



**CALIFORNIA COUNCIL ON
TEACHER EDUCATION**
Improving education at every level

CCNews

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California Council on Teacher Education**

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Nirmla Griarte Flores (California State Polytechnic University Pomona), Editor

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Special Issue of CCNews A Preview of the Research Presentations Scheduled for the CCTE Fall 2026 Conference

This special issue of *CCNews*, the newsletter of the California Council on Teacher Education (CCTE), is being published as a vehicle for alerting the CCTE membership as well as the broader California teacher education community to the wide range of research presentations that will be part of the program of the CCTE Fall 2026 Conference. *These sessions will be held both on-site October 7 and 8 at the University of San Diego and during a virtual day on October 10.* On the following pages, you will find brief abstracts of the concurrent presentations, panel presentations, workshops, posters, and roundtable presentations that have been selected by the CCTE Research Committee. We hope that this preview will pique your interest in attending the Conference while you seek out the specific presentations that resonate with your work and speak to your interests.

The Conference offers two registration options: (1) on-site attendance in San Diego (which will include all main Conference sessions and the research sessions on-site as well as the virtual day); (2) virtual attendance (which will include viewing the main Conference on-site sessions and the October 10 virtual research sessions). A registration form is included on the last page of this newsletter. Brief videos of all of the research presentations will also be available prior to and during the Conference on the CCTE GoReact platform. These videos will be moved to the CCTE YouTube channel following the Conference. In addition, the research presenters will also be invited to contribute articles about their research which will be published in a *CCTE Fall 2026 Research Monograph* which will be emailed in PDF format to all CCTE delegates and members later this fall.

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

One of the long-term goals of CCTE is to foster and support research about teacher education, to share that research as part of our semiannual conference programs, and to publish and distribute such research in our newsletters, monographs, and scholarly journals. This special newsletter issue is part of that ongoing effort.



CCNews

**Newsletter of the
California Council on Teacher Education**

A Message from CCNews Editor Nirmla Griarte Flores

Dear CCTE Colleagues,

It is with great honor and excitement that I introduce this Special Edition Fall 2026 issue of *CCNews*. This edition serves as a comprehensive preview of the research proposals that have been accepted for presentation at the upcoming CCTE Fall 2026 Conference.

This year, the conference theme, “Multilingualism for All, Really for All: Cultivating Inclusive Pedagogies in a Time of Contending Ideologies” holds significance in empowering teachers and students with a deeper understanding of the role and importance of professionalism as we all aspire toward equity and excellence in our classrooms. We are thrilled to provide you with an insightful preview of each presentation, highlighting the groundbreaking work that will be shared at the Conference.

Our hope is that this Special Edition will not only inform and inspire, but also serve as a valuable guide for those attending the Conference. Whether you plan to participate in person or virtually, we believe this issue will help you make the most of the experience and spark greater anticipation for the presentations that resonate with your interests. We eagerly look forward to seeing you all at the CCTE Fall 2026 Conference, both in person and online.

Warm regards,
Nirmla Griarte Flores
CCNews Editor

California State Polytechnic University Pomona

Types of Research Presentations

The CCTE Fall 2026 Conference program includes the following types of research presentations, all selected through peer review by the CCTE Research Committee from among proposals submitted by CCTE members, delegates, and friends:

Concurrent Presentations and One Panel on Thursday, October 8, from 2:30 p.m. to 3:45 p.m.

Concurrent Panels/Workshops on Thursday, October 8, from 4:00 p.m. to 5:15 p.m.

Poster Session on Friday, October 9, from 10:30 a.m. to 11:45 a.m.

Graduate Student Roundtable Presentations on Friday, October 9, from 10:30 a.m. to 11:45 a.m.

Residency Session Presentation on Friday, October 9, from 10:30 a.m. to 11:45 a.m.

Roundtable Presentations on Friday, October 9, from 2:00 p.m. to 3:00 p.m.

Concurrent Workshops on Friday, October 9, from 2:00 p.m. to 3:00 p.m.

Virtual Presentations and Workshops on Saturday, October 10, 9:00 a.m. to 10:50 a.m.

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

Conference Program & Registration Form

On the final pages of this Special Issue, you will also find the tentative program for the CCTE Fall 2026 Conference, along with a registration form for your use if you have not yet registered.

Concurrent Sessions - Thursday, October 8, 2:30 to 3:45 p.m.**Concurrent Session 1 (2 Presentations)***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 (2 Presentations)*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.

*Accessing Educator Capacity Under Pressure:**A Nervous-System-Informed Framework for Inclusive and Multilingual Teacher Preparation*

Elizabeth Rodriguez (University of San Diego)

Preparing teacher candidates for California's PK-3 Credential and Bilingual Authorization requires a clear alignment of social-emotional learning with culturally and linguistically sustaining pedagogy. This practice-focused session introduces a whole-child framework reframed through an early childhood lens. By mapping the Anchor Competencies Framework directly to California's PK-3 TPEs and Bilingual TPEs (BTPEs), this session introduces and reviews new resources tailored specifically to this learning landscape. Session participants will examine example teacher moves, discuss sustainable professional learning models, and provide feedback on open-access resources designed to strengthen the bilingual teacher preparation ecosystem for young learners.

