



TEXAS A&M UNIVERSITY
Collaborative for Innovation
in Teacher Education

COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION



ANNUAL REPORT

2022-2023



TEXAS A&M UNIVERSITY
School of Education &
Human Development

FROM THE FOUNDING DIRECTOR

The Collaborative's second year of existence was even more successful than its first! Not only did the Collaborative feature its first international event with panel members participating from around the world (i.e., India, Iceland, Canada, France), it also hosted a symposium with Marilyn Cochran-Smith and Gloria Ladson-Billings as invited speakers and Cheryl Craig, the Collaborative's Director, as the moderator. The uptick in national and international visitors at our sponsored events continues. More and more preservice and induction year teachers are attending—with one enthusiastically noting that the Collaborative delivers "total awe moments." The variety in the programming is an attraction especially when those teaching classes present their research. But undergraduate and graduate students also like it when teacher educators from other countries—Germany, for instance—are attracted to the sessions just as much as they are. In 2023-2024, another exciting program is planned. Events include another symposium (an even larger one), other book launches, more research note presentations and a workshop. Former graduate students will also share their work. A practitioner journal will also be launched in 2024.

A very exciting year lies ahead for the Collaborative. Please consider attending the many hosted events.



Cheryl J. Craig

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

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, keynote lectures, and research note presentations throughout the 2022-2023 academic year. Special events and international research dissemination activities have added more bricks to the Collaborative's structural initiatives.

2022, SEP

Keynote Lecture #1
A Culturally Sustaining Teaching Approach for These Times

Special Event #1
Meet with Dr. Gloria Ladson-Billings

2022, OCT

Research Dissemination #1
ISATT Regional Conference 2022

Book Launch #1
Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots

2022, NOV

Keynote Lecture #2
Lost or Found in Translation? Translating Educational Research into Practices

2022, DEC

Research Note Presentation #1
From Double Dutch to the Double Bind: Empowering and Affirming Educational Outcomes of Black Girls across Content Areas

2023, Jan

Keynote Lecture #3
Creating Liberatory Literacy Spaces with BIPOC Students

2023, Feb

Book Launch #2
Learning, Leading and the Best-Loved Self in Teaching and Teacher Education

2023, Mar

Keynote Lecture #4
Preparing to Teach All Students Well: Post Pandemic Pedagogy

Special Event #2
Dialogues in Transforming Education with Two Giants of Teacher Education

Keynote Lecture #5
The 'Problem' of Teacher Education: Tensions and Trends

2023, Apr

Recognition #1
Wisniewski Teacher Education Award

Research Dissemination #2
AERA Conference 2023

2023, Jul

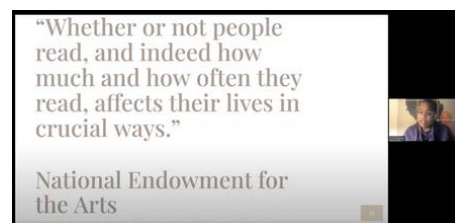
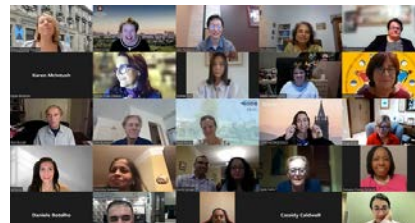
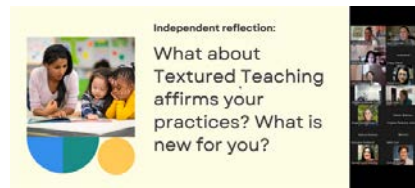
Research Dissemination #3
ISATT International Conference 2023

PD Courses

Recognition #2
Crystal Apple Awards

Development
• 8 more courses
• Evaluation tools

Soft Launch
• Hearne ISD
• Humble ISD
• Navasota ISD
• College Station ISD



FROM THE SPECIAL ADVISOR, MARILYN COCHRAN-SMITH

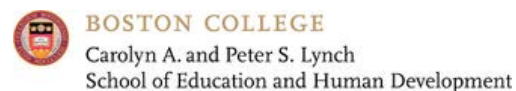
What an honor it is to serve as the Special Advisor to the Collaborative for Innovation in Teacher Education! The Collaborative (CITE) is an unusually ambitious, well-organized, and visionary collaboration among TAMU teacher education practitioners and scholars, school-based educators, and national/international experts on a wide-ranging set of topics related to the initial preparation, induction, and ongoing learning and development of teachers across the professional lifespan. CITE has made remarkable progress as a new organization, despite its launch in the midst of the global pandemic, which brought many new problems related to teaching and learning and also laid bare the depths of ongoing inequities in society and the schools.



We have known for a long time that teaching and teacher education are among the most important factors in students' learning and well-being, but we now face unprecedented challenges. Now more than ever we need organizations like the Collaborative (CITE), which is designed to address three of the most pressing issues in teaching and teacher education today: enhancing teachers' preparation and development; contributing to the knowledge base about teacher education practice, policy, and research as well as the interrelationships among these; and, providing real support for teachers and teacher educators at all points along the professional career trajectory.

To meet these goals, the Collaborative has developed an original and appealing combination of "signature activities," which are designed to be accessible, affordable, highly relevant, and engaging. These include keynote presentations by internationally known scholars, book launches and research updates that zero in on some of the compelling issues related to teacher education, and the production of online professional development courses for induction year and experienced teachers. The Collaborative (CITE) has accomplished so much already, and it is poised to grow and do much more in the years ahead!

Marilyn Cochran-Smith, Ph.D.
Special Advisor to Collaborative for Innovation in Teacher Education
Cawthorne Professor of Teacher Education for Urban Schools,



