



Schedule of On-Site & Virtual Research Sessions at CCTE Fall 2026 Conference

Seven Concurrent Presentations and One Panel - October 8, 2:30 to 3:45 pm

Two Presentations in Each Concurrent Session

Concurrent Session 1 – Community & Collaboration

Co-Constructing Teacher Preparation: From Community Engagement to Community-Informed Teaching

A. Dee Williams, Leila Ansari Ricci, & Kimberly Persiani (California State University Los Angeles)

This mixed-methods case study examines how sustained community-based organization engagement and structured assignments shaped one urban teacher-residency cohort's asset-based understandings and community-informed teaching. Resident, mentor, and community-partner findings suggest that engagement was valuable, while intentional analysis, reflection, and instructional application were especially important in transforming community experiences into professional learning.

Growing Educators for Multilingual Success (GEMS): A Case Study of K-22 Collaboration

Magaly Lavadenz & Malane Morales-Van Hecke (Loyola Marymount University)

Despite California's multilingualism goals, the supply of bilingual teachers lags behind demand. This case study examines GEMS, a regional K-22 collaborative spanning nine districts, three community colleges, and three universities that addresses bilingual teacher preparation pathways. Using surveys, interviews, and document analysis, the study reveals structural gaps across K-12, community college, and university pathways, informing statewide multilingual educator pipeline policy.

Concurrent Session 2 – Language & Awareness

Moderator: Diana Anpilohova (Pepperdine University)

Centering Critical Reflexivity in Teacher Education

Erika D. Garcia & Aliemma Kanu (University of San Diego)

This session presents preliminary findings from a qualitative study demonstrating that critical reflexivity develops along a continuum, with teacher candidates increasingly adopting asset-based perspectives that shape their language use, dispositions, and instructional decision-making regarding multilingual learners.

Educator Capacity Under Pressure:

How Institutions Decide What Needs to Change

Elizabeth Rodriguez (University of San Diego)

This conceptual session examines why training may become the response to recurring difficulties in educator practice. Participants will consider competing explanations, including learning needs and conditions of leadership, workflow, authority, and coordination, and explore how institutions select responses and assign responsibility for change.

Concurrent Session 3 –Inclusion & Disability Studies

Moderator: Megan Abraham (University of California Los Angeles)

The Gap Between Culturally Sustaining Pedagogy and Enacted Practice in Pre-Service Education Specialist Preparation.

Chanee McMillian (California State University Los Angeles/University of California Los Angeles) & Anna Osipova (California State University Los Angeles)

This presentation discusses why pre-service Education Specialists do not consistently enact Culturally and Linguistically Responsive Teaching (CLRT) in inclusive K-3 classrooms serving diverse students with disabilities. Three patterns emerge from interview, observation, and document analysis: a gap between knowing and doing, a conflation of Universal Design for Learning with CLRT, and missed relational moments.



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Civic Voice for All: Empowering Multilingual Students with Disabilities Through Inclusive Civics Education

Suzanne O’Keeffe (Sonoma State University)

This theoretical proposal examines how inclusive civics education can empower multilingual students with disabilities as informed civic actors. Synthesizing research across civic education, multilingual education, and special education, it identifies barriers to access and proposes culturally sustaining, multimodal, collaborative approaches that strengthen civic knowledge, agency, belonging, and participation for all.

Concurrent Session 4 – Literacy & Teacher Preparation

Moderator: Kimiya Sohrab Maghzi (University of Redlands)

Finding Their Footing in the Classroom: Preservice Teachers’ Teacher Identity and Developing Teacher Self-Efficacy

Matthew Brown (The Master’s University)

This mixed-methods study examined the relationship between preservice teachers’ identities and teacher self-efficacy in a residency-style program. Participants entered with strong teacher identities but lower teacher self-efficacy; mentoring and autonomy supported growth. Findings revealed programs should distinguish identity from efficacy and cultivate mentoring that supports confident enactment of professional identities.

Beyond Phonics: Secondary Literacy Instruction for Credential Candidates Aligned to TPE 7 to Support All Multilingual Learners

Nancy T. Walker & Isabel Orajel (University of La Verne)

This session showcases secondary literacy methods lessons that align with the California ELA/ELD Framework, UDL, MTSS, and structured literacy principles. The session will share candidate-ready planning tools, clinical practice examples, and strategies for supporting multilingual learners and students who need targeted literacy intervention.

Concurrent Session 5 – Addressing Systemic Inequity

Whose Agency, Whose Histories? From Historicizing to Critical Bilingual Teacher Agency in LCTL Bilingual Teacher Education

Jongyeon Ee (Loyola Marymount University) & Minhye Son (California State University Dominguez Hills)

Drawing on years of research and our forthcoming book on Korean dual language programs, this session examines how critical teacher agency can strengthen preparation for less commonly taught languages. We explore historicizing, community knowledge, and *woori* to understand how agency develops through collective responsibility, relationships, advocacy, generational knowledge, and histories.

“They Don’t Even Speak English”:

Racialized Institutional Scripts and New Teachers’ Engagement with Language-Minoritized Families

Mayeen Quader (University of California Riverside), Yoné Rodríguez (Claremont Graduate University), & Danielle Huddlestun (University of California Davis)

This session presents the findings of a study that explored how graduates from a social justice-oriented teacher education program navigated family engagement and racialized institutional scripts in their first year of teaching as they interacted with racialized and language minoritized school families. Implications and questions for inquiry are also offered.

Concurrent Session 6 – Residency & Equity

Moderator: Kathrine Felter (University of San Diego)

Built to Last: Practices for Sustainable Teacher Residency Partnerships

Julie Fitz, Jennifer Bland, & Jennifer Robinson (Learning Policy Institute)

What keeps a teacher residency alive after the grant runs out? Findings from a case study of six long-standing California and Texas partnerships offer answers. Presenters share concrete practices for building a strong operational foundation, communicating the residency’s value, and encouraging the integration of costs into a district’s core budget.