Concurrent Session 3 (2 Presentations)*The Gap Between Culturally Sustaining Pedagogy and Enacted Practice in Pre-Service Education Specialist Preparation*

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

Culturally and Linguistically Responsive Teaching is a required teacher preparation competency, yet qualitative pilot study at a university-affiliated Learning Center reveals that CLRT knowledge does not reliably translate into enacted classroom practice. Drawing on interview, observation, and document analysis, this study identifies three patterns: a persistent gap between knowing and doing, a conflation of Universal Design for Learning with CLRT, and missed opportunities to activate the cultural potential of relational moments in classrooms. These findings highlight the gap between what teacher preparation programs intend to teach and what pre-service teachers enact, with implications for program design and clinical supervision.

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

Multilingual students with disabilities experience intersecting linguistic, cognitive, and structural barriers that can restrict access to meaningful civics education. This theoretical synthesis examines research across civic education, multilingual education, disability studies, and inclusive pedagogy to identify conditions that support equitable civic learning. Findings emphasize culturally sustaining and multimodal instruction, purposeful use of students’ home languages and lived experiences, trusting relationships, interdisciplinary collaboration, and stronger teacher preparation. The session argues that civics education should move beyond content transmission to cultivate civic agency, communication, critical reasoning, belonging, self-advocacy, and informed democratic participation for dually identified learners.

Concurrent Session 4 (2 Presentations)*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 how preservice teachers’ existing teacher identities relate to teacher self-efficacy. Participants completed surveys and interviews across fieldwork and student-teaching placements in a residency-style program. They entered with strong teacher identities and motivation but lower teacher self-efficacy. Classroom challenges tested their confidence, while mentor support and growing autonomy promoted teacher self-efficacy. Over the course of the study, teacher identity remained high while teacher self-efficacy increased and became more closely aligned with identity. Findings suggest that preparation programs should distinguish identity from efficacy and provide supportive, autonomy-building mentorship that helps candidates confidently enact and refine their 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 (2 Presentations)

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)

This presentation examines how critical bilingual teacher agency can strengthen teacher preparation for less commonly taught languages, drawing on our research and forthcoming book on Korean dual language programs. We center historicizing, community knowledge, and the Korean concept of *woori*—a collective sense of “we” and belonging—to explore how bilingual teacher agency develops through relationships, collective responsibility, advocacy, generational knowledge, and community histories. We consider how teacher preparation programs can move beyond individualized notions of agency and prepare bilingual educators to recognize historical inequities, sustain community languages, and act collectively toward educational justice.

“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 Huddleston (University of California Davis)

This study explored how four graduates from one social justice-oriented teacher education program navigated family engagement and racialized institutional scripts, meaning norms constraining the identity and actions of non-dominant groups. Interview data was analyzed in light of Ishimaru’s (2019) Equitable Collaboration Framework and Ishimaru and Takahashi’s (2017) related work. Despite their preparation, participants reinforced racialized institutional scripts as new teachers even as they held agency to disrupt unjust power dynamics. This research provides insights related to fostering equitable collaboration with school families who have been marginalized due to their home language or identification as Black, Indigenous, or People of Color.

Concurrent Session 6 (2 Presentations)

Built to Last:

Practices for Sustainable Teacher Residency Partnerships
Julie Fitz, Jennifer Bland, & Jennifer Robinson (Learning Policy Institute)

Teacher residencies have grown rapidly as a preparation pathway, now preparing roughly 10% of California’s teaching candidates. Yet many California programs that launched with time-limited state grants now face the question of how to sustain operations. Drawing on a multiple-case study of six long-standing residency partnerships in California and Texas, this session explores the features of programs that are operationally and financially sustainable over time. Presenters share concrete partnership practices for building a strong operational foundation, communicating the residency’s value, and encouraging the integration of residency costs into a district’s core, ongoing 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 need well-prepared educators, yet small hiring numbers, geographic distance, and specialized staffing needs make conventional preparation difficult to sustain. Misaligned and substandard credentials can become recurring responses to vacancies, particularly in special education. This practice session examines how a county office and rural regional state university jointly operate a teacher residency consortium across a multi-county region. The partnership aggregates demand, coordinates Education Specialist preparation with local clinical placements, supports mentors and residents through hybrid structures, and extends support into induction. Participants will examine design choices, implementation tensions, and strategies for building an equitable rural workforce pipeline.

Concurrent Session 7 (2 Presentations)

*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 research study explores how teacher candidates in a large teacher residency program conceptualize and attend to language and support multilingual learners in literacy lessons. Given a policy environment of renewed attention to foundational literacy spurred by California Senate Bill 488 and the attendant conversation about the role of language in literacy instruction, we identify key areas of strength in teacher candidates' lessons and potential gaps to address. Our findings push us to consider ways to bridge foundational literacy skills and comprehension, move beyond teacher-centered supports to student-centered lesson design, and leverage student assets to support literacy development.

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. Navigating the challenges of today's teaching environment, this study reflects on the challenges and successes of building a program as a team that supports the language development for all students, especially those who are multilingual.

