



TEXAS A&M UNIVERSITY
Collaborative for Innovation
in Teacher Education

COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION



ANNUAL REPORT

2024-2025



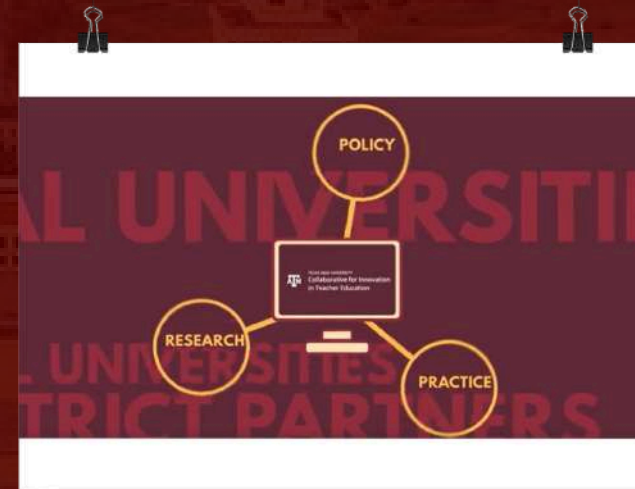
TEXAS A&M UNIVERSITY
Education &
Human Development

FROM THE FOUNDING DIRECTOR



Cheryl J. Craig

Founding Director, CITE
Professor, Department of Teaching Learning & Culture
Chair, Teaching and Teacher Education
Houston Endowment Endowed Professor of Urban Education
AERA Fellow

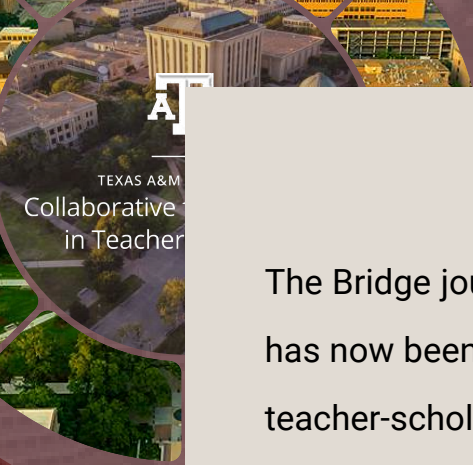


Watch our 4-minute video that encapsulates the Collaborative for Innovation in Teacher Education's growing impact since its inception. [\[tx.ag/CITE2024\]](https://tx.ag/CITE2024)

In 2024–2025, the Collaborative for Innovation in Teacher Education achieved more than its stated goals, expanding its reach and deepening its impact across research, practice, and policy. Entering its fourth year of operation, the Collaborative maintained its rigorous pace and continued to generate national and international recognition through scholarly programming, professional development initiatives, and strategic partnerships. One of the year's signature events was the celebration of the 4+1 Program's tenth anniversary—a milestone that marked a decade of preparing classroom-ready, equity-driven educators. The event underscored the Collaborative's role in sustaining innovative educator pathways, bringing together alumni, faculty, and stakeholders to commemorate the program's transformative impact on teacher preparation.

Another major achievement came when the Department of Teaching, Learning and Culture (TLAC) received first-place recognition in the 2024 Carnegie Project on the Education Doctorate (CPED) Award competition. As part of TLAC's broader efforts in doctoral innovation, this national award affirmed the Collaborative's leadership in shaping rigorous, practice-oriented doctoral education. The Collaborative worked as both a catalyst and a conduit for many of the scholarly practices that positioned TLAC for this distinction.

On the national stage, Founding Director Dr. Cheryl Craig was recognized for her longstanding contributions to teacher education research. She was invited to deliver the prestigious Helen DeVitt Jones Keynote Address by Texas Tech University's College of Education during the 2025 AERA Annual Meeting in Denver. Her lecture, titled "Increasing Educational Impact: 'New' Tools for Teaching and Teacher Education Research," drew the largest audience in the event's eight-year history, with over 100 in-person attendees and 47 joining virtually. In this widely acclaimed keynote, Dr. Craig shared insights into the evolving tools and practices that continue to shape high-impact research in teacher education. In addition to this honor, Dr. Craig's research was also recognized locally by the College of Education and Human Development (CEHD). She was invited for a second time to be one of twelve featured scholars in the CEHD's annual Voices of Impact event—a platform dedicated to showcasing faculty whose research makes a meaningful difference in the lives of educators, students, and communities. At the event, she offered a succinct and powerful reflection on the methodological tools that have shaped her research career and influenced the broader landscape of teacher education inquiry.

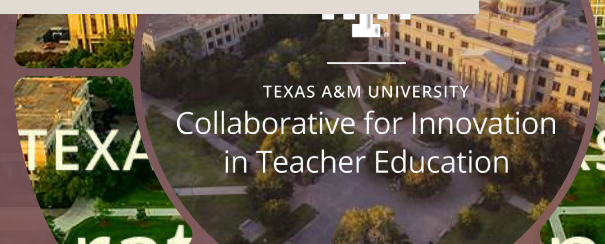


The Bridge journal—a practitioner-oriented publication first envisioned in the Collaborative’s founding proposal—moved closer to full realization this year. A dedicated journal website has now been developed and is scheduled for launch in Fall 2025, signaling a new phase in the Collaborative’s knowledge mobilization efforts. The journal will serve as a platform for teacher-scholars, graduate students, and educational leaders to share field-based insights and research-in-practice.

The Collaborative’s professional development courses also made significant strides. With over 15 offerings now available for Continuing Professional Education (CPE) hours with the Texas Education Agency (TEA), the courses are increasingly being purchased and implemented by local and regional educators. These include high-demand titles such as *Strategies for Teaching the Holocaust Through Elie Wiesel’s Night* and *Using the Holocaust Garden of Hope*, as well as new interdisciplinary offerings in collaboration with departments across the university. Notably, enrollment in these courses marked important progress towards the Collaborative’s long-term goal of sustainable growth.

Beyond its own programming, the Collaborative remained deeply engaged in cross-college, cross-campus, and cross-system partnerships. One such effort included a collaboration with Texas A&M University–San Antonio, which featured a widely attended guest lecture by Dr. Karen Burgard, Associate Professor of Education. Her talk, *The Tools Have Always Been There: Excavating Classroom Practices and Materials to Create New Approaches to Teaching and Learning*, was delivered online on February 11 and drew over 40 participants from across the U.S. and internationally. Dr. Burgard offered a compelling exploration of how longstanding pedagogical tools can be reimagined to enhance reading comprehension, analytical thinking, and student-led classroom discussions. Her emphasis on using primary sources across content areas sparked rich dialogue and provided attendees with practical, transferable strategies. As with every Collaborative session, participants joined from across the United States and around the world—including countries such as China, Pakistan, India, and Kenya—demonstrating the Collaborative’s growing global reach and the relevance of its work across time zones and educational contexts.

As the Collaborative enters its fifth year, its future-facing goals remain grounded in its original mission: 1) maintaining high quality programming, 2) expanding its global and national reach, 3) cultivating income streams to ensure sustainability, and 4) remaining responsive to the wealth of ideas and partnerships that emerge from its dynamic ecosystem. With a full calendar ahead and growing recognition from both local districts and national organizations, the Collaborative continues to exemplify how theory, practice, and policy can be brought into productive, innovative conversation—to the benefit of teachers, students, and the field of education.





Upcoming Events for the 2025-2026 Year

The first event is a guest lecture by Dr. Punya Mishra, a leading scholar in the field of educational technology. Dr. Mishra will speak on the implications of artificial intelligence for teaching and learning, offering critical insights into how AI is reshaping the educational landscape. This session will be moderated by Dr. Trina Davis, Academic Program Chair of STEM Education and Associate Professor of Learning Design and Technology, Department of Teaching, Learning and Culture.

The second event is an editors' panel on Writing for Publication, featuring five distinguished editors whose leadership has shaped major journals in education. Panelists include Dr. Stefinee Pinnegar (Editor-in-Chief, *Frontiers of Teacher Education*), Dr. Maria Assunção Flores (Former Editor-in-Chief, *European Journal of Teacher Education*; Executive Editor, *Teachers and Teaching: Theory and Practice*), Dr. Yeping Li (Editor-in-Chief, *International Journal of STEM Education*; *Journal for STEM Education Research*), Dr. Rich Milner (Editor-in-Chief, *Urban Education*), and Dr. Cheryl J. Craig (Co-Editor-in-Chief, *Journal of Teacher Education*; Executive Editor, *Teachers and Teaching: Theory and Practice*). This panel will be moderated by Aakash Kumar, PhD Candidate in the Department of Teaching, Learning, and Culture at Texas A&M University.

The third event is the featured Research Seminar in November, 2025, which will feature Professors Daniel Thomas III, Marcus W. Johnson, and John Williams III, who will present their outstanding research to a broad audience of faculty, graduate students, and colleagues across disciplines. The seminar offers a platform for leading scholars to showcase impactful work and engage participants in meaningful dialogue about the future of teaching, learning, and technology.



