



# Spring Policy Action Network 2026

**The Spring 2026 SPAN Conference  
of the California Council on Teacher Education  
March 23-24 at Sacramento City Library Tsakopoulos Galleria & Virtual  
Plus March 28 Totally Virtual Day**

In association with

Association of California Community College Teacher Education Programs (ACCCTEP)  
California Alliance for Inclusive Schooling (CAIS)  
California Alliance of Researchers for Equity in Education (CARE-ED)  
California Association for Bilingual Teacher Education (CABTE)  
California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)  
California Association of School-University Partnerships (CASUP)  
Center for Reaching and Teaching the Whole Child (CRTWC)  
Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)  
Independent California Colleges and Universities-Education (ICCU-ED)  
Supervisors of Teacher Education Network Team (STENT)  
UC|CSU Collaborative on Neuroscience, Diversity, and Learning

With 2025-2026 Annual Sponsorships of CTE from  
Graduate College of Education, San Francisco State University  
School of Leadership and Education Sciences, University of San Diego

And Sponsorships of SPAN 2026 by  
University of California Office of the President  
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Thompson Policy Institute on Disability

## Program for the CCTE Spring 2026 SPAN Conference

*Monday, March 23*

**Meet and Greet Breakfast** - 9:00 a.m.

Get acquainted and informal time. Prismatic Research SIG will meet for those interested.

**Opening Session: Welcome to SPAN 2026** - 10:00 a.m. (zoom available)

Welcome by **Karen Escalante**, CCTE President (California State University, San Bernardino).

Conference Overview by CCTE Policy Committee Co-Chairs **Cynthia Grutzik** (San Francisco State University, **Pia Wong** (California State University, Sacramento), **Eduardo Muñoz-Muñoz** (San Jose State University), **Allison Smith** (University of Massachusetts Global), & **Marni Fisher** (Saddleback College).

**Preparing for the Legislative Vists** - 10:15 a.m. (zoom available)

Orientation to California Prepatation Program Priorities by **Pia Wong**.

Updates from Education Committees and Budget Priorities with **Erin Gabel**, Principle Consultant to Assembly Budget Committee.

**Guest Speaker** - 10:45 a.m. **Assemblymember Al Muratsuchi** (District 66). (zoom available)

**Break** - 11:15 p.m.

**Introduction to Talking Points and Materials for Legislative Visits** - 11:30 a.m.

Presentation of First Issue of *The Change*.

Sign-Ups for Legislative Visits and Initial Team Meetings.

**Lunch and Team Meetings** - Noon.

**Research Roundtables** - 1:00 p.m.

Introduction to Research Roundtables by **Eduardo Muñoz-Muñoz**.

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), & María Virginia Giani (non-presenting) (Learning Policy Institute).

Description: This study finds that California’s Golden State Teacher Grant contributes to teacher supply, expanding access to preparation and encouraging teachers to serve in high-need schools.

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

Description: 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. The session offers policy-relevant insights into how partnership conditions influence the long-term sustainability of teacher residency initiatives.

“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).

Description: This practice-based proposal describes a translingual undergraduate pathway that supports heritage Spanish speakers in exploring bilingual teaching through community, identity affirmation, and cohort design.

“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).

Description: Three CABTE presidents share testimonios tracing their paths from bilingual teacher educators to statewide policy advocates. Drawing on language activism and educational advocacy frameworks, this session explores how higher education faculty build coalitions, navigate institutional challenges, and position multilingualism as central to California’s educational future.

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 Munoz Munoz (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).

Description: 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).

Description: This practice session presents a faculty-development and instructional design framework for preparing teacher educators to teach about race and racism in politically charged contexts. Grounded in adult learning, adaptive leadership, and intergroup dialogue, the approach strengthens instructional capacity while reducing classroom breakdowns and reframing DEI controversies as preparation challenges.

“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).

Description: This collaborative presentation will provide teacher preparation faculty with strategies to effectively prepare P-12 teachers to support ALL students in literacy and positive behavior supports

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

Description: This presentation shares results from an evaluation study with preservice and in-service teachers in professional development experiences aimed at ‘demystifying’ generative artificial intelligence (AI), enabling collaborative learning by leveraging AI technologies for their unique educational settings. A mixed-methods approach analyzed online and in-person sessions and revealed that participants found this training helpful in deciding when and how to use AI for teaching and learning.

**Break** - 2:45 p.m.

**California Alliance for Inclusive Schooling Policy Summit** - 3:00 p.m. (zoom available)

“Creating Inclusive Educational Environments for Students With and Without Disabilities: Examining Dual Credential Pathways in California.”

Description: This session shares findings from a statewide study examining dual credential pathways in California and their role in preparing teachers to serve students with and without disabilities in inclusive settings. In light of AB 1119’s emphasis on expanding inclusive education, presenters will highlight key outcomes across program design, clinical practice, faculty collaboration, and candidate preparation. The session will also include a panel of educational faculty leaders and state partners who will discuss lessons learned, implementation challenges, and recommendations for strengthening and scaling dual-credential pathways to advance inclusive education across the state.

