Research Sessions
at the California Council on Teacher Education Fall 2024 Conference

Concurrent Presentations, October 17, 4:15 to 5:15 pm
Two Presentations in Each Session, 25-minutes each plus question time

Concurrent Session 1 – Point Loma I & II Room

Priorities of transformative praxis: Preparing minoritized and multilingual educators.
Edward R. Curammeng, Minhye Son, & Jessica Z. Pandya, California State University Dominguez Hills.
Insights from the U.S. Department of Education Augustus F. Hawkins Centers of Excellence-sponsored Multilingual/ Minoritized Educators Networked-Learning and Development (MEND), a transformative project for recruiting and sustaining Teachers of Color through justice-centered teacher education in the College of Education at California State University, Dominguez Hills.

Assessment of bilingual teachers in a changing policy landscape: The CSU singular approach.
Jordi Solsona-Puig, California State University San Bernardino, & Minhye Son, California State University Dominguez Hills.
California faces a critical need for effective bilingual education to support its diverse student population. This presentation examines the assessment of bilingual teacher preparation programs within the California State University (CSU) system, focusing on policy standards like Teacher Performance Expectations (TPEs) and Bilingual Teacher Performance Expectations (BTPEs). Faculty members and co-chairs of the Council on Plurilingual Educators Preparation (CPEP) provide a unique perspective on these assessments, including clinical practice and coursework and the opportunities and challenges of policy alignment. Successful program models and innovative practices within the CSU system will be showcased to foster dialogue on enhancing bilingual teacher preparation.

Concurrent Session 2 – Bay Room

Using AI feedback capabilities to develop student self-assessment, self-regulated learning (SRL), and social emotional skills.
Lara Ervin-Kassab, Jila Maleksalehi, Shivani Gupta, Vasudha Ramanarasiah, & Cristian Cortez, San Jose State University.
This session explores considerations for metacognition when using AI and popular edtech apps for use in providing formative feedback to foster self-assessment. We explore benefits for both students and educators in the use of metacognitive strategies while engaging in learning with technology.

The AI playground for intelligence augmentation: Let's dive in!
Samaa Haniya & Reyna Garcia Ramos, Pepperdine University.
This paper aims to report and discuss best practices and innovative strategies to empower educators with the knowledge and skills needed to thrive in the AI era of education. The goal is to raise awareness about the potential opportunities and challenegs for integratging AI in education.

Concurrent Session 3 – La Jolla Room

Leveling up Queer allyship: Advocacy through critical reflection and identity-conscious practice.
Alexander Rectra, University of Southern California.
In this session participants will explore the evolving landscape of queer advocacy amid shifting sociopolitical climates. Designed for self-identified queer allies with a solid foundation in advocacy, this session focuses on critical self-reflection, understanding microaggressions, and using identity-conscious language. Attendees will engage in open discussions, gain practical strategies, and deepen their understanding of their roles as allies. This brave space aims to empower participants to enhance their advocacy efforts in personal and professional contexts.

Bias implied, learning denied: Unlocking the potential of race-conscious culturally responsive teacher education in perilous times.
John Pascarella, University of Southern California.
This presentation will explore the political backlash against race-conscious teacher education as an entry point into examining contemporary cases of racial bias in K-12 classrooms, concrete examples of racial literacy-in-action, and practical strategies that teacher educators can immediately use with pre-/in-service teachers, colleagues, and school partners.

Concurrent Session 4 – Del Mar Room

Building from a strong core: Expanding teacher preparation pathways to support and sustain residency partnerships.
Aja LaDuke, Rhianna Henry Casesa, & Paula Lane, Sonoma State University.
This presentation will describe key features of a unique California Teaching University (CTU) teacher preparation program and explain how those components support diverse teacher candidates in residencies, including comprehensive, systematic, and sustainable feedback to pre- and in-service teachers. This feedback model—and additional required TRP experiences—will be provided.