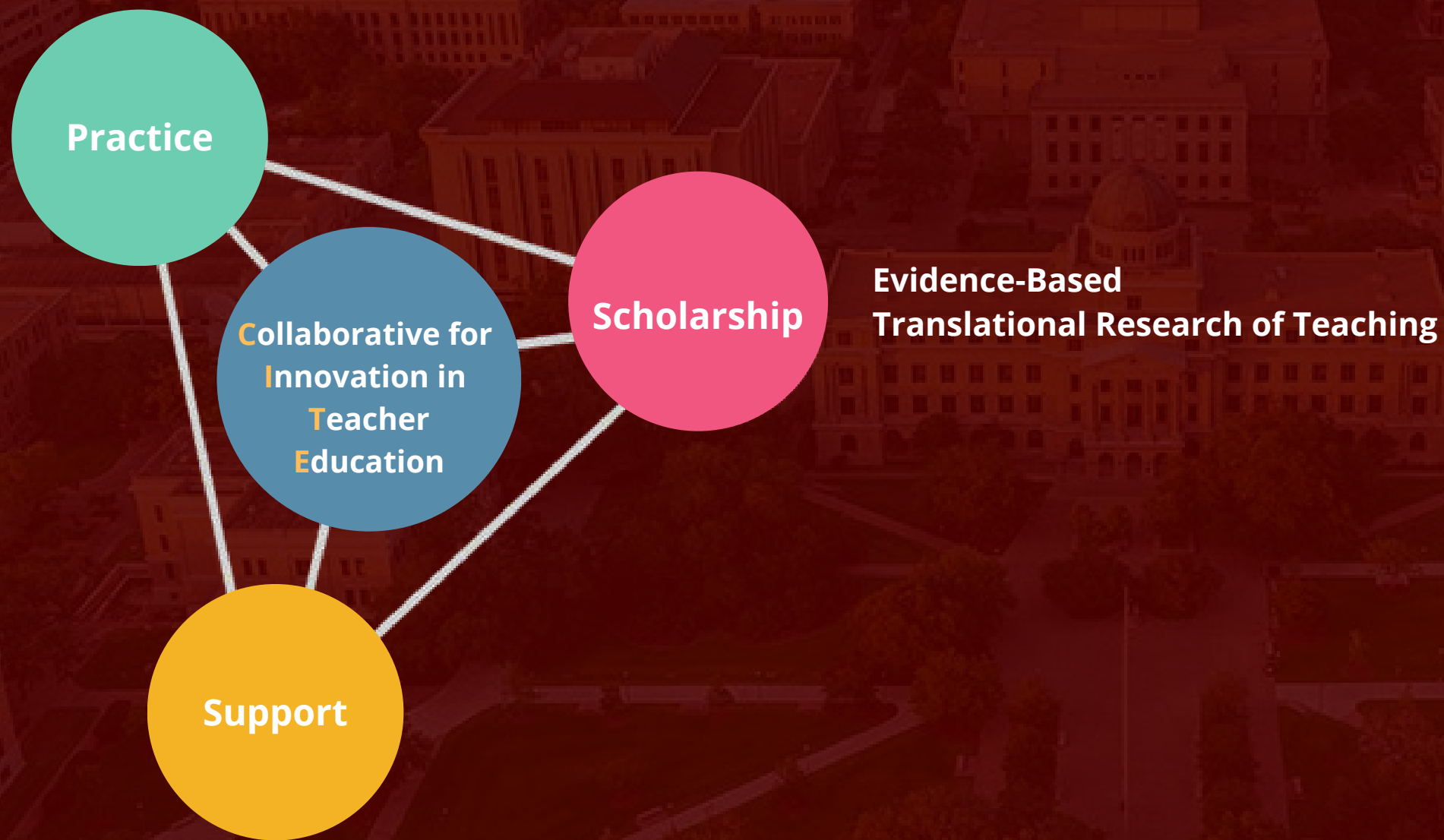
THE WISNIEWSKI TEACHER EDUCATION AWARD OF THE SOCIETY OF PROFESSORS (AERA)



The Technology and Teacher Education Program Area received the Wisniewski Teacher Education Award for creating the Collaborative for Innovation in Teacher Education from the Society of Professors, an organization started by John Dewey in 1910. The Wisniewski Teacher Education Award of The Society of Professors of Education (SPE) is presented annually to recognize and honor an outstanding teacher education program at a college or university. The purpose of the Award is to honor an institution which has made a significant contribution to the theory and practice of teacher education. The Wisniewski Award recognizes particularly on the Collaborative's integration of theory and practice, strength of foundational study, and effective innovation in the field of teacher education.

In 2021 and 2022, the Collaborative hosted 3 research note presentations and 4 book launches, and attracted over 375 people from 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), and 15+ school districts. The practice-oriented and research-based lectures, presentations, and book launches, which were attended by highly diverse audience members, constitute strong evidence that the Collaborative serves as a platform where in-service/preservice teachers, school administrators, college faculty, staff, and graduate students explore actionable ways to support the practical work of schools.

**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**

2022-2023

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 one research note presentation and two book launches. Also, the Collaborative-supporting students contributed to national and international research dissemination by attending and presenting at the influential conferences organized by AERA and ISATT.

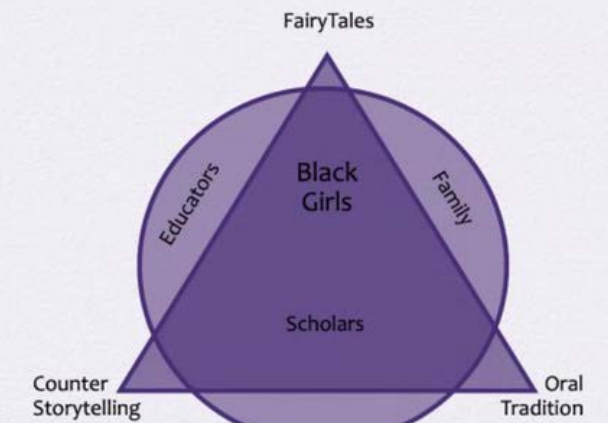
The Research Note session, given by Dr. Jemimah Young, captured Black women and girls' achievement across content areas. An example of a book launch was the volume authored by scholars and graduate students representing many different countries, providing a theoretical framework and understanding of how entitled behaviors are triggered in the discursive context of teachers/faculty's practice.

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 face of a post-pandemic era.

FROM DOUBLE DUTCH TO THE DOUBLE BIND: EMPOWERING AND AFFIRMING EDUCATIONAL OUTCOMES OF BLACK GIRLS ACROSS CONTENT AREAS



Counter FairyTale Model (CFT)



Dr. Jemimah (Mimi) Young presented a keynote address titled *From Double Dutch to the Double Bind: Empowering and Affirming Educational Outcomes of Black Girls across Content Areas* on December 12, 2022. Dr. Young is the former Chair of the Multi Program Area in the Department of Teaching, Learning and Culture. She is an Associate Professor and a Texas A&M Presidential Impact Fellow. Through using rich teaching examples and the CritQuant research method, she showed how the study of Black Girls' achievement can too easily be overshadowed by research with the general population and by research with Black males as well. Dr. Young particularly highlighted characteristics of Black Girls. A video clip of a Black girl in a dance class with her white counterpoints especially drove differences home. Also, the fact that Black girls excel at Algebra was an important revelation. Jemimah Young presented a strong argument for single group summaries across content areas to capture Black women and girls' achievement. Her approach overcomes racism and sexism in data and statistics and empowers and affirms Black Girls in their academic achievement in the content areas.



