

# Celebrating “Feedback for All”

## A Retrospective on the CCTE Fall 2024 Conference

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Dear CCTE community, we wanted to circle back and thank you all for bringing this year’s CCTE Fall Conference on “Feedback for All” to life! From all indications, everyone was able to engage the theme, share insights across sessions, and bring new powerful ideas about how assessment for deeper learning connects to our scholarship and lived program experiences across the state.

Among the many great moments at this year’s conference, Thursday’s keynote by Linda Darling-Hammond was a highlight. Linda now serves as President and CEO of the Learning Policy Institute. She spoke via Zoom on “Feedback for All: Preparing for Deeper Learning for Equity and Excellence in the California Classroom” to a packed room. Weaving strands of policy and pedagogy, Linda placed feedback at the center of reform. She then stayed with us for commentary by discussants Annamarie Francois of UCLA, who was in-person, and Marquita Grenot-Scheyer of California State University, who also zoomed in. The lively and lengthy Q and A was a blast. We all enjoyed meeting Linda’s latest addition to the family (virtually) and her presence allowed us to feel more connected to the theme from policy and pedagogical perspectives.

The good energy continued into the Friday morning sessions focused on the work of feedback and how we can specifically elevate and sustain our commitments to at-risk youth in our schools. Friday featured two powerful panel sessions: one focused on feedback



*Reyna Garcia Ramos (center) and Eduardo Munoz-Munoz (right) moderate Friday panel.*

and bilingual/multilingual learners and one focused on feedback within inclusive learning communities.

The first Friday morning panel, “Feedback-Centered Practices for Bilingual/Multilingual Communities of Learners,” was planned and led by Eduardo Muñoz-Muñoz and Reyna Garcia Ramos. Eduardo is the Critical Bilingual Authorization Program Coordinator at San José State University. Reyna is the Director of the Teacher Preparation Program at Pepperdine University. Other panelists for this session included: Sofia Gonzalez Otero, Coordinator of Multilingual Programs for the San Mateo-Foster City School District; Emily Ingram, an Education Programs Consultant with the Language Policy and Leadership Office of the Multilingual Support Division of the California Department of Education; Blanca Torres, a second grade dual immersion teacher in Chula Vista USD who is also a Mentor Teacher and Bilingual Authorization Adjunct Faculty for the University of San Diego; and Ana Lopez-Rodendo, a student teacher at Pepperdine University. It was enriching to see what is possible with deeper feedback dives and what our CCTE leaders embedded in state and district level networks are doing in spaces committed to bilingual/multilingual learners with a focus on formative assessment.

The second session Friday morning, “A Panel Conversation on Feedback-Centered Practices for Inclusive/Special Education Learning Communities,” was planned by Anita Flemington and Virginia Kennedy. Anita is a Professor of Teacher Education at the University of La Verne. Virginia is an Associate Professor of Special Education at CSU Northridge. This

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*Conference attendees view presentation.*

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session featured an amazing live inclusive education simulation led by members of Branch Ed. Both leaders and participants modeled what it looks like to field parent questions “on the fly” and offer feedback during a parent-teacher conference. They also demonstrated with avatars a classroom interaction with students with highly differing tendencies to engage verbally during a small group exchange. Aimed at supporting preservice candidates in learning to learn about inclusive practices, the real-time avatars interacted with volunteer teachers who did not know what the avatars were going to say or do in the scenarios. These simulations, like all micro teaching opportunities in our teacher preparation programs, are safe spaces for beginners to reflect on how to offer feedback on the fly. Inclusive educators place feedback at the center of their work and beginning teachers need opportunities to learn how to do that.

We devoted Saturday morning of the Conference as a practitioner-focused day. Planned with our CCTE Fall 2024 Conference Committee over the last year and with special thanks to Marni Fisher, a faculty member at Saddleback College, and Reyan Warren, a teacher in Victor Valley Union High School District, Saturday afforded attendees the opportunity to go deep on feedback for deeper learning. After opening remarks from all panelists, there was time to sit with one of the several practitioners to talk about how feedback is a part of their work in their own unique professional contexts. On hand and generously sharing their wisdom of practice were: Dr. Joshua Murguia, a 12th grade English teacher at Orangewood Continuation



*Anita Flemington (left) introduces one of the Friday morning panel conversations.*



*Hillary Walker, Carrie Holmberg, & Juliet Wahleithner during Saturday morning program.*

High School and a lecturer in the teacher education program at CSU San Bernardino; Dr. Rita Suh, who served as co-director of the Culture and Equity Project at UCLA Center X, and is now in private consulting and a lecturer at CSU Long Beach; Dr. Patricio Vargas, Superintendent of Morongo Unified School District and a professor at La Sierra University; Hillary Walker, Director of the Bay Area Writing Project and adjunct professor of African American Studies and Ethnic Studies at the College of Alameda; and from The Community Roots Academy we were fortunate to have Jeremy Cavallaro, Ingrid Beaty, Danelle Tickel, and Kelsy Wan. Many learnings and takeaways emerged from the Saturday morning session. Centering practitioners’ voices and lived experience allowed us all to come together and most excitingly offer real-time formative feedback on authentic challenges and opportunities with deepening assessment for learners in our TK-12 communities.

We wish to take this opportunity and say with gratitude thank you, all, for one of the most inspiring and rewarding conference conversations we’ve had in years with accomplished professionals about why feedback matters. For Equity. For Inclusion. For Social Justice. And for Excellence in public education. Please keep in touch with us for all things that center feedback going forward in years to come.

Best always,  
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