Presenters: Nat Hansuvadha (California State University Long Beach) & Andrew Wall (Fenix Research and Evaluation)

Panel: Meghan Cosier (Thompson Policy Institute at Chapman University), Mary Vixie Sandy (Commission on Teacher Credentialing), & Cynthia F. Grutzik (San Francisco State University).

**Conference Reception** - 4:30 p.m.

At La Cosecha Restaurant adjacent to the Library Galleria.

## ***Tuesday, March 24***

**Legislative Visit Teams Breakfast and Orientation** - 8:00 a.m.

On-site participants gather at Team Tables for Breakfast with Team Leads;

Virtual participants join one “Team” Zoom Meeting with a Group Lead.

**Legislative Visits** - Scheduled between 9:00 a.m. and Noon. (zoom available for Advocacy Game instructions)

Legislative Visits will take place at Legislative Offices, depending on your Team assignment.

Appointments have been made with 4 legislators and 13 legislative representatives from the Assembly Education Committee, Assembly Higher Education Committee, and Senate Education Committee.

Also at the Galleria at 9 a.m. **Pia Wong** will introduce the Advocacy Game.

And during the morning enjoy a walk to the Capitol.

**Deans/Directors Meeting** - 10:00 a.m.

East Room of Library Galleria.

**Lunch and Debriefing the Visits** - Noon. (zoom available)

Analysis and Next Steps for CCTE Advocacy.

Conversation with **Chelsea Kelley**, Principle Consultant to Assembly Education Committee

and **Susanna Cooper**, Executive Director of Wheelhouse, School of Education, University of California Davis.

Noon is last opportunity to vote in CCTE annual election.

***CTC Updates and Information*** - 12:45 p.m. (zoom available)

Updates and information from Commission on Teacher Credentialing.

Moderated by **Erin Sullivan**, Division Director, Standards, Accreditation, and Workforce Investment, CTC.

***Break*** - 1:30 p.m.

And 10th Anniversary SPAN Group Photo.

***“Sending Us Forth”*** - 1:45 p.m. (zoom available)

Presentation by **Elena Silva**, President and CEO of Learning Policy Institute.

***Announcement of CCTE JEDI Award Recipients*** - 2:15 p.m. (zoom available)

By **Daniel Soodjinda**, Chair of CCTE JEDI Committee.

Special Recognition of **Sarah Johnson**, Fresno Pacific University, for her service as lead scheduler for SPAN legislative visits.

Plus 5-minute recorded message from Association of Teacher Educators.

***Closing Session*** - 2:40 p.m. (zoom available)

Moderated by **Karen Escalante**, CCTE President.

Review of SPAN 2026.

Announcement of CCTE 2026 Annual Election Results; Passing the baton to incoming President Terrelle Sales.

Reminder about March 28 Virtual Day of SPAN 2026.

SPAN 2026 Feedback Survey.

Preview of CCTE Fall 2026 Conference by Fall Co-Chairs **Eduardo Muñoz-Muñoz**, **Elsie Solis**, and **Ivan Morales**.

***Conference Adjournment*** - 3:00 p.m.

## ***Saturday, March 28***

***Call to Order and Introductions.***

Moderated by **Terrelle Sales**, CCTE President 2026-2028.

***Research Roundtables Session One*** - 9:00 to 9:50 a.m.

Room One: Theory on Teaching & Practices

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

Description: This theoretical analysis examines how the literature conceptualizes and identifies highly effective teachers, highlighting variations in definitions, methods, and underlying assumptions

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

Description: This session invites teacher educators to make their work visible for advocacy through the integration of instructional strategies that develop multiliteracies in their teacher

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).

Description: This prismatic study examines two leaders’ experiences in credentialing programs, highlighting how stewardship emerges in leadership traits and in professorship.

“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).

Description: This study finds that California’s Golden State Teacher Grant contributes to teacher supply, expanding access to preparation and encouraging teachers to serve in high-need schools.

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).

Description: This session examines how National Board facilitators enact culturally responsive supervision, positioning instructional mentorship as equity infrastructure that strengthens teacher preparation, leadership development, and educator retention.

**Research Roundtables Session Two - 10:00 to 10:50 a.m.**

**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).

Description: This practice-focused study examines a K–8 charter school’s first three years of restorative practice implementation, highlighting leadership and counselor perspectives.

“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).

Description: 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).

**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).

Description: 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.

**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. Munoz-Munoz (San Jose State University), Clara Amador-Lankster (National University), & Adam Sawyer (California State University Bakersfield).

Description: California’s bilingual teacher shortage cannot be solved from the outside alone. This session examines the advocacy strategies and tactics that bilingual teacher education faculty and coordinators deploy inside their programs and institutions—building visibility, making the case for investment, and sustaining the pipeline from within.

“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).

Description: 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.

**Closing Discussion - 11:00 a.m. to Noon**

Moderated by SPAN 2026 Conference Co-Chairs.

Drawing meaning, conclusions, and new directions.

Tying Conference themes together.

Connecting our conversations with policymakers.

**Adjournment - Noon.**

Special Thanks to:

**Taylor Stratz** for technology and Zoom coordination during CCTE SPAN 2026.

**Monica Boomgard** for on-site coordination of SPAN 2026.

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**CCTE Website - [www.ccte.org](http://www.ccte.org)**

**CCTE YouTube Channel**

**CCTE GoReact Platform**

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