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CALIFORNIA ASSOCIATION
FOR LEADING INNOVATION
IN EDUCATION

Spring CUE Conference 2026 - Continuing Education Units

March 10-21, 2026 - Palm Springs Convention Center

Course #	TEC-1941	Register Here: [coming soon]
Unit Cost	\$85 per unit, 1-2 units available	Spring CUE 2026 TEC-1941
Instructor	Rae Fearing, M.S. 707.218.6503 rfearing@joinalcalie.org joinalcalie.org	Fresno Pacific University

Syllabus

Join us in beautiful Palm Springs, March 19–21, 2026, for three powerful days of connection and cutting-edge learning. This year’s expanded session formats give you more ways to engage, including hands-on labs, panel discussions, and our new Transformative Educator sessions. Conference tracks include exploring AI integration, instructional design, and STEAM empowerment. Now powered by CALIE, Spring CUE 2026 is leading the conversation on what’s next in education—because our community doesn’t just adapt to change, we define it.

All assignments are due no later than Saturday, May 30, 2026, by 11:59 AM.

Submit assignments to Rae Fearing, rfearing@joinalcalie.org

Learning Outcomes

- **Synthesize and evaluate professional learning** from Spring CUE sessions, identifying key themes and instructional implications.
- **Align learning to relevant standards and frameworks**, connecting conference insights to state, national, or professional expectations.
- **Design or refine instructional or leadership practices** that close digital divides and improve the quality of student learning experiences.
- **Identify measurable indicators of impact**, outlining how implementation will support student engagement, learning outcomes, or educator effectiveness.
- **Curate a professional portfolio** demonstrating applied learning, standards alignment, and evidence-informed decision-making.

Course Assignments: 1 and 2 unit options

All Assignments due no later than Saturday, May 30, 2026 by 11:59 AM

1 Unit Option (15 hours of documented learning)

1. Attend 14 hours of conference activities (sessions and keynotes).
2. Document your learning: estimated time (estimate 1-2 hours to complete)
 - a. Reflective Journal: Maintain a reflective journal throughout the conference, summarizing key takeaways and potential classroom applications for each session.
 - b. Create and complete a documentation and reflection table of the sessions you attended at Spring CUE 2026. Include: Date and time of session, session title, presenter name, summary of session and how the content applies to your work or context.

Date	Time	Session Title	Presenter Name	Summary of Session	Application To Your Work
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2 Unit Option (30 hours of documented learning)

1. All requirements for the first unit must be met.
2. Select and complete FIVE (5) of the following options. (estimated time to complete each option is 3 hours)
3. Tool Selection Guidance: select digital tools that enhance clarity, creativity, and accessibility of the options you select. Tools should be used intentionally to improve the quality of the learning experience. Suggested platforms include Google Workspace, Canva, Adobe Express, Microsoft, Padlet, or comparable tools that support multimedia and portfolio design.

Options

- a. **Lesson Plan (Minimum 2 Hours of Instruction)** – Develop a standards-aligned lesson plan incorporating a strategy, framework, or tool introduced at the conference. Include learning objectives, instructional sequence, assessment methods, UDL considerations, and a rationale explaining how the design improves learning experience quality.
- b. **Professional Development Plan (Minimum 2 Hours of Training)** – Design a professional learning session for educators grounded in conference learning. Include learning outcomes, agenda, facilitation strategies, participant engagement structures, and an evaluation plan for measuring impact.
- c. **Strategic Action Plan** – Develop a clear, measurable implementation plan based on conference insights. Include a defined goal, action steps, timeline, stakeholder roles, success indicators, and a method for monitoring progress.

- d. **Video or podcast reflection** - Create an 8–12 minute video or podcast synthesizing major themes across sessions, emerging trends (AI, digital literacy, assessment, equity, instructional design), implications for your classroom, school, or district, and one measurable change you plan to implement.
- e. **Instructional or Leadership Presentation** - Design a multimedia presentation to share your learning with colleagues. Include: clear learning objectives, evidence-informed strategies, application examples, call to action
- f. **Structured Interview & Analysis** – Conduct and analyze interviews with three educators or leaders about technology integration, AI implementation, student digital literacy, or instructional impact. Submit a 2–3 page synthesis identifying common themes, key insights, and implications for improving learning experience quality in your context.
- g. **Survey & Data-Informed Recommendation** – Design and administer a brief survey related to instructional technology, AI use, or digital learning practices. Analyze the data and produce a 2–3 page report summarizing findings, identifying patterns, and recommending specific, measurable improvements to practice.
- h. **Signature Instructional or Leadership Artifact** – Create a high-quality artifact that applies conference learning to your professional context (e.g., redesigned lesson, AI-integrated unit, technology evaluation framework, digital literacy mini-unit, or instructional redesign). Include standards alignment, design rationale grounded in learning science or research, and expected measurable outcomes.
- i. **Interactive Infographic** – Develop a visually organized infographic synthesizing key concepts from the conference (e.g., AI literacy, digital design principles, ethical technology use, student learning signals). The infographic should clearly communicate ideas to a defined audience and include implications for practice.
- j. **Collaborative Learning Experience** – Design a structured collaborative learning experience for students or educators based on a conference theme. Include learning objectives, activities or discussion prompts, expected artifacts, feedback structures, and measurable indicators of success.
- k. **Blog or Thought Leadership Series** – Write three professional posts synthesizing conference learning for an educational audience. Each post must include practical application examples, standards alignment where appropriate, and a clear action step for readers.

Responsible Use of Artificial Intelligence

CALIE supports thoughtful and ethical use of AI tools. Participants may use AI for brainstorming, organization, editing, or transcription; however, all submitted work must reflect the participant's own professional thinking and analysis. AI should support clarity and efficiency—not replace critical reflection or instructional reasoning.

Submissions that rely primarily on AI-generated content may be returned for revision.

Participants must include a brief statement in their portfolio describing how AI tools were used in completing their work.

Assessment Rubric

Participants must earn a rating of **Proficient (3)** or higher in all categories to receive credit.

	Exemplary (4) Exceeds expectations; demonstrates depth, synthesis, and professional insight.	Proficient (3) Meets expectations; demonstrates clear understanding and appropriate reflection.	Developing (2) Partially meets expectations; limited depth or incomplete alignment.	Incomplete (1) Does not meet expectations.
Reflection and Synthesis of Learning	Demonstrates thoughtful synthesis across multiple sessions. Identifies patterns, emerging trends, and clear shifts in professional thinking. Connects learning to instructional design, equity, or closing digital divides.	Clearly summarizes session learning and identifies instructional implications.	Primarily descriptive; limited analysis or application.	Minimal or missing reflection.
Standards Alignment	Accurate and meaningful connection to relevant state, national, or professional standards. Alignment reflects thoughtful integration.	Standards are identified and appropriately connected.	Standards are mentioned but weakly connected.	No standards included.
Application to Practice	Identifies a specific and measurable change to instructional or leadership practice that improves learning experience quality or addresses a digital divide.	Identifies a reasonable plan for implementation.	Application is vague or lacks specificity.	No application identified.
Portfolio Organization and Professional Quality	Well-organized, accessible, and professional presentation. Clear navigation and working links.	Complete and organized with minor issues.	Inconsistent organization or missing components.	Disorganized or inaccessible submission.
Below applies only to 2-unit participants				
Depth and Quality of Products	Products demonstrate strong synthesis, clear audience awareness, and thoughtful instructional or leadership design.	Products meet stated requirements and demonstrate appropriate application.	Products partially complete or lack depth.	Products incomplete or insufficient.