



The Fall 2026 Conference of the California Council on Teacher Education

“Multilingualism for All, Really for All:

Cultivating Inclusive Pedagogies in a Time of Contending Ideologies”

Jointly Co-Sponsored by

Association of California Community College Teacher Education Programs (ACCCTEP)

California Alliance for Inclusive Schooling (CAIS)

California Association for Bilingual Teacher Education (CABTE)

California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)

California Association of Researchers for Equity in Education (CARE-ED)

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-ED (ICCU-ED)

Supervisors of Teacher Education Network Team (STENT)

UC|CSU Collaborative on Neuroscience, Diversity, and Learning

With CTE Annual Sponsorships by

School of Leadership and Education Sciences, University of San Diego

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October 8-9

On Site at the University of San Diego

with Pre-Conference Meetings on October 7

and Main Sessions Virtually for Those Who Prefer

PLUS: Follow-Up Virtual Conference Day for Everyone on October 10



FALL CONFERENCE

Multilingualism for All, Really for All:
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Program for the Fall 2026 CCTE Conference

Featuring Six Main Conference Sessions,
Many Additional Meetings of Associated Organizations, SIGs, and Research Presentations
both on site in San Diego on October 8 & 9 and virtually on October 10

Wednesday, October 7:

Meetings Held in Mother Rosalie Hill Hall, University of San Diego

9:00 am - 3:00 pm - Meeting of the **California University Field Coordinators Forum** Room 204
Paid registration required. Onsite and virtual options.

Field coordinators from all college and university teacher education programs are invited to participate in a Forum to discuss fieldwork successes, challenges, and updated information. The Forum provides an opportunity for field placement coordinators to network, share best practices, and discuss subject matter requirements that may impact field placements. Other topics may include serving and protecting teacher candidates, connecting and partnering with school districts, and coordinating with the Commission on Teacher Credentialing.

10:00 am - 4:30 pm - Meeting of the **Board of Directors of the California Council on Teacher Education** Room 127
Onsite and virtual options.

For CCTE officers, Board members, editors, committee chairs, & associated organization leaders.

11:30 am - 4:30 pm - **Statewide Meeting of Education Deans and Directors** Room 102
Paid registration required. On-site and virtual options.

Lunch at 11:30 a.m. Meeting from 1:00 p.m. to 4:30 p.m.

The California education deans meeting is a unique opportunity for the senior education leaders from the CSU, UC, and AICCU campuses to build relationships, explore similar concerns and goals, and develop leadership for cohesive statewide impact.

5:00 pm - Reception with Cash Bar Hilton Loggia

Thursday, October 8:

Meetings Held in University Center, University of San Diego

8:30 am - 5:00 pm - **Conference Registration and Exhibits** Foyer
Exhibits by:

School of Leadership and Education Sciences, University of San Diego

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9:00 - 10:30 am - **Independent California Colleges and Universities-Education** Room 104
Paid registration required. On-site and virtual options.

The ICCU-ED meeting will provide an opportunity for members to connect and collaborate around current issues impacting privates, including legislative developments, CTC updates, and emerging P-12 education issues.

9:00 - 10:30 am - **California Association for Bilingual Teacher Education** Room 107
Paid registration required. On-site and virtual options.

CABTE welcomes its membership, both long-time and brand new, to join us for our Annual CCTE



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membership meeting! We will introduce our new officers and board members for the 2026/27 academic year and share our priorities and activities for the coming year in the areas of advocacy, scholarship, and support for bilingual teacher preparation and how our membership can become involved in these efforts. Topics will include the 2027 CABTE Virtual Conference, current CABTE Research and Creative Projects, CABTE legislative priorities, the 2027 CABTE/CABE Graduate Student Symposium, and CABTE's involvement in the Multilingual Education For All campaign. We will also dedicate time to an Open Forum to hear from our membership on matters of importance in bilingual teacher preparation.