Concurrent Panel

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)

The CSU Equity Leaders Fellowship brings together faculty and staff across the CSU to address persistent equity challenges in educator preparation through collaboration, coaching, and improvement science. In this interactive panel, Fellows from Fresno State, Cal Poly Humboldt, and CSU Long Beach share how they applied tools such as fishbone analysis, empathy interviews, data discovery, and Plan-Do-Study-Act (PDSA) cycles to examine complex issues and drive meaningful change. Fellows will highlight lessons learned, strategies for centering student and community voices, and practical approaches to advancing equity. Their experiences offer adaptable, locally grounded approaches for improving educator preparation and student outcomes.

Panels/Workshops - Thursday, October 8, 4:00 to 5:15 p.m.

Panel Session 1

CCTE JEDI Awards Recognition Panel

Bre Evans-Santiago (California State University Long Beach), Berkeley Teacher Education Program (BTEP), Josephine Pham (University of California, Santa Cruz), Melissa Navarro Martell (San Diego State University), & Los Angeles Urban Teacher Residency (LAUTR)

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 3

Supporting Teacher Educators with High-Quality National Early Childhood Biliteracy Teacher Preparation: Valuing Multilingual Learners' Assets

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), 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 2

The Development and Implementation of Inclusive Educator Preparation Programs in California: An Update by CAIS, CEEDAR, & CCTC

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.

Panel Session 4

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

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 distinct institutions of higher education (IHEs) moved from parallel participation toward cross-institutional collaboration within a shared district teacher residency partnership. Rather than standardizing programs, the IHEs leveraged differences in expertise, coursework, clinical structures, and institutional practices as resources for professional learning and collaborative problem solving. Presenters will share practices that support resource sharing, joint decision-making, program adaptation, and collective responsibility while maintaining institutional autonomy. Participants will consider how this model of collective capacity with institutional autonomy can inform multi-IHE partnerships and strengthen regional capacity to prepare teachers for increasingly diverse and multilingual learners.

Workshop Session 1

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 Session 2

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 CTE'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 Session 3

UC/CSU Collaborative for Neuroscience, Diversity & Learning Faculty Resources: Preparing Tomorrows 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 evidence-based resources designed to prepare all teacher candidates for multilingual inclusive settings.

Posters - Friday, October 9, 10:30 to 11:45 a.m.

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 3

Pathways Interrupted: Investigating Non-Completion Among 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 5

Examining How Mentor Teachers Enact High-Quality Mentoring Practices with Teacher Candidates
Nancy Tseng, Matt Wallace, & Lisa Sullivan (University of California Davis)

Mentor teachers (MTs) play a significant role in the development of teacher candidates (TCs), yet less is known about how MTs enact mentoring practices during TCs' clinical fieldwork. This study interviewed four highly regarded MTs to gain insights into how they instantiate three high-quality mentoring practices—observing and providing feedback, co-teaching, and modeling effective teaching—with their TCs. Analysis revealed that MTs balanced strength-based and growth-oriented feedback, positioned TCs as colleagues, and modeled educational equity advocacy while normalizing their own mistakes. Findings offer concrete strategies for enacting high-quality mentoring and identify new emerging themes not outlined in the research.

Poster 2

Building Strong Teaching Teams: What Research on Collaborative Staffing and Multiage Design Reveals
Nicole Assisi, Courtney Och, & Sarah Faxon (Thrive), & Laura Hernandez-Flores (Loyola Marymount University)

Multiage classrooms are reemerging across K–12 education, both as intentional instructional models and in response to shifting enrollment and staffing needs. This paper synthesizes existing research and emerging field practices to examine the benefits, challenges, and conditions associated with effective multiage implementation. Findings suggest that mixed-age grouping alone does not determine success; rather, outcomes depend on intentional design. Drawing from research and Thrive's field experience, the paper introduces a three-part implementation framework focused on systems-wide alignment, collaborative instructional approaches, and sustained educator support, while identifying key gaps and opportunities for future research and field-building.

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 development, clinical experiences, and coursework preparation.

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 poster 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 implemented on school campuses significantly strengthen the candidate's clinical preparation, increase the number of skilled adults supporting students, and provide day-one-ready, fully credentialed teachers to California students. Residency is also being implemented in ways that support school continuous improvement priorities, address staff professional development needs, and support IHE faculty service commitments and research agendas. Integrated staffing and preparation models with resident teachers now have partners moving from the question "Where can we place residents?" to "How can residents be purposefully positioned to advance district, school, student, and university goals and initiatives?"

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 Lauraono (Exxat)

Sharing information about Exxat.

Poster 8

*Becoming the Language Learner Again:
What Learning Mandarin Taught Me About Inclusive
Language Pedagogy, Assessment, and Technology*
James Perren (Alliant University)

This presentation reflects on learning Mandarin Chinese during a 2026 sabbatical and preparing for official HSK examinations. Using this experience as practitioner inquiry, it explores how assessment literacy and technology-mediated testing shape language learning. The presentation examines the challenges of navigating exam systems, digital tools, and proficiency requirements, and considers how firsthand experiences of uncertainty, frustration, motivation, and vulnerability can inform teacher education. It argues that inclusive multilingual pedagogy extends beyond language instruction to encompass assessment literacy, accessible technology, clear communication, and empathy, creating learning environments that better support multilingual learners' successful development that changed how I understand multilingual learners, assessment, technology, and inclusive pedagogy.