2024-25 At a Glance

In 2024–2025, the Collaborative for Innovation in Teacher Education achieved more than its stated goals, expanding its reach and deepening its impact across research, practice, and policy. The year featured a robust calendar of events—including online research presentations, guest lectures, and scholarly panels—that collectively engaged hundreds of participants. A major highlight was the celebration of 10 years of the 4+1 Program, recognizing a decade of preparing committed, classroom-ready teachers. The Collaborative also proudly honored TLAC’s national recognition as the first-place recipient of the 2024 Carnegie Project on the Education Doctorate (CPED) Award, affirming its leadership in doctoral education. Through these milestones, the Collaborative continues to foster meaningful dialogue and innovation in teacher education, building on a strong foundation and extending its influence within and beyond the university.

2024, Oct

Guest Lecture #1

Testimonios, Migration, and Method: A Conversation with Dr. Karla Garza on Award-Winning Dissertation Research by Karla Garza

2024, Nov

Research Presentation #1

From Inquiry to Research Text to Publication by Gayle Kurtis

2025, Jan

Departmental Achievement #1

Celebrating a Win: TLAC’s Carnegie Project for Educational Doctorate (CPED) Awarded for the First Prize Award 2024

2025, Feb

Guest Lecture #2

The Tools Have Always Been There by Dr. Karen Burgard, Texas A&M University—San Antonio

Voices of Impact Lecture

Increasing Impact: A New Tool for an Old Quest

2025, Mar

Departmental Achievement #2

Pressuring Makes Diamonds: Celebrating 10 Years of the 4+1 Program

2025, Apr

Collaborative Outreach

Invisible College for Research on Teaching and Teaching Education in Philadelphia

Invited Keynote Speech

Helen DeVitt Jones Invited Keynote Speech at AERA Sponsored by Texas Tech University: Dr Cheryl Craig Unveils ‘New Tools’ for Teacher Education Research

2025, May

Research dissemination

Collaborative Hosts Final Event of the Year: Faculty Academy ‘Invisible College’ Zoom Session

PD Courses

External/Internal Evaluation

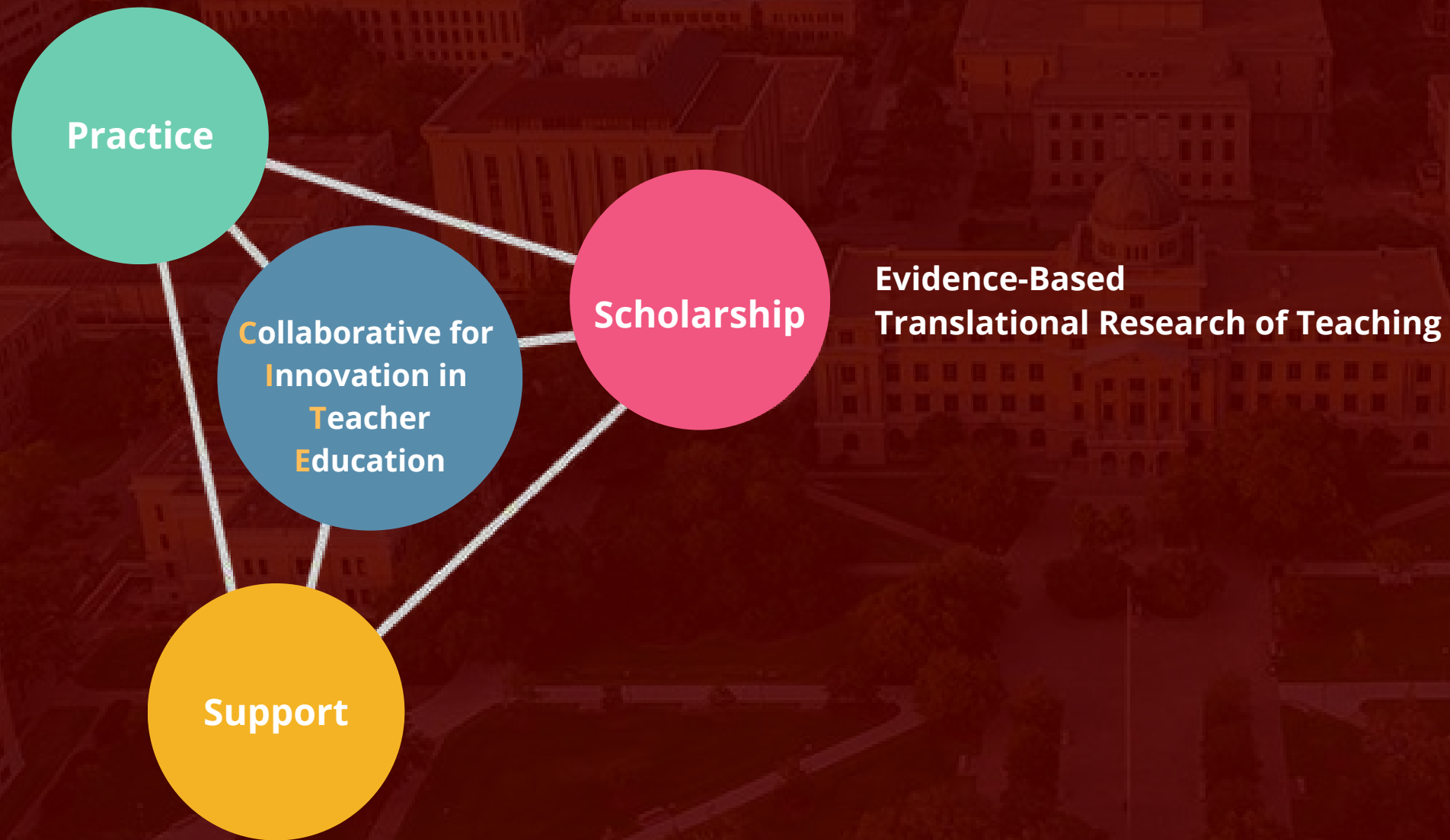
15 Courses are ready to release

Funds

*Holocaust Remembrance Association Funding
Catapult Grant Match
Partnership with Humble ISD
Private Donations*



**Impact on
Teacher Preparation, Teacher Induction, Teacher Sustenance**



**Evidence-Based
Translational Research of Teaching**

**Dissemination of Promising Teaching/Teacher Education Pedagogies,
Teacher Professional Development**

**THE
ACHIEVED
GOALS**

2024-2025

SCHOLARSHIP

In 2024–2025, the Collaborative for Innovation in Teacher Education strengthened its scholarship mission through a dynamic program of events, including 2 keynote lectures, 3 guest lectures, 2 research note presentations, and multiple program celebrations that advanced the conversation on teacher education research and practice.

The year began with a major milestone—the celebration of TLAC’s EdD in Curriculum and Instruction program receiving the 2024 Carnegie Project on the Education Doctorate (CPED) Program of the Year Award. Program Director Dr. Radhika Viruru shared how the program’s CIRCLE framework builds community, respect, leadership, and excellence in an online environment. Alumni from across the country reflected on the program’s impact on their professional growth and its seamless integration of theory and practice.

Guest lectures brought fresh perspectives to the Collaborative’s work. Dr. Gayle Curtis delivered *From Inquiry to Research Text to Publication*, guiding early-career scholars on publishing from dissertation research and sharing insights into narrative inquiry. Dr. Karla Garza, a dual national dissertation award recipient, presented her study on migrant teachers and students, blending narrative inquiry and testimonios to give voice to underrepresented communities.

On the national stage, Founding Director Dr. Cheryl J. Craig was featured in a prominent research spotlight series, introducing her methodological tools—serial interpretation and narrative—and delivered the Helen DeVitt Jones Teacher Education Keynote at the AERA Annual Meeting to a record audience.

The Collaborative also marked the 10-year anniversary of the 4+1 Master’s Program, celebrating more than 350 graduates and its success in preparing educators for teaching and leadership.

Through these activities, the Collaborative demonstrated its commitment to producing and sharing scholarship that connects theory, practice, and policy while honoring programs and individuals whose work makes a meaningful difference in education.

CELEBRATING A WIN: TLAC’S CARNEGIE PROJECT FOR THE EDUCATIONAL DOCTORATE (CPED) AWARDED FIRST PRIZE IN 2024



Radhika Viruru, Ph.D.

Clinical Professor
Department of Teaching, Learning and Culture
(TLAC) at Texas A&M University

The Carnegie Project on the Education Doctorate (CPED) Program of the Year award is given annually to one or more institutions whose CPED-influenced programs show themselves to be distinctive, innovative, and useful to other CPED members.

The competition for Program of the Year was extremely rigorous this year, with seven outstanding programs making it to the final round. After a thorough review process, which included multiple readings and deep discussions by our committee, Texas A&M’s program stood out for its exceptional approach to doctoral education. The committee was particularly impressed by the program’s detailed origins, the rationale for its development, and the strong alignment with CPED’s Guiding Principles.