9:00 - 10:30 am - **California Association of Professors of Special Education/ Teacher Education Division**

Room 128

Paid registration required. On-site and virtual options.

The CAPSE/TED meeting will feature a presentation by SIP (Supporting Innovative Practices), along with a presentation on special education specific updates from the Commission on Teacher Credentialing. We will be calling for nominations for open CAPSE/TED board positions and holding elections. Updates on nominations for the Thurman Award will also be presented.

9:00 - 9:45 am - **CCTE Graduate Student and New Faculty Caucus**

Room 103A

No registration required. On-site only.

All students and new faculty (within first five years of service) are encouraged to participate, share about their studies and interest in teacher education, and learn more about CCTE and the Fall Conference.

9:45 - 10:15 am - **Newcomers Meeting and Orientation**

Room 103A

No registration required. On-site only.

Open to all on-site Fall Conference participants who are attending for the first time or whose involvement with CCTE is recent. Will serve as an introduction to CCTE and the Fall Conference.

10:15 - 10:30 am - **Break**

10:30 am - Noon - **Fall Conference Opening Session**

UC Forum

Paid registration required. On-site and virtual options.

Call to Order and Introductions Moderated by CCTE President **Terrelle Sales**

Conference Orientation by Fall Conference Co-Chairs:

Eduardo Muñoz-Muñoz, Elsie Solis, & Iván Montes Cohen

Video message from U. S. Senator **Alex Padilla**

Keynote Address by **Ramón Antonio Martínez**

“Translingual Possibilities: Re-imagining Teaching and Learning for Multilingual Children”

Noon - 1:00 pm - **Pick Up Lunches**

UC Forum

Lunch provided for all on-site registrants

Noon - 1:00 pm - Meetings of Five CCTE Special Interest Groups:

Equity & Social Justice

Room 104

The Equity and Social Justice SIG invites you to bring your lunch & join us to share the good work you or your program uses to elevate Multilingualism for All!

Looking for strategies, assignments, AI projects and others to build a collective resource list!

Inclusive Education

Room 128

Inclusive Education SIG will have a collaborative discussion around current issues in educator preparation for education specialists, and share ideas and resources from our membership.



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Lives of Teachers

UC Forum A

The Lives of Teachers SIG will feature Dr. Alfred “Fred” Y. Ramirez, who has spent over 25 years in academia and educational leadership, most recently as the former Dean of the Education Department at Mount Saint Mary’s University in its 98-year history. Previously, Dr. Ramirez served as a professor at Concordia University, professor and Chair at Biola, and a professor of teacher education for 10 years at California State University Fullerton. His work has centered on equity in education, including editing a special issue on English Language Learners for the *Multicultural Education Journal* and building international K-12 partnerships as a consultant and professor across Asia, Latin America, Africa, the Middle East, and the Caribbean. He is the founder of EdActs Global, a nonprofit providing leadership opportunities for K-16 students to create local and global service-learning projects. For this session around the Conference theme of “Multilingualism for All, Really for All,” he plans to spend his time sharing his own experiences as the son of second generation parents born and raised in the South Bay of Los Angeles, as a young student who went through special education, as a father whose son was in special education, and as a Latino serving others. He wishes to invite others to share their experiences so the group can learn collaboratively about what full multilingual access should look like for the future.

Prismatic Research

Room 107

Inquiry recognizes that education involves complex, wicked problems that are not solved with simple solutions. The Prismatic Research SIG meeting will be in person and live-streamed (<https://saddleback-edu.zoom.us/j/88362692377>) to discuss ideas for fall research and publication planning.

Undergraduate Teacher Education

Room 103A

The Undergraduate Teacher Education SIG will meet to discuss current issues and trends in our programs and share successful strategies programs are implementing to promote recruitment and retention of teacher candidates and faculty.

1:00 - 1:15 pm - **Break**

1:15 - 2:15 pm - **First Policy Session**

UC Forum

Paid Fall Conference registration required. On-site and virtual options.