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)

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.

Graduate Student Roundtables - Friday, October 9, 10:30 to 11:45 a.m.**Roundtable Session 1 (2 Presentations)***A Comparison of Different Age Groups' 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 Session 2 (2 Presentations)*Protecting Creativity in Youth Animation Education*

Diana Anpilohova (Pepperdine University)

As AI tools are integrated into creative industries' workflows, educators face a critical challenge: teaching technical proficiency while encouraging students' development of creative and critical thinking. This session distinguishes between utilitarian AI, which supports technical workflows, and generative AI, which can bypass essential cognitive processes in ideation. Grounded in constructivist pedagogy and critical theory, this presentation offers a practice-based framework for integrating AI tools into youth animation education. Participants will explore actionable strategies for preserving human idea generation, emphasizing process-oriented assessments and the development of critical thinking, problem-solving, and creative skills that extend beyond animation education.

Film Production and Engagement: Middle School Project-Based Learning

Jeremy F. Cavallaro (University of La Verne)

This session presents a middle school film production project that promotes project-based learning, inquiry, engagement, student agency, and academic rigor. Grounded in constructivist, culturally responsive, humanizing, and universal design for learning approaches, the project uses filmmaking to connect standards-based content with authentic, interdisciplinary learning experiences. Students engage in research, scriptwriting, collaboration, production, editing, and presentation, providing multiple pathways to develop and demonstrate knowledge. The practice also supports multilingual learners through meaningful opportunities for academic language development and multimodal communication. Participants will explore how intentional project design can promote equitable learning while preparing educators to create accessible, rigorous, and engaging learning environments.

Roundtable Session 3 (2 Presentations)*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 Roundtables - Friday, October 9, 2:00 to 3:00 p.m.

Roundtable Session 1 (3 Presentations)

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 Session 2 (3 Presentations)

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)

To better prepare educators for today's diverse classrooms, teacher preparation programs must intentionally foster inclusive pedagogies. This presentation details our program's comprehensive transformation aimed at equipping candidates with the critical knowledge, practical skills, and asset-based dispositions needed to serve multilingual and neurodiverse learners across all settings. Bridging theory and practice, our framework emphasizes culturally sustaining methods that actively affirm students' varied abilities, languages, and cultural identities. Participants will explore practical strategies for embedding equity-driven competencies into teacher training, ensuring graduates enter the field ready to create responsive, affirming, and universally accessible learning environments for every student.

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

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

California's linguistic diversity places demands on teacher preparation, yet tools for measuring teachers' readiness to meet those demands remain underdeveloped. Culturally responsive pedagogy (CRP) self-efficacy is well measured, but existing CRP scales treat linguistic responsiveness as peripheral, representing it with only a few superficial items. This study presents validation findings for a newly developed linguistically responsive pedagogy (LRP) self-efficacy scale, examining its factor structure independently and in relation to an established CRP measure among 295 California pre-service teachers. Exploratory factor analysis supported a four-factor LRP structure; bilingual and monolingual candidates differed significantly in the size of their LRP-CRP self-efficacy gap.

Roundtable Session 3 (3 Presentations)

Using Narrative Reflections to Prepare All Preservice Teachers to Validate and Embrace Students' Multicultural and 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 demonstrate how the presenters draw on their own multilingual multicultural backgrounds to shape strategies, assignments, and experiences for their teacher candidates, including the design and innovation of the educator preparation programs. This framework is complemented by an asset-based approach that helps teacher candidates examine their own and their students' funds of knowledge to cultivate educators who embrace multilingual and multiculturalism in all students.

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.

Preparing Linguistically and Culturally Sustaining Educators: Multilingual and Gifted

Cynthia Geary (California State Polytechnic University Pomona)

Discover how educators can better identify, support, and advocate for multilingual gifted students in today's diverse classrooms. This session explores current research on the underrepresentation of multilingual learners in Gifted and Talented Education (GATE) programs, examines barriers to equitable identification, and highlights culturally and linguistically sustaining practices that promote student success. Participants will leave with practical strategies for recognizing gifted potential in multilingual learners, fostering inclusive classroom environments, and strengthening advocacy for equitable access to advanced learning opportunities. Join us to explore how teacher preparation and classroom practice can unlock the potential of California's multilingual gifted students 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.

Roundtable Session 4 (3 Presentations)*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 inquiry-based pedagogy and district-level expectations emphasizing standardized achievement. Reflecting on teaching practices demonstrates how educational structures influence teaching methods, student engagement, and opportunities for deeper learning. Ultimately, neither explicit instruction nor inquiry alone is sufficient; rather, a thoughtful integration of the Science of Learning and concept-based inquiry can support foundational knowledge, academic language, conceptual understanding, and knowledge transfer.

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)

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. Navigating the challenges of today's teaching environment, this study reflects on the challenges and successes of building a program as a team that supports the language development for all students, especially those who are multilingual.

