

COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION



ANNUAL REPORT
2021/2022

FROM THE FOUNDING DIRECTOR

The Collaborative for Innovation in Teacher Education (CITE) began as an idea seed that morphed into a full-blown proposal that was unanimously approved by the Department of Teaching, Learning and Culture and the School of Education and Human Development. By the time, the proof-of-concept meeting was to be held, the Covid-19 pandemic had struck with a vengeance. What was to be an intimate face-to-face retreat for university faculty and school district representatives ended up being a robust Zoom meeting attended by over 100 educators from local, national and international institutions and organizations. All participants wrote letters of support solidly endorsing the Collaborative as a groundbreaking innovation.

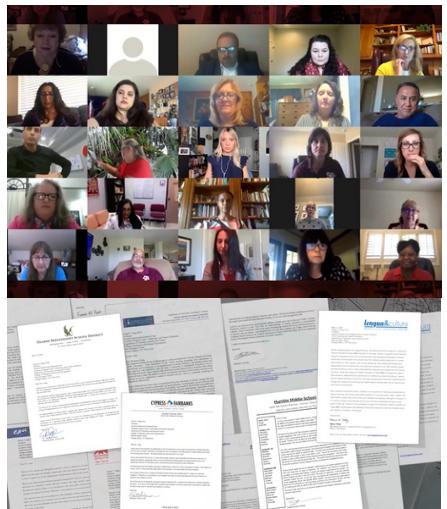
Under these less-than-ideal circumstances, the Collaborative began with four signature online activities:

- Keynote Addresses
- Book Launches
- Research Notes
- 10-hour TEA credit online professional development courses



MILESTONE MOMENTS

To fulfill the mission, "Develop a synergy between initial teacher education, induction into teaching, and in-service teacher education while bridging gaps between practice, scholarship, support and policy," the Collaborative has developed online teacher professional development courses and offered book launches, research presentations, and keynote addresses throughout the 2021-2022 academic year.



In the virtual retreat, over 100 educators participated and established the urgent need for an institute for teacher education.

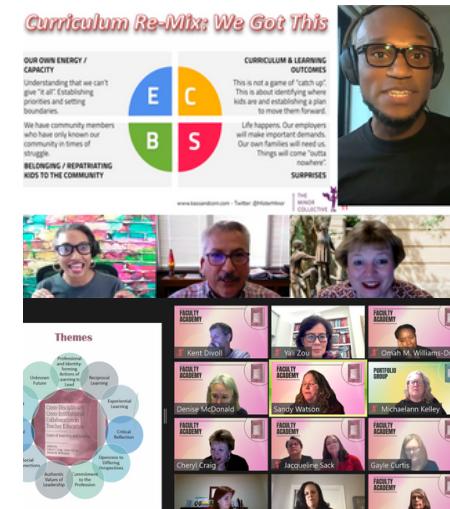
52 teacher education experts from local, national and international institutions and organizations wrote letters of support solidly endorsing the Collaborative as a groundbreaking innovation.



To develop 10-hour TEA credit bearing courses, external professional instructors have been invited. 13 courses have been developed, and 17 more courses are in development.

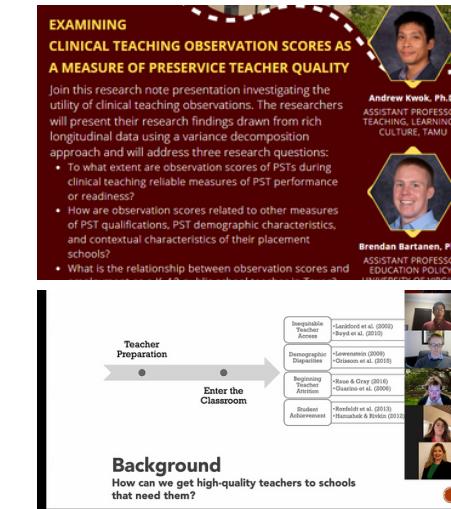
In partnerships, several school districts and other entities have purchased a course prior to the courses being advertised.

Dr. Marilyn Cochran-Smith agreed to serve as special advisor for course evaluation and improvement.

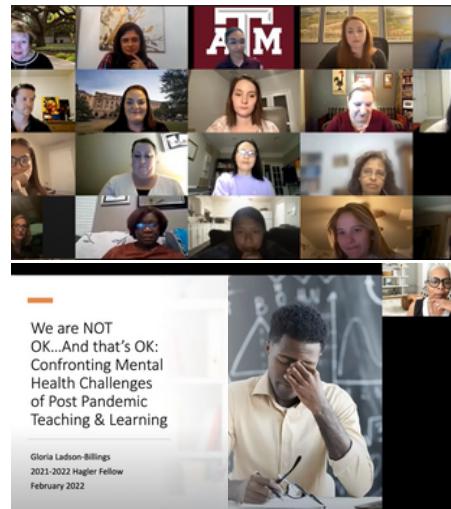


Approximately 200 national, international attendees joined the Collaborative's first lecture series by Cornelius Minor on October 19, 2021.

Over 100 people attended the Collaborative's first book launch on November 18, which introduced two exciting new teaching and teacher education volumes.

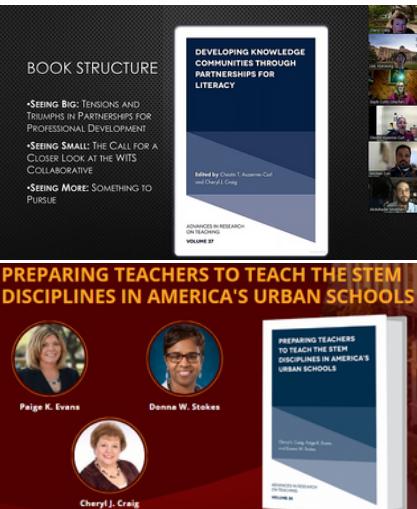


Nearly 60 people attended the Collaborative's Research Note Presentation on January 27, 2022. Dr. Brendan Bartenen and Dr. Andrew Kwok discussed their 2021 American Educational Research Journal article, "Examining clinical teaching observation scores as a measure of preservice teacher quality."