Our goal is retention: An examination of structural supports in a California residency program.
Yesenia Herrera, Frank Ramos, & Briana Ronan, California Polytechnic State University San Luis Obispo.
This research presentation discusses findings on the structural supports that contribute to program completion and teacher retention in a teacher residency program in California.

Concurrent Session 5 – Coronado Room

Accessibility, engagement, and connections: Dual perspectives on multimodal feedback.
Kimiya Sohrab Maghzi, University of Redlands, & Marni E. Fisher, Saddleback College.
This session contrasts two professors' approaches to student writing feedback. One uses multimodal feedback (voice, video) to enhance engagement through Universal Design for Learning (UDL). The other focuses on one-on-one conferences to foster personal connections. Both methods highlight dynamic, inclusive feedback that promotes student autonomy and deeper learning.

.Multimodal assessment: Teaching and learning beyond the written word.
Katherine Felter, University of San Diego.
This session focuses on the practice of multimodal integration in teaching and learning assessments. The ISTE standards will be referenced in developing digital literacies and communication skills beyond the written word. Four examples of multimodal assessment will be shared and discussed as they relate to 21st century literary approaches.

Concurrent Session 6 – Point Loma III Room

The UC/CSU Collaborative for Neurodiversity and Learning: Equity in assessment issues for multilingual populations.
Kai Greene, California State University Dominguez Hills.
The UC/CSU Collaborative for Neuroscience, Diversity, and Learning now offers electronic learning modules to integrate best practices to support California's K-12 diverse students with language learning differences. This session addresses concerns related to the diagnostic process that includes the provision of valid and reliable assessment tools specific to multilingual students.

"We just need teachers of color...I don't care if they're blue." Racialization in teacher education recruitment and admissions.
Mayeen Quader, University of California Riverside.
This session presents findings from a multiple case study of teacher education programs (TEP) within three California-based Minority Serving Institutions (MSI). Applying critical race frameworks, I explored TEP recruitment and admission processes to understand how racialized discourses and factors shape policies and practices, and how whiteness is embodied.

Concurrent Panels, October 17, 5:30 to 6:30 p.m.

Panel Session 1 – Point Loma I & II Room

What teacher education can learn from Ethnic Studies: Principled exemplars of Ethnic Studies teacher development and feedback.
Chair: James Fabionar, University of San Diego. Discussant: Allyson Tintiangco-Cubales, San Francisco State University.
Panelists: Edward R. Curammeng, California State University Dominguez Hills, Cheralen Valez, University of California Santa Cruz, Patricia Lopez, California State University Fresno, Guadalupe Cardona, Xicanx Institute for Teaching and Organizing, Artnelson Concodia, University of California Los Angeles, & Jesse Mills, University of San Diego.
This symposium highlights research demonstrating the power of Ethnic Studies in the preparation of all teachers through the work of: Community Responsive Education, Xicanx Institute for Teaching and Organizing, the Liberated Ethnic Studies Model Curriculum Consortium, and San Diego Unified School District's Partnership with San Diego University.

Panel Session 2 – Coronado Room

From the classroom to the board room: Teacher-led efforts for equity and excellence.
Donja Harding, Natomas Unified School District, & Pia Wong, Mimi Coughlin, & Eric Claravall, California State University Sacramento.
Our presentation showcases a district-university partnership in which teachers are taking a primary role in building a supportive infrastructure for impactful, equity-oriented practice aligned to Ethnic Studies.

Panel Session 3 – Bay Room

Nurturing future educators: Innovative partnerships in expanded learning.
Steve Bautista, Santa Ana College, Joya L. Chavarin, Berkeley City College, Aleah Rosario, Partnership for Children & Youth, & Barbara Ige, Woodcraft Rangers.
Learn about innovative partnerships between teacher education programs and expanded learning (before school, afterschool, and summer program) providers that support future teachers who reflect the diversity of California's students. Panelists will share the components of successful partnerships, including apprenticeship models, and inspire participants to apply learnings in their local communities.