Dr. Jemimah Young's research centers on the academic outcomes of historically marginalized and minoritized populations, with a particular emphasis on Black women and girls. Her work is categorized in what she refers to as the Five Pillars of Excellence in Promoting Success for Black Women and Girls, which include performance trends, pedagogy, policy, programs, and positionality.

Young aims to help educators, teacher educators, and educational stakeholders be more strategic in identifying and affirming the academic strengths of black women and girls.

UNDERSTANDING EXCESSIVE TEACHER AND FACULTY ENTITLEMENT: DIGGING AT THE ROOTS

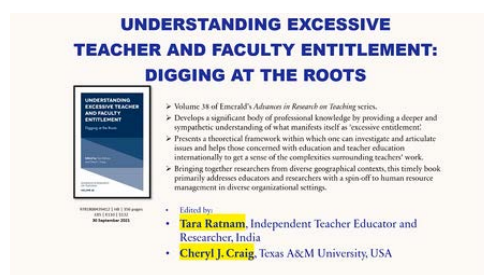


A book launch of the volume, *Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots* (Ratnam & Craig, 2002) was the Collaborative program offering that occurred on October 26, 2022. The launch was the Collaborative's first completely international presentation. The symposium, which was attended by over 50 educators, was moderated by Tara Ratnam (India), one of the book editors. Joining her were chapter authors from Australia, Brazil, Canada, Iceland, Iran, Israel, South Africa and the United States. Two featured chapters were co-authored by Texas A&M Ph.D. students/graduates.

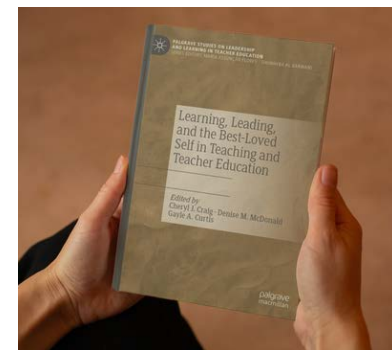
This Collaborative session attracted one of the most international audiences to an event. Audience members also came from the University of Texas at Permian Basin, the University of Nevada, and Brigham Young University in addition the University of Houston, Main Campus and the University of Houston—Clear Lake. A book proposal for a second volume in an Excessive Entitlement Series is expected to be submitted. Where this book launch was concerned, the Collaborative served as a vehicle of dissemination for original local, national and international research arising from practice.



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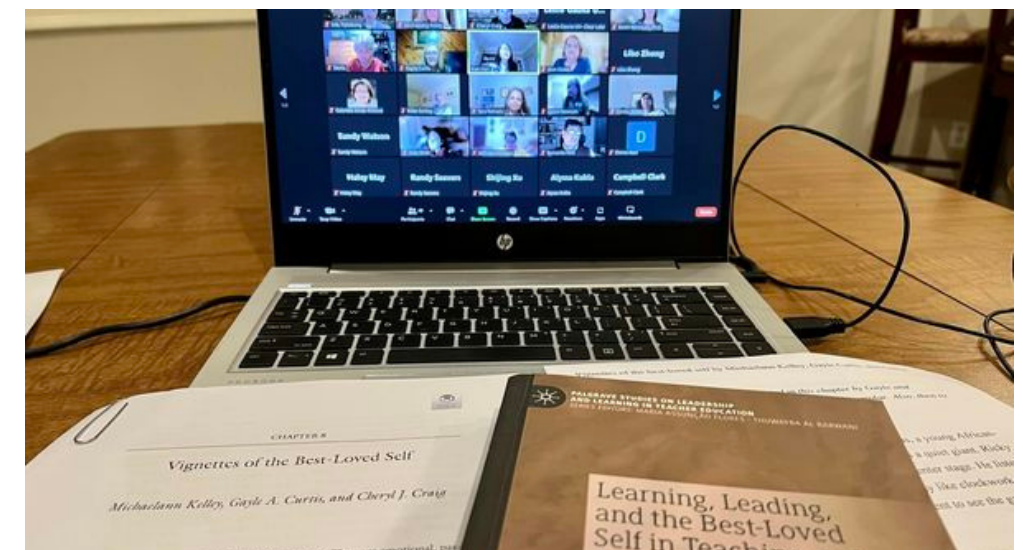
LEARNING, LEADING AND THE BEST-LOVED SELF IN TEACHING AND TEACHER EDUCATION



Co-edited by Cheryl J. Craig, Denise McDonald and Gayle Curtis, the Palgrave MacMillan book, *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education* explores the concept of the "best-loved self." It elucidates this concept as a foundational component to the development of teacher identity, growth in context, and learning in community. In the book, the editors and chapter authors share how they have cultivated and lived their own best-loved selves through making sense of experiences, and sometimes through intelligent rebellion, in teaching and teacher education.

To download book PDF, visit
<https://link.springer.com/book/10.1007/978-3-031-11902-6>

This book launch is available for viewing at
<https://youtu.be/OdX9PGW5ddM>



"One of the best Collaborative events so far—you had us at the best-loved self," declared Aida Perez, a teacher in the Austin area, who attended the February 16 launch of *Leading, Learning and the Best-Loved Self in Teaching and Teacher Education*.

The volume was authored by members of the Faculty Academy, a cross-disciplinary group of teacher educators from five regional universities (TAMU, University of Houston, Main Campus; University of Houston, Downtown; University of Houston—Clear Lake; University of St. Thomas) and three affiliate universities in Louisiana, Nevada, and Ohio.



Chapter authors asserted that the best-loved self is foundational to the development of teacher identity, growth in context, and learning in community. Nearly 60 people attended the event, with most attendees being TAMU preservice teachers and graduate students. National guests came from New Mexico, Ohio, Utah, and Virginia; international guests hailed from Canada, China, Germany and India. A teacher from Kinkaid Private School in Houston also was in attendance.

ISATT REGIONAL CONFERENCE 2022 AT THE UNIVERSITY OF BORDEAUX, FRANCE



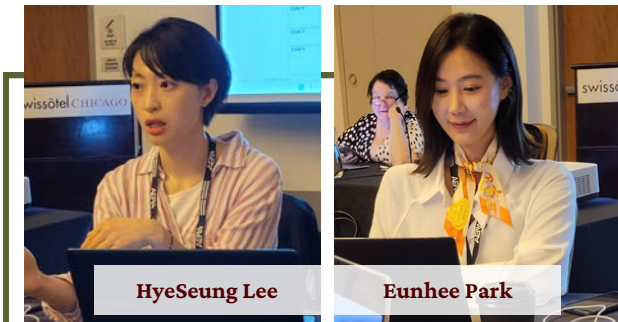
Dr. Cheryl Craig and the Collaborative's graduate student members attended the ISATT (International Study Association on Teachers and Teaching) conference held on 6 and 7 October 2022 at the University of Bordeaux, France. Under the theme, *Inclusive Ethics in Education as a New Horizon for Teachers and Teaching*, more than 120 international participants representing 30 countries, including researchers and graduate students from different disciplinary backgrounds at all levels of teaching, exchanged understandings of diverse phenomena ranging from teacher attrition to teacher agency.