Place, Partnership, and Persistence: Building Equitable Teacher Residency Pathways in Rural Communities

Libby Miller & Heather Ballinger (California State Polytechnic University Humboldt) & Sheila Rocker-Heppe (Humboldt County Office of Education)

Rural districts, a county office, and a rural regional state university leverage consortium education specialist teacher residency to address credential shortages through grow your own placements, mentoring, and workforce development.



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Concurrent Session 7 – Language & Literacy

Conceptualizing Language in Literacy Planning:

Preparing Teacher Candidates to Support the Literacy Development of Multilingual Learners

Laura Alvarez & Nate Monley (Alder Graduate School of Education)

This session explores how teacher candidates conceptualize and attend to language development in their literacy planning and instruction in a policy environment marked by renewed attention to foundational literacy. Our findings highlight the importance of bridging foundational literacy skills and comprehension and moving beyond teacher-centered supports to student-centered lesson design.

Elementary Word Detectives: A Prismatic Exploration of Collaboratively Building Student-Centered Reading Practices

Susan Daniel (Louisiana State University-Shreveport), Shanna Del Rosario (Community Roots Academy), Marni Fisher (Saddleback College), & Heather Johnston (Community Roots Academy)

Three elementary teachers examine their experience with collaboratively implementing practical reading practices that transform social studies and science content into meaningful opportunities for language development, identifying challenges and successes in both curriculum and collaboration.

Panel Session – Culturally Sustaining Leadership

Moderator: Maria Lemus (Fresno Pacific University)

From Challenge to Change: Lessons from the Equity Leaders Fellowship

Heather Horsley (California State University Fresno), Virginia (Ginger) Simon (Educator Quality Center), Bre Evans-Santiago (California State University Long Beach), Naomi Grogan-Hurlich (California State Polytechnic University Humboldt), & Nat Hansuvadha (California State University Long Beach)

California State University Equity Leaders Fellows share how collaborative learning, coaching, and improvement science helped campus teams address persistent equity challenges and strengthen educator preparation programs.

Seven Concurrent Panels & Workshops - October 8, 4:00 to 5:15 pm

Panel Session 1 – CCTE JEDI Awards Recognition Panel

Moderator: Daniel Soodjinda (California State University Stanislaus)

Panelists: Bre Evans-Santiago (California State University Long Beach), Thomas M. Philip (Berkeley Teacher Education Program), Melissa Navarro Martell (San Diego State University), & A. Dee Williams & Leila Ricci (California State University Los Angeles).

JEDI Award recipients will describe the activities which led to them receiving an award. The panel will be followed at 5:15 p.m. with the formal presentation of the awards.

Panel Session 2 - CAIS Policy Panel

Moderator: Nat Hansuvadha (California State University Long Beach)

The Development and Implementation of Inclusive Educator Preparation Programs in California:

An Update by CAIS, CEEDAR, & CCTC

Panelists: Linda Blanton (CEEDAR Center), Meghan Cosier & Audri Gomez (Thompson Policy Institute, Chapman University), Marquita Grenot-Scheyer (California Commission on Teacher Credentialing), Nat Hansuvadha (California State University Long Beach), Erin Sullivan & Mary Vixie Sandy (California Commission on Teacher Credentialing)

Consistent with the conference theme of cultivating inclusive pedagogies, this presentation will provide an overview of the interconnected work of CAIS, CEEDAR, & CCTC focusing on the development and support of inclusive educator preparation programs. The presentation is grounded in the recent report by CAIS (<https://thompsonpolicyinstitute.org/resource/creating-inclusive-educational-environments-for-students-with-and-without-disabilities-examining-dual-credential-pathways-in-california/>) and will provide an update on AB 1119 (Patel) which directed the Commission to develop routes for educators to obtain both general and special education credentials. Additionally, an emerging Community of Practice (CoP) of Inclusive Educator program faculty, supported by CEEDAR, will be described. The presentation will conclude with an overview of sustainable residency programs supported by the Thompson Policy Institute at Chapman University.



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Panel Session 3 –Multilingual Literacy

Early Childhood Bilingual Teacher Preparation: Valuing Multilingual Learners' Assets

Panelists: Marisol Diaz (California State Polytechnic University Pomona), Madeleine Mejia (California State University Fullerton), Olivia E. Obeso (California Polytechnic State University San Luis Obispo), Aura Perez-Gonzalez (California State University Long Beach), Lyn Scott (California State University, East Ba), Adeli Ynostroza Ochoa (California State University Bakersfield), Devanshi Unadkat (San Diego State University), Furwa Rizvi (California State University Stanislaus), Minhye Son (California State University Dominguez Hills), Yeoju Yoon (California State University Chico), Tanya Flushman (California State University Center for the Advancement of Reading and Writing), & Allison Briceño (San Jose State University)

This panel examines how early childhood teacher preparation supports multilingual biliteracy through critical self-reflection, identity-centered pedagogy, and expanded literacies. Grounded in a CSU fellowship, faculty presenters share justice-centered practices that prepare candidates to interrogate language ideologies and sustain children's home languages and cultural practices.

Panel Session 4 - Residency & Collaboration

Moderator: Maria Lemus (Fresno Pacific University)

From Competition to Collaboration: Three IHEs, One District, and a Shared Approach to Teacher Residency Preparation

Panelists: Jean Lee (University of California San Diego), Katherine Felter (University of San Diego), Liz Buffington (San Diego State University), Shannon Bussey & Kimberly Moore (San Diego Unified School District)

This session examines how three IHEs move from parallel participation toward cross-institutional collaboration, leveraging institutional differences to build collective capacity within a shared teacher residency.