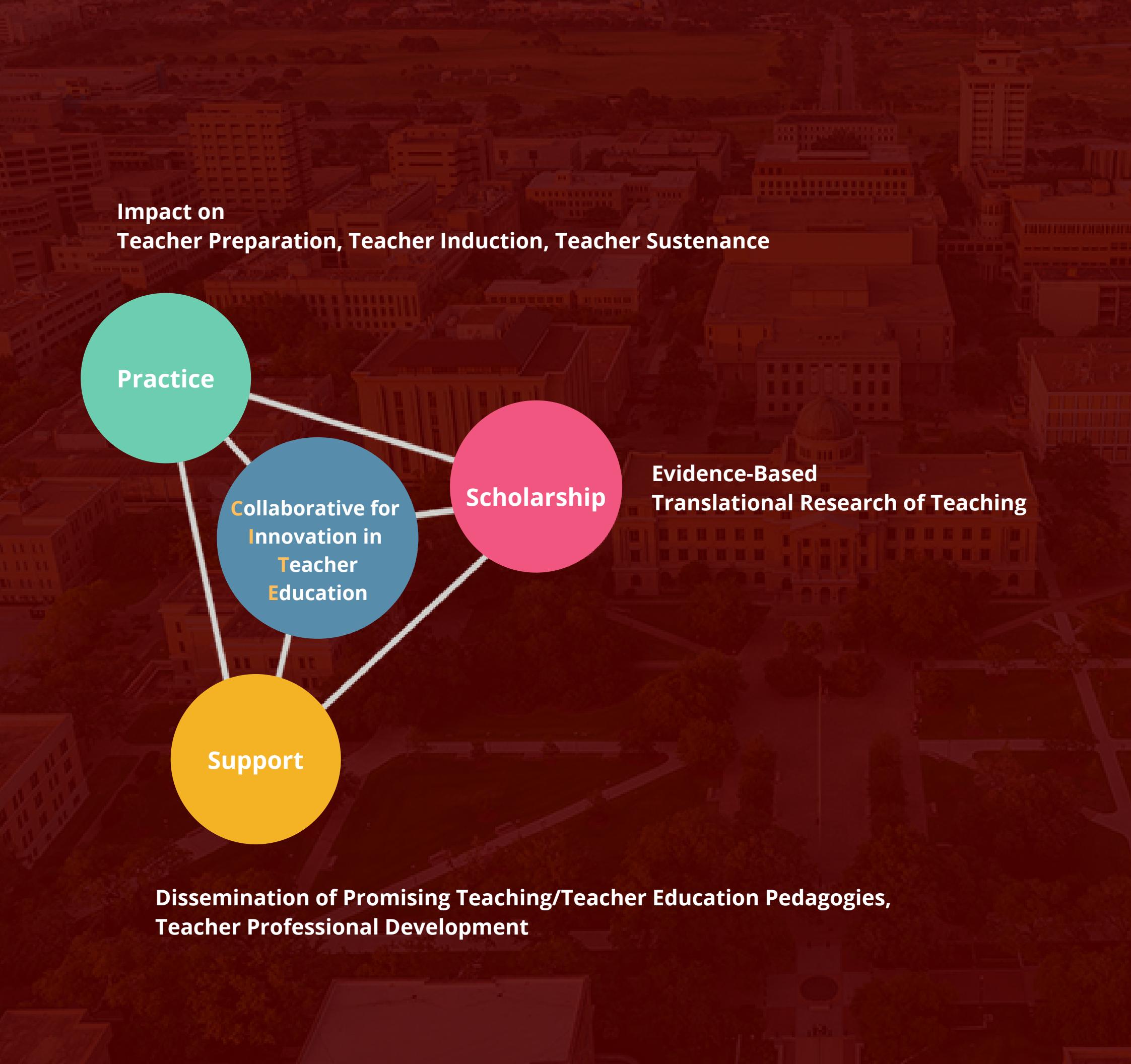
Attended by over 65 people nationally and internationally, the Collaborative's second research note presentation focused on the ravaging effect COVID-19 had on the United States in the first quarter of 2020.

With Hagler Institute for Advanced Study Fello, the Collaborative co-hosted a keynote address by Dr. Gloria Ladson-Billings on the topic of "We Are NOT OK...and That's OK: Confronting Mental Health Challenges of Post-Pandemic Teaching and Learning."