Panel Session 4 – Point Loma III Room

Pushing back against Science of Reading mandates: The California story.
Jill Kerper Mora, San Diego State University, Edgar Lampkin, California Association for Bilingual Education, Barbara Flores, California State University San Bernardino, & Anita Flemington, University of La Verne.
The panelists will explain how organizations representing teachers and teacher educators successfully argued against passage of AB 2222 (Rubio) Science of Reading in the California Legislature in April 2024. Under the leadership of CABE, this coalition utilized networking and legislative advocacy to promote talking points and create dialogue with constituent groups. Teacher and teacher education faculty organizations articulated their rationale for opposing the proposed bill mandating alignment with a singular research paradigm for teacher credentialing and teacher professional development. AB 2222 opponents succeeded against SoR's legislative overreach on behalf of equity and effective language and literacy programs for multilingual learners.

Panel Session 5 – Del Mar Room

Supporting and celebrating less-commonly taught languages: A vision of building district-university partnerships through feedback rich systems.
Nirmla Giarate Flores & Myriam Casimer, California State Polytechnic University Pomona, & Julie Goldman, Izela Jacobo, & Eva Pando Solis, San Diego County Office of Education.
This panel presentation will outline a vision of building IHE/LEA partnerships that will leverage feedback rich systems in supporting less-commonly taught languages (LCTLs), while validating strengths through an emerging large-scale research project, aiming to develop a comprehensive plan to expand LCTLs in administrative leadership, classroom instruction, professional development, and community partnerships.

Panel Session 6 – La Jolla Room

Preparing for Ethnic Studies: Questions and answers from teacher educators.
Antoinette Linton, California State University Fullerton, & Miguel Zavala, University of California Riverside.
This session explores how teacher educators are developing the necessary infrastructure for preparing Ethnic Studies educators, emphasizing the creation of credentialing frameworks. It discusses collaborative strategies between Ethnic Studies and Education departments and the use of executive conventions to strengthen both preservice and in-service teacher preparation.

Concurrent Workshop Sessions, October 18, 1:30 to 2 :45 p.m.

Workshop 1 – Coronado Room

Evaluating and transforming for equity: Integrating anti-racist pedagogy with the ARCSI Framework.
Daniel Soodjinda & Cassandra Drake, California State University Stanislaus.
This workshop provides practical tools for integrating anti-racist, culturally sustaining, and inclusive pedagogy into course design. Participants will explore the ARCSI evaluation instrument, create ARCSI-aligned objectives, assessments, and activities, and leave with an equity-focused course outline. Hands-on practice ensures effective implementation of DEI principles in teaching.

Workshop 2 – Bay Room

Humanizing assessment and feedback in writing instruction: Social annotation as a tool for deeper learning.
Michele McConnell, California State University Fresno, & Kelly Metz-Matthews, San Diego College of Continuing Education.
Writing instruction and assessment often focus on a final product rather than the developmental process. Additionally, many teachers lack instruction in writing assessment beyond a rubric. In this workshop, we offer social annotation, a more humanized learning and assessment process, to support a variety of learners.

Workshop 3 – Del Mar Room

Systems feedback: Scaling residency programs.
Heather Michel, CDE Foundation, & Amy Bennett, Santa Clara County Office of Education.
This workshop session will focus on program self-assessment feedback. Participants will learn how to implement, manage, and support the teacher residency model from the IHE perspective. Attendees will engage in a residency inventory grounded in The Residency Lab's Ten Characteristics for Effective Residency Programs in service of successful residency program implementation.

Workshop 4 – La Jolla Room

Black Genius, an achievement distortion: A critique on state standardized testing and deficit framing.
Brenda Burgo, University of California Riverside.
This presentation will briefly review the history of standardized testing, including major legislation, and then dive into Quantitative Critical Theory as it pertains to the results of this study. We will end with significance, implications, and how educators can mitigate the harm done from a deficit framing of achievement.