TEACHING, LEARNING
& CULTURE

On January 29, 2025, the Collaborative for Innovation in Teacher Education hosted a celebration in honor of TLAC’s EdD in Curriculum and Instruction program, which was selected to receive the Carnegie Project for the Education Doctorate’s (CPED) Program Award of the Year for 2024. The event, which was conducted via Zoom, brought together over 30 participants from across the United States and around the world, all of whom were eager to celebrate this noteworthy achievement. Dr. Radhika Viruru, Director of TLAC’s CPED program, led the session. She emphasized its CIRCLE approach—Building Community, Supporting Individual Development, Respect, Creating Leaders, and Emphasizing Excellence—and detailed how students graduating from the program have helped propel the EdD program to such a remarkable success.

Throughout the celebration, Dr. Viruru emphasized the intentional design of the CIRCLE framework in cultivating a robust online learning environment where students feel thoroughly connected and supported. Drawing on anecdotes from faculty and students alike, she illustrated how each element of CIRCLE—particularly the focus on respect and community-building fosters meaningful engagement and bolsters student motivation. This holistic approach, she explained, has not only enhanced the quality of the online learning experience, but it has also contributed significantly to the national recognition bestowed by CPED.

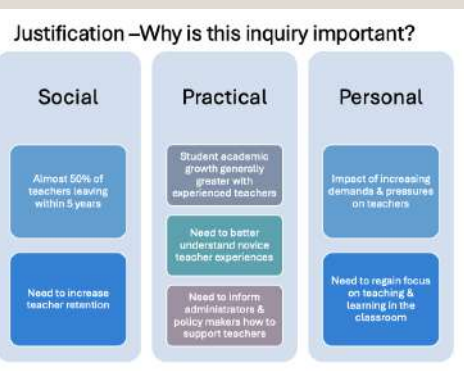
Alumni testimonies underscored these themes, as many praised the program’s faculty for their unwavering mentorship and dedication to individual student growth. One participant noted that “although the program was online, I truly felt as if I were on campus.” She attributed much of her professional advancement to the program’s rigorous coursework and collaborative culture. Several attendees further highlighted the seamless blend of theoretical scholarship and practical application.



The Carnegie Project on the Education Doctorate (CPED) is a network of over 150 colleges and schools of education in the United States and Canada dedicated to improving the Doctor of Education (EdD) degree. Established in 2007, CPED helps institutions redesign their EdD programs to better prepare advanced practitioners and educational leaders for real-world challenges.

FROM INQUIRY TO RESEARCH TEXT TO PUBLICATION

TESTIMONIOS, MIGRATION, AND METHOD: A CONVERSATION WITH DR. KARLA GARZA ON AWARD-WINNING DISSERTATION RESEARCH



Gayle Curtis Ph.D.

Post Doctoral Research Associate
Texas A&M University

On November 19, 2024, Dr. Curtis Gayle, a Postdoctoral Research Associate at Texas A&M University, delivered an online lecture titled From Inquiry to Research Text to Publication for Dr. Cheryl Craig’s class. Drawing from her award-winning dissertation, *Harmonic Convergence: Parallel Stories of a Novice Teacher and Novice Researcher*, Dr. Curtis shared insights into narrative inquiry and practical steps for publishing academic work.

KARLA ADELINA GARZA ('06, '07, '23)
Postdoctoral Fellow
University of Houston



Karla Adelina Garza ('06, '07, '23), the only Hispanic Ph.D. graduate in the 2023 Spring Cohort from the Department of Teaching, Learning & Culture at TAMU, has been honored with two outstanding dissertation awards. The first outstanding dissertation award came in April 2024 from the Narrative Research SIG of the American Educational Research Association (AERA); the second one bestowed on her was the John Laska Outstanding Dissertation Award for Teaching from the American Association on Teaching and Curriculum (AATC), which she received in October 2024. Garza’s original research, *Migrant Students Following the Crops, Teachers Following Their Students: A Narrative Inquiry into Two Migrant Children Who Became Teachers*, focused on Hispanic teachers from Eagle Pass, Texas who followed local border-community migrant youth to teach in an eight-week summer program. As migrants themselves, the teachers traveled with the migrant children from Texas to Princeville, Illinois (near Chicago) and back to the border town annually, following the migrant path of crop harvesting throughout the country.

A compelling twist to the dissertation was that the teachers taught Karla Garza in Grade 5 in Eagle Pass, where she learned alongside migrant students during the school year. The impetus for this fascinating examination of an oft-unheard culture was her remembering her puzzlement about the ongoing disappearance of her Eagle Pass teachers and classmates during the summer months.

This Fall, Dr. Karla Garza, who has earned three TAMU degrees ('06, '07, '23), visited from the University of Houston, where she works as Post-Doctoral Research Fellow, to present her dissertation research to Ph.D. students in the Department of Teaching, Learning and Culture. Their introduction to Dr. Garza’s exemplary research confirmed the importance of original topics and ‘finding gaps’ in the literature. The narratives or testimonios of the participants, told in their own voices, were interpreted and re-told by Karla Garza. Her research study has broad methodological impact on the field because it merges narrative inquiry, the study of lived experiences from the perspectives of the participants, with testimonios, a method that gives authority to the self-identity of Latinx individuals and communities. The TAMU Ph.D. students were also personally inspired to hear about the challenges Dr. Garza overcame as she broke new research ground and earned two highly competitive national awards for her dissertation study.

The lecture provided an in-depth look at the intersection of teaching and research. Dr. Gayle highlighted the importance of understanding novice teachers’ experiences within the high-stakes accountability landscape. She emphasized the significance of relational inquiry and the challenges and opportunities that arise when conducting narrative research. She outlined the methodological considerations involved in narrative inquiry, connecting theoretical foundations to practical applications in education research.

Participants found the session valuable. One attendee remarked, “Dr. Curtis’ ability to tell stories of teaching and research was inspiring. Her emphasis on relational inquiry has broadened my perspective on how to approach my research.” Another participant shared, “This session has motivated me to think about how I can use my dissertation findings to write multiple articles. Dr. Curtis made the road to publication seem manageable and exciting.”

Dr. Curtis shared practical strategies about how to take dissertation findings to publications. She offered tips for dividing research into thematic articles and choosing the right journals. The session concluded with an interactive Q&A, where Dr. Curtis addressed participants’ questions about narrative inquiry and publication processes. Her insights provided guidance for early-career researchers who navigate the challenges of academic writing and publishing. The class extends its gratitude to Dr. Curtis for sharing her expertise and inspiring students to advance their research and writing journeys.

INCREASING IMPACT: A NEW TOOL FOR AN OLD QUEST

https://www.youtube.com/watch?v=bGyMs0EoelM&list=PL_WH4jf4KBHlj5bFKemHXOu_vCRqZtOu&index=10



Few scholars can translate decades of research into five minutes of clarity. Dr. Cheryl J. Craig did just that. On February 25, 2025, Dr. Craig was invited for a second time as one of only twelve featured speakers in a national research spotlight series. She used her brief presentation to offer a powerful reflection on the methodological tools that have defined her scholarship—and that continue to shape the field of teacher education research.

She introduced two distinct yet interconnected tools: serial interpretation and intentional narrative. With serial interpretation, Dr. Craig emphasized the importance of looking across individual case studies to identify patterns that would remain invisible in isolation. This approach, rooted in rigorous qualitative inquiry, has allowed her to draw out deeper insights from programs like the China Study Abroad initiative—where multiple teacher experiences revealed a collective story about the embodied use of digital tools.

Her second tool—intentional narrative—focused on the careful construction of metaphors that make research findings more accessible and memorable. Phrases like “the dragon in school backyards” and “a butterfly under a pin” weren’t rhetorical flourishes. They were deliberate methodological choices designed to translate complexity into meaning, bridging the gap between research and real-world impact.

What made Dr. Craig’s talk especially poignant was not just the tools themselves, but how she grounded them in lived experience. She briefly traced her intellectual lineage—from her doctoral training with Jean Clandinin and Michael Connelly in Canada to her work in urban education reform in Houston. Each example illustrated the practical value of research that listens closely, moves across boundaries, and speaks with clarity.

In just five minutes, Dr. Cheryl J. Craig did more than share tools. She offered a model for how research can matter—methodologically sound, narratively rich, and deeply human.

FROM REMEMBRANCE TO RESPONSIBILITY: AN HRA 18 SPECIAL EVENT



On April 29, 2025, the Department of Teaching, Learning and Culture (TLAC) and Jewish Studies sponsored the Texas A&M University table at the Holocaust Remembrance Association (HRA) event, From Remembrance to Responsibility. HRA’s speaker was Bridgitte Gabriel, a New York Times best-selling author. After the dinner and the keynote address, attendees viewed a full-stage production of *How to Die: The Life of Dietrich Bonhoeffer*.