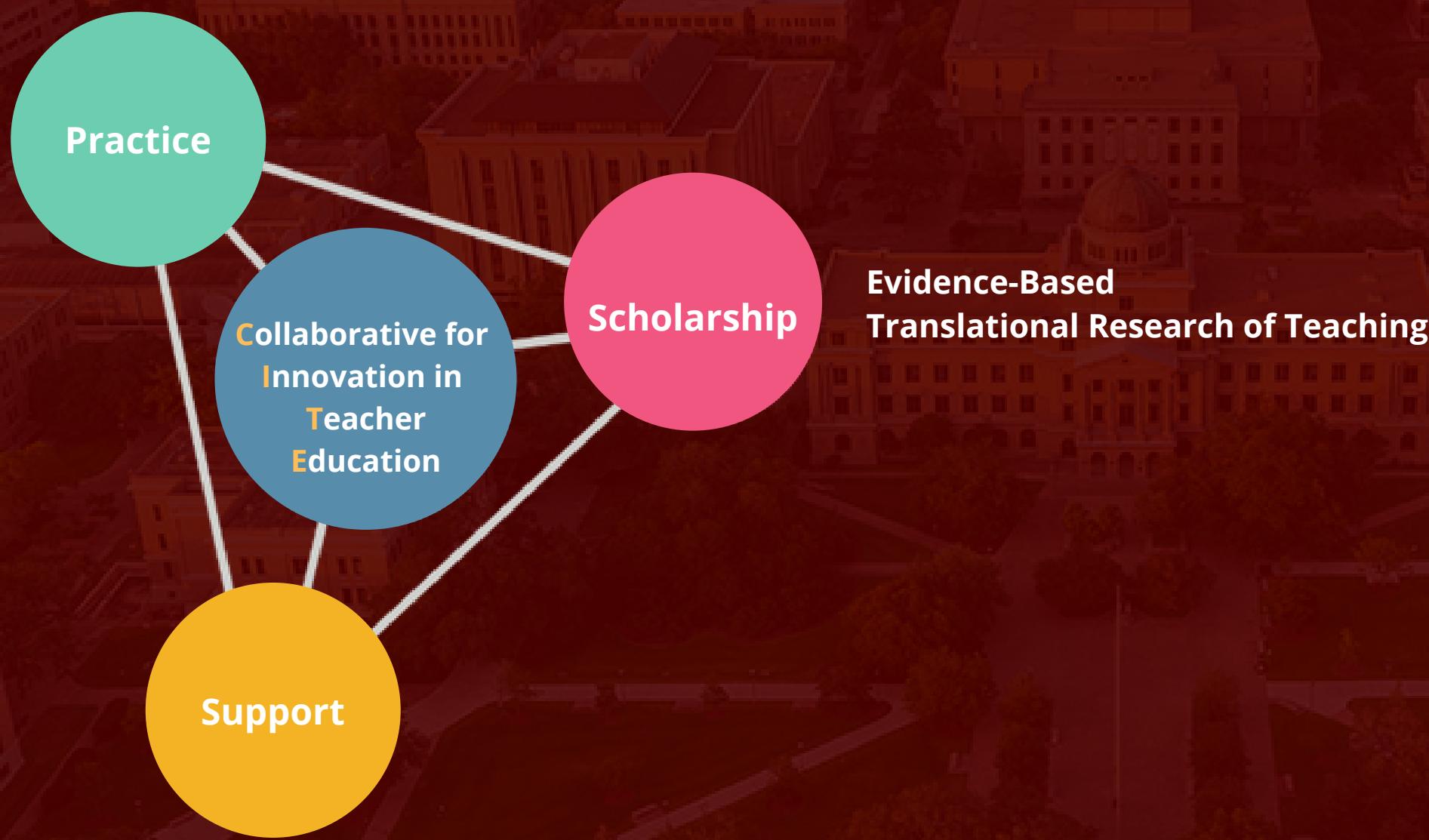


Over 50 people from four states and five countries, gathered to launch the book, Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools.

The Collaborative's end-of-the-year book launch addressed challenges of literacy education in the age of four pandemics. Over 40 attendees from six institutions and seven school districts were present, along with guests from three countries.



Impact on
Teacher Preparation, Teacher Induction, Teacher Sustenance



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

THE ACHIEVED GOALS

2021-2022



SCHOLARSHIP

To produce an identifiable vein of teacher education research that is evidence-based and translational, the Collaborative has shared bidirectional (theory ↔ practice) and tri-directional (theory ↔ practice ↔ policy) studies by hosting 2 research note presentations and 3 book launches.

As for the Research Note sessions, they were given by Dr. Brendan Bartanen and the TLAC Department's rising scholar, Dr. Andrew Kwok. The second session was offered by a small group of 4+1 master's degree students along with two Ph.D. graduates from the Technology and Teacher Education program area. An example of a book launch was the volume published by the Portfolio Group, a group of local teacher researchers who have conducted collaborative research projects for more than two decades.

Local, national and international attendees joined the Collaborative's research dissemination that fused theory, practice and policy in ways that scaffold and strengthen the learning of 21st century students in the midst and in the aftermath of the global pandemic.

Research Note Presentations

2 PRESENTATIONS

ATTENDEES
OVER
125

FROM
7 COUNTRIES
6 STATES

Book Launches

3 BOOK LAUNCHES

ATTENDEES
OVER
190

FROM
5 COUNTRIES
4 STATES
6 INSTITUTIONS
7 SCHOOL DISTRICTS

EXAMINING CLINICAL TEACHING OBSERVATION SCORES AS A MEASURE OF PRESERVICE TEACHER QUALITY

Research Note Presentations

Presenters



Dr. Brendan Bartanen is an assistant professor in the department of Education Leadership, Foundations, and Policy at the University of Virginia. He is also a research affiliate of the Tennessee Education Research Alliance (TERA), a research-practice partnership between Vanderbilt University and the Tennessee Department of Education. His research aims to increase our understanding of the labor market for principals and teachers.



Dr. Andrew Kwok is an assistant professor in the Department of Teaching, Learning, and Culture, Texas A&M University. His research focuses on preparation and support of classroom management for beginning teachers, particularly those in or interested in going to urban environments. He also has research interests around teacher preparation as well as beginning teacher induction, coaching, and mentoring, stemming from his work as a co-principal investigator of research with the Center of Teacher Innovation within the Riverside County of Education and partnered with the University of California, Riverside.

EXAMINING CLINICAL TEACHING OBSERVATION SCORES AS A MEASURE OF PRESERVICE TEACHER QUALITY

Brendan Bartanen & Andrew Kwok
Texas A&M University

View Paper Here →

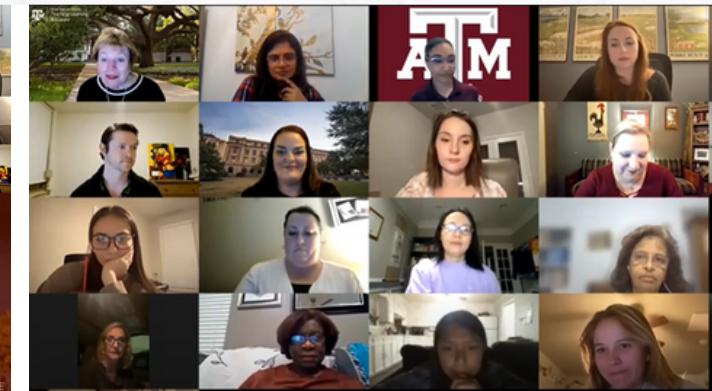
SUMMARY

- Observation scores largely driven by (arbitrary) differences between supervisors
 - Problematic as a quality measure, since this is unrelated to the performance of PSTs themselves
 - Caveat: single teacher education program, supervisors don't receive much training
 - Some signal in the scores, particularly when isolating to individual-level variance
- Evidence of biases in observation scores similar to findings in in-service context
- Observation scores matter for entry, particularly for going to the same school