Dr. Craig opened the first day of the conference with her keynote announcement describing how the ISATT has served as a platform dedicated to weaving education researchers from different countries into bringing educational researchers together to pool their rich knowledge and insights. She also addressed the burning issues of the future of research on teaching and teacher education through the conference workshops and symposia and underscored the utter necessity of collaborations among education researchers worldwide, practitioners, policymakers, and school communities. The Collaborative's graduate student and post-doctoral associate members, HyeSeung Lee, Eunhee Park, Karen McIntush, and Kimberly Currens, presented their studies at a symposium, articulating expansive visions of "the best-loved self" concept as a practical amplification of inclusion and integration in teaching and teacher education.



AERA 2023 ANNUAL MEETING IN CHICAGO, US



HyeSeung Lee (Ph.D. Student), Dr. Eunhee Park (Post-Doc Associate), Dr. Ambyr Rios (Assistant Professor, Kansas State University), and Dr. Cheryl J. Craig (Director of the Collaborative) participated in an invited AERA workshop, *Developing Tools for Analysis Using Narratives*.



The contribution of the Texas A&M team drew on the article, *Wounded Healer: The Impact of a Grant-Supported Scholarship on an Underrepresented STEM Student's Career and Life*, co-authored by Craig, Li, Rios, Lee and Verma, which was published in *Frontiers in Teacher Education*. Author Jing Li has since returned to China; As for Rakesh Verma from the University of Houston, he was the Principal Investigator of the original NSF grant. In the workshop presentation, the TAMU team focused on the initial written narrative inquiry (Ambyr Rios), digital narrative inquiry (HyeSeung Lee), and musical narrative inquiry (Eunhee Park). Cheryl Craig was available to answer questions about the original NSF-grant supported research with Kadeem Bello (pseudonym for the participating university student).

Conceptualized and organized by Stefinee Pinnegar of Brigham Young University, the tools for analysis workshop was attended by over 80 people. Among those in attendance were employees of the U.S. Airforce, College Board, National Institute of Health, National Institute of Environmental Health Services, and the National Science Foundation. Participants came from 12 states (California, Illinois, Indiana, Kentucky, Massachusetts, Michigan, Montana, New York, North Dakota, Ohio, Washington, Wisconsin) and 10 countries (Brazil, Canada, China, Germany, Ghana, Mexico, Norway, Portugal, Uganda, West Indies). Stefinee Pinnegar has plans to repeat the workshop next year due to the strong appeal it held for audience members and the number of people who attended and enthusiastically presented.



**ISATT INTERNATIONAL CONFERENCE 2023
AT THE UNIVERSITY OF BARI, ITALY**

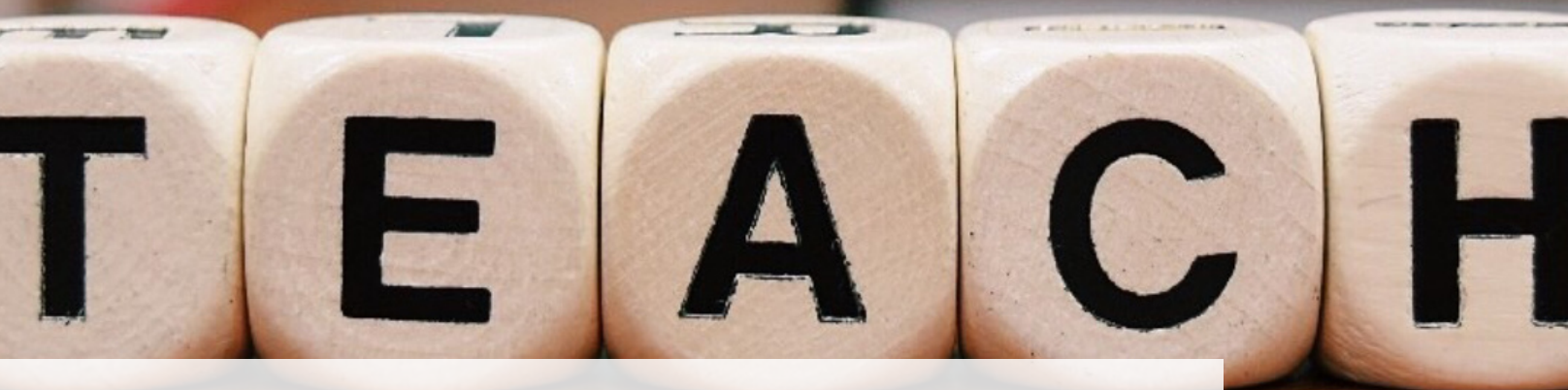


Dr. Cheryl Craig and the Collaborative's graduate student members attended the 20th biennial ISATT (International Study Association on Teachers and Teaching) international conference held from 3 to 7 July 2023 at the University of Bari, Italy. Around the theme, *Living and Leading in the Next Era: Connecting Teaching, Research, Citizenship and Equity*, more than 400 international participants gathered from over 30 countries. On the first day, Dr. Craig launched the book, *A life of optimism: Selected works of Miriam Ben-Peretz*, co-edited by Lily Orland-Barak, Maria Assunção Flores, Ainat Guberman with herself. In the book launch session, it was shared that how Miriam Ben-Parez, a pioneering female professor and university leader who held the highest academic honors in Israel and was a member of the National Academy of Education in the United States, has contributed to opening a new horizon for teacher education research and practice.

The conference invited Dr. Craig and two graduate students of the Team Collaborative who authored the chapters of the 4 volume ISATT 40th Anniversary Yearbooks series to a symposium. This symposium provided an opportunity for the Team Collaborative to share ideas raised by issues around the disconnection between teaching, research and policy and address alternative methodological approaches to these issues.



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 supported five keynote lectures and two special events.

Dr. Gloria Ladson-Billings was one of the keynote speakers. Sponsored by Hagler Institute for Advanced Study at Texas A&M University, her lecture discussed post-pandemic pedagogies focused on approaches and considerations leading to greater equity and justice in today's schools.