Conversation with staff of the Commission on Teacher Credentialing, moderated by CCTE Policy Committee. Join CTC’s **Erin Sullivan** and colleagues for an informative and interactive session on key initiatives underway at the CTC. This session is relevant not only to those directly involved in accreditation, but to all faculty and leaders of educator preparation programs. Understanding the processes for implementation, and meeting the CTC team, supports successful program design and meaningful engagement.

2:15 - 2:30 pm - **Break**

2:30 - 3:45 pm - **Concurrent Research Presentations**

Concurrent Session 1 – Community & Collaboration

Room 104

Co-Constructing Teacher Preparation: From Community Engagement to Community-Informed Teaching
A. Dee Williams, Leila Ansari Ricci, & Kimberly Persiani (California State University Los Angeles)

Growing Educators for Multilingual Success (GEMS): A Case Study of K-22 Collaboration
Magaly Lavadenz & Malane Morales-Van Hecke (Loyola Marymount University)



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Concurrent Session 2 – Language & Awareness

Room 107

Moderator: Diana Anpilohova (Pepperdine University)

Centering Critical Reflexivity in Teacher Education

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

Educator Capacity Under Pressure:

How Institutions Decide What Needs to Change

Elizabeth Rodriguez (University of San Diego)

Concurrent Session 3 –Inclusion & Disability Studies

Room 128

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)

Civic Voice for All: Empowering Multilingual Students with Disabilities Through Inclusive Civics Education
Suzanne O’Keeffe (Sonoma State University)

Concurrent Session 4 – Literacy & Teacher Preparation

UC Forum A

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)

Beyond Phonics:

Secondary Literacy Instruction for Credential Candidates Aligned to TPE 7 to Support All Multilingual Learners
Nancy T. Walker & Isabel Orjel (University of La Verne)

Concurrent Session 5 – Addressing Systemic Inequity

UC Forum B

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)

“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)

Concurrent Session 6 – Residency & Equity

Room 103A

Moderator: Katherine Felter (University of San Diego)

Built to Last: Practices for Sustainable Teacher Residency Partnerships

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

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)



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Concurrent Session 7 – Language & Literacy

Room 103B

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)

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)

Panel Session – Culturally Sustaining Leadership

UC Forum

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)

3:45 - 4:00 pm - **Break**

4:00 - 5:15 pm - **Concurrent Panels & Workshops**

Panel Session 1 – CCTE JEDI Awards Recognition Panel

UC Forum

Moderator: Cassandra Drake (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)

Panel Session 2 - CAIS Policy Panel

UVC Forum A

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)

Panel Session 3 –Multilingual Literacy

Room 103B

Early Childhood Biliteracy 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 Bay), 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), Yeojoo Yoon (California State University Chico), Tanya Flushman (California State University Center for the Advancement of Reading and Writing), & Allison Briceño (San Jose State University)



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Panel Session 4 - Residency & Collaboration

Room 128

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)

Workshop 1 –Issues in Teacher Education Editors’ Corner

Room 104

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)

Workshop 2 – CCTE Advocacy Committee

Room 103A

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)

Workshop 3 –Biliteracy & Development

Room 107

Moderator: Kimioya 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)

5:15 - 5:30 pm CCTE JEDI Awards Presentation

UC Forum

Five awards will be presented by Cassandra Drake (California State University Stanislaus) on behalf of the CCTE JEDI Committee:

Melissa Navarro Martell (San Diego State University) will receive an “Award for Transformative Community-Grounded Work in Teacher Education”

Bre Evans-Santiago (California State University Long Beach) will receive an “Award for Critical Leadership in Teacher Education”

Josephine Pham (University of California Santa Cruz) will receive an “Award for Critical Research, Scholarship, and Creative Activities in Teacher Education”

Berkeley Teacher Education Program (University of California Berkeley) will receive an “Award for Critical Leadership in Teacher Education”

Los Angeles Urban Teacher Residency Program (California State University Los Angeles) will receive an “Award for Transformative Community-Grounded Work in Teacher Education”

5:15 - 5:30 pm - Break

5:30 - 6:30 pm - Joint Presidents’ Reception

Grand Terraza
Patio

Open to all Fall Conference registrants. Cash bar.