Concurrent Roundtable Sessions, October 18, 1:30 to 2 :45 p.m.
10 roundtables with 2 presenters at each, all in Point Loma I & II Room

Roundtable Session 1

Translanguaging practices in teacher preparation programs: Navigating challenges, contextualizing feedback.
Lyn Scott, California State University East Bay & Rhianna Henry Casesa, Sonoma State University.
All teachers can implement translanguaging practices in their classrooms to support multilingual learners (MLs). Highlighting ongoing feedback from math, science, and English language arts preservice and in-service teachers who are integrating strategies to support MLs, attendees consider how to re-think multilingualism based on teachers' and MLs' lived experience.

Developing key assessments based on the CalTPA: Enhancing teacher candidate feedback.
Shana Matamala, University of La Verne.
This session focuses on how developing key assessments based on the California Teacher Performance Assessment (CalTPA) provided critical feedback for improving our teacher education program. Participants will learn about the impact of CalTPA rubrics, calibration processes, and structured feedback in refining program effectiveness and candidate development.

Roundtable Session 2

Preparation experiences, equitable access, and teaching performance assessment results in California.
Susan Kemper Patrick, Learning Policy Institute, & Lillie Ko-Wong, University of California San Diego.
Using statewide data on California teaching candidates, this study explored variation in teaching performance assessment results among candidates who took either the CalTPA or edTPA in recent years. We explore whether and how inequitable access to different preparation experiences may drive differences in TPA results across candidates and programs.

Evaluating educative potential: Analyzing international teaching performance assessments.
Lara Ervin-Kassab, San Jose State University, Mistilina Sato, University of Canterbury, Christchurch, New Zealand, Karen Escalante, California State University San Bernadino, Damian Maher, University of Technology, Sydney, Australia, Daniel Soodjinda, California State University Stanislaus.
This roundtable is intended to be a space for discussing how teaching performance assessments in three nations have the potential to be educative.

Roundtable Session 3

The IEP Simulation: A transdisciplinary formative feedback event across educator preparation programs.
Cindy Collado, Jenna Porter, & Pia Wong, California State University Sacramento.
The Individualized Education Program (IEP) meeting simulation was developed as a formative event where diverse credential candidates deepen their asset-based approaches and collaborative communication. In this transdisciplinary cross-campus collaboration, layered formative feedback is built into the event as assessment for learning practices, effectively moving candidates toward change

Dyslexia simulation: Fostering equity by deeply understanding the dyslexic student experience.
Madeleine Mejia, California State University Fullerton, & Amber Bechard, University of La Verne.
This workshop prepares educators for California's Dyslexia Law (AB 1369), focusing on identifying and supporting dyslexic students. Through immersive simulations, participants will experience dyslexia's challenges and explore evidence-based strategies, including multisensory learning and assistive technology, to foster inclusive, equitable literacy instruction and deeper learning.

Roundtable Session 4

Preparing effective reading specialists and literacy coaches through situated apprenticeships and reflective practice.
Lisa Bennett, California State University Fresno.
This session unpacks ways in which candidates are apprenticed into the work of reading specialists and literacy coaches in a clinically-rich, one-year, advanced credential program.

Addressing the "Greatest Civil Rights Issue of Our Time": Evidence based practices in language and literacy.
Kimiya Sohrab Maghzi & Barbara T. Conboy, University of Redlands.
Project TEAMMATES-LL enhances language/literacy development in dual language/dialect learners through interdisciplinary training of speech-language pathology and special education graduate student-scholars from underrepresented groups in evidence-based practices.

Roundtable Session 5

Coaching for equity: The role of university supervisor and cooperating teacher feedback.
Isabel Orejel & Shana Matamala, University of La Verne.
The session covers training supervisors in coaching for equity, using reflective feedback, mixed reality simulations, and effective coaching styles to enhance teacher preparation. The session will share insights and best practices for training supervisors through an equity lens.

How resident teachers perceive inclusive practices through shared experiences with their mentor teachers.
Kate Herman, Californians Dedicated to Education Foundation.
This discussion will outline findings confirming the weight of mentor teachers' role in resident teachers' experiences. The mentor had a marked impact on residents' perceptions of their own ability to build inclusive environments during clinical practice and contributed to contentious feelings around implementing inclusive practices beyond the residency year.