Workshop 1 – Issues in Teacher Education Editors' Corner

Why Serve as a Journal Reviewer? Best Practices for Effective and Impactful Peer Review

Allison Smith (University of Massachusetts Global), Nilsa J. Thorsos, Jennifer Preimesberger, & Gabriela Walker (National University)

This interactive session will explore the professional and scholarly benefits of serving as a reviewer for *Issues in Teacher Education*. Participants will learn how the peer-review process strengthens research, enhances critical analysis skills, and contributes to the advancement of the field.

The workshop will provide practical strategies, reviewer tools, and best practices for conducting constructive, rigorous, and timely manuscript reviews. We will also discuss how reviewing manuscripts helps scholars refine their own writing, strengthen research design and methodology, and develop as authors, researchers, and leaders in teacher education. Whether attendees are new to reviewing or experienced scholars seeking to sharpen their skills, this session will offer valuable insights and resources while helping us build a strong and supportive community of reviewers.

Workshop 2 – CCTE Advocacy Committee

Developing Practices for Effective Advocacy

Karen Escalante (California State University San Bernardino), Anita Flemington (University of La Verne), Nat Hansuvadha (California State University Long Beach), Debbie Meadows (California State University Bakersfield), Mimi Miller (California State University Chico), & Diana Porras (California State University Long Beach)

Teacher educators' expertise belongs in policy conversations. Drawing on CCTE's state and federal advocacy experience, this interactive workshop introduces five practices for effective advocacy: WATCH, MAP, CONNECT, MOBILIZE, and INFORM. Participants will apply the framework to current issues, build advocacy skills, and identify practical next steps for influencing education policy.

Workshop 3 –Biliteracy & Development

Moderator: Kimiya Sohrab Maghzi (University of Redlands)

UC/CSU Collaborative for Neuroscience, Diversity & Learning Faculty Resources:

Preparing Tomorrow's Teachers for Inclusive Multilingual Classrooms

Kate Esposito & Kai Greene (California State University Dominguez Hills), & Alison Yoshimoto-Towery (University of California Los Angeles)

California's university teacher education programs need high-quality, evidence-based resources to better prepare candidates for diverse P-12 inclusive classrooms. This interactive workshop, led by the UC/CSU Collaborative for Neuroscience, Diversity, and Learning, highlights evidenced-based resources designed to prepare all teacher candidates for multilingual inclusive settings.



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Poster Session, October 9 - 10:30 to 11:45 am

Poster 1 – Addressing the Anxiety: Career Direction & Life Readiness

Weston Hall (Find Your Grind)

Today's students face unprecedented pressure as they navigate career choices, future decisions, and a rapidly ever-changing world, often feeling overwhelmed by uncertainty. Discover a refreshing perspective on what it means to be future-ready: because success belongs not to those who have everything figured out, but to those who are willing to explore, adapt, and keep moving forward.

Poster 2 - Building Strong Teaching Teams: What Research on Collaborative Staffing and Multiage Design Reveals

Nicole Assisi & Courtney Ochi, & Sarah Faxon (Thrive), & Laura Hernandez-Flores (Loyola Marymount University)

Drawing on national research from Thrive and a Teach For America Bay Area coalition pilot, this session examines what makes collaborative staffing and multiage teaming models work. Presenters share research on intentional design versus necessity-driven grouping and a framework for redesigning educator roles to reduce burnout and strengthen learning.

Poster 3 - Diverse Beginning Teachers and CLD Students: Learning Together in Culturally and Linguistically Responsive Classrooms

Samriti Mona (California State University Los Angeles) & Han Y. Le & Chanee McMillian (California State University Los Angeles/University of California Los Angeles)

The session shares the latest research findings and presenters' lived experiences in teaching K-12 culturally and linguistically diverse (CLD) students and training preservice CLD teachers. Rapport building strategies, culturally and linguistically relevant teaching and behavior management are discussed in the context of teacher preparation.

Poster 4 - The Importance of Data Literacy for Equitable Leadership in Developing Teacher Leaders

Norbert Negrea (University of La Verne)

Working with intersectional students, such as those in multilingual programs, requires an understanding of how equity is measured and understood. During this session, participants will get a chance to access a practitioner's practical protocol which can be utilized alongside available data trainings within professional developments, clinical experiences and coursework preparation.

Poster 5 - Examining How Mentor Teachers Enact High-Quality Mentoring Practices with Teacher Candidates

Nancy Tseng, Matt Wallace, & Lisa Sullivan (University of California Davis)

This study examined how four mentor teachers enacted three high-quality mentoring practices—providing feedback, co-teaching, and modeling effective teaching. Findings offer concrete examples of how MTs balanced strength-based and growth-oriented feedback, positioned TCs as co-teachers, and modeled equity-oriented practices as well as emerging practices not outlined in the research.

Poster 6 - Grow Your Own: Mentoring Latina Doctoral Students To Create A Diverse Teacher Educator Pipeline

Reyna G. García Ramos, Elianna Campos, Reyna Coronado, & Jensine Lucas (Pepperdine University)

The purpose of this roundtable session is to examine how Latina doctoral students and faculty navigate their roles as preservice educators at a Predominantly White Institution (PWI). The session is intended to spur discussion on mentoring to develop the next generation of diverse teacher educators for the academy.

Poster 7- Beyond the Classroom Placement: Unlocking the Untapped Potential of Teacher Residents

Conni Campbell & Javier Vaca (Statewide Residency Technical Assistance Center) & Susan Patrick (Learning Policy Institute)

Educator residency programs provide candidates with intensive, year-long clinical preparation while increasing the number of skilled adults supporting students. This session will examine evidence related to resident retention, persistent reliance on under-credentialed teachers, and emerging models that purposefully position residents to advance district, school, student, and university priorities.