In one of the special events, two giants of teacher education, Dr. Marilyn Cochran-Smith and Dr. Gloria Ladson-Billings led a difficult dialogue conversation around the topics of teacher shortage, retention, and preparation. It 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.

A CULTURALLY SUSTAINING TEACHING APPROACH FOR THESE TIMES

Guest Speaker:
Lorena German



- Academic Director, Multicultural Classroom
- Author, *Textured Teaching: A Framework for Culturally Sustaining Practices*

The Collaborative hosted Lorena German, a two-time nationally awarded educator, as our keynote speaker on September 15. Over 50 attendees, including regional, national, and international teacher educators, coaches, researchers, and practitioners, were present. Lorena German led interactive discussions with reflective questions about the implicit messages our curriculum has been telling our students. The participants actively shared their thoughts on what changes need to take place in our content and practices so that we move our institutions toward healing. Emphasizing the practical efforts to seamlessly embed social justice work in our curriculum, the second annual CITE Keynote Speaker series ended with Lorena German's *Textured Teaching* framework and its core traits: student-driven, community-centered, interdisciplinary, experiential, and flexible.

Audience members responded to German's Collaborative lecture in the following ways:

I appreciated the urgency, candor, and resources from Lorena German. It resonated with the experiential elements we should be giving our students to create empathy and sustain social change. I look forward to unraveling *Textured Teaching* to refine my practice.

Jenn Woodall, Consultant, Former Humble School District Administrator

It was confronting, sobering, and energizing to participate in the Collaborative's Fall Speaker Series featuring the engaging Lorena German. Ms. German opened the evening with some hard truths about the ways in which children and youth of color experience education and how each of us engaged in teaching or teacher education are complicit through how and what we teach. She provided time for reflection and provoked us to consider other ways to ensure a more culturally sustaining education. As someone who has been a teacher educator for over 30 years in Australia, New Zealand and now Canada, Ms. German challenged me to continue to rethink taken-for-granted ways of "doing teacher education", to own my role within the education system, and to disrupt the status quo – because what we are doing is not working for so many within our schools.

Ruth Kane, Professor, University of Ottawa



LOST OR FOUND IN TRANSLATION? TRANSLATING EDUCATIONAL RESEARCH INTO PRACTICE

CREATING LIBERATORY LITERACY SPACES WITH BIPOC STUDENTS



Dr. Lily Orland-Barak

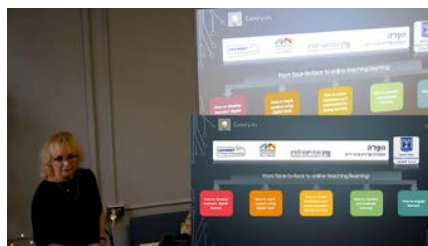
Lily Orland-Barak from the University of Haifa, Israel, Texas A&M's official university partner, delivered the lecture, Lost or Found in Translation? Translating Educational Research into Practice, on November 8, 2022, at the Glasscock Center. Her keynote address was made possible through a Notable Lecture Series Grant written by Cheryl J. Craig, Founding Director of the Collaborative for Innovation for Education, which the Glasscock Center funded. Lily Orland-Barak grew up speaking Spanish in Chile, immigrated to Israel where she now speaks and writes in Hebrew and English.

Lily Orland-Barak is the former Dean of the Faculty of Education and the present Dean of the university Graduate Studies Authority. She is serving on numerous research committees and executive editorial boards of leading journals in her field.

Her research activities lie in three complementary areas within the field of Professional Learning and Teacher Education: Mentoring and the development of expertise, learning by professionals and learning in the workplace.

The idea of meaning being lost and found in translation came across as a concept Lily Orland-Barak intimately understands in deep and powerful ways. Also, the fact that translation research began in medicine and spread to other sciences before making its way into education prompted Orland-Barak to focus on the affordances and constraints of mobilizing knowledge. Orland-Barak used a national research project in Israel as her case in point, which refreshingly embedded her lecture in practice, theory and policy. What was distinctive about Lily Orland-Barak's lecture was that the audience she attracted was half local/national (including faculty from the University of Houston, Main Campus and the University of Houston, Clear Lake, along with Pennsylvania State University and Brigham Young University) and half international (guests from Canada, India, Kenya, Portugal, Spain, among other countries, attended). Orland-Barak's keynote address showed the critical importance of translational research in the sciences, social sciences, and humanities and how funds from the Glasscock Center were used to promote an important interdisciplinary, international exchange. What also was evident was the raw potential of the Collaborative as a local, national, and international vehicle to talk across disciplines and contexts without losing sight of the particulars of one's own setting. A five-nation research project that builds on this lecture and productively moves knowledge from one place to another is expected to follow.

Dr. Orland-Barak's lecture is available for viewing at <https://youtu.be/OdX9PGW5ddM>



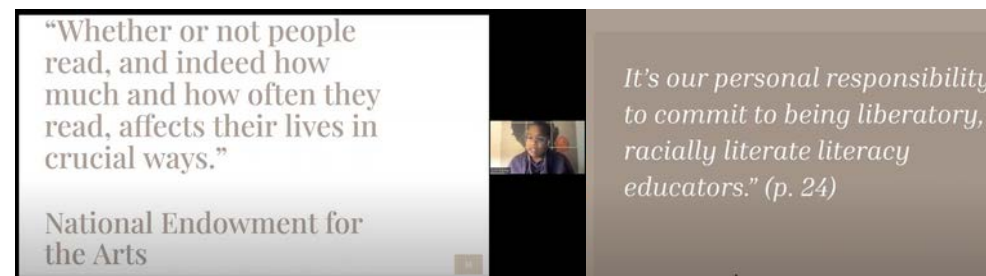
Dr. Kimberly N. Parker

@TchKimPossible

Dr. Kimberly Parker, Director of the Crimson Summer Academy at Harvard University and author of the book, *Literacy is Liberation: Working Toward Social Justice Through Culturally Relevant Teaching*, delivered the Collaborative Lecture on January 25th. Her talk, which began with a listing of practical sites where quality multicultural resources can be found, grabbed the audience's attention, especially preservice and practicing teachers attending TAMU, University of Houston, Main Campus and University of Houston—Clear Lake classes.

Dr. Parker is an award-winning educator based in Boston who holds a steadfast belief in the power of literacy to normalize the high achievement of all students, especially Black, Latinx, and other children of color.

She published *Literacy is Liberation: Working Toward Justice Through Culturally Relevant Teaching* with the Association for Curriculum and Supervision Development (ASCD). The book documents her successful literacy work based on her classroom and professional development experiences.