Representing TAMU were TLAC’s Cheryl J. Craig, who is Professor, Endowed Chair and Director of the Collaborative for Innovation in Teacher Education, and Ph.D. Candidate Noah Merksamer who created a teacher professional development course on *How to Teach about the Holocaust Using the Holocaust Garden of Hope*. Gayle Curtis attended the event as well, representing the Faculty Academy, the Portfolio Group and TLAC.

Also seated at TAMU’s table was Annette Easley, a former teacher of the Aldine Independent School District, who belongs to the Portfolio Group, and Michael Curl, Past Texas Secondary Principal of the Year and current middle school principal in Humble Independent School District. Missing was Dwaine Yeargin, a former Houston Independent School District teacher who created the Collaborative course, *How to Teach the Holocaust Using Non-Fictional Text: ‘Night’*



PRESSURE MAKES DIAMONDS: CELEBRATING 10 YEARS OF THE 4+1 PROGRAM



On March 26, 2024, at 6:30 PM, the Collaborative for Innovation in Teacher Education (CITE) held a virtual Zoom event to celebrate the amazing legacy of the 4+1 Master’s Degree Program in the Department of Teaching, Learning, and Culture. Since it began, the 4+1 program has given students a pathway to earn a Master of Education (M.Ed.). The approach mixes hard schoolwork with real teaching practice to ready graduates for the challenges of teaching and leading. It fits the Texas A&M University motto, "Always expect more," pushing students past their limits while helping them to do well. Dr. Robin Rackley, who pioneered the program, summed it up nicely that night by saying: "The 4+1 program shows what Texas A&M and our hardworking faculty and students can do." Her words kicked off a night that not only celebrated wins, but the drive to keep improving.

Matthew Etchells, Ph.D., a strategy director at Houston ISD and a former instructor in the program, gave a powerful talk. He shared how the program grew from its humble start to becoming a top model for teacher education. "The 4+1 program isn't just about a degree; it's about changing lives and communities through education," he said as he hit the point home with everyone in attendance. His praise for Dr. Rackley as "the pressure that makes diamond" stood out, showing how integral she was and is to program's success.

The night featured a strong panel of alumni, each showing the different roads graduates take. Ashley Dockan, a 2018 graduate who is a 4th Grade lead ELA Teacher, shared classroom tales. Vincent Maldonado, a 2020 graduate and a former 7th/8th Grade GT ELAR Teacher, talked about his work with gifted kids. Reem Hussein, a 2022 graduate who is now pursuing a Ph.D. in Bilingual Education at Texas A&M, emphatically spoke about how the program shaped her path.

Also, Alumni did not shy away from the tough stuff. They called the program "hard" and "fast," but always with a sense of pride. Luxjoria Spears, a 2021 graduate who was a 2022 Beginner Teacher of the Year, smiled as she said, "The real-world practice was gold. It tied my university class to classroom teaching."

Beyond the university, the 4+1 program's name carries weight. Erin Lai, a graduate of 2018 and a Senior Academic Coach at Trinity University, said, "When schools hear you're from 4+1, they know you're ready to make a difference fast." This shows the program's reach. Already, there are 350 graduates and 150 more students in the pipeline building on the Aggie tradition of being ready and tough.

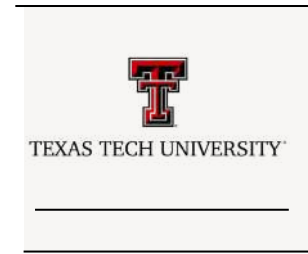
HELEN DEVITT JONES INVITED KEYNOTE SPEECH AT AERA SPONSORED BY TEXAS TECH UNIVERSITY: DR CHERYL CRAIG UNVEILS 'NEW TOOLS' FOR TEACHER EDUCATION RESEARCH



On April 26, 2025, the College of Education at Texas Tech University organized its annual Helen DeVitt Jones Teacher Education Keynote speech and Reception at the AERA Annual Meeting in Denver. Held from 5:00 to 8:00 PM at the Hyatt Regency Denver, the lecture—titled "Increasing Educational Impact: 'New' Tools for Teaching and Teacher Education Research"—drew over 100 in-person attendees and 47 online participants, the largest audience in the event's eight-year history, according to the chair of the Helen DeVitt Jones Endowment Fund.

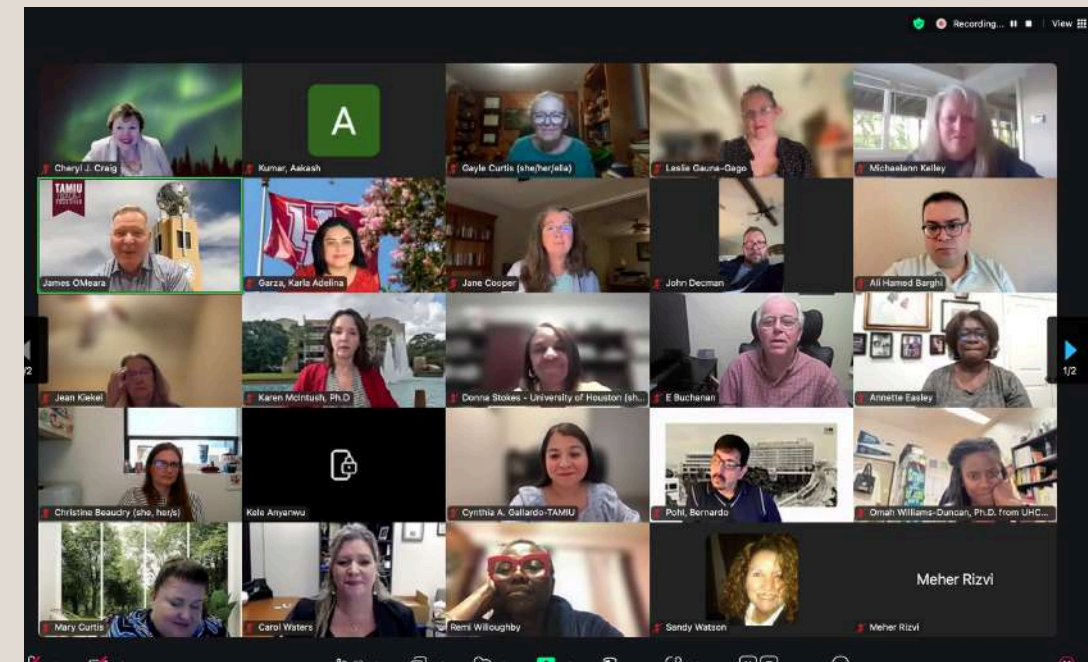
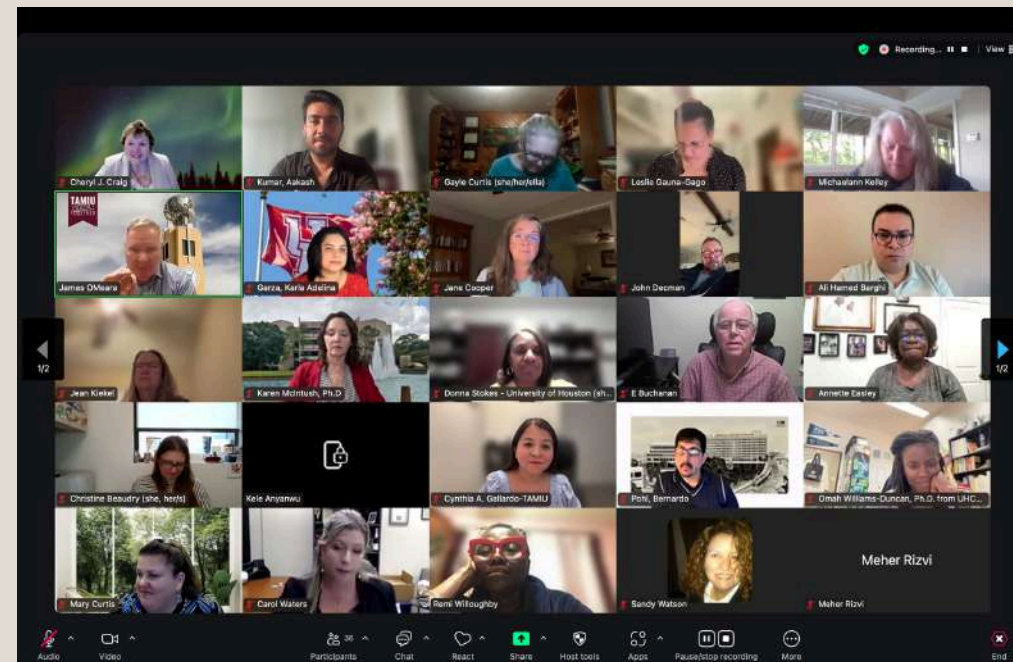
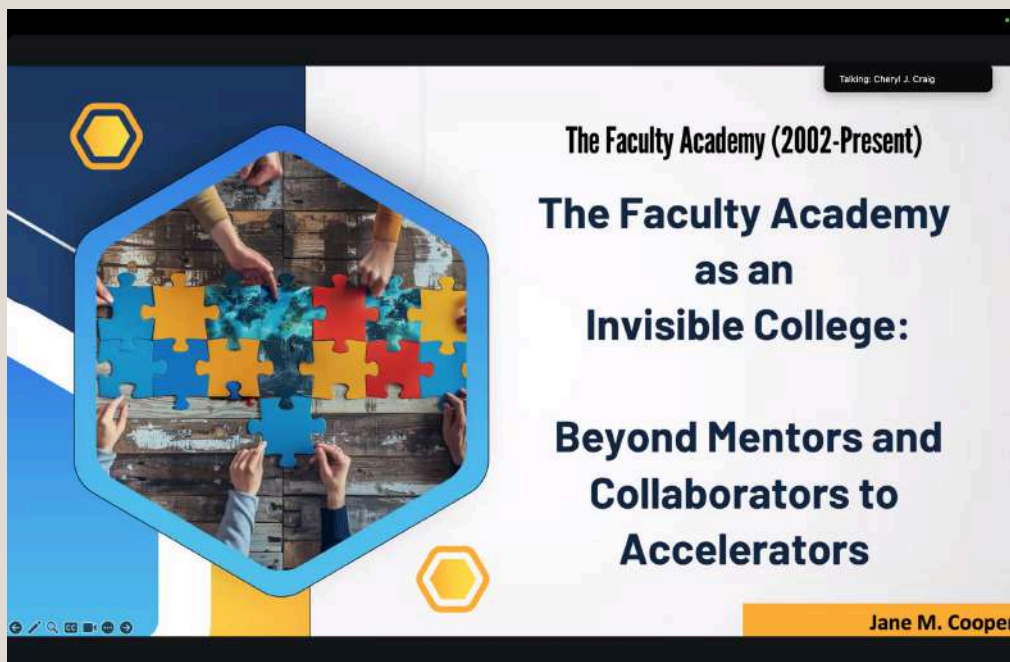
In her keynote speech, Dr Cheryl J. Craig helped uncover two methodological tools designed to deepen the reach and practical relevance of teacher education research. The first tool, serial interpretation, invites scholars to "look across" multiple single-case exemplars—ranging from teacher attrition studies to cross-site metaphors—to surface shared patterns and hidden discoveries that individual studies alone might miss . The second, the use of narrative, emphasizes a more intentional crafting of stories and metaphors—such as "the dragon in school backyards" and "butterfly under a pin"—to translate complex inquiry moves into insights that resonate with policymakers and practitioners alike.