Nearly 60 people attended the Collaborative's Research Note Presentation on January 27, 2022. Brendan Bartanen, Ph.D., and Andrew Kwok, Ph.D. discussed their 2021 American Educational Research Journal article, "Examining clinical teaching observation scores as a measure of preservice teacher quality." Attendees from Texas A&M University and around the state, along with guests from Washington, DC, Louisiana, Ohio, and Utah, pondered the complexities of teacher quality approached from the perspective of supervisors conducting clinical teacher observations. Also, participating in the conversation were international guests from Mexico, West Indies, United Arab Emirates, and Nepal. One major takeaway point was that clinical observations tend to say a great deal more about supervisors and their conceptions of teacher quality than they say about the quality of the teachers being observed. Teacher quality understood through the lens of clinical observation scores is a topic Andrew Kwok and Brendan Bartanen will continue to explore in their individual and shared research programs.

SYNCHRONOUS TEACHING AND ASYNCHRONOUS TRAUMA: EXPLORING TEACHER TRAUMA IN THE WAKE OF COVID-19

The research team



Attended by over 65 people nationally and internationally, the Collaborative for Innovation in Teacher Education hosted a research note presentation. The guest speakers presented on Synchronous Teaching and Asynchronous Trauma: exploring teacher trauma in the wake of COVID-19.

The presentation highlighted some of the first published open access peer-reviewed research note presentation. The guest speakers presented on Synchronous Teaching and Asynchronous Trauma: exploring teacher trauma in the wake of COVID-19. A major takeaway was that the impact on educator, student, and parent mental and student growth and achievement will be prolonged and far-reaching. Another major point was that 69.3% of the total global enrolled learners experienced displacement from their traditional learning environment and that the

With attendees from the Republic of India, the Republic of Poland, the Kingdom of Saudi Arabia, across the United States, and across Texas such as Texas A&M University, previous issues in education have been

University of Houston -Clear Lake, Bryan ISD, College Station ISD, Crystal City ISD, Franklin ISD, and Humble ISD. The

This research group is unique in the sense presentation focused on the ravaging effect that a majority of the researchers

COVID-19 had on the United States in the first quarter of 2020, forcing schools to close overnight and devastating communities,

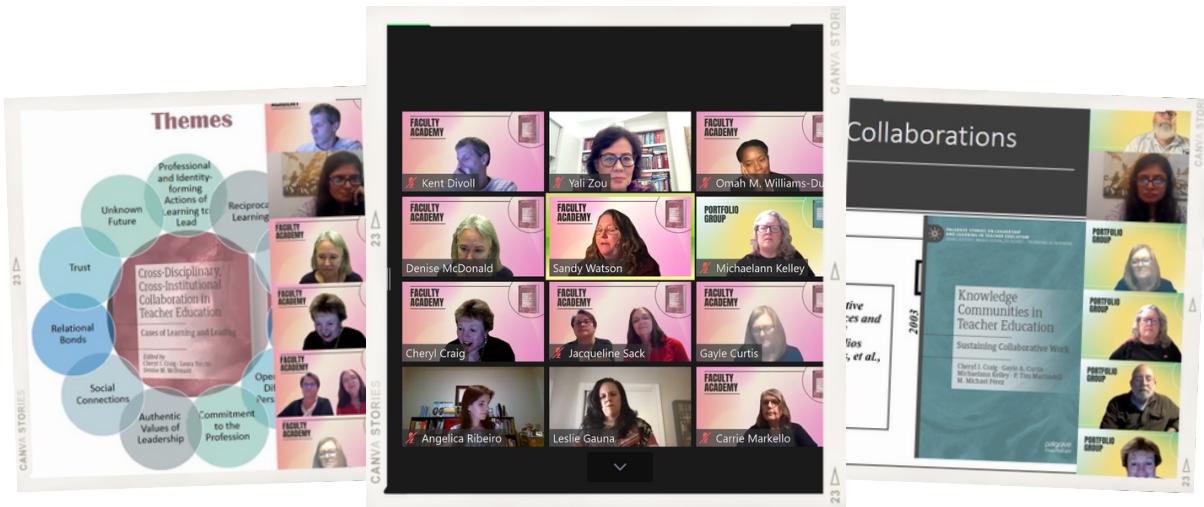
Instruction that is now in its eighth and leaving educators scrambling to deliver successful year. Since its formation in

their classes online without any virtual teacher training or time to process the impact of the pandemic themselves.

titled *Synchronous teaching and asynchronous trauma: Exploring teacher trauma in the wake of COVID-19* (https://doi.org/10.1016/j.ssaho.2021.100197)

Against this backdrop, this presentation addressed: the impact of Covid-19 on K-12 trauma in the wake of Covid-19 US education, how educators are navigating the demands of schooling amidst the COVID19 pandemic, how educators are processing the impact of the COVID-19 pandemic, and how educators are coping with the COVID-19 pandemic.

THE KNOWLEDGE COMMUNITY AND CROSS-INSTITUTIONAL, CROSS-DISCIPLINARY JOURNEYS OF THE PORTFOLIO GROUP AND THE FACULTY ACADEMY