Parker championed high quality literacy experiences for underserved, minoritized youth. Dr. Janice Newsom, Assistant Professor of School Library and Information Services, deemed Parker's lecture "exceptional."

Nearly 100 people attended the event with out-of-state guests coming from Connecticut, Ohio and Virginia and international guests coming from Canada, India and Mexico. The Aldine Independent School District and Humble Independent School District also had attendees.

Dr. Parker's lecture is available for viewing at <https://youtu.be/befRuQINbTA>



**PREPARING TO TEACH ALL STUDENTS WELL:
POST PANDEMIC PEDAGOGY**



Gloria Ladson-Billings is the former Kellner Family Distinguished Professor of Urban Education in the Department of Curriculum and Instruction and faculty affiliate in the Department of Educational Policy Studies at the University of Wisconsin, Madison. She is a Fellow of the British Academy, the American Academy of Arts & Sciences, and the Hagler Institute of Texas A&M University. She was the 2005-2006 president of the American Educational Research Association (AERA). Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students.



The Collaborative for Innovation for Teacher Education featured Gloria Ladson-Billings' Hagler Lecture in person and virtually on March 27, 2023. The title of her talk was Learning to Educate ALL Students: Post-Pandemic Pedagogy. She discussed approaches and considerations leading to greater equity and justice.



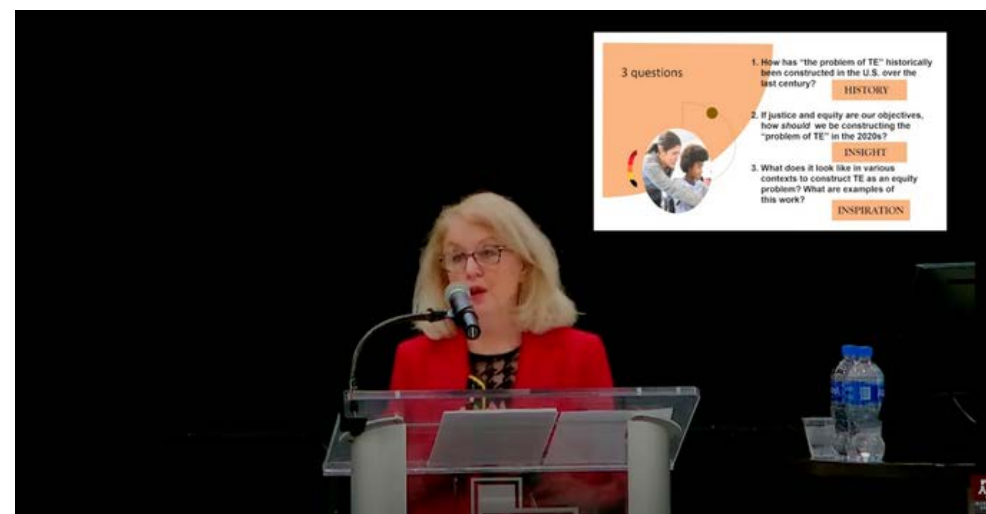
The assignment of building a bridge from 100 toothpicks served as one of Ladson-Billings' cases in point. She queried: "Do families have glue guns, extra toothpicks to make prototypes and time/vehicles to safely deliver toothpick bridges to school?" This everyday example powerfully showed how lack of access stymies some students' success while other students are rewarded for the access they have. Ladson-Billings ended her lecture by urging the public to turn its focus away from the achievement gap and instead pay laser-sharp attention to the equity gap.

Nearly 100 people were in the in-person and live-streamed audience. Included in that number were classes of students from Texas A&M University, regional universities, and Aga Kan University in Pakistan. Many other national and international visitors were present as well.

This exclusive lecture is available for viewing at <https://youtu.be/LWLLrbeKZEU>



THE 'PROBLEM' OF TEACHER EDUCATION: TENSIONS AND TRENDS



Dr. Marilyn Cochran-Smith gave the Dean's Distinguished Lecture on March 29, 2023, in the Zone Club overlooking Texas A&M's Kyle Field. The lecture, The 'Problem' of Teacher Education: Tensions and Trends, was delivered in person and live-streamed via the Collaborative to state, national and international audience members.



Marilyn Cochran-Smith captured changes in the field of education and showed their incremental development and how they faded from the field and became replaced by other trends. A robust question period followed in which faculty, students and donors participated.

Over 85 people comprised the in-person audience, which included guests from Houston area universities and schools and other TAMU campuses. 119 people were online. Those who listened to the live-stream lecture came from 12 states (Arkansas, California, Kentucky, Louisiana, Maryland, New York, Ohio, Texas, Utah, Virginia, Washington State, Wisconsin) and 13 countries (Brazil, Canada, Czechoslovakia, France, India, Jamaica, Kenya, Pakistan, Scotland, South Africa, Switzerland, Zambia, Zimbabwe).



Marilyn Cochran-Smith is the Cawthorne Professor of Teacher Education for Urban Schools at the Lynch School of Education, Boston College (USA). A teacher education scholar and practitioner for more than 40 years, Professor Cochran-Smith is widely known nationally and internationally for her scholarship regarding teacher education research, practice and policy and for her sustained commitment to inquiry-based teaching and teacher education for diversity and social justice. She is also a Professor II (Adjunct Professor) in the Department of Teacher Education at the Norwegian University of Science and Technology.

Cochran-Smith is a former AERA president, an inaugural AERA fellow, an elected member of the National Academy of Education, a Fellow of the National Education Policy Center, and a member of the Laureate chapter of the Kappa Delta Pi. Currently, she is serving as the Special Advisor to the Collaborative for Innovation in Teacher Education.

Dr. Cochran-Smith's lecture is available for viewing at <https://youtu.be/befRuQINbTA>



MEETING WITH DR. GLORIA LADSON-BILLINGS



Meeting with the Collaborative's Advisory Committee

On September 29, 2022, the Collaborative hosted a meeting for Dr. Gloria Ladson-Billings and the Faculty Academy. Dr. Ladson-Billings met with members of the Faculty Academy at Martha's Bloomers. The Faculty Academy is a group of teacher educators from five regional universities who have met to improve teacher education for the past two decades. Gloria Ladson-Billings quickly dispelled myths surrounding the CRTs of Education - Critical Race Theory and Culturally Responsive Teaching. She stated that the two are not the same and thrive independently of each other. She further explored Critical Race Theory and the "comfort level" question with which it occasionally is met. She explained that the truth of education is far more important than how comfortable one feels about what is heard. She stressed that "comfort is irrelevant to our enterprise."