Poster 8 - Becoming the Language Learner Again:

What Learning Mandarin Taught Me About Inclusive Language Pedagogy, Assessment, and Technology

James Perren (Alliant University)

What happens when a teacher preparation educator becomes a language learner again? During a 2026 sabbatical focused on Chinese language and culture, a transition included from being primarily a teacher and researcher of language learning to experiencing language learning from the learner's perspective. I studied Mandarin Chinese through multiple resources and prepared for the Hanyu Shuiping Kaoshi (HSK), passing Level 2 and subsequently attempting the HSK 3.0 Level 3 examination. The experience became an unexpected form of professional development that changed how I understand multilingual learners, assessment, technology, and inclusive pedagogy.



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Poster 9 - *Find Your Grind*

Weston Hall (Find Your Grind)

Find Your Grind is a college and career readiness platform allowing students to develop greater self-awareness, discover future-proofing skills, gain exposure to the future of work in careers and industries, and begin the process of designing their ideal lifestyle through future-proofing curriculum, industry-backed certifications and portfolio building.

Poster 10 - *Exxat*

Vincent Laureano & Jessica Hua (Exxat)

Streamline your educator preparation program with Exxat's all-in-one clinical management platform. Seamlessly manage field placements, track background checks, and map assessments to InTASC and CAEP standards. Eliminate disjointed spreadsheets, reduce administrative workload by up to 40%, and easily prepare comprehensive compliance reports. Stop by our exhibit table to see a live demo!

Poster 11 - *The Center for Embodied Equity and Neurodiversity in the School of Leadership and Education Sciences at the University of San Diego*

VinSché Gray & Sylvia Mac (University of San Diego)

The Center for Embodied Equity and Neurodiversity (CEEN) at the University of San Diego equips educators and child-serving professionals with research-informed, equity-centered approaches for creating neuroinclusive learning communities. CEEN's work centers on transforming mindsets about neurodiverse learners, expanding access to teaching and learning, and building educator capacity to advocate for systemic change. Heart-Centered Connections (HCC), one of CEEN's professional learning pathways, translates these commitments into practice through applied educational neuroscience and trauma-informed approaches that strengthen self-regulation, sensory awareness, communication, and the capacity to create safe and supportive learning environments. The HCC Facilitators Certificate extends this work by preparing educators in school districts nationwide to facilitate these practices with adult learners, preparing in-service educators to support the needs of learners with autism, ADHD, dyslexia and other learning diagnoses in inclusive learning environments. Together, CEEN and HCC support educators in creating learning communities where both students and adults can experience greater access, belonging, connection, and opportunities to thrive.

Concurrent Graduate Student Roundtables - October 9, 10:30 to 11:45 am

Coordinators: Mimi Miller (California State University Chico) & Debbie Meadows (California State University Bakersfield)

Roundtable 1 - Community & Collaboration

A Comparison of Different Age Group's Commitments to Professional Collaboration Using TALIS 2024

Mason Taylor (Texas Tech University)

Communities of Practice (CoP) are used to help teams build knowledge collaboratively and through social dialogue. Using TALIS 2024 data, this research searches for a difference when comparing teachers of different age groups and their commitment to professional collaboration in lessons with other teachers.

Inclusive Practices: Peer Collaboration Prepares Students with Disabilities for Independent Problem Solving

Megan Abraham (University of California Los Angeles)

This qualitative study examines the instructional practices employed by a third-grade teacher that engage two students with disabilities in developing their math reasoning. Data sources include observations, interviews, and artifacts, analyzed through thematic coding. Findings reveal a pattern of scaffolded classroom activities that prepare students to engage in independent problem solving.

Roundtable 2 - Creative K-12 Practice

Protecting Creativity in Youth Animation Education

Diana Anpilohova (Pepperdine University)

This practice proposal offers an AI-tools integration framework for animation education that builds AI literacy while protecting students' opportunities to develop independent creative thinking, experimentation, and problem-solving.

Film Production and Engagement: Middle School Project-Based Learning

Jeremy F. Cavallaro (University of LaVerne)

This session presents a middle school film production project as an innovative model of project-based learning that promotes inquiry, student agency, academic rigor, and engagement. Grounded in culturally responsive and universal design approaches, the project provides multilingual learners with authentic opportunities for collaboration, academic language development, and multimodal demonstration of learning.



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Roundtable 3 - Policy & Improvement

Scrutinizing Supervision: A Critical Analysis of the CTC Supervision Policy

Katherine Felter (University of San Diego)

A roundtable discussion of the Commission on Teacher Credentialing supervision policy that will consider how contextualized and personalized supervision aligns with diverse teacher and learner needs. The analysis also interrogates the use of technology in the highly relational space of supervision.

The Capitalism of Teacher Credentialing, Policy, and Practice: Speaking Truth to Power

Katherine Felter (University of San Diego) & Joe A. Petty (Loyola Marymount University)

Teacher credentialing requirements in California reinforce systemic inequities in the form of hidden costs and deep bureaucratic, capitalistic relationships that privilege navigational capital.

Concurrent Roundtable Sessions - October 9, 2:00 to 3:00 pm

Two or three Presentations at Each Concurrent Roundtable

Roundtable 1 – Biliteracy & Development

Bilingual Teachers Navigating Science of Reading Mandates: Tensions and Opportunities

Allison Briceño (San José State University), & Claudia Rodriguez-Mojica & Rachel Brick (University of California Davis)

This qualitative study examined 17 Spanish-English bilingual teachers' knowledge of foundational skills amid Science of Reading mandates. Analysis of professional development artifacts revealed growth from monolingual approaches toward cross-linguistic and culturally responsive practices. Findings highlight teachers' navigation of monoglossic policies and the need for teacher preparation integrating biliteracy and foundational skills.