Throughout her address, Dr Craig wove in reflections on her own research journey—from her Canadian doctoral work under Jean Clandinin and Michael Connelly to urban reform partnerships in Houston—illustrating how these tools bolster both cross-study analysis and the mobilization of research findings in real-world educational settings . She described, for example, how serial interpretation of the China Study Abroad data yielded nine manuscripts uncovering teachers' embodied use of digital tools, and how the use of narrative dimensions made public accountability in Texas classrooms.



The Helen DeVitt Jones Teacher Education Lecture and Reception is an annual event at the American Educational Research Association Annual Meeting sponsored by the Helen DeVitt Jones Endowment Fund in Teacher Education, College of Education, Texas Tech University. At this event, an eminent scholar in teacher education is invited to talk about important research, policy, and/or practice issues in teacher education. The lecture and reception are open to everyone attending the AERA Annual Meeting.

COLLABORATIVE HOSTS FINAL EVENT OF THE YEAR: FACULTY ACADEMY "INVISIBLE COLLEGE" ZOOM SESSION



The Collaborative hosted its final event of the year—the Faculty Academy “Invisible College” Zoom Session—on Monday, May 5 at 6:30 PM. More than 40 participants joined from across the United States and from China, Kenya, and Pakistan. Framed as a small-c “invisible college,” the session brought together teacher-education faculty from eight universities to explore how informal, cross-institutional networks sustain scholarly resilience.

Dr. Cheryl Craig (Texas A&M University) opened by tracing the concept’s roots in eighteenth-century scholar gatherings that led to the Royal College of London. She then described the modern Faculty Academy—an unaffiliated group founded to advance post-desegregation teaching research—highlighting its recent presentation to the capital-C “Invisible College” and this year’s Division K symposium at AERA.

Representatives from Texas A&M University (Craig; Gayle Curtis); University of Houston–Clear Lake (Kent Divoll; Diana Wandix-White; Omah Duncan; Jane McIntosh Cooper; Mary Curtis; Leslie Gauna; Sheila Baker; Carol Waters); Mount St. Joseph University (Michaelann Kelley); University of Houston (Karla Garza; Karen McIntush; Paige Evans; Donna Stokes); University of Houston–Downtown (Bernardo Pohl); Nevada State University (Christine Beaudry); St. Thomas University (Jean Keikel; Anne Gichuri); and University of Louisiana Monroe (Sandy Watson) each shared how the Academy’s regular check-ins, resource-sharing, and conferring calls helped them navigate project setbacks, departmental isolation, and personal challenges.

Several presenters became emotional as they recounted moments when a simple message of support—or a timely methodological suggestion—made all the difference. Dr. James O’Maera, Dean of Texas A&M International, served as discussant. He praised the Academy’s blend of intellectual rigor and mutual care, noting that such networks are essential for fostering innovation and faculty well-being.

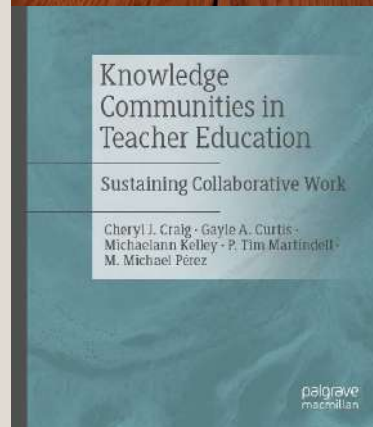
By the session’s end, participants agreed that the Faculty Academy model offers a powerful blueprint for sustaining scholarly communities across geographic and disciplinary boundaries. As Dr. Craig concluded, “In today’s fast-paced academy, our invisible college proves that mutual support and open dialogue are not just enriching—they are essential.”

PORTFOLIO GROUP'S KNOWLEDGE COMMUNITIES RECOGNIZED AS FOUNDATIONAL TEACHER EDUCATION RESOURCE

PRESTIGIOUS ISATT AWARD FOR EJTE EDITORIAL ON REIMAGINING TEACHER EDUCATION



At the International Study Association on Teachers and Teaching Conference held this summer at the University of Glasgow, Houston's Portfolio Group, the teacher research group that Cheryl Craig founded in 1998, discovered that their 2020 book, *Knowledge Communities in Teacher Education: Sustaining Collaborative Work*—featuring chapters such as *Introducing the Portfolio Group*, *The Story Before the Story*, *Evidencing School Reform Through School Portfolios*, *Becoming and Sustaining Critical Friends*, *Becoming Teacher Researchers*, *Becoming Narrative Inquirers*, *Traveling Journals as Inquiry and Professional Development*, *Engaging in Self-Study Research*, *Negotiating Career Pathway Challenges*, *Relationships*, *Cross-Pollination*, and *Extended Collaborations*, and *The Portfolio Group's Legacy*—is being used as a basic teacher education text at a well-known East Coast university in the U.S. Authored by Cheryl J. Craig, Gayle A. Curtis, Michaelann Kelley, P. Tim Martindell, and M. Michael Pérez, the volume was selected because it is “a rich example of teacher collaborative writing.” The Portfolio Group arguably holds the distinction of being the longest sustained group of teachers producing their own research in the world.



When Dr. Maria Assunção Flores, Editor-in-Chief of the *European Journal of Teacher Education* and Professor at the University of Minho, Portugal, invited Cheryl J. Craig, Co-Editor-in-Chief of the *Journal of Teacher Education (JTE)* and a Professor at Texas A&M University, to co-author an editorial for the *European Journal of Teacher Education (EJTE)*, Cheryl Craig immediately accepted.

Maria Flores and Cheryl Craig had known each other for two decades and have a shared history of co-authoring articles and chapters together—including two editorials for JTE—when Maria Flores served as a JTE associate editor. Not for a moment, however, did Flores or Craig imagine that their EJTE editorial, *Reimagining teacher education in light of the teacher shortage and the aftershock of COVID-19: Adjusting to a rapidly shifting world*, would receive the International Study Association on Teachers and Teaching's (ISATT) Outstanding Publication Award this summer at ISATT's biennial Conference held at the University of Glasgow, U.K. Not only is the award one of international education's most prestigious honors, it also is an honor that historically has been chosen by ISATT members from five different continents. The added boon is that Flores & Craig's 2023 editorial, according to Scopus, is already scoring in the top 93% where readers and citations are concerned.