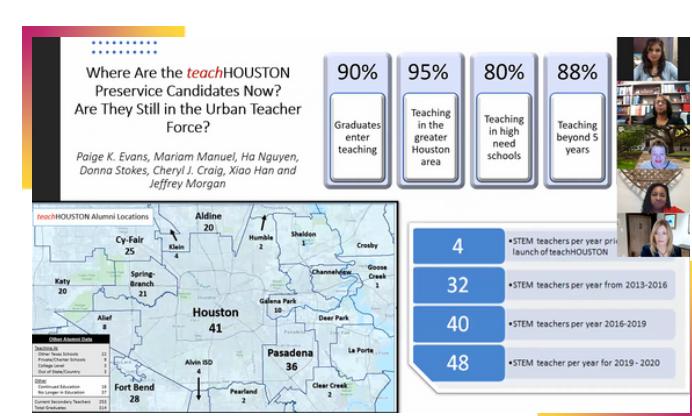
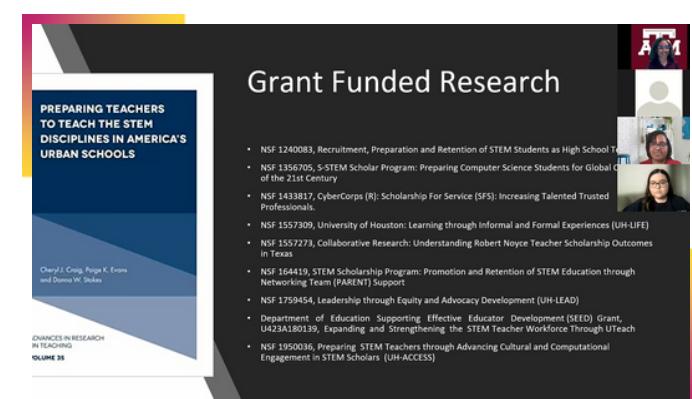
Over 100 people attended the Collaborative's Book Launch on November 18, 2021 which introduced two exciting new teaching and teacher education volumes. One book, "Knowledge Communities in Teacher Education: Sustaining Collaborative Work," was authored by the Portfolio Group, a local group of teacher researchers who began to meet monthly in 1998 and have continued their association since then. The contributors to the second book, "Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading," are members of the Faculty Academy. They hail from five Texas universities as well as two out-of-state campuses. This group of cross disciplinary, cross campus teacher educators has gathered monthly since 2002.

Attendees at the event included Texas A&M preservice, graduate students and faculty, community members and national/international guests. Five copies of the launched books were awarded to randomly selected attendees. The Collaborative received a virtual bouquet honoring the book launch from MOFET, Israel's national intercollegiate center for the research and development of curricula and programs in teacher education and teaching. Israel's University of Haifa is Texas A&M's official partner.

PREPARING TEACHERS TO TEACH THE STEM DISCIPLINES IN AMERICA'S URBAN SCHOOLS



Over 50 people from four states and five countries, gathered to launch the book, *Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools*. The volume was authored by Texas A&M University's Cheryl J. Craig (Professor and teachHOUSTON's evaluation researcher), Paige Evans (Clinical Professor and Co-Director of teachHOUSTON in University of Houston), and Donna Stokes (Physics Professor and Associate Dean of Undergraduate Affairs and Student Success in University of Houston).





DEVELOPING KNOWLEDGE COMMUNITIES THROUGH PARTNERSHIPS FOR LITERACY

A promotional graphic for the book 'Developing Knowledge Communities through Partnerships for Literacy'. It features the book cover on the left, which is dark blue with white text. To the right of the book is a grid of small video thumbnail images showing various speakers. Below the book is a large Twitter logo. The text 'CHALLENGES AND TRIUMPHS OF LEADING LITERACY IN CURRENT CONTEXTS' is displayed in the center. The bottom right corner contains the Texas A&M University logo.

The Collaborative's end-of-the-year book launch addressed challenges of literacy education in the age of four pandemics. Emceed by Dr. Chestin Auzenne-Curl, the event showcased chapter authors in Auzenne-Curl's and Craig's book, *Developing Knowledge Communities through Partnerships for Literacy*. Over 40 attendees from six institutions (UH-Downtown, UH-Central Campus, Texas A&M University, San Jacinto College, Texas Southern University, University of New Mexico) and seven school districts (Goose Creek, Humble, Houston, Galena Park, Aldine, Spring, Clear Creek) were present, along with guests from three countries.

Over 40 attendees from 6 academic institutions (UHD, UH, TAMU, San Jac, TSU, New Mexico) and 7 School Districts (GCCISD, Humble, HISD, Galena Park, Aldine, Spring, Clear Creek) joined this event. Three international visitors also were present.

Presenters:

- Tina Angelo (Education Director for Writers in the Schools Houston)
- Gayle Curtis (Program Manager for Asian American Studies)
- Michael Curl (Principal)
- Tim Martindell (Adjunct Professor and Middle School English Teacher)
- Abkader Mokhtari (Dual Credit English Teacher)
- Editors Chestin Auzenne & Cheryl J Craig (TAMU TLAC)

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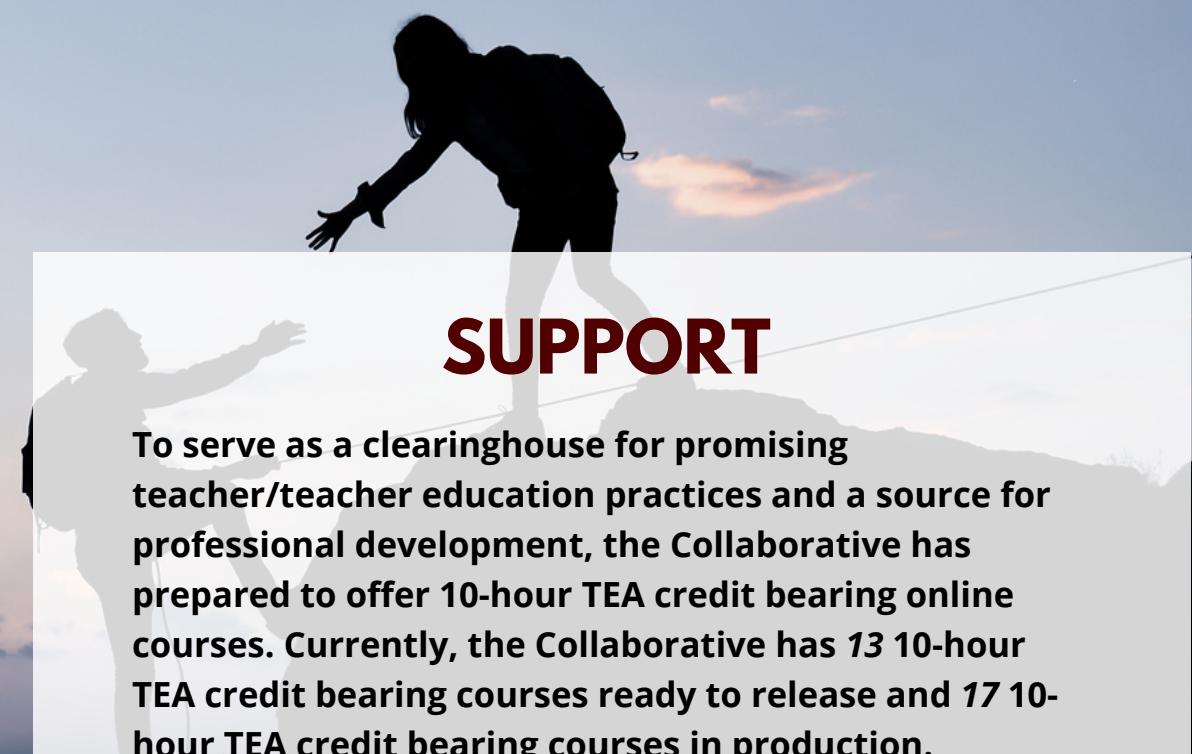
Ready-to-release Courses