Cultivating Secondary Pre-service Teachers' Stance toward Biliteracy Development:

Exploring Critical Teacher Preparation Components

Edward Lyon & Caroline Spurgin (Sonoma State University) & Lyn Scott (California State University East Bay)

We refined and implemented a secondary teacher preparation model that emphasized biliteracy integration with content area learning. Our research keyed in on preparation program components that were critical in cultivating a stance that values and leverages multilingual learners' full linguistic repertoire so as to expand their emerging biliteracy.

Cross-linguistic Transfer from A (Arabic) to Z (Zapotec):

A Case Study Approach in Narrative Assessment for Multilingual School-age Populations

Kai J. Greene (California State University Dominguez Hills)

This tutorial explores how language transfer occurs among multilingual school-age populations. Oral narrative language samples will be shared so educational practitioners can learn how to conduct a cross-linguistic analysis via a global language library. This knowledge is relevant to avoid misidentification of services or classroom placement for multilingual speakers.

Roundtable 2 - Culturally Sustaining Education

Who Does the Classroom Belong To? Examining Classroom Environments Through a Culturally Sustaining Lens

Christina Laney, Aura Perez-Gonzalez, & Ruth Piker (California State University Long Beach)

Grounded in culturally relevant pedagogy (CRP) and culturally sustaining pedagogy (CSP), the study examines early childhood teacher candidates' analysis of classroom environments during clinical practice. Themes demonstrate candidates interpret classroom environments as sites that communicate equity, belonging, and whose knowledge is valued, yet demonstrated stronger understandings of CRP than CSP.

Creating the Teachers We Needed

Jessica Decker, Amber Bechard, & Anita Flemington (University of La Verne)

Today's diverse classrooms require teacher preparation programs to intentionally foster inclusive pedagogies. This presentation details our program's comprehensive transformation and steps taken to increase candidates' abilities to service all learners across all settings.

Participants will explore culturally sustaining methods that actively affirm students' varied abilities, languages, and cultural identities.



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Measuring Linguistically Responsive Pedagogy Self-Efficacy Among Pre-Service Teachers: An Exploratory Factor Analysis

Juno Yingzhi Dong & Alison Bailey (University of California Los Angeles)

This study reports exploratory factor analysis findings from a newly developed Linguistically Responsive Pedagogy (LRP) self-efficacy scale, examined alongside an established Culturally Responsive Pedagogy (CRP) scale among 295 pre-service teachers recruited across California. Results reveal a coherent 14-item LRP scale, informing teacher preparation programs seeking to build linguistically responsive teaching capacity.

Roundtable 3 - Culturally Sustaining Education

Moderator: Maria Lemus (Fresno Pacific University)

Using Narrative Reflections to Prepare All Preservice Teachers to Validate and Embrace Students' Multicultural Multilingual Assets

Cynthia Geary (California State Polytechnic University Pomona) & Reyna García Ramos (Pepperdine University)

This roundtable session will demonstrate how to approach general education preservice instruction when an alternative program may not be available or when candidates choose not to enroll for alternative certification. Using a critical ethnography framework, this session will show how the presenters draw on narrative reflections to shape assignments and experiences for their teacher candidates.

Preparing Linguistically and Culturally Sustaining Educators: Multilingual and Gifted

Cynthia Geary (California State Polytechnic University Pomona)

Multilingual gifted students remain significantly underidentified despite their exceptional potential. This session examines current research on identification, GATE participation, and culturally sustaining instructional practices that empower multilingual learners. Participants will gain practical strategies to recognize, advocate for, and support dually identified students while strengthening equitable teacher preparation and classroom practice. Multilingual gifted students remain significantly underidentified despite their exceptional potential. This session examines current research on identification, GATE participation, and culturally sustaining instructional practices that empower multilingual learners. Participants will gain practical strategies to recognize, advocate for, and support dually identified students while strengthening equitable teacher preparation and classroom practice.

From Reflection to Repair: Cultivating Linguistically and Culturally Sustaining Educators Through Critical Identity Reflection

Minhye Son, Sara Díaz-Montejano, & Edward R. Curammeng (California State University Dominguez Hills)

This study examines how teacher candidates in the Multilingual/Minoritized Educators Networked-learning and Development (MEND) program critically reflected on their linguistic and cultural identities. Findings show how participants transformed lived experiences into commitments for culturally and linguistically sustaining teaching, highlighting critical identity reflection as a powerful pedagogical praxis in teacher preparation.

Roundtable 4 - K-12 Practice & Inclusion

Moderator: Marni Fisher (Saddleback College)

A Teacher's Balancing Act: The Science of Learning vs. Concept Inquiry

Shanna Del Rosario (Community Roots Academy)

This study examines a teacher's experiences across two school settings to explore the experienced tensions between Science of Learning and inquiry based teaching practices.

Reimagining California Missions: Exploring Multiple Perspectives while Promoting Culturally Responsive Inquiry

Susan Daniel (Louisiana State University-Shreveport), Shanna Del Rosario & Heather Johnston (Community Roots Academy)

Recognizing the problem with Eurocentric influences on the narratives around California missions, this teaching team shares educational practices that utilize inquiry-based exploration of diverse viewpoints. This helps students develop historical literacy skills while also examining experiences of culture, identity, and perspective while learning to extrapolate cultural awareness to their everyday lives.

Effective Multiple Tiered Student Support: The Challenges of Building a Tier 2 Program

Marni E. Fisher (Saddleback College), Kimiya Sohrab Maghzi (University of Redlands), Ingrid Beaty, Shanna Del Rosario, Kelsey Wan, & Laura Anderson (Community Roots Academy), Eryn McDaniel (California State University Long Beach), Danelle Tickel (University of California Irvine), & Meredith A. Dorner (Irvine Valley College)

Schools are increasingly expected to meet diverse needs through MTSS, yet developing effective Tier 2 systems remains challenging. This prismatic study examines the first three years of a school improvement effort.