INVISIBLE COLLEGE FOR RESEARCH ON TEACHING AND TEACHER EDUCATION: A GLOBAL GATHERING OF SCHOLARS IN DENVER



Learn More about the Invisible College

We invite you to watch our 15-minute introductory video on the Invisible College, which offers an inside look at this unique platform for advancing teacher education research and practice. [tx.ag/InvisibleCollege2024]



At the 2025 AERA Annual Meeting in Denver, the Collaborative for Innovation in Teacher Education led a symposium that brought six distinctive invisible colleges into the spotlight. Chaired by Founding Director Dr. Cheryl J. Craig, the session—Invisible Colleges: Small Group Spaces for Growth, Inquiry, Healing, and Repair—featured the International Study Association on Teachers and Teaching (ISATT), Faculty Academy, Portfolio Group, Las Chicas Críticas, teachHOUSTON, and an International Editorial Group. Each of these extra-institutional research communities shared stories of how their networks foster professional growth, co-construct knowledge, support persistence in academia, and provide spaces for healing and repair. The presentations highlighted the diverse purposes and impacts of these groups.

ISATT's study group, formed during the COVID-19 pandemic, reframed equity and social justice through members' lived experiences across five continents. Faculty Academy emphasized mentoring and cross-disciplinary collaboration that accelerates members' careers. The Portfolio Group, with over two decades of sustained work, shared how its trust-based environment fosters reflective practice and sustains educator identity in challenging times. Las Chicas Críticas illustrated the role of "intimate scholarship" in sustaining professional values and navigating institutional pressures. teachHOUSTON's faculty community demonstrated how knowledge-sharing has strengthened STEM teacher preparation and retention. The International Editorial Group showed how a transnational team transformed their shared editorial work into a supportive, resilient scholarly network.

Together, these six case studies revealed the connective threads that make invisible colleges vital in education research: safe spaces to question norms, exchange ideas, and sustain meaningful professional relationships across institutional and national boundaries. The Collaborative's leadership of this symposium underscored its commitment to making visible the hidden networks that drive innovation, collaboration, and resilience in teacher education.



...concentrations of interest ties without clear boundaries....amorphous social groupings...in a state of constant flux..."
(Mulkay, et al., 1975)

PRACTICE

This year, the Collaborative continued to advance its mission of supporting teacher recruitment, retention, and professional growth—what we call “Practice”—by offering targeted professional learning opportunities that emphasized practical, research-informed strategies for the classroom.

The Collaborative hosted a widely attended online guest lecture by Dr. Karen Burgard, Associate Professor at Texas A&M University—San Antonio, titled *The Tools Have Always Been There: Excavating Classroom Practices and Materials to Create New Approaches to Teaching and Learning*. More than 40 participants from across the United States and abroad joined the session, which focused on reexamining familiar instructional tools and repurposing them to better meet today’s educational needs.

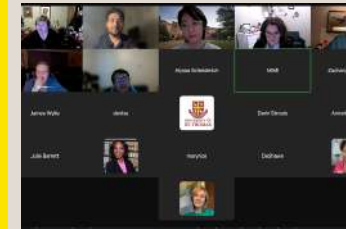
This sessions provided concrete strategies for enhancing student learning, while also addressing teacher well-being and professional sustainability. Through this event, the Collaborative reaffirmed its role as a bridge between research and practice, equipping teachers with actionable strategies that enrich instruction, deepen student learning, and support long-term professional growth.

WORKSHOP

“THE TOOLS HAVE ALWAYS BEEN THERE” DR. KAREN BURGARD, TEXAS A&M UNIVERSITY—SAN ANTONIO



Dr. Karen Burgard
Associate Professor
Texas A&M University -
San Antonio



On February 11 at 6:00 pm, the Collaborative provided a forum for a guest lecture (available online) featuring Dr. Karen Burgard, Associate Professor at Texas A&M University—San Antonio. Dr. Burgard’s presentation, *The Tools Have Always Been There: Excavating Classroom Practices and Materials to Create New Approaches to Teaching and Learning*, attracted over 40 participants from around the United States and the world. Karen Burgard’s lecture focused on reexamining well-established pedagogical methods while emphasizing the goal of enhancing reading comprehension, analytical skills, and student-led classroom discussions in both K12 and higher education settings.

Dr. Burgard began by emphasizing how traditional instructional tools can be repurposed to meet current educational needs. She emphasized that “Often, we overlook the resources right in front of us. By adjusting how we use these tools, we can radically improve student engagement.” She went on to describe strategies to promote students’ critical thinking and active involvement, including the use of primary sources in all content areas. These sources, she noted, not only help students connect more deeply with subject matter, but also encourage them to develop transferable analytical abilities.

Throughout the session, Dr. Burgard provided concrete examples of classroom activities, ranging from guided reading exercises to small-group discussions that empower students to take a more active role in their learning. One attendee shared, “The practical demonstrations made me realize that simple tweaks—like giving students structured roles in discussions—can make a huge difference in how they engage with complex texts.” Another participant remarked, “I never thought of using primary documents in my math classroom, but Dr. Burgard’s examples illustrated how these resources can spark curiosity and contextual understanding.”

To support participants in implementing these techniques, Dr. Burgard provided a handout summarizing her main points, along with a curated list of web links for further exploration. One teacher commented, “Having immediate access to resources means I can start making changes in my lesson plans right away.” By the end of the session, attendees praised the lecture’s clarity and relevance, noting that Dr. Burgard’s approach to “excavating” familiar classroom materials would enrich their instructional practices and foster deeper student engagement.

BRIDGE Journal Update (2024–2025)



BRIDGE: Bringing Research In Direct Grasp of Educators is a first-of-its-kind, open-access practitioner journal designed to connect educational research directly to classroom practice. Created for educators and with educators, BRIDGE translates scholarship into real-world strategies that Pre-K–12 teachers can use immediately. Originally launched as a collaborative effort between Texas A&M University and the University of Houston–Clear Lake, BRIDGE is now proudly housed at Texas A&M University. Under the editorial leadership of Dr. Denise McDonald (Editor-in-Chief) and Dr. Cheryl J. Craig (Co-Editor), the journal has continued to grow in reach and relevance.

This past year marked a major milestone: the development of the official BRIDGE journal website, scheduled for public launch in Fall 2025. The platform will serve as the central hub for submissions, open-access reading, author guidelines, and future announcements, ensuring that educators, researchers, and practitioners can engage with the journal worldwide.

What makes BRIDGE distinct is its practitioner-first approach. Each issue highlights narrative inquiry, classroom-based research, and literature-informed strategies, helping educators connect research to their everyday instruction. The journal prioritizes usability, clarity, and impact—ensuring that research doesn’t just stay on the page but finds life in the classroom.

BRIDGE is also one of the only practitioner journals in the country to actively encourage contributions from graduate students, especially Ed.D. candidates, as well as clinical faculty and practicing teachers. The inaugural issue, set to release alongside the website launch, includes contributions from students at Texas A&M University and University of Houston–Clear Lake, setting a precedent for inclusive, practice-centered scholarship.

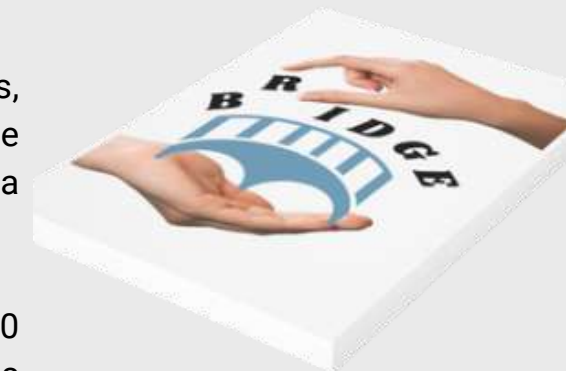
Following last year’s editorial workshop hosted by the Collaborative for Innovation in Teacher Education (CITE)—which drew over 50 international attendees—interest in the journal has continued to build. Plans are underway for upcoming special issues on themes such as teacher induction, instructional coaching, and school-university partnerships.

With its digital infrastructure in place and its first issue ready for release, BRIDGE is positioned to become a vital professional resource for educators across the country and around the world—bringing research directly into the hands of those who need it most.



Cheryl J. Craig, Ph. D.
Co-Editor, BRIDGE
Professor of Curriculum and Instruction
Texas A&M University

Denise McDonald, Ed.D.
Founder and Editor-in-Chief, BRIDGE
Professor Emerita of Curriculum and
Instruction
University of Houston - Clear Lake



Why BRIDGE?

The purpose of BRIDGE is to forward research information to the fingertips of teachers, focusing on classroom practice strategies that enhance pedagogy and student learning. The journal is a vehicle for disseminating research findings from diverse domains and multiple researchers, making them freely accessible to educators in all schooling environments.

Goals

Primary: Offer an online, open-access journal that provides practitioners with research-based information crafted for a teacher readership.

Secondary: Provide graduate students, as emerging authors, an initial publication experience under the guidance of skilled researchers.