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Friday, October 9:

Meetings in University Center, University of San Diego

8:30 am - 5:00 pm - **Conference Registration and Exhibits**

Foyer

8:30 - 9:00 am - **Continental Breakfast for All Registrants**

UC Forum

9:00 - 10:15 am – **Friday Keynote Session**

UC Forum

Paid Fall Conference registration required. On-site and virtual options.

International Keynote Address by **Maria Elena Gómez Parra** (University of Cordoba, Spain)

“Beyond Language Learning: CLIL, Plurilingualism, and Inclusive Pedagogies for Every Learner”

10:15 - 10:30 am - **Break**

10:30 - 11:45 am - **Special Focus Interest Sessions**

(Posters, Graduate Student Roundtables, and Special Focus Groups)

Poster Session

UC Forum

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

Weston Hall (Find Your Grind)

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

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

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)

Poster 4 - *The Importance of Data Literacy for*

Equitable Leadership in Developing Teacher Leaders

Norbert Negrea (University of La Verne)

Poster 5 - *Examining How Mentor Teachers Enact*

High-Quality Mentoring Practices with Teacher Candidates

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

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)

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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)

Poster 8 - *Becoming the Language Learner Again: What Learning Mandarin Taught Me About Inclusive Language Pedagogy, Assessment, and Technology*

James Perren (Alliant University)

Poster 9 - *Find Your Grind*

Weston Hall (Find Your Grind)

Poster 10 - *Exxat*

Vincent Laureano & Jessica Hua (Exxat)

Poster 11 - *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)

Graduate Student Session

UC Forum

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



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 display table to see a live demo!



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Roundtable 1 - Community & Collaboration

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

Mason Taylor (Texas Tech University)

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

Megan Abraham (University of California Los Angeles)

Roundtable 2 - Creative K-12 Practice

Protecting Creativity in Youth Animation Education

Diana Anpilohova (Pepperdine University)

Film Production and Engagement: Middle School Project-Based Learning

Jeremy F. Cavallaro (University of LaVerne)

Roundtable 3 - Policy & Improvement

Scrutinizing Supervision: A Critical Analysis of the CTC Supervision Policy

Katherine Felter (University of San Diego)

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

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

Induction Session - Conversation and exploratio.

Room 103A

Which Lifestyle Are You?

Analyzer	Competitor	Connector	Contributor
Creator	Educator	Entertainer	Entrepreneur
Explorer	Healer	Humanitarian	Innovator
Leader	Maker	Organizer	Thrill Seeker

The First Step in Every Students Journey on Find Your Grind

lifestyleassessment.findyourgrind.com



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Residency Session

Room 103B

Building Strong Teacher Residency Partnerships: Facilitated Conversation Special Focus Group

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

Intersectionalities Session

Room 104

Diverse Teacher Education Through the Lens of Intersectionality: Current Trends and Recommendations

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

Intersectionality-focused, research-based and field-informed discussion centered on diverse teacher education, preparation, and in-service training.

Commission on Teacher Credentialing Session

Room 107

Opportunity to Provide Feedback on CCTC Accreditation System

Erin Sullivan & Juliet Wahleithner (Commission on Teacher Credentialing)

Our current accreditation system follows a seven-year cycle in which programs submit and receive feedback on documentation to demonstrate alignment with license-specific program standards and EPP-specific Common Standards. The cycle culminates with a site visit by a review team made up of prepared individuals from peer institutions. In this session, we invite program leaders to join us for an informal conversation to share their thoughts on the strengths of and areas for improvement in our current system, as we begin to consider a system that more explicitly incorporates continuous improvement.