Effective Multi-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. Dörner (Irvine Valley College)

Schools are increasingly expected to meet diverse needs through MTSS, yet developing effective Tier 2 systems remains challenging. This study examines the first three years of a school improvement effort, using prismatic inquiry to analyze how structures, data, and collaboration shape implementation. Findings show that success depends on clear staffing, dedicated intervention roles, and strong Tier 1 systems, while challenges include inconsistent data, limited Tier 2 infrastructure, and overreliance on teacher capacity. Tensions between standardization and responsiveness, along with gaps in equity and parent inclusion, also emerged. Overall, effective MTSS requires intentional design, coherent data systems, and sustained collaboration.

Roundtable Session 5 (3 Presentations)*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 Persistence in the Field of Teaching

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

This qualitative study employed one-on-one interviews with 24 new teachers who completed their preliminary credential through a teacher preparation program in Southern California. The researchers explored how teacher preparation programs supported new teacher efficacy and persistence in the field. Notably, the data showed that teachers who were skilled in lesson planning for students from diverse backgrounds, experienced efficacy leading them to be more likely to persist in the field. The researchers also found that inclusive and supportive school environments and intentional attention to their wellness contributed to their desire to persist in the field.

Roundtable Session 6 (3 Presentations)*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)

A coherent, research-based theoretical orientation to literacy instruction and classroom practice is essential for teachers' decision-making for biliteracy instruction. We present a review of research on Spanish literacy instruction from Spanish-speaking countries and the US as the transdisciplinary research base for the CA Teaching Performance Expectations (TPEs) for literacy and bilingual authorization credentials. Participants have the opportunity to reflect on their orientation toward Spanish literacy instruction using the survey (TORIS) developed from our analysis of response patterns of Mexican teachers. Theoretical orientation research provides a framework for interpreting and implementing TPEs to prepare candidates for standards-based language arts instruction.

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 Session 7 (3 Presentations)*Increasing Access and Inclusive Practices Through Professional Development of TK-Grade 2 Teachers*

Jenny Chiappe (California State University Dominguez Hills)

Students with extensive support needs (ESN) include students with intellectual disability and multiple disabilities. Students with ESN continue to be the least likely to spend most of their day in a general education classroom (NCES, 2024). The goal of the project through professional development (PD) is to address students of all abilities in general education settings. Thirteen participants supporting TK to 2nd grade students participated in the study. The three PDs focused on inclusion, literacy, and math. Participants reported high likelihood of inclusion but expressed challenges in supporting students with disabilities.

Reimagining Teacher Preparation and Policy for a Multilingual California

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

This session examines California's English Learner authorization policy and presents Alder Graduate School of Education's transition to universal ELA1 preparation as a case study in programmatic change. We analyze how limited authorizations constrain teacher capacity to serve multilingual learners and argue that all teacher candidates should receive comprehensive preparation aligned with CTEL standards. The session highlights institutional strategies, including cross-functional faculty collaboration, expert-supported professional learning, and common language-planning tools. Findings suggest that universal ELA1 preparation can strengthen candidates' confidence, asset-based orientations, and language-responsive instructional practices while offering a practical model for teacher preparation programs statewide.

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

Vy Cao & Norman Powell (La Sierra University)

Traditional teacher evaluation systems often rely on rigid checklists that fail to capture the complexities of multilingual classrooms. Drawing on the foundational framework of the book *The Ethical Supervisor* (forthcoming), this practice-focused presentation introduces an ethical, differentiated supervisory model. We examine how clinical supervisors and instructional leaders can shift from compliance-oriented inspections to collaborative coaching. Participants will explore the GEMS cycle (Goal, Evidence, Monitor, Share), objective narrative documentation (Data-Label-Rationale), and multidimensional observation protocols designed to foster language-responsive environments, celebrate practitioner growth, and promote equity for all multilingual learners.

Roundtable Session 8 (3 Presentations)

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

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

Drawing on years of research and our forthcoming book, this presentation examines how critical bilingual teacher agency can strengthen teacher preparation for less commonly taught languages, drawing on our research and forthcoming book on Korean dual language programs. We center historicizing, community knowledge, and the Korean concept of *woori*—a collective sense of “we” and belonging—to explore how bilingual teacher agency develops through relationships, collective responsibility, advocacy, generational knowledge, and community histories. We consider how teacher preparation programs can move beyond individualized notions of agency and prepare bilingual educators to recognize historical inequities, sustain community languages, and act collectively toward educational justice.

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)

Preparing multilingual educators requires more than strong coursework. Teacher candidates must learn to integrate language and content while collaborating effectively with colleagues, families, and multilingual communities. Drawing on perspectives from teacher education, dual language leadership, classroom practice, and induction mentoring, this practice-focused session examines how sustained school-university partnerships can strengthen the connection between teacher preparation and multilingual school practice. Participants will explore practical strategies for strengthening partnerships among teacher preparation programs, mentor teachers, and school leaders while designing more coherent coursework and clinical experiences that better prepare linguistically and culturally sustaining educators.

Roundtable Session 9 (2 Presentations)

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 practice-based session introduces the development and pilot implementation of a Linguistic Responsiveness Audit Framework, a program self-study tool 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 multi-lingual teacher preparation.

