

# THE COLLABORATIVE'S FOOTPRINT FALL 2022

Newsletter of the Collaborative for Innovation in Teacher Education

## From the Founding Director

**The Collaborative for Innovation in Teacher Education (CITE)** was planned nearly a year in advance of its release. However, when the Collaborative was about to host its proof-of-concept gala luncheon, COVID-19 had struck and had spread throughout the globe. A face-to-face meeting was not possible. Rather than canceling the event, the Collaborative hosted an online meeting with over 100 people present, including 52 teacher education experts from local, national and international institutions and organizations. The participants established the urgent need for an institute for teacher education and endorsed the Collaborative as a groundbreaking innovation. Everyone who attended wrote support letters, saying that the pandemic required everyone to think about educating teachers and students differently. Despite this somewhat unusual beginning, the Collaborative currently hosts regular keynote speakers, faculty research presentations, and local book launches. Audiences range from an average of 50 educators with some presentations attracting over 130 people. Collaborative activities regularly attract faculty and students from other states and around the world, which shows that its impact is increasing. Designed to attend to research, practice, and policy, Collaborative events are made known to TAMU's over 100 school district partners as well as to regional and international universities. This first newsletter captures some of the Collaborative's high points and reveals its viability and imprint on the local, national and international education landscape.



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

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# From the Special Advisor

BY 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,



**BOSTON COLLEGE**

Carolyn A. and Peter S. Lynch  
School of Education and Human Development

# 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.



# Fall 2022 Lecture Series #1

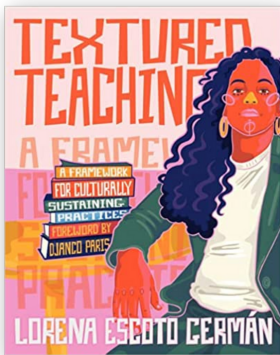
## A Culturally Sustaining Teaching Approach for These Times

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





## Fall 2022 Lecture Series #2

# Lost or Found in Translation? Translating Educational Research into Practice

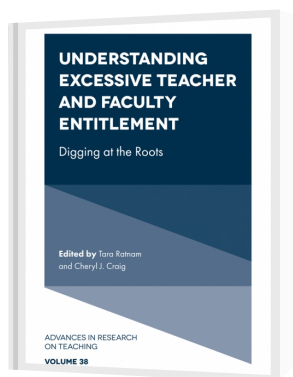


Lily Orland-Barak from the University of Haifa, Israel, Texas A&M's official university partner, delivered the lecture, *Lost or Found in Translation? Translating Educational Research into Practice*, on November 8, 2022, at the Glasscock Center. Orland-Barak is the University of Haifa's Dean of Graduate Studies and its former Dean of Education. 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.



The idea of meaning being lost and found in translation came across as a concept she 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. She 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.

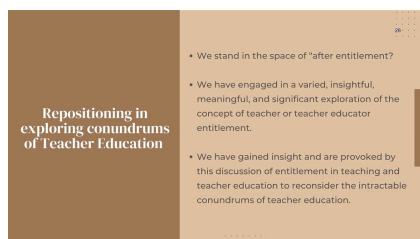
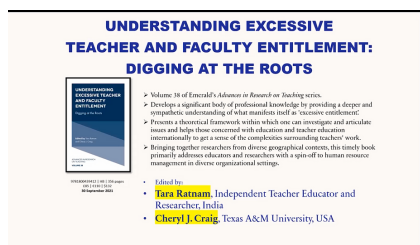
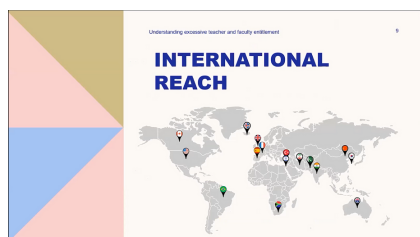
# Book Launch Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots



ISBN: 9781800439412

Published: 30 Sep 2021

Publisher: Emerald Publishing Limited



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.

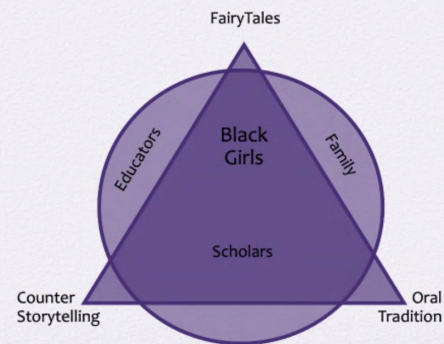
This Collaborative session attracted one of the most international audiences to an event. Audience members also came from the University of Texas at Permian Basin, the University of Nevada, and Brigham Young University in addition the University of Houston, Main Campus and the University of Houston—Clear 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.

# Research Note Presentation

## 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 and currently serves as the Assistant Vice President for Faculty Affairs. 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.



# ISATT Regional Conference 2022

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.

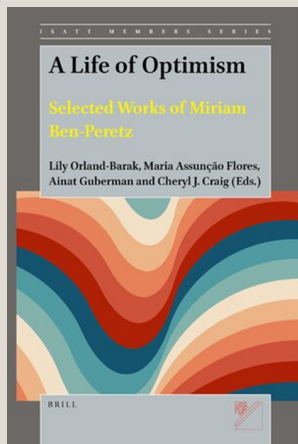


Dr. Craig opened the first day of the conference with her keynote announcement describing how the ISATT has served as a platform dedicated to weaving education researchers from different countries into bringing educational researchers together to pool their rich knowledge and insights. She also addressed 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.



The Collaborative is pleased to announce the release of two new books:

- Orland-Barak, L., Flores, M. A., Guberman, A., & Craig, C. (Eds.) (2022). *A life of optimism: Selected works of Miriam Ben-Peretz*. Brill.
- Craig, C., McDonald, D., & Curtis, G. (Eds.) (2022). *Learning, leading and the best-loved self in teaching and teacher education*. Palgrave Macmillan.



The Brill book, *A life of optimism: Selected works of Miriam Ben-Peretz* is co-edited by Lily Orland-Barak, Maria Assunção Flores, Ainat Guberman, and Cheryl J. Craig. This book presents the scholarship of Miriam Ben-Peretz, a pioneering female professor and university leader who held the highest academic honors in Israel and was an American Educational Research Fellow and a member of the National Academy of Education in the United States. With opening comments by F. Michael Connelly and an Afterword by Lee Shulman, the volume shows how Miriam Ben-Peretz continued in the academic footsteps of her advisor, Seymour Fox (Hebrew