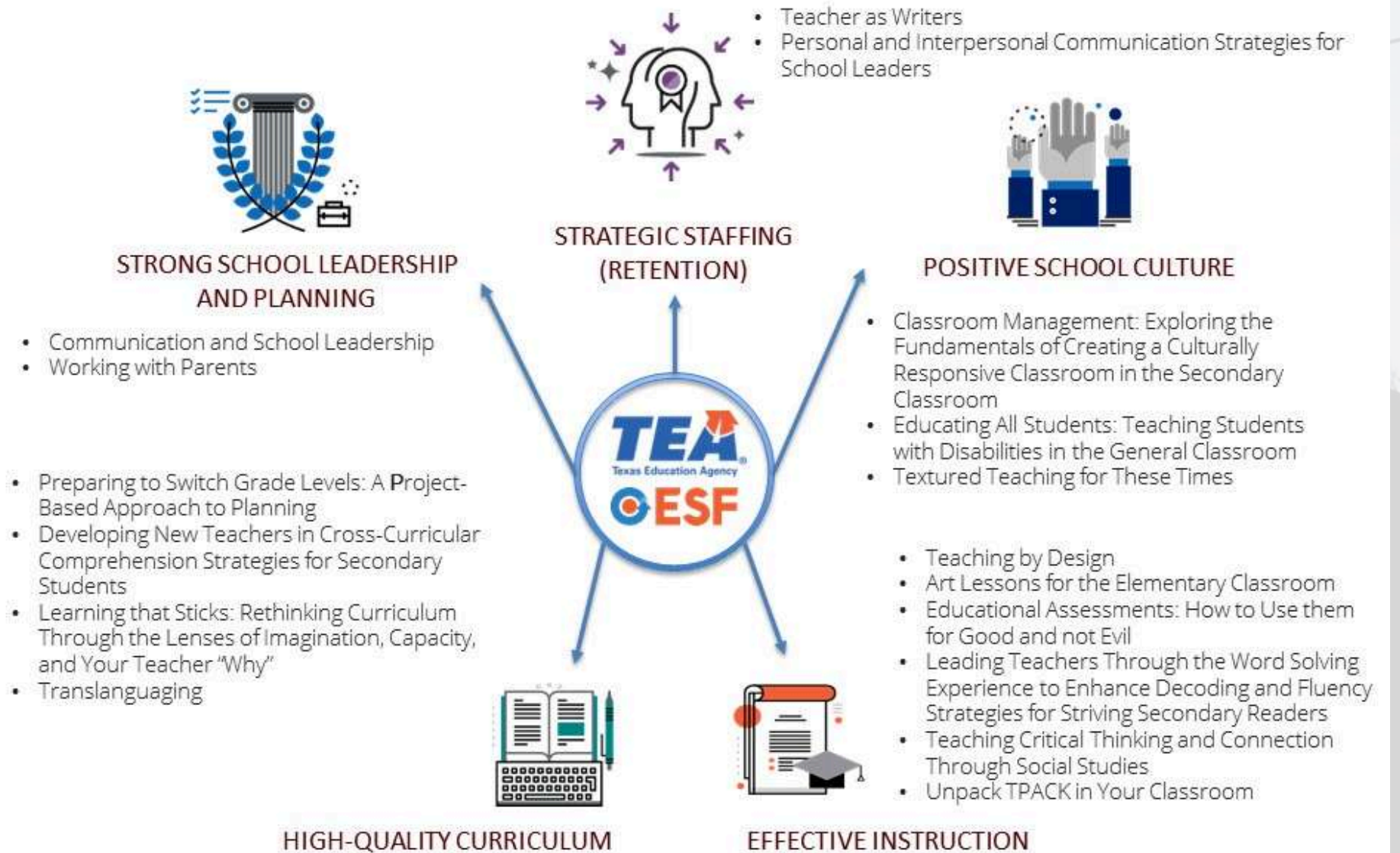
If you wish to submit a manuscript, more can be found about the guidelines at

 <https://youtu.be/b5csRVeSdyg>

SUPPORT

The Collaborative has made significant strides in expanding and refining its professional development offerings. Fifteen of the 10-hour CPE (Continuing and Professional Education) credit-bearing courses have successfully undergone a rigorous internal and external review process, utilizing the evaluation tools developed by Dr. Shaun Hutchins, and are now ready for official release. Additionally, a new course, *Teaching Chemistry Through and As Inquiry*, has been developed this year and is prepared for launch. Looking ahead, the Collaborative plans to develop *Biology by Inquiry* next year.

Furthermore, the Collaborative is also working on an innovative hybrid professional development course titled *Developing Critical Friendship in Collaborative Learning Communities*, led by P. Tim Martindell, Ed.D., Michaelann Kelley, Ed.D., and Gayle A. Curtis, Ed.D. These efforts continue to position the Collaborative as a leading source for cutting-edge professional development in education.



COLLABORATIVE TEAM SHOWCASES PROFESSIONAL DEVELOPMENT COURSES AT BRAZOS VALLEY CAREER FAIR



This year, the Collaborative team—Aakash Kumar, Hyeseung Lee, and Ali Hamed Barghi—actively participated in the Brazos Valley Career Fair, engaging with educational leaders to promote the Collaborative’s professional development courses for teachers. The event served as a powerful outreach opportunity, enabling the team to connect with over 100 administrators, superintendents, and principals from across Texas.

Representatives from school districts such as Bryan ISD, College Station ISD, Hearne ISD, Brenham ISD, and Navasota ISD expressed keen interest in the Collaborative’s offerings, which focus on equipping educators with innovative strategies and research-based practices to enhance teaching and learning.

Through one-on-one conversations and resource sharing, the team highlighted how the Collaborative’s professional development programs address the pressing needs of schools, including teacher retention, culturally responsive teaching, AI integration in education, and student-centered assessment. By forging these connections, the Collaborative aims to strengthen relationships with Texas districts and ensure its training programs reach educators who can make a direct impact in their classrooms.

AAKASH KUMAR REPRESENTS THE COLLABORATIVE AT TASA MIDWINTER CONFERENCE 2024 IN AUSTIN

In January 2025, Aakash Kumar represented the Collaborative at the prestigious Texas Association of School Administrators (TASA) Midwinter Conference in Austin, Texas. The Midwinter Conference is one of the largest annual gatherings of Texas education leaders, drawing superintendents, central office staff, and campus leaders from across the state.

During the event, Aakash networked with education decision-makers, showcasing the Collaborative’s professional development initiatives and discussing opportunities for partnership. He engaged with representatives from school districts including Austin ISD, Round Rock ISD, San Antonio ISD, Houston ISD, and Fort Worth ISD, sharing how the Collaborative’s programs are tailored to address district priorities in areas such as teacher professional growth, curriculum innovation, and equitable learning environments.

The conference provided a valuable platform for raising awareness of the Collaborative’s work at the state level. By participating in key sessions and leadership discussions, Aakash reinforced the Collaborative’s role as a trusted partner in advancing educational excellence across Texas.



FIFTEEN 10-HOUR CPE CREDIT-BEARING COURSES READY FOR OFFICIAL RELEASE

Instructor

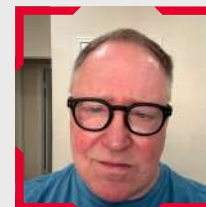


Karen E. Rambo-Hernandez, Ph.D.
Associate Professor
Texas A&M University

Educational Assessments: How to Use them for Good and not Evil

This course is designed to introduce teachers to the foundational theory and practice of classroom, large-scale and standardized educational assessments. Teachers will develop an understanding of how assessment techniques can generate a positive feedback loop, wherein information is continually collected, leading to more accurate evaluation decisions and a constructive teacher-learner dialogue.

Instructor



Dwaine Yeargin
Language Arts Teacher in Secondary
Education

Strategies for Teaching about the Holocaust Based on Elie Wiesel's Night

This course supports secondary teachers in teaching the Holocaust through Elie Wiesel's Night, combining historical context, literary analysis, and classroom strategies. It equips educators to use inquiry-based and sensitive approaches for meaningful, ethical instruction on this challenging subject.

Instructor



Noah Merksamer
PhD Candidate
Texas A&M University

The Holocaust and the Holocaust Garden of Hope

This course prepares teachers to meet Texas Education Agency requirements for Holocaust education by covering Judaism, antisemitism, Nazism, the Final Solution, and its aftermath. Educators gain historical and philosophical insight to teach the Holocaust meaningfully while recognizing its ongoing global impact.

Instructor



Celina Lay, Ph.D.
Adjunct Instructor
Brigham Young University

Preparing to Switch Grade Levels: A Project-Based Approach to Planning I & II

This program offers two courses—one tailored for elementary school teachers and the other for secondary school teachers—each consisting of ten sessions. Over the course of these sessions, teachers will be guided in developing a comprehensive planning document to design a syllabus for a new course, whether year-long or semester-based. The courses cover essential topics such as defining content objectives, curriculum mapping, key vocabulary, assessment design, task creation, resource utilization and evaluation, classroom setup, class procedures, and strategies for supporting diverse learners.