Roundtable Session 10 (3 Presentations)

Support for All Learners: A Policy Analysis of Naming, Measurement, and Funding in California's Teacher Performance Expectations

Joe A. Petty (Loyola Marymount University)

The phrase “support for all learners” anchors California’s Teacher Performance Expectations, and its meaning depends on three policy levers that current standards leave unspecified. This analysis of public credentialing documents asks where disability is named, whether performance assessment measures candidates’ capacity to teach students with disabilities, and whether program funding resources that preparation. Applying Capper’s seven tenets of disability studies in education to the policy architecture, the analysis argues that a mandate declaring a goal without specifying named competencies, required evidence, and allocated resources permits ableism to remain the unmarked default. Recommendations address the Commission on Teacher Credentialing directly.

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)

This prismatic study examines narrative perspectives from two educational leaders as administrative leadership credential candidates, professors, and K-8 educational leaders. Stewardship of the discipline demands more than credential completion; it requires a sustained commitment to examining and dismantling the systems that credentialing programs too often protect. The two perspectives documented in this study converge on a fundamental finding: contemporary leadership credentialing prepares administrators to navigate existing structures rather than to transform them. For K-12 students, this impacts placement rates, discipline data, graduation outcomes, and the students’ daily experience when leader are trained to maintain institutional comfort rather than pursue institutional accountability.

Change and Technology: Humanizing Engagement in the Age of AI

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

This prismatic study examines the pedagogical practices of three professors who prioritize student engagement through multimodal teaching and learning. Situated within humanizing pedagogy, technological change, and equitable higher education, the study explores how intentional instructional design integrates inquiry, project-based learning, higher-order thinking, creativity, authentic engagement, and critical dialogue. Guided by prismatic theory, reflective narratives from three researcher-participants are analyzed to identify convergence and divergence in their practices. Findings suggest multimodal engagement functions as a dynamic, relational, humanizing approach that supports academic development, centers diverse student assets and experiences, addresses inequities, and responds thoughtfully to evolving digital and generative AI contexts.

Concurrent Workshops - Friday, October 9, 2:00 to 3:00 p.m.

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)

In this interactive workshop, we discuss how recent changes in immigration policy and enforcement have impacted students in California schools. We will focus on how teacher educators can better prepare teacher candidates to support and defend their mixed-status families and undocumented students during times of increased ICE raids and family separations. Participants will engage in a restorative practice circle to model how educators can facilitate conversations about immigration issues at their school/university setting. The workshop will conclude with how to respond to real-life scenarios involving immigration enforcement in and out of schools.

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)

Preparing teacher candidates for California's PK-3 Credential and Bilingual Authorization requires a clear alignment of social-emotional learning with culturally and linguistically sustaining pedagogy. This practice-focused session introduces a whole-child framework reframed through an early childhood lens. By mapping the Anchor Competencies Framework directly to California's PK-3 TPEs and Bilingual TPEs (BTPEs), this session introduces and reviews new resources tailored specifically to this learning landscape. Session participants will examine example teacher moves, discuss sustainable professional learning models, and provide feedback on open-access resources designed to strengthen the bilingual teacher preparation ecosystem for young 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)

California's linguistic diversity demands bold policy action. Grounded in equity and global readiness, the Multilingual Education for All (MLE4All) campaign promotes policies and strategies that create or expand language study pathways and embed multilingual education for all, from early childhood through high school. In this session, you'll hear about the rationale, research, and advocacy behind this movement to scale multilingual education for every student in our state. 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)

This interactive workshop supports teacher educators, mentors, cooperating teachers, and PK-5 partners in preparing candidates to recognize and respond to African American Language (AAL) through culturally and linguistically sustaining instruction. Grounded in a qualitative case study of first-and second-grade teachers' knowledge of AAL, classroom discourse, and feedback on student writing, the session invites participants to explore how language ideologies shape instruction and community. Participants will identify deficit and asset-based responses to students' speech and writing, explore strategies, and draft an application plan for coursework, clinical supervision, or PK-5 partnerships.

Research Presentations on Fall Conference Virtual Day Saturday, October 10, 9:00 to 9:50 a.m.

Room One (2 Presentations)

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 Two (2 Presentations)

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)

By participating in a yearlong, collaborative residency, dual-credential preservice teachers deepened their understanding of students' cultural and linguistic assets. Preservice teachers completed long-term placements in inclusive classrooms co-taught by general education and education specialist teachers. Candidates developed understanding as culturally and linguistically sustaining educators through instructional collaboration and sustained immersion in the school community. Placements in inclusive co-teaching classrooms also allowed candidates to explore equity issues related to the disproportionality of culturally and linguistically diverse students in special education. The experience invites reflection on clinical practice as opportunities for preservice teachers to grow as equity-minded 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)

High-impact tutoring is widely recognized for improving student outcomes, but emerging evidence suggests it may also strengthen the educator pipeline. This proposal examines new Stanford research on Teach For America's Ignite Fellowship which found tutoring nearly tripled the likelihood of applying to Teach For America's teacher preparation program, with particularly strong effects among men, students of color, and non-education majors. Drawing on the research and TFA's implementation, the session considers how tutoring can serve as a bridge between student support and educator recruitment, while creating more intentional and diverse pathways into teaching.