Meeting with the Faculty Academy

The Faculty Academy felt a call to action. Ladson-Billings recommended that everyone be awake to what is happening and to continue to teach students how to think and live in a democracy.



Meeting with the Portfolio Group

The meeting ended with words of encouragement and wisdom from Thomas Jefferson: *"Above all things I hope the education of the common people will be attended to, convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty."*

Faculty Academy members left feeling more empowered and ready to make positive changes at their respective institutions.

DIALOGUES IN TRANSFORMING EDUCATION WITH TWO GIANTS OF TEACHER EDUCATION



On March 28, 2023, a Difficult Dialogue conversation took place between Hagler Fellow, Dr. Gloria Ladson-Billings, Professor Emerita, University of Wisconsin, Madison, and the Dean's Lecture Series presenter, Dr. Marilyn Cochran-Smith from Boston College, who is also the Special Advisor to the Collaborative for Innovation in Teacher Education. Both professors are AERA Fellows, National Academy of Education members, and former Presidents of the American Educational Research Association. Their difficult dialogue, which was moderated by Cheryl J. Craig, AERA Fellow and Founding Director of the Collaborative, revolved around three key topics: teacher shortage, retention, and preparation; what universities need to do to meet the future of teacher education, and promising practices in teaching and teacher education.

Nearly two hundred people comprised the live and virtual audience, representing the countries of Brazil, Canada, India, Jamaica, Kenya, Malaysia, Pakistan, Poland, South Africa, Spain, Switzerland, and Zambia and the states of Arizona, Louisiana, Maryland, New York, Ohio, Texas, Utah and West Virginia.

Audience members praised Dr. Cochran-Smith and Dr. Ladson-Billings for their genuine discussion of "real issues with which society is seriously grappling." Their engaging conversation made "the hour pass so quickly" and "smoothly." In 2023-2024, Dr. Marilyn Cochran-Smith will continue to offer guidance to the Collaborative.

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 twenty 10-hour TEA credit bearing courses ready to release.

Before the official release, three of the Collaborative's best courses, (1) *Learning that Sticks: Rethinking Curriculum Through the Lenses of Imagination, Capacity, and Your Teacher "Why"*, (2) *Educational Assessments: How to Use them for Good and not Evil*, and (3) *Communication and School Leadership*, will be provided to educators in Hearne ISD, Humble ISD, Navasota ISD, and College Station ISD with no cost. The feedback from these practitioners will be incorporated to the final phase of the official launch to polish all the ready-to-go courses.

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. Dr. Shaun Hutchins has received Institutional Review Board permission for the Collaborative to conduct research about the impact of the courses.

For its future development, The Collaborative's Special Advisor is Dr. Marilyn Cochran-Smith is providing guidance.



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.

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.

Teachers 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.

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.

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.

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.

Elementary Classroom Management: Exploring the Fundamentals of Creating a Culturally Responsive Classroom

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.

Secondary Classroom Management: Exploring the Fundamentals of Creating a Culturally Responsive Classroom

Managing a classroom for middle and high school students has unique challenges. Teachers will explore organizational and behavioral strategies for addressing the needs of diverse students' at the secondary level. The course will be viewed through the lens of diversity and how that may impact how a classroom is managed, with specific focus on the culturally responsive classroom management (CRCM) framework.

**CRYSTAL APPLE AWARDS
TWO OF THE COLLABORATIVE'S CURRICULUM DEVELOPERS**

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.

Textured Teaching for These Times

This course provides practical strategies for teachers to connect with their students in a way that affirms their culture and to make the teaching content engaging and relevant to the students' lives. Teachers will be introduced to the framework, Textured Teaching, and understanding culturally sustaining pedagogy. At the end of the course, teachers will be able to make their own versions of culturally sustaining pedagogies.

Teaching Critical Thinking and Connection Through Social Studies

This course is designed to help teachers approach social studies instruction through a philosophical and artistic lens to help students think critically and communicate respectfully about controversial topics.

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.

Art Lessons for the Elementary Classroom

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.

Switching Courses: A Project Based Approach to Planning I & II

The ten sessions in this course will guide teachers in building a planning document that will guide them in developing a syllabus for teaching a new course either year-long or for a semester; including content objectives, curriculum mapping, key vocabulary, designing assessments, task design, resources (utilization and evaluation), class set up, class procedures, and preparing for learners.

Two educators who partnered with the Collaborative for Innovation in Teacher Education received Crystal Apple Awards, which were bestowed on them at the Dean's Development Council dinner in May.



Annette Easley, who created the following three courses for the Collaborative, Educating All Students: Teaching Students with Disabilities in the General Classroom, Working with Families, and Working with Families For Preservice and Induction Year Teachers, is employed by the Aldine Independent School District. She has been involved in Special Education curriculum and policy implementation for the Texas Education Agency and is a longstanding member of the Portfolio Group, a group of Houston-area teacher researchers that have met since in 1998.

Michael Curl is the Principal of the newly constructed Kingwood Middle School. In 2018-2019, he was Humble ISD's Secondary Principal of the Year. His Collaborative courses, Communication and School Leadership; Personal and Interpersonal Communication Strategies for School Leaders, had to do with teachers' communications with administrators. Michael Curl was recently named Texas Secondary Principal of the Year.