Instructor



Kass Minor, Doctoral Candidate
Co-Founder and Director
The Minor Collective

Learning that Sticks: Rethinking Curriculum Through the Lenses of Imagination, Capacity, and Your Teacher "Why"

This course is designed to bolster teacher knowledges, equipping them with essential resources to nurture students' learning in classroom spaces. Teachers will engage in a personal journey by naming and surfacing their teaching stance and re-engaging with human development as it pertains to learning in the context of standards-based curriculum. This course of study supports teachers in expanding both their skill set and their worldview for accessible instructional planning and curriculum-making to reach all learners.

Instructor



Chelsea Cole, Ph.D.
Assistant Professor
Brigham Young University

Teaching Critical Thinking and Connection Through Social Studies

In this course, teachers will learn how to use stories to elicit social change, to introduce multiple perspectives into stories for social impact, to identify an audience, communicate a message, and develop a strong protagonist to deliver your message, and to use visual elements to enhance a storytelling project. They will be able to understand how empathy and belief systems affect storytellers and audience members.

FIFTEEN 10-HOUR CREDIT-BEARING COURSES READY FOR OFFICIAL RELEASE

Instructor



Michaelann Kelley, Ed.D.
Assistant Professor
Mount St. Joseph University

Art Lessons for the Elementary Classroom

This course equips elementary school teachers with the skills to integrate visual arts across various subjects, including literature, science, history, math, and English Language Arts. Teachers will explore the connections between the arts and these disciplines, learn to adapt and modify lessons for their own classrooms, and develop lesson plans that enrich their students' learning experiences. Through this course, educators will gain the confidence to incorporate art into their teaching landscapes, fostering a more interdisciplinary and engaging classroom environment.

Instructor



Jennifer Woodall, M.Ed
Education Consultant
JFTB Literacy

Developing New Teachers in Cross-Curricular Comprehension Strategies for Secondary Students

Students at the secondary level often have gaps in comprehension of texts and materials. This can impede learning in multiple content areas where reading to access content is necessary. Through this course of study, teachers will develop a skill set in strategies to enhance comprehension across content areas.

Instructor



Michael Curl, M.S.
Principal
Kingwood Middle School

Communication and School Leadership

What makes an effective school leader? How can teacher leaders not only employ better communication strategies, but motivate students and other teachers to tackle tough problems and achieve goals together? This course develops skills to build and renew trusting relationships through principles of leadership development and effective communication techniques.

Personal and Interpersonal Communication Strategies for School Leaders

This course will assist in improving leadership communication by prompting participants to reflect on multi-level communication needs, tools, and strategies for engaging all stakeholders.

Instructor



Annette Easley M.Ed.
Experienced Teacher with Disabilities
Aldine ISD

Educating All Students: Teaching Students with Disabilities in the General Classroom

This course helps in examining how to accommodate and modify when instructing students with disabilities and gaining Knowledge to effectively use co-teach and differentiation strategies in the general education classroom for students with and without disabilities.

Working with Families I & II (for Preservice and Induction Year Teachers)

This course helps teachers and parents acquire strategies, interventions, and resources to increase the student's positive behavior, functional, communication, and social skills. Also, this course helps foster collaboration between the classroom teacher, school administration, and families for the students to be successful in the home and school environment.

Instructor



Salma Ali, Ph.D.
Independent Researcher & International
Teacher

Unpack TPACK in Your Classroom

This course attempts to capture some of the essential qualities of knowledge required by teachers for technology integration in their teaching. Additionally, this course is both about unleashing you as the educator or teacher and building your efficacy for using technology in classroom with purpose.

Instructor



Syahrul Amin, Doctoral Candidate
Advisory Committee
Network for Emergent Socio-Scientific
Thinking (NESST)

Teaching Chemistry Through and As Inquiry

This course is specifically designed to instruct and demonstrate the pedagogy of conveying chemistry concepts through and as inquiry. The instructional content is exemplified through activities tailored for students at the secondary and post-secondary levels. Furthermore, the overarching objective of this course is to augment educators' understanding, conceptual grasp, and interrelations among various topics in chemistry, with a distinct emphasis on effective instructional practices in science education, particularly in the context of inquiry-based teaching within chemistry lessons.

THE COLLABORATIVE'S GLOBAL AND NATIONAL REACH: AT A GLANCE

The Collaborative for Innovation in Teacher Education continues to significantly impact the field, given that over 940 educators participated in 2024-2025 events. While there expectedly has been more attendees from Texas, there has also been other attendees from 21 different countries and 10 different states. These numbers capture the Collaborative's local, national and international reach. The ongoing sustained engagement highlights the Collaborative's expanding influence and the initiatives that it champions and disseminates.

ATTENDEES
OVER

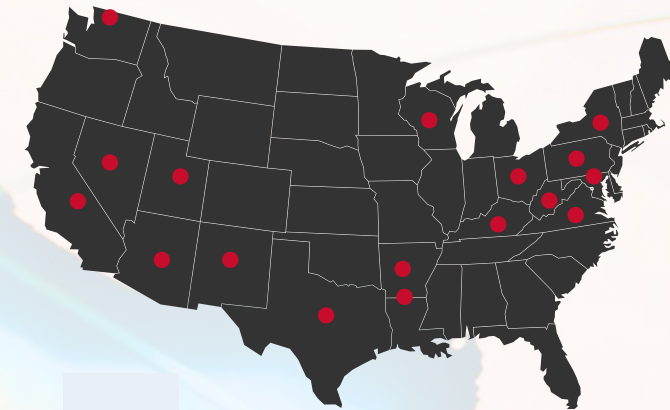
940

FROM



21
COUNTRIES

Brazil, Canada, China, Germany, Iceland, India, Israel, Italy, Kenya, Mexico, Poland, Portugal, Slovenia, South Africa, South Korea, Switzerland, Türkiye, USA, Zambia, Zimbabwe, Pakistan



10
STATES

Arizona, California, Colorado, Louisiana, Pennsylvania, Texas, Utah, Virginia, Utah, Newyork

TESTIMONIALS: VOICES OF IMPACT FROM THE COLLABORATIVE'S GLOBAL COMMUNITY

The testimonials collected from participants of the Collaborative's events reflect its far-reaching influence in the field of teacher education. Scholars from around the world highlight the Collaborative's ability to bridge theory, practice, and policy while fostering an inclusive platform for sharing innovative ideas and research. Whether through early morning participation from India or continuous engagement from within Texas, attendees like Dr. Meher Rizvi, Afaq Ahmed, Dr. Karen Graham McIntush, Dr. Özge Hacifazlıoğlu, and Dr. James O'Meara express how the Collaborative's programs have enriched their own work and contributed to the advancement of teacher education globally.



Meher Rizvi, Ph.D.
Associate Professor
Aga Khan University
Pakistan

The Collaborative is a rare space where ideas from around the world meet and flourish. It bridges research, policy, and practice with depth and vision, creating conversations that matter. Each program offers fresh insights that challenge assumptions and inspire new possibilities. The sessions are not just informative but transformative, leaving lasting impact. For me, the Collaborative has become a beacon of global connection and educational renewal.



Afaq Ahmed
Ph. D. Candidate
Department of Teaching,
Learning, and Culture
Texas A&M University

The Collaborative has become a place where ideas turn into possibilities. Each session offers thoughtful engagement with issues that matter for educators everywhere. What I value most is the balance of critical inquiry and practical wisdom that emerges from these conversations. The programs not only inform but also energize my own scholarship and teaching. It is a forum that continues to inspire excellence and connection across borders.



Karen Graham McIntush, Ph. D.
teachHouston Clinical
Assistant Professor

The Collaborative has redefined what it means to learn in community. Each session offers not just knowledge, but perspective—linking global insights with local challenges in ways that matter. The conversations are dynamic, weaving together theory, policy, and practice with clarity. What stays with me is the sense of belonging to an international dialogue that is forward-looking and impactful. It is a space where ideas do not just circulate—they take root and grow.



Özge Hacifazlıoğlu, Ph. D.
Adjunct professor
Leadership Programs at
the Berkeley School of
Education

What sets the Collaborative apart is its ability to create dialogue that truly resonates. The sessions bring together diverse voices, raising questions that are both urgent and inspiring. Each encounter broadens my vision of what education can achieve when research and practice inform one another. Beyond learning, I find myself challenged to reimagine my own work in new ways. It is a community that consistently sparks growth and innovation.



James O'Meara, Ph.D.
Dean
Global and Community
Engagement
Texas A&M International
University

The Collaborative for Innovation in Teacher Education stands at the forefront of addressing critical challenges in teacher education. With a visionary approach that bridges theory, practice, and policy, it is using its unique position to transform the educator workforce, particularly in Texas, and influence the broader national and international landscape.