Room Three (2 Presentations)*The Impact of Current Educational Practices on Multilingual Students*

Bianca Yang (Irvine Valley College)

Bilingual Education has become a concern as standardized testing requires schools and districts to meet progress goals, but research shows that, for example, multilingual students may lack access to culturally and linguistically appropriate supports, which hinders their ability to succeed during these examinations. Although multilingual students have some language support, cultural differences and unique educational needs are not well recognized. The current English Language instruction does not target multilingual students' needs, and problems have emerged. In addition, the Trump Administration has officially rescinded the educational guidelines for public schools supporting multilingual students since August 2025, diminishing the progress toward fostering English-language acquisition.

Whose Definition Counts? Operational Language as Leadership in Educational Spaces

Joe A. Petty (Loyola Marymount University)

Educational vocabulary depends on shared meaning that terms rarely carry. Words such as monitoring, rigor, and inclusion fracture quietly when their definitions remain unstated, degrading coordination while every party believes agreement exists. Analyzed through Disability Studies in Education, two coaching experiences reveal one mechanism operating across settings: leaders either negotiate meaning collaboratively with those who enact it or impose meaning and demand conformity. The first case models transformative equity practice; the second reproduces exclusion against accurate knowledge students already hold. Constructing operational definitions collaboratively is leadership work and equity work.

Room 4 - Workshop*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 to education. Discussion includes how HQI/M instruction was embedded throughout the program's math methods course, and how a program-designed rubric was used to assess teacher candidates' awareness and growth of these principles. The session concludes with sharing how other teacher education programs can utilize the customizable HQI/M rubric to align with their goals and values, as a way to measure the effectiveness of their commitment to supporting all learners.

Research Presentations on Fall Conference Virtual Day

Saturday, October 10, 10:00 to 10:50 a.m.

Room Five (2 Presentations)

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)

Higher education students, educators, and teaching practices have evolved in the six years following the COVID-19 pandemic, which exposed inequities such as mental health challenges and the digital divide. Using collaborative prismatic inquiry, seven professors reflected on shifts in student experiences and engagement. Findings indicate increased student stress, reduced attention spans, and changing communication patterns, often linked to expanded technology use and the rise of AI, raising concerns about academic integrity. At the same time, students benefit from collaborative, multimodal, and structured learning environments aligned with humanizing and equity-centered pedagogies. Tensions emerged between flexibility and rigor, particularly across disciplines. The study highlights the need for adaptive, relational, and inclusive teaching approaches that respond to evolving student needs while reconsidering whether perceived changes reflect deficits or broader access and participation

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)

Across religious traditions, women's roles have historically been marginalized or erased, further undermining women as advocates for their children with dis/abilities. Rather than being recognized as agents of change, women were often excluded from religious narratives or relegated to the margins of religious life. These layered structures place women in subaltern positions, revealing how religious traditions can marginalize experiences not aligned with dominant authority. This study highlights the importance of women's voices, especially traditionally marginalized women's voices, in research in order to deconstruct cultural constraints and perceptions of dis/ability that impact education.

Room Six - Panel

Student Voices: Connecting Learning and Experience

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

This session brings together the voices of graduate students reflecting on connections between academic learning and educational experience.

Room Seven - Workshop*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 Eight - Workshop*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.

CCTE Fall 2026 Conference Program

Wednesday, October 7th:

9:00 am - 3:00 pm Meeting of the California University Field Coordinators Forum
 10:00 am - 4:30 pm Meeting of the Board of Directors of the California Council on Teacher Education
 11:30 am - 4:30 pm Statewide Meeting of Education Deans and Directors
 Lunch at 11:30 am; Meeting from 1:00 to 4:30 pm; Cash bar at 5:00 pm

Thursday, October 8th:

9:00 am - 10:15 am Meeting of California Association for Bilingual Teacher Education
 9:00 am - 10:15 am Meeting of Independent California Colleges and Universities-Education (ICCU-ED)
 9:00 am - 10:15 am Meeting of California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED)
 9:00 am - 9:45 am Meeting of the CCTE Graduate Student and New Faculty Caucus
 9:45 am - 10:15 am Newcomers Meeting and Orientation
 10:15 am - 10:30 am Break
 10:30 am - Noon Fall Conference Opening Session
 Introductions & Organizational Updates
 Conference Orientation by Fall Conference Co-Chairs
 Keynote Address: Dr. Ramón Antonio Martínez
 Noon - 1:00 pm Lunch Break and Meetings of CCTE Special Interest Groups
 1:15 pm - 2:15 pm First Policy Session: Conversation with staff of the Commission on Teacher Credentialing, moderated by CCTE Policy Committee
 2:15 pm - 2:30 pm Break
 2:30 pm - 3:45 pm Concurrent Research Presentations
 3:45 pm - 4:00 pm Break
 4:00 pm - 5:15 pm Concurrent Research Panels & Workshops
 5:15 pm - 5:30 pm Presentation of CCTE JEDI Awards
 5:30 pm - 6:30 pm Joint Presidents' Reception