Two Sessions for Deans

On Site at Conference

UC Forum A

Leading and Learning in Dialogue: A Conversation with Education Deans and Directors

Facilitated by Jessica Pandya (California State University Dominguez Hills) & Corinne Martinez (California State University Long Beach)

The purpose of this session is to allow us as leaders to explore our leadership strategies, practices and positionalities while working to improve servingness in educator preparation programs at (mostly) Hispanic Serving and Black Serving Institutions. We will jointly examine the ways in which institutional contexts, positional power and personal identities shape our work as equity-minded leaders. We as co-presenters have engaged in a duoethnographic research study to explore these issues together; we will invite session participants to explore our questions and dialogue together in this intentional space.

Virtual

Leading Through Contradiction: Equity Commitments and Institutional Realities in Educator Preparation

Facilitated by John Pascarella (University of Southern California)

Educator preparation leaders are navigating growing tensions between their commitments to equity and the institutional realities that shape what is possible in practice. Drawing on preliminary findings from a national study of educator preparation leaders, this facilitated focus group will invite California leaders to examine contradictions emerging between stated commitments and organizational practices, consider the competing commitments and assumptions that may sustain them, and identify how leaders navigate these tensions within their own contexts. Participants' perspectives will help test, complicate, and refine the study's emerging findings while generating collective insight into the adaptive challenges of leading educator preparation today. Registration Link: <https://bit.ly/edprepleaders>

Join via Zoom: <https://uscrossier.zoom.us/j/92560659116?pwd=RbRif1GTrUDKnfRRGNPRDZebyr2am2>.



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Focus Group Session

UC Forum B

From Vision to Implementation:

Recommendations for State Leaders to Strengthen California's Bilingual Educator Workforce

Nithya Joseph & Suzanne Marks (TNTP)

Discussion session to seek field-informed recommendations from state leaders and philanthropic organizations to address barriers, amplify assets, and turn multilingual educator workforce commitments into statewide results.

11:45 am - Noon - **Break**

Noon - 12:45 pm - **Lunch and Networking**

Foyer

Lunch provided for all on-site registrants

12:45 - 1:00 pm - **Break**

1:00 - 2:00 pm - **National Distinguished Panel**

UC Forum

Paid registration required. On-site and virtual options.

This session will feature a powerhouse panel of scholars appearing virtually to push the boundaries of linguistic research and teacher education:

Dr. Maria Cioè-Peña (University of Pennsylvania): An assistant professor in Educational Linguistics.

Dr. Cioè-Peña critically examines the intersections of disability, race, and language, advocating for Latinx bilingual children and their families to access truly inclusive public school spaces.

Dr. Mike Mena (Brooklyn College): A linguistic anthropologist and public intellectual.

Dr. Mena's award-winning work focuses on the ideological perceptions of race and language in American education while modeling highly engaging, activist-driven digital pedagogy.

Dr. Zhongfeng Tian (Rutgers University–Newark): An associate professor of Bilingual Education.

Dr. Tian's research advances translanguaging, decolonial, and justice-oriented perspectives in TESOL, co-creating equitable practices alongside teachers and communities.

2:00 - 3:00 pm - **Concurrent Research Roundtables**

UC Forum

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)

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)

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)

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)

Creating the Teachers We Needed

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



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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)

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)

Preparing Linguistically and Culturally Sustaining Educators: Multilingual and Gifted
Cynthia Geary (California State Polytechnic University Pomona)

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)

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)

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)

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)

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)

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)

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

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



FALL CONFERENCE

Multilingualism for All, Really for All:
Cultivating Inclusive Pedagogies in a Time of Contending Ideologies

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)

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

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

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

Bobbi Hansen & Viviana Alexandrowicz (University of San Diego)

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)

Reimagining Teacher Preparation and Policy for a Multilingual California

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

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

Vy Cao & Norman Powell (La Sierra University)

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)

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)

Designing with Alignment: Bridging Teacher Preparation and Multilingual School Practice

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

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)

Multilingualism for All?