Roundtable Session 6

Feedback for us: How aspiring teachers experience the racial climates of teacher education programs as reported in the National Assessment of Collegiate Campus Climate Survey.
John Pascarella & Jihye Kwon, University of Southern California.
The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative survey of undergraduate and graduate students administered by the USC Race and Equity Center. This paper reports NACCC findings, which includes the best available national survey data on how teacher education students experience racial climates while completing their programs.
Preparing pre-service teachers for culturally responsive lesson plan design.

Mary K. Requa, San Francisco State University, Jill Yochim, San Francisco State University/University of California Berkeley Joint Doctoral Program, & Carolyn Schweitzer & Patrick Hanlin, University of California Berkeley Doctoral Program;
Our research outlines how pre-service teachers (PSTs) can develop lessons that focus onstudents' cultural strengths and incorporate key evidence-based practices for working with students from culturally and linguistically diverse backgrounds.

Roundtable Session 7

Practices for engagement: Implementing constructivism and project-based learning in higher education.
Meredith A. Dorner, Irvine Valley College, Marni E. Fisher, Saddleback College, Kimiya Sohrab Maghzi, University of Redlands, & Jeremy F. Cavallaro, University of La Verne.
This session explores how four professors apply constructivism and Project-Based Learning (PBL) in higher education. Each tailors PBL to their discipline—English, special education, and science—emphasizing real-world problem-solving, collaborative feedback, and student responsibility. The approaches highlight constructivism's adaptability and effectiveness in fostering deeper student engagement and learning outcomes.

Rethinking traditional assessment methods.
Shanna Del Rosario, Community Roots Academy.
This session advocates for inductive teaching approaches that guide students in exploring facts and concepts, promoting critical thinking and deeper understanding beyond traditional memorization-based assessments.

Roundtable Session 8

Feedback for all: Preparing for deeper learning for equity and excellence in the California classroom..
Cindy (Ai-Ling) Li, Mount San Antonio College.
In this roundtable, participants will examine a particular instance in which "Peer to Peer" Feedback was implemented, gain some understanding of the importance of "Peer to Peer" Feedback in Teacher Preparatory courses, and discuss and combat implications to "Peer to Peer" Feedback.

Critically reflecting on culturally sustaining feedback: Engaging a student-educator feedback loop.
Selena E. Van Horn, Frederick P. Nelson, & Patricia E. Lane, California State University, Fresno.
Researchers share insights about reflective practices associated with programmatic equity goals that suggest reflecting on feedback purposes, faculty feedback goals, and teacher candidate perceptions must engage relationship cultivation through culturally sustaining practices. Findings suggest a multifaceted approach to providing and receiving feedback for growth and affirmation of diverse ways of knowing.

Roundtable Session 9

Trauma responsive pedagogy and care in the early childhood classroom..
Jocelyn Navarro, California Baptist University.
This presentation explores the impact of Trauma-Informed Care (TIC) training on early childhood educators, drawing from a Southern California case study. Participants will delve into the challenges and benefits reported by educators, including issues of training convenience, support, and professional development. Attendees will gain strategies to enhance TIC training and improve student outcomes.

Formative feedback on behavior that heals, not harms: Embracing a trauma-informed approach.
Carrie Giboney Wall, Pepperdine University.
Desperate to decrease problematic behaviors and increase desirable ones, many teachers employ behaviorist models of discipline that do more harm than good, especially for students who are trauma-impacted. This presentation explores the manifestations of trauma on student behavior at a local elementary school as well as the school's trauma-informed approach.

Roundtable Session 10

Enhancing California's public school transitional kindergarten programs through comprehensive teacher and administrator training.
Furwa Rizvi, California State University Stanislaus.
This session will identify the needs and barriers advanced teachers and administrators face in expanding transitional kindergarten in public schools. It will conduct an analysis of teacher and administrator feedback and explore professional learning opportunities for educators. Additionally, it highlights the preparation for pre-service teachers in PK-3rd grade credential programs.