Friday, October 9th:

8:30 am Continental Breakfast for All Conference Registrants
 9:00 am - 10:15 am Friday Morning General Session, International Keynote Speaker
 10:15 am - 10:30 am Break
 10:30 am - 11:45 am Special Focus Interest Sessions:
 Poster Session
 Graduate Student Research Presentations Session
 Induction Session
 Residency Session
 Intersectionalities Session
 Commission on Teacher Credentialing Session
 Deans Special Meeting Sessions
 Noon - 12:45 pm Lunch and Networking
 1:00 pm - 1:45 pm National Distinguished Panel
 1:45 pm - 2:00 pm Break
 2:00 pm - 3:00 pm Research Roundtables & Workshops
 3:00 pm - 4:00 pm Second Policy Session Discussing Work of the CCTE Policy Committee and Plans for the CCTE 2027 SPAN Conference
 4:00 pm - 4:30 pm Closing Session
 Final Discussion on Conference Theme.
 Looking Ahead to SPAN 2027 and Fall 2027 Conference

Saturday, October 10th - Fall 2026 Conference Virtual Day.

8:45 am - 9:00 am Call to Order and Orientation
 9:00 am - 10:50 am Concurrent Research Presentations, Panels, & Workshops
 10:00 am - 10:50 am Concurrent Research Presentations, Panels, & Workshops
 10:50 am - 11:30 am Conference Synthesis Discussion and Adjournment

California Council on Teacher Education Fall 2026 Conference Registration

Please use this form to register for the CCTE Fall 2026 Conference, October 8-9 & Virtual Day on October 10;
To pay by credit card, use the online portal on the "Fall 2026 Conference" page of the CCTE website
(www.ccte.org).

Name _____

Preferred Mailing Address _____
(include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Select Either On-Site or Virtual Registration from Below

On-Site Registration—for persons wishing to attend the Conference at the University of San Diego

Check the appropriate category:

- ☐ Basic Registration - \$595
 - ☐ Special for P-12 Educators - \$495
 - ☐ Special for Part-Time Faculty - \$475
 - ☐ Special for Retired Educators - \$450
 - ☐ Special for Students - \$350
 - ☐ Special for 4 or more registrants from the same institution - \$575 each
- (When registering multiple individuals with a combined payment please complete and submit a registration form for each.)

Additional Options for On-Site Registrants

Check if applicable:

- ☐ California Field Coordinators Forum Meeting (Wednesday) - \$100
 - ☐ Statewide Education Deans Meeting (Wednesday) - \$150
 - ☐ Independent California Colleges and Universities-ED Meeting (Thursday) - \$50
 - ☐ California Association for Bilingual Teacher Education Meeting (Thursday) - \$50
 - ☐ California Association of Professors of Special Education Meeting (Thursday) - \$50
- (If using the "4 or more" registration special, please indicate names of individuals being registered for each option.)

Virtual Registration—for persons wishing a link to the virtual presentation of most Conference sessions

Check the appropriate category:

- ☐ Basic Registration - \$495
 - ☐ Special for P-12 Educators - \$395
 - ☐ Special for Part-Time Faculty - \$375
 - ☐ Special for Retired Educators - \$350
 - ☐ Special for Students - \$300
 - ☐ Special for 4 or more registrants from the same institution - \$475 each
- (When registering multiple individuals with a combined payment please complete and submit a registration form for each.)

(continued on next page)

California Council on Teacher Education
Fall 2026 Conference Registration
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Additional Options for Virtual Registrants

Check if applicable:

- ☐ California Field Coordinators Forum Meeting (Wednesday) - \$50
 - ☐ Statewide Education Deans Meeting (Wednesday) - \$75
 - ☐ Independent California Colleges and Universities-ED Meeting (Thursday) - \$30
 - ☐ California Association for Bilingual Teacher Education Meeting (Thursday) - \$30
 - ☐ California Association of Professors of Special Education Meeting (Thursday) - \$30
- (If using the “4 or more” registration special, please indicate names of individuals being registered for each option.)

Registration for Only October 10 Virtual Day (registrants for October 8 & 9, both on-site and virtual, are automatically registered for the Virtual Day; this category is for those who wish to attend only on October 10.)

- ☐ Basic Registration - \$200
 - ☐ Special for P-12 Educators - \$175
 - ☐ Special for Part-Time Faculty - \$150
 - ☐ Special for Retired Educators - \$150
 - ☐ Special for Students - \$100
 - ☐ Special for 4 or more registrants from the same institution - \$175 each
- (When registering multiple individuals with a combined payment please complete and submit a registration form for each.)

Total: Please enter the total you are paying from all options above: _____

Please mail completed form with check payable to “California Council on Teacher Education” to:

Alan H. Jones, CCTE Executive Secretary
3145 Geary Boulevard PMB 275
San Francisco, CA 94118

Or for on-line registration and payment via credit card, go to the “Fall 2026 Conference” page of the CCTE website:

www.ccte.org

Those using the on-site portal are requested to also complete a registration form for each registrant and email all forms to:

alan.jones@ccte.org