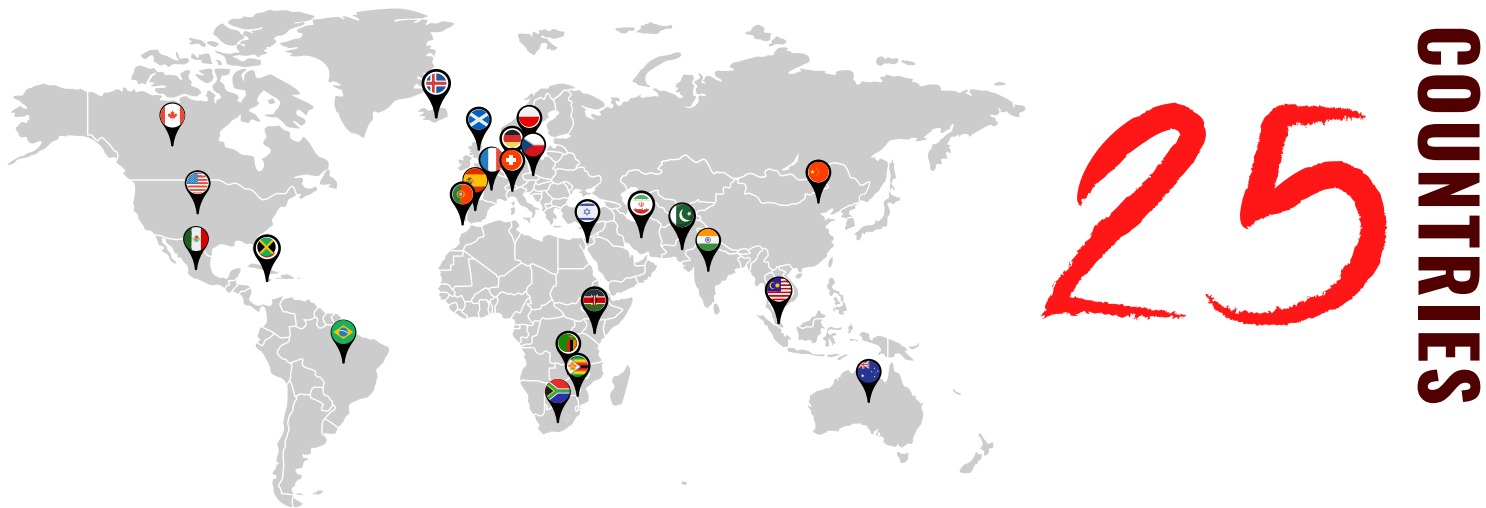


The Collaborative honors the significant contributions of Annette Easley and Michael Curl.

THE COLLABORATIVE'S SUCCESS AT A GLANCE

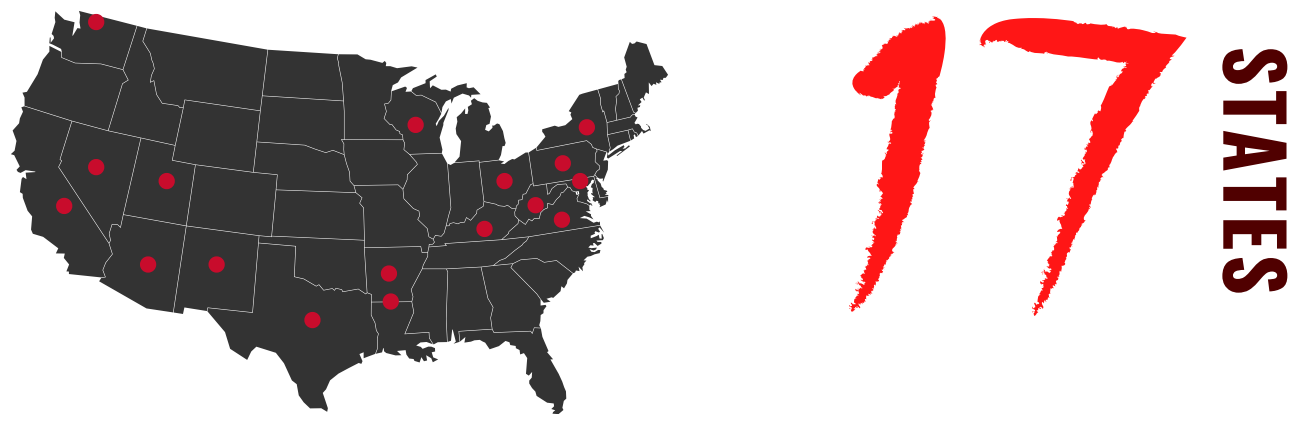
The reach of the Collaborative is expanding. Up to 680 attendees were drawn by the Collaborative's events, more than *double* the number compared to last year. Already, its local, national, and international impact is being felt.

ATTENDEES
O V E R **680** **FROM**



25
COUNTRIES

Brazil, Canada, China, Czech Republic, France, Germany, India, Iran, Ireland, Israel, Jamaica, Kenya, Malaysia, Mexico, Pakistan, Poland, Portugal, Scotland, South Africa, Spain, Switzerland, USA, Zambia, Zimbabwe



17
STATES

Arizona, Arkansas, California, Connecticut, Kentucky, Louisiana, Maryland, Nevada, New York, Ohio, Pennsylvania, Texas, Utah, Virginia, Washington State, West Virginia, Wisconsin

TLAC's undergraduate/graduate students and national/international educators have provided positive feedback on the Collaborative's constellation of activities offered in the 2022-2023 academic year.

TLAC STUDENTS

"While attending the Collaborative event, Learning, Leading and the Best-Loved Self in Teaching and Teacher Education, I learned how the best-loved self is situated in relation to Schwab's commonplaces. I also learned that when the best-loved self is at work, teachers liberate their students' learning, rather than dictating and restricting it. Teachers need their teaching to reflect who they are, and who the students in the class are."

It was inspiring to hear the experiences and reflections of many educators. It is refreshing to hear the feelings and experiences I am having are not uncommon. I appreciated everyone setting the tone of how to reflect upon situations that are difficult and turn them into something positive. Having the ability to find your best-loved self in teaching is something that I want to do just like the educators who shared their stories.

NATIONAL EDUCATORS

"One of the best Collaborative events so far—you had us at the best-loved self," declared Aida Perez, a teacher in the Austin area, who attended the February 16 launch of *Leading, Learning and the Best-Loved Self in Teaching and Teacher Education*.

After listening to the *Best-Loved Self* book launch, the part that resonated most with me was Dr. McDonald's work with EB students. I am currently teaching three students who do not speak English. I have learned so much about communication and different teaching techniques through working with these students. I loved hearing Dr. McDonald's perspective and experiences in similar situations.

INTERNATIONAL EDUCATORS

"The Difficult Dialogue dealt with real issues with which society is seriously grappling ... What a historic event! We enjoyed every bit of it."

In this Collaborative event, I learned how the general attitude of a teacher can greatly impact the trajectory of students' success. Through each of the shared stories, I witnessed teachers and teacher educators taking pride in knowing that the impact of their work changes the lives of their students. Even with the recent impact of COVID-19 and the challenges that arose with navigating the profession through new platforms, educators used the near-crisis as an opportunity to offer their best loved self to students by developing never-been-done methods of instruction for students.

2023-2024

WHAT'S NEXT

SEP



The Third Rail: A Critical Discourse Policy Analysis of States' School Discipline Policies within the Practice and Theory Colloquy

by Dr. John Andrew Williams III

OCT



Online Workshop

by Dr. Michelle Kwok & Dr. Robert Woodward

NOV



Workshop for Graduate Students and Early Career Education Researchers

Keynote Lecture

by Dr. Marilyn Cochran-Smith

Moving into academic year 2023-2024, 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.



TEXAS A&M UNIVERSITY
Collaborative for Innovation
in Teacher Education