Leadership in transition: Changing paradigms in early childhood education.
Christina Laney & Ruth Piker, California State University Long Beach.
This presentation demonstrates shifting views of leadership within the early childhood education profession. We explore who teacher candidates view as leaders in the field and how they begin to define leadership. We discuss implications for early childhood teacher preparation programs.

Poster Session, October 18, 6:00 to 8:00 p.m.
17 posters in Point Loma Rooms I, II, & III, with wine, crackers, & cheese

Poster 1
Empowering mentors and teacher candidates: Advancing civics and history education through K-12 professional development.
Libbi Miller & Heather Ballinger, California State Polytechnic University Humboldt.
This session overview describes a professional development program aimed at enhancing history and civics education. In its first year, the program supported 50 educators, focusing on culturally responsive, equity-driven practices. Monthly sessions and a three-day summer institute promoted innovative teaching strategies, leadership development, and inclusive classroom environments for diverse students.

Poster 2
Equity-focused supervision: Feedback from field supervisors on their needs and concerns.
Lisa Sullivan & Andrew Hood, University of California Davis.
Survey data from fieldwork supervisors in teacher education programs across California uncovered limited opportunities for professional development on equity issues. Supervisors seek more professional development, resources and collaboration time in order to effectively support novice teachers and improve educational experiences in TK-12 settings

Poster 3
Justice focused teacher education.
Antoinette Linton, California State University Fullerton.
This presentation explores integrating just, equitable, and inclusive education (JEIE) practices in teacher preparation, emphasizing culturally responsive teaching, systemic equity, and practical strategies for diverse classrooms.

Poster 4
Improving ITEP student experiences and graduation rates: Key practice considerations and invitation for IHE collaboration.
Sara Werner Juarez, Christina Chavez-Reyes, & Giselle Navarro-Cruz, California State Polytechnic University Pomona.
This poster shares elements to support ITEP student retention, including enhanced advising and an innovative junior transfer summer bridge. We invite community building and strategizing among participants.

Poster 5
Implicit bias: Evaluators' perception of bias in scoring teacher performance assessments. Connecting research to practice.
Terrelle Sales, Pepperdine University.
This digital poster presentation focuses on survey data collected to uncover evaluators' perception of implicit bias's impact on the scoring of Teacher Performance Assessments (TPAs). Research attests to and affirms the negative impact of implicit bias on educator's and administrator's classroom management, assessment, and instructional practices Consequently, the pool of participants who are vetted and trained to become TPA evaluators are largely former teachers and administrators. Central to engaging this unique phenomenon within teacher preparation is uncovering the critical implicit biases specific to TPA evaluators from their unique perspectives. It is the desire of the researchers to understand and identify TPA evaluators' perceptions on implicit bias in TPA evaluation practices as well as their perspective on how to effectively mitigate them.

Poster 6
Trauma responsive,pedagogy and care in the early childhood classroom.
Jocelyn Navarro, California Baptist University.
This poster explores the impact of Trauma-Informed Care (TIC) training on early childhood educators, drawing from a Southern California case study. Participants will delve into the challenges and benefits reported by educators, including issues of training convenience, support, and professional development. Attendees will gain strategies to enhance TIC training and improve student outcomes.

Poster 7
Teacher self-care practices for excellence in the classroom.
Joanne Van Boxtel & Rebecca Spady, Vanguard University.
The researchers will present findings of a survey of teacher self-care practices that were drawn from literature on self-care for the helping professions and teacher self-care. We will share quantitative and qualitative results and discuss findings and implications of responses aligned to the six domains of self-care practices.