1. Teaching by Design
2. Translanguaging
3. Teacher as Writers
4. Educating All Students: Teaching Students with Disabilities in the General Classroom
5. Working with Families
6. Working with Families (For Preservice and Induction Year Teachers)
7. Communication and School Leadership
8. Personal and Interpersonal Communication Strategies for School Leaders
9. Unpacking TPACK in Your Classroom
10. Leading Teachers Through the Word Solving Experience to Enhance Decoding and Fluency Strategies for Striving Secondary Readers
11. Developing New Teachers in Cross-Curricular Comprehension Strategies for Secondary Students
12. Classroom Management in Elementary Classrooms
13. Educational Assessments: How to Use them for Good and not Evil (waiting for one more module to come)

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Courses in Preparation

1. Classroom Management for Secondary Schools
2. Elementary Social Studies
3. Teaching Biology by Inquiry
4. Critical Friendship (10-hour)
5. Critical Friendship (30-hour)
6. Enhancing Learning Through Gamification
7. Technology Integration 1
8. Technology Integration 2
9. Technology Integration 3
10. Technology Integration 4
11. Teaching Physics by Inquiry
12. Teaching Engineering by Inquiry
13. Teachers as Teacher Educators
14. Classroom Management in Secondary STEM Inquiry Classrooms
15. Teaching Outside One's Major
16. Teaching Chemistry as Inquiry
17. Elementary Art



SUPPORT

To serve as a clearinghouse for promising teacher/teacher education practices and a source for professional development, the Collaborative has prepared to offer 10-hour TEA credit bearing online courses. Currently, the Collaborative has 13 10-hour TEA credit bearing courses ready to release and 17 10-hour TEA credit bearing courses in production.

Eighty seats in the preservice education course, Working with Families, have been sold prior to the courses being advertised.

All Collaborative courses have built-in evaluation tools. There are also overarching evaluation instruments that will aid course improvement and assist in the comprehensive evaluation of the Collaborative. The Collaborative's Special Advisor is Dr. Marilyn Cochran-Smith who will also guide its future development.

About the Ready-to-release Courses

Teaching by Design

This course is about infusing learning environments with design-based learning, so both the teacher and students can embrace their identity as designers. Design-based learning helps students learn the transversal skills (skills that transcend disciplines) they will need to live their best life and create a better life for society. Those skills are often difficult to teach and design-based learning experiences are one method that can be utilized to support their development.

Translanguaging

This course provides both conceptual and practical knowledge about translanguaging pedagogy. Teachers will learn how to teach bilingual classrooms by accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.

Teacher as Writers

This course is an active inquiry to construct knowledge for teaching writing in the classroom. Authentic writing projects bring teachers into a community with each other and their students. The primary tool for exploring writing is the writer's notebook. Teachers will create one that's unique. This becomes the container for writing daily to generate ideas and practice craft.

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

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.

Working with Families (For Preservice and Induction Year Teachers)

This course includes strategies and interventions that will give teachers the opportunity to learn and reflect on their own school environment and be prepared to implement family engagement initiatives that break down barriers, create, and sustain positive partnerships with families.

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 by 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.

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.

Leading Teachers Through the Word Solving Experience to Enhance Decoding and Fluency Strategies for Striving Secondary Readers

Through this course of study, teachers will develop a skill set in the area of word study and fluency to assist students in enhancing decoding and encoding skills to attack multisyllabic words, as well as strategies to promote fluency in cross-curricular settings.

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.

Classroom Management in Elementary Classrooms

In this course, elementary teachers will explore evidenced-based strategies in which teachers should develop competencies for creating a caring learning environment for all. The course will be viewed through the lens of diversity and how that may impact how a classroom is managed, with specific focus on culturally responsive classroom management.

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. The scope of this series will focus on the central role of assessment within the teaching-learning dynamic. 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.



PRACTICE

Taking a practical approach to improving teacher recruitment, preparation, and induction into the teaching profession and discussing how to ameliorate teacher attrition, the Collaborative has sponsored 2 keynote lectures and established a practitioner journal called *BRIDGE: Bringing Research In Direct Grasp of Educators*.

Dr. Gloria Ladson-Billings was one of the keynote speakers. The classroom-oriented lectures served as a platform where in-service/pre-service teachers, school administrative leaders, college faculty, staff, and graduate/undergraduate students explored together actionable ways to support practitioners.

The BRIDGE Journal is expected to function as a vehicle through which both Pre-K-12 grade teachers and clinical researchers share and gain practical knowledge for classroom instruction and management.



Establishing a Practitioner Journal **BRIDGE: Bringing Research In Direct Grasp of Educators**



Dr. Denise McDonald
Founding Editor
University of Houston-Clear Lake



Dr. Cheryl J. Craig
Executive Editor
Texas A&M University

Dr. Denise McDonald (University of Houston-Clear Lake) (founding editor) and Cheryl J. Craig (Texas A&M University) have established a practitioner journal called BRIDGE. BRIDGE: Bringing Research In Direct Grasp of Educators is a semi-annual practitioner journal focused on summarizing educational research of all content areas and specializations for Pre-K-12 grade teachers' accessibility and practical application in classroom instruction and management.