Developing and Piloting a Linguistic Responsiveness Audit for Teacher Preparation Programs

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

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)

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)

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)



FALL CONFERENCE

Multilingualism for All, Really for All:
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2:00 - 3:00 pm - Concurrent Workshops

Workshop 1

Room 104

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)

Workshop 2

Room 107

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)

Workshop 3

UC Forum A

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)

Workshop 4

Room 128

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)

Workshop 5

Room 103A

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)

Workshop 6

Room 103B

From Correction to Critical Language Awareness:

Preparing Teacher Candidates to Support African American Language Speakers

Rita Suh (California State University Long Beach)

3:00 - 4:00 pm - Second Policy Session

UC Forum

Paid Fall Conference registration required. On-site and virtual options.

“The Road to SPAN, with a Conversation about the Role of the Policy Committee”

CCTE SPAN Co-Chairs: Cynthia Gritzik (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)

Help shape the future of education in California. Join fellow educators and faculty to address critical statewide education issues and inform legislative action. Together, we will craft the policy priorities and processes that will drive our advocacy and impact at the spring CCTE SPAN Conference in Sacramento, March 22-23, 2027.



FALL CONFERENCE

Multilingualism for All, Really for All:
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4:00 - 4:30 pm - **Conference Closing Session.**

UC Forum

Moderated by CCTE President **Terrelle Sales.**

Final thematic wrap-up of on-site Fall Conference and a look ahead to October 10 virtual day

4:30 - 5:30 pm - **Reception**

Grand Terraza

Saturday, October 10: CCTE Fall 2026 Conference Virtual Day

For all onsite conference registrants and all virtual registrants.

8:45 - 9:00 am - Call to order by CCTE President **Terrelle Sales**

9:00 - 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)

Designing Ecological IEPs

Gabriela Walker (National University)

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)

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)

Room 3 - Leadership, Language, & Educational Systems

The Impact of Current Educational Practices on Multilingual Students

Bianca Yang (Irvine Valley College)

Whose Definition Counts? Operational Language as Leadership in Educational Spaces

Joe Petty (Loyola Marymount University)

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)

10:00 - 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), Joe A. Petty (Loyola Marymount University), Meredith A. Dorner (Irvine Valley College), Katherine Felter (University of San Diego), Lori Osborn (University of Redlands), Mina Chun (California Lutyheran University), & Frances Hansell (Huntington Beach City School District)

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)



FALL CONFERENCE

Multilingualism for All, Really for All:
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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 De Almeida Pires (University of Redlands)

Room 7 - Workshop: Global Equity

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

Nadia Hoover (California State University Fresno)

Room 8 - Workshop: Global Education

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

Megan Streicher (Fusion Academy)

10:50 - 11:30 am - Closing CCTE Fall 2026 Conference Synthesis Discussion

Moderated by **Eduardo Muñoz-Muñoz, Elsie Solis, & Ivan Montes**, Fall 2026 Conference Co-Chairs
Drawing meaning, conclusions, and new directions in response to the conference theme.

11:30 am - Adjournment

Conference Exhibitors:

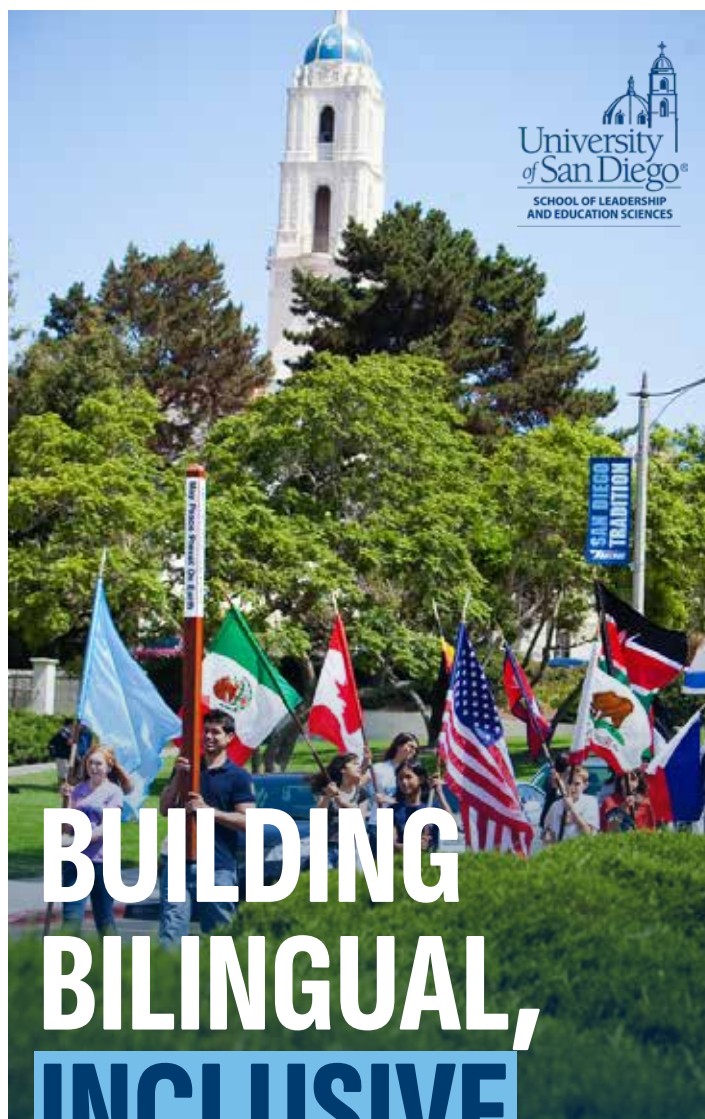
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CCTE Website - www.ccte.org

and follow CCTE on **LinkedIn** at California Council on Teacher Education

CCTE GoReact Platform: A few weeks prior to the CCTE Fall 2026 Conference you are encouraged to visit the CCTE GoReact Platform where you will find introductory videos of all of the research presentations which will take place at the Fall Conference. By viewing the videos you can determine which of the concurrent, panel, workshop, roundtable, and poster presentations you will wish to attend at the Conference. The GoReact Platform also allows you to comment on and interact with presenters.

CCTE YouTube Channel: Prior to, during, and following the CCTE Fall 2026 Conference you are encouraged to visit the CCTE YouTube Channel where you will find introductory information about CCTE and postings from CCTE associated organizations, CCTE sponsors, and exhibitors. The research presentation videos initially posted to the CCTE GoReact Platform will be moved to the YouTube Channel following the Fall Conference.



BUILDING BILINGUAL, INCLUSIVE CLASSROOMS.

ABOUT US

At the University of San Diego's School of Leadership and Education Sciences (SOLES), we prepare educators to create inclusive, responsive classrooms where multilingualism is recognized as an asset. Through community-connected teacher preparation, bilingual authorization, and the expansion of our Teacher Residency Program to Chula Vista, we are strengthening pathways for educators committed to honoring students' languages, cultures, and lived experiences—and ensuring every learner has the opportunity to thrive.

SOLES PREPARES EDUCATORS TO LEAD IN EVERY CLASSROOM, IN EVERY LANGUAGE.

Our **Teacher Residency Program** offers a year of co-teaching with a mentor teacher, a MAT with Dual Credentials, priority district hiring, and eligibility for the Golden State Teacher Grant.

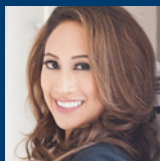
For bilingual and dual-immersion educators, our **Bilingual Authorization, Spanish Emphasis** prepares TK–6 teachers through Spanish-language coursework grounded in **cultural fluency, critical inquiry, and racial justice**.

MEET OUR FACULTY



Reyes Quezada, EdD

Professor
Department of Learning
and Teaching



Cheryl Matias, PhD

Professor
Department of Learning
and Teaching

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