue to shift and revise their approaches in our globalized, technologically-driven world. This session will invite participants to consider the importance and timely need of multimodal approaches. Multimodality invites learners to integrate technology and collaborative, dialogical practices into key EPP assignments such as teaching philosophy, empathy interviews, and teaching reflections. During the session, participants will engage with a thinking routine and conversation on how learners can collaborate with AI and peers as part of an iterative design process. Participants will be invited to consider how multimodality engages learners with technology while creating the opportunities to personalize and connect deeper to teaching and learning topics.

### Session 2 - Room Three: Multilingual Advocacy

“Multilingual Advocacy Inside the Pipeline: Strategies and Tactics to Center Bilingual Teacher Educator Issues as a Key to Address Shortages.” Eduardo R. Muñoz-Muñoz (San Jose State University), Clara Amador-Lankster (National University), & Adam Sawyer (California State University Bakersfield).

Preview: The bilingual teacher shortage in California is well documented, yet the advocacy needed inside the pipeline—at the program and institutional level—remains underexamined. Drawing on CABTE's experience across 49 institutions of higher education, this session reframes bilingual teacher educator working conditions not as background context for the shortage, but as a central driver of it. Presenters share concrete strategies for building institutional visibility, leveraging

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data, cultivating peer networks, and aligning program goals with broader priorities. Attendees will leave with actionable tools to strengthen bilingual teacher preparation from within and sustain the educators who train our bilingual teachers.

“Unlocking the Potential of Elementary Multilingual Learners: A One-Shot Case Study on Using Translanguaging Pedagogy to Support Literacy Skill Development in a Diverse, Monolingual K-5 School Using a Co-Teaching Model.” Sally Baer (Seattle Pacific University).

Preview: This one-shot case study examines the impact of translanguaging pedagogy in a fifth-grade classroom using a co-teaching model, analyzing mixed methods data from 28 students and two co-teachers. Mixed methods data revealed that there was greater emphasis on diversity of students’ languages and cultures, a greater understanding of new vocabulary from The Bridge Home and all groups of students, not just our MLLs, were more willing to participate and engage in the learning equitably. Limitations of the study include a lack of control group, small sample size and lack of random sampling. Considerations for future research include a longitudinal study and use of evidence-based, co-planning template.