The purpose of the journal is to present information at the fingertips of teachers, which is focused on classroom practice strategies that enhance pedagogy. The journal is a vehicle through which the many research findings of Ed.D. Graduates from both institutions (and others) will be disseminated to teachers and principals in Texas schools and school districts. Clinical professors could also use this journal as an outlet for their scholarship. Moving into academic year 2022-2023, the Collaborative will initiate this practitioner journal.

Curriculum Re-Mix: We Got This



The Collaborative's keynote lecture was delivered by Cornelius Minor on October 19, 2021. He is a Brooklyn-based educator and part-time Pokemon trainer. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. His latest book, *We Got This*, explores how the work of creating more equitable school spaces is embedded in our everyday choices—specifically in the choice to really listen to kids.

In his talk, Cornelius Minor emphasized the need to listen to students, to balance work and life, to seek justice and to find restorative rest. To his way of thinking, each sub-theme opens up new ways of doing and being.

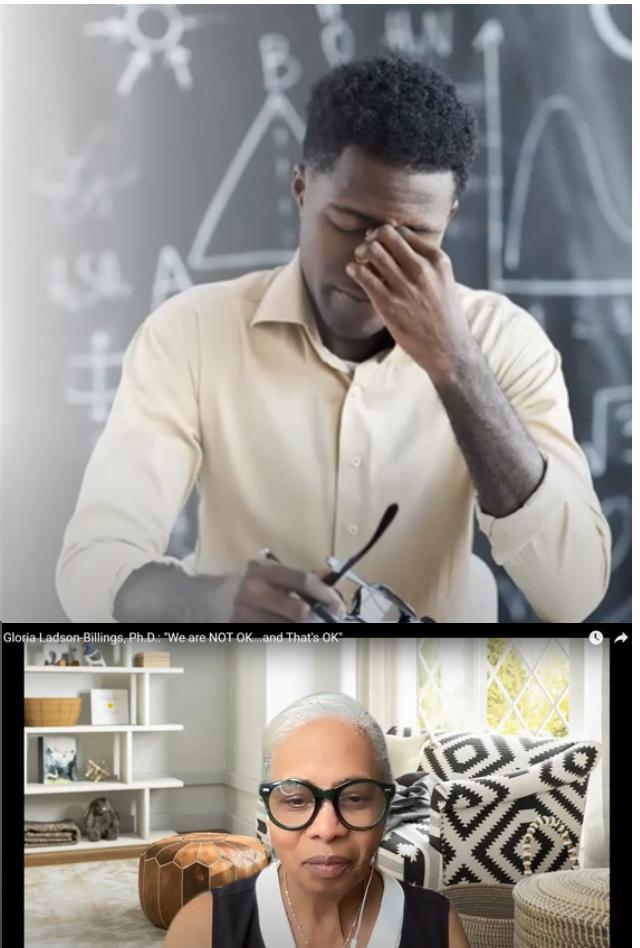
Nearly 200 people from 15 school districts, 2 regional education offices, private schools, other colleges and universities attended. Attendees at the event included international guests from Canada, China, England, India, Ireland, Liberia, Nigeria, Poland, Scotland and Slovakia.

We are NOT OK...And that's OK: Confronting Mental Health Challenges of Post Pandemic Teaching & Learning

Gloria Ladson-Billings
2021-2022 Hagler Fellow
February 2022



- What Administrators Can Do...
 - Don't request a meeting without explaining why
 - Don't pop-in on teachers unannounced
 - Don't use work or planning days for professional development
 - Don't penalize teachers for arriving late or leaving early
 - Don't assume bad intent.
 - Don't prioritize tasks over people
 - Don't encourage self-care without taking the above advice



The Collaborative sponsored the keynote lecture by Dr. Gloria Ladson-Billings. With attendees in eighteen countries, this online lecture focused on the challenges teachers have faced in times of COVID-19 and how to support teachers' mental health.

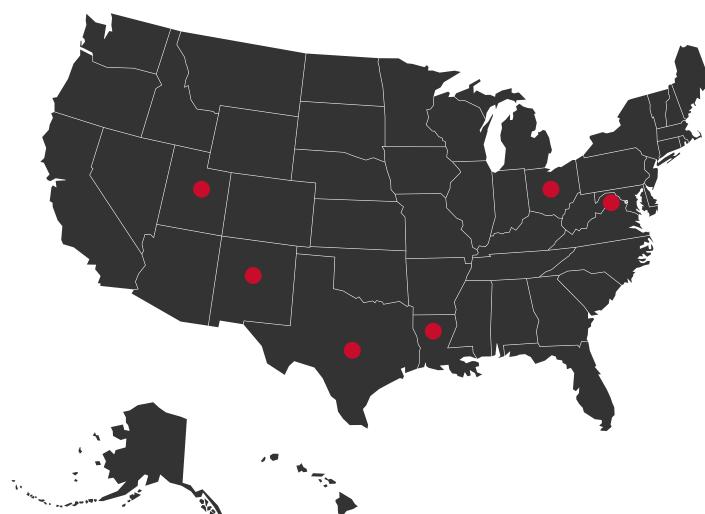
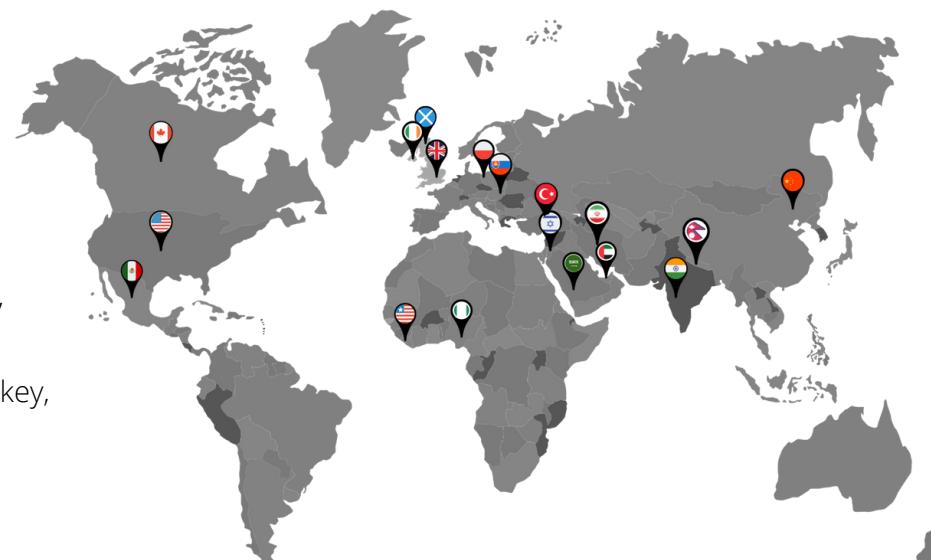
Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates applications of critical race theory to education. Ladson-Billings is a member of the American Academy of Arts and Sciences and president of the National Academy of Education. Honors include the Distinguished Scholar Lifetime Achievement Award from the Literacy Research Association and the Harold Delaney Exemplary Leadership Award from the American Association of Blacks in Higher Education. She has been collaborating with the Collaborative for Innovation in Teacher Education and faculty and students in the Department of Teaching, Learning and Culture.