Poster 8
Strategic partnerships: Creating strategic staffing.
Laura Craig, Sarah Garrity, Lynne Bercaw, Sera Hernandez, & Laura Hall, San Diego State University.
To address equitable and accessible systems for student teaching, and more systemic support for BIPOC candidates, this work investigated the potential of systemized district partnerships and strategic staffing. Three credentialing departments (general, special, and bilingual education) have collaborated and built partnerships with districts to reconceptualize recruitment, preparation, hiring, and retention.

Poster 9
The effect of a strength-based education program on the stress levels of parents of 2e children.
Gayle Bentley, Bridges Graduate School of Cognitive Diversity in Education.
In this study, 14 parents of 2e children attended a virtual education program and were given a pre-and post-test survey. The results showed a statistical difference in reducing parents' stress levels. The participants also reported a new understanding of the importance of developing a strength-based perspective of their 2e child.

Poster 10
Prismatic narrative inquiry: Examining K-8 perspectives on professional learning communities.
Marni E. Fisher, Saddleback College, Kimiya Sohrab Maghzi, University of Redlands, Mina Chun, California Lutheran University, Meredith A. Dorner, Irvine Valley College, Joe A Petty, Loyola Marymount University, Kelsey Wan, Community Roots Academy, Allison Petersen, Community Roots Academy, Ingrid Beaty, Community Roots Academy, Jeremy Cavallaro, University of La Verne, Jasmine Ramirez, Pepperdine University, Gayle Bentley, Bridge Graduate School of Cognitive Diversity in Education, & Paul McDonald, Paul McDonald Consulting.
Utilizing collaborative prismatic narrative inquiry, this research examines eight researcher-participants' narratives, reflecting their experiences and expertise as educational professionals with experiences in professional learning communities.

Poster 11
Science Circus Whittier: Understanding key practices of a college and community's informal science learning project.
Lauren Swanson, Whittier College.
The described college-community project aims to disrupt traditional narratives about science through opportunities to engage with community-based, informal science learning that is culturally responsive, improvisational, and centers on asset-based teaching practices. Key practices related to undergraduates' project participation are described.

Poster 12
Nontraditional grading to focus on feedback and equity.
Amy K. Conley & Kim Vincent-Layton, California State Polytechnic University Humboldt.
Our work has explored nontraditional grading methods that focus assessment on feedback, promoting equity, and deeper learning in California classrooms. A series of workshops and a faculty learning community on the book *Ungrading* by Susan Blum brought together ideas, best practices, and problems with nontraditional or alternative grading practices.

Poster 13
Developing and sustaining high school Grow Your Own programs.
Erin Whitney, Nora Aguilar McKay, Ben Seipel, Claudia Bertolone-Smith, Catherine Lemmi, & Karen Schreder, California State University Chico.
Our team will describe a university- high school Grow Your Own (GYO) education course in a rural district, share qualitative data specific to Hmong students enrolled in the class, and invite discussion around developing, sustaining and expanding similar programs.

Poster 14
Middle level administrators' perceptions and processes in supporting their teachers and student systems.
Moses K. Ochanji, California State University San Marcos, Roxanne Greitz Miller, Chapman University, Benjamin E. Seipel, California State University Chico, & Erika Daniels & Rong-Ji Chen, California State University San Marcos.
This study explores how middle school administrators in California understand and enact theirroles to support young adolescents' unique academic and socio-emotional needs. Findingshighlight the importance of a student-centered approach, the integration of social-emotionallearning, and the significance of equity and inclusion in middle school leadership.

Poster 15
Bilingual high school teacher preparation: Why it's needed and how we can strengthen it.
Leslie Banes, California State University Sacramento.
As we develop school-university partnerships to extend Dual Language programs through high school, we have an opportunity to trouble existing narratives and co-design robust, interdisciplinary offerings taught by qualified bilingual educators.

Poster 16
Unpacking integrated ELD and UDL for all California educators.
Edward Gonzalez, California Educators Together, California State University Bakersfield.
We asked teachers across the state, "In your learning environment, what does high-quality instruction look like?" Two years later, we've trained hundreds of teachers and constructed a free repository of over 2,000 vetted lessons that include integrated ELD and UDL.