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Roundtable 5 - Teacher Preparation, Inclusion, & Disability Studies

Moderator: Nat Hansuvadha (California State University Long Beach)

Least Restrictive Environment: Judicial Interpretation, Implementation, and Implications for Teacher Preparation

Jennyane T. Truong (California State University Los Angeles/University of California Los Angeles), Alison L. Bailey (University of California Los Angeles), & Anna Osipova & Lois A. Weinberg (California State University Los Angeles)

Interpretation of LRE varies across different regions and jurisdictions. The purpose of this paper is to analyze legal interpretations of various landmark cases and the discourse surrounding LRE, the implications of policymaking on practices, and to provide recommendations to improve inclusive practices.

Community Schools for All? Investigating the Experiences of Students with Disabilities in California

Cara Richards-Tutor (California State University Long Beach) & Amber Benedict Seto (Arizona State University)

This fall, California announced over \$1 billion in ongoing funding for community schools. Grounded in integrated supports, expanded learning, collaborative leadership, and family engagement community schools show promise for students with disabilities. This presentation examines their effectiveness and offers recommendations for preparing educators to support diverse learners.

The New Teacher Experience: Factors Contributing to the Persistence in the Field of Teaching

Ruby Lin (Biola University) & Joyce Lee Yang (Hope International University)

This qualitative study explores how teacher preparation programs impact new teacher efficacy and persistence in the field.

Roundtable 6 - Teacher Preparation, K-12 Practice, Multilingual Learning, & Inclusion

Theoretical Orientation to Biliteracy Instruction: A Pedagogical Knowledge Base for the CA Teaching Performance Expectations

Diane Sharken Taboada (Sonoma State University) & Jill Kerper Mora (San Diego State University)

We discuss how a theoretical orientation to literacy instruction is essential for teachers' decision making based on a review of transdisciplinary research from Spanish-speaking countries and the US. Participants reflect on their orientation toward Spanish literacy instruction, as applied to the literacy and bilingual authorization CA Teaching Performance Expectations (TPEs).

Inclusive Education by Design: Strengthening Secondary Literacy Preparation for Multilingual Learners

Nancy T. Walker, Jessica Decker, & Isabel Orejel (University of La Verne)

This practice-based session spotlights the design and planning of one secondary teacher education program as they addressed evidence-based literacy needs for inclusive education multilingual learners. This session offers a practical approach for strengthening the preparation of secondary teachers to provide inclusive, evidence-based literacy instruction for multilingual learners with disabilities.

Addressing Multilingual Learners' (MLs) Language Needs through Engagement in Inquiry-Based Science Instruction

Bobbi Hansen & Viviana Alexandrowicz (University of San Diego)

Facilitators will engage participants in a dialogue about effective scaffolding strategies for integrating language development and academic content for MLs through inquiry-based science instruction. The session will explore how inquiry fosters critical thinking, scientific reasoning, and collaborative problem-solving while expanding equitable access to meaningful STEM learning for all students.

Roundtable 7 - Leadership, Policy, & Improvement

Increasing Access and Inclusive Practices through Professional Development of TK to 2nd grade Teachers

Jenny Chiappe (California State University Dominguez Hills)

The focus is to increase academic and social inclusion for students with extensive support needs. Thirteen teachers and staff participated in three professional developments focused on inclusion and literacy and math instruction.

Reimagining Teacher Preparation and Policy for a Multilingual California

Iván Montes Cohen & David Steele (Alder Graduate School of Education)

Critiquing the shift toward limited ELAS credentials, this presentation advocates for universal ELA1 authorization in California teacher preparation. Using XXXX as a case study, we detail the institutional capacity-building and shared planning tools required to successfully embed linguistically responsive pedagogies across coursework, ultimately improving resident confidence and student outcomes.

From Compliance to Celebration: An Ethical, Differentiated Supervision Framework for Multilingual Classrooms

Vy Cao & Norman Powell (La Sierra University)

This practice-oriented session introduces an ethical and differentiated clinical supervision framework designed for educational leaders in multilingual classrooms. Moving beyond rigid compliance checklists, participants will explore collaborative coaching cycles (GEMS) and an objective observation process (Data-Label-Rationale) to support language-sustaining pedagogies, foster equity, and celebrate teacher growth across diverse instructional settings.



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Roundtable 8 -Teacher Prep & Multilingual Education

The Politics of Naming: Heritage Language Reclaimers and the Preparation of Bilingual Teachers

Jongyeon Joy Ee (Loyola Marymount University)

This presentation reconsiders the English speaker and partner-language speaker distinction common in DLBE programs, arguing that such labels can flatten students' multilingual histories. Drawing on cultural violence and critical consciousness frameworks, we propose Heritage Language Reclaimers, a pedagogical frame centering agency and history, with implications for bilingual teacher preparation.

Elevating Practitioner Leadership to Strengthen Multilingual Teacher Preparation:

Lessons Learned from Designing a P-12 Doctoral Advisory Model

Norbert Negrea & Shana Matamala (University of La Verne)

As teacher preparation programs strengthen preparation for multilingual learners, meaningful practitioner partnerships are essential.

This session shares lessons learned from designing an advisory model that engages educational leaders enrolled in an Ed.D. program as partners in bilingual program improvement and discusses early implementation insights.

Designing with Alignment: Bridging Teacher Preparation and Multilingual School Practice

Yiyuan (Tiffany) Zhang (Irvine International Academy) & Weina Li Chen (University of Massachusetts Global)

Teacher candidates often enter multilingual classrooms with theoretical knowledge but limited preparation for the realities of school practice. Drawing on perspectives from teacher education, dual language leadership, and induction mentoring, this session examines how sustained school-university partnerships can strengthen the connection between teacher preparation and multilingual school practice.

Roundtable 9 - Literacy & Teacher Preparation

CalTPA and EdSp CalTPA Literacy Performance Assessment (LPA):

Strategies to Implement and Intentionally Integrate the Literacy Performance Assessment within Teacher Preparation

Marissa Luna-Lopez, Julie Holmes, & Patricia Lane (Commission on Teacher Credentialing)

This presentation examines strategies to integrate the California Teaching Performance Assessment (CalTPA) Literacy Performance Assessment to strengthen teacher candidates' language and literacy instructional practices. Participants will explore practical activities in the four steps of the LPA in order to build their toolbox of pedagogical strategies.

Multilingualism for All? Developing and Piloting a Linguistic Responsiveness Audit for Teacher Preparation Programs

Nancy T. Walker & Isabel Orejel (University of La Verne)

This session introduces the Linguistic Responsiveness Audit Framework, designed to help teacher preparation programs examine how multilingualism is embedded throughout their structures and practices. Grounded in continuous improvement rather than compliance, the framework provides a systematic process for analyzing program artifacts, identifying strengths and opportunities for growth, and fostering greater coherence in multilingual teacher preparation.

Roundtable 10 - Leadership, Policy, & Improvement

Support for All Learners:

A Policy Analysis of Naming, Measurement, and Funding in California's Teacher Performance Expectations

Joe A. Petty (Loyola Marymount University)

California's Teacher Performance Expectations direct programs to prepare candidates who support all learners, yet decline to specify disability as a named competency, a measured outcome, or a funded priority. This policy analysis examines the naming, measurement, and funding levers that determine whether the mandate produces inclusive preparation or rhetorical cover.

Stewardship of a Discipline: A Prismatic, DisCrit Look at Credential Experiences, Leadership, and Professorship

Joe A. Petty (Loyola Marymount University) & Marni E. Fisher (Saddleback College)

Stewardship in education calls for both the guidance and safeguarding of the profession. This prismatic study examines narrative perspectives from two educational leaders experiencing the roles of administrative leadership credential candidate, professor, and K-8 educational leader.

Change and Technology: Humanizing Engagement in the Age of AI

Katherine Felter (University of San Diego), Marni Fisher (Saddleback College) & Joe A. Petty (Loyola Marymount University)

Guided by prismatic theory, this study examines three professors' multimodal pedagogical practices. Findings highlight engaged, relational, and humanizing approaches that integrate creativity, critical thinking, authentic learning, and diverse student perspectives while addressing educational inequities and evolving technological contexts.



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Concurrent Workshops - October 9, 2:00 to 3:00 pm

Workshop 1

Teacher Educators Responding to Immigration Enforcement In and Out of the Classroom

Oscar Navarro (California State University Long Beach) & Briana Ronan (California Polytechnic State University San Luis Obispo)

The workshop will address the recent increase in immigration enforcement actions and how educators can best support immigrant and undocumented students in and out of the classroom.

Workshop 2

A Whole-Child Framework for Teacher Educators: Applications in PK-3 Early Childhood and Bilingual Teacher Education Programs

Bernadette Rodriguez (San Jose State University) & Jessica Fraser, Emily Slusser, & Rebecca Baelen (Center for Reaching & Teaching The Whole Child)

This practice-focused session aligns a whole-child teacher education framework with California's PK-3 and Bilingual Teaching Performance Expectations. Participants will explore early childhood-focused social-emotional learning, culturally and linguistically sustaining teacher practices, example teacher moves, and open-access resources that strengthen preparation and professional learning for educators of young multilingual learners.

Workshop 3

MLE4All: Policy, Pathways, and the Push for Multilingual Education for All in California

Melissa Castillo & Leah Lampa (Californians Together) & Adam Sawyer (California State University Bakersfield) & Elsie Solis (California State University San Marcos)

Multilingual Education for All (MLE4ALL) is a comprehensive long-view campaign to build the policy commitments and conditions needed to embed multilingual education for all as a signature feature of our schools, starting in early childhood education through high school. This session presents the framework, strategies, and guiding principles behind the comprehensive multilingual education for all campaign.

Workshop 4

Beyond Educator Preparation: A PK-3 Leadership Playbook for Building School and University Partnerships

Hilary Seitz (California State University Office of the Chancellor), Lindsay Meeker (California State University Fresno), & Jenny Chiappe (California State University Dominguez Hills)

Preparing PK-3 educators is only one step toward successful implementation. School leaders must also understand developmentally appropriate practices to effectively hire, support, and evaluate PK-3 teachers. This interactive workshop introduces a leadership playbook that educator preparation programs can use to strengthen partnerships with schools and support successful PK-3 implementation across California.

Workshop 5

Multilingualism in Agricultural Education: Extreme Need, Structural Challenges, and Opportunities for Hope in AgEd Teacher Education

Efrain Brito (California Polytechnic State University San Luis Obispo)

This project will deepen and grow the understanding of how the current structure of Single Subject Agriculture (SSA) and Agriculture Specialist teaching credential (ASTC) programs do not account for the need to recruit linguistically diverse teachers who can serve Latinx students.

Workshop 6

From Correction to Critical Language Awareness: Preparing Teacher Candidates to Support African American Language Speakers

Rita Suh (California State University Long Beach)

Participants will explore how teacher preparation can affirm African American Language, challenge deficit language ideologies, and support candidates' culturally sustaining instruction in PK-5 classroom settings.



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Virtual Conference Day - October 10

9:00 to 9:50 am - **Session 1**

Four Concurrent Meetings

Room 1 - Multidisciplinary Collaboration & Inclusion

Collaboration from the Start: Building Interprofessional Practice in Education Specialist and SLP Graduate Training Programs

Lori Osborn & Kimiya Sohrab Maghzi (University of Redlands)

As teacher preparation programs adapt to new literacy standards, the need for interprofessional practice has grown. General and special education teachers play primary roles, but speech-language pathologists also play a key role in literacy instruction. This presentation shares how EDSP and SLP graduate students engage in interprofessional practice during training.

Designing Ecological IEPs

Gabriela Walker (National University)

This presentation introduces the Ecological Model of Disabilities and Ecoducation Model as complementary frameworks for inclusive special education. The module guides educators in understanding disability within interconnected ecological systems and translating that understanding into educational purposes, processes, accommodations, and individualized planning that promote rights, participation, development, and sustainability.

Room 2 - Education Pathways

Learning to Understand Learners:

What a Dual Credential Teacher Residency Taught Us About Cultivating Culturally and Linguistically Sustaining Educators

Lidiana Portales Blair & Judith Nast (California State University Long Beach)

This session explores how preservice teachers deepened their understanding of students' cultural and linguistic assets through a year-long, collaborative dual credential residency. Sustained community immersion and four-person instructional teams created unexpected opportunities for professional learning. Participants will reflect on how clinical practice structures may cultivate culturally and linguistically sustaining educators.

From Tutor to Teacher: Virtual Tutoring as an Emerging Pathway into the Teaching Profession

Jill Jung (Stanford University) & Lida Jennings (Teach For America, Southern California)

Teacher shortages and persistent learning gaps require solutions addressing immediate student needs while strengthening the educator pipeline. This Stanford research examines Teach For America's Ignite Fellowship as a tutor-to-teacher pathway. Findings highlight tutoring's potential to expand teaching interest, diversify recruitment, and connect K-12 learning support with teacher preparation.

Room 3 - Leadership, Language, & Educational Systems

The Impact of Current Educational Practices on Multilingual Students

Bianca Yang (Irvine Valley College)

Over the years, Bilingual Education has become a concern as standardized testing requires schools and districts to meet progress goals, but research shows that multilingual students lack specific cognitive modality that hinders their ability to succeed during these examinations.

Whose Definition Counts? Operational Language as Leadership in Educational Spaces

Joe Petty (Loyola Marymount University)

Operational definitions in educational spaces are socially constructed, never self-evident. Two cases analyzed through Disability Studies in Education demonstrate that leaders who negotiate meaning collaboratively practice equity, while those who impose meaning reproduce exclusion against the accurate knowledge learners hold.

Room 4 - Workshop: Global Equity

Centering Students: Aligning HQI/M and Equity-Focused Commitments

China Stepter (Alder Graduate School of Education) & Jim Malamut (Stanford University)

In this session, one teacher preparation program details how they defined high quality instruction and instructional materials (HQI/M) within the context of their program's equity-focused commitments. The session concludes with sharing a customizable HQI/M rubric that teacher preparation programs can align with their own program's goals and values.



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10:00 to 10:50 am - **Session 2**

Four Concurrent Meetings

Room 5 - Culture & Change

Prismatic Perspectives: Reflections on Higher Education, Change, and Students

Kimiya Sohrab Maghzi (University of Redlands), Marni E. Fisher (Saddleback College), Tara M. Falce (University of Latvia), Mina Chun (California Lutheran), Joe A. Petty (Loyola Marymount University), Meredith A. Dorner (Irvine Valley College), Frances Hansell (Huntington Beach City School District), & Katherine Felter (University of San Diego)

This study explores how an asynchronous 36-hour online professional development program in Spanish supported middle school bilingual teachers' translanguaging, critical consciousness, and advocacy. Findings from interviews demonstrate how professional learning fostered a reconceptualizations of biliteracy and advocacy practices, equipping educators and students to challenge inequities in multilingual education.

Culture, Religion, Feminism, and Dis/Ability: A Theoretical Reflection on the Influences on Perceptions of Women and Dis/Ability

Tara Monet Falce (University of Latvia), Kimiya Sohrab Maghzi (University of Redlands), Marni E. Fisher (Saddleback College), & Joe A. Petty (Loyola Marymount University)

This study highlights the importance of women's voices, especially traditionally marginalized women's voices, in order to deconstruct religious influences on cultural constraints and perceptions of dis/ability that impact education.

Room 6 - Panel: Connecting Literacy and Learning

Student Voices: Connecting Learning and Experience

Kimiya Sohrab Maghzi, Lori Osborn, Julio Jimenez, Destiny Parchment, Dacia Correa, & Carolina Dr Almeida Pires (University of Redlands)

This session brings together the voices of graduate students reflecting on connecting learning with education.

Room 7 - Workshop: Global Equity

Strengthening Multilingual Students' Linguistic and Academic Development Through International Partnerships and Comparative Practices

Nadia Hoover (California State University Fresno)

This presentation examines how international partnerships and comparative practices strengthen multilingual students' linguistic and academic development across content areas. It highlights innovative pedagogies, clinical experiences, academic target-language development, and global perspectives while addressing limited access to international faculty, students, research, and linguistic resources within teacher credential programs and diverse communities.

Room 8 - Workshop: Global Education

Cultivating Global Mindedness Through Culturally Responsive Humanities Education: A Practice-Based Model for Neurodivergent Learners

Megan Streicher, Fusion Academy

This interactive workshop explores how global education, art-based learning, and social-emotional practices can support neurodivergent learners in humanities classrooms. Drawing from California Global Education Project frameworks, participants will examine strategies that use literature, visual art, and culturally responsive approaches to foster empathy, identity development, and global mindedness.