THE COLLABORATIVE'S SUCCESS AT A GLANCE

The reach of the Collaborative is expanding. Already, its local, national, and international impact is being felt. The Collaborative, which bridges theory, practice, and policy, has a bright future ahead.

18 COUNTRIES

- Canada
- China
- England
- India
- Iran
- Ireland, Israel, Liberia, Mexico, Nepal, Kenya, Poland, Saudi Arabia, Scotland, Slovakia, Turkey, United Arab Emirates, USA



6 STATES

- Washington, D.C., Louisiana, Ohio, Utah, New Mexico, Texas

15 SCHOOL DISTRICTS

- Aldine, Bryan, Caldwell, Clear Creek, College Station, Crystal City, Cypress Fairbanks, Franklin, Goose Creek, Galena Park, Houston, Humble, Katy, Spring, Tomball



TLAC's undergraduate/graduate students and national/international educators have provided positive feedback on the Collaborative's constellation of activities offered in the 2021-2022 academic year.

TLAC STUDENTS

"The Collaborative—the courses will be helpful to me, and I liked hearing about books and research articles authored by my professors. The research by the 4+1 students was outstanding."

"Through the Collaborative, I was able to hear Dr. Gloria Ladson-Billings lecture. That was a once-in-a-lifetime opportunity."

"I am really excited that the Collaborative will support a practitioner journal, the Bridge. My peers and I will read it and contribute to it, too."

NATIONAL EDUCATORS

"I can see where our students at Mount St. Joseph University could benefit from the Collaborative as much as the students from Texas A&M University. I particularly like the live—rather than "canned"—sessions"

*Dr. Michaelann Kelley,
Department Chair, MSJ University,
Cincinnati, OH*

"I am encouraging teachers on my campus to attend Collaborative sessions with me"

*Dr. Tim Martindell, The Village School,
Houston*

INTERNATIONAL EDUCATORS

"I would get up in the middle of the night anytime to be part of the quality professional development activities offered by the Collaborative"

*Dr. Samuel Oyoo
from Kenya*

"The Collaborative's research notes, keynote addresses and book launches are as relevant and exciting to me in India as they are to you in Texas"

*Dr. Tara Ratnam
from India*

"I am considering applying to Texas A&M University and participating in the Collaborative gave me a taste of what academic life on your campus would be like"

Students from Iran and Turkey

WHAT'S NEXT

2022-2023

Moving into academic year 2022-2023, the Collaborative will add online workshops to its constellation of activities as well as more courses and an embedded teaching and teacher education research project. The propriety initiatives, such as keynote lectures, book launches, and research note presentations, will continue.

SEP 15

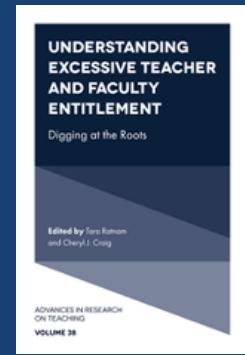


Keynote Address: "What Is Textured Teaching?"

Keynote Speaker: Lorena German

Lorena is a two-time nationally awarded educator whose work has been featured in newspapers and journals including The New York Times, NCTE journals, and Embracing Equity. She is author of The Anti Racist Teacher: Reading Instruction Workbook.

OCT 20



Book Launch: "Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots"

The volume presents a theoretical framework within which one can investigate and articulate issues and helps those concerned with education and teacher education internationally to get a sense of the complexities surrounding teachers' work.

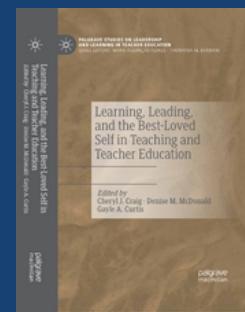
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Keynote Address by Dr. Lily Orland-Barak (sponsored by the Glasscock Center)

Dr. Orland-Barak is the Dean of Graduate Studies Authority, University of Haifa. She is the winner of the Huberman Award 2021 from AERA. Her research activities lie in three complementary areas within the field of Teacher Education: Mentoring and the development of expertise, learning by professionals and learning in the workplace.

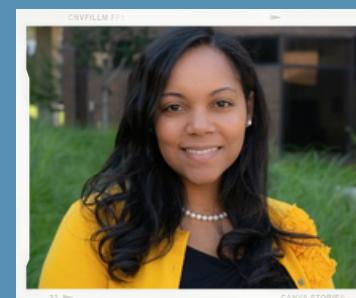
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Book Launch: "Learning, Leading, and the Best-Loved Self in Teaching and Teacher Education"

This book explores the concept of the "best-loved self" in teaching and teacher education, asserting that the best-loved self is foundational to the development of teacher identity, growth in context, and learning in community.

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Research Note Presentation by Dr. Jemimah Young

Dr. Jemimah "Mimi" Young is a multicultural scholar in TLAC, Texas A&M University. Her multicultural and urban education research specialization investigates the academic outcomes of historically marginalized and minoritized populations, with a particular emphasis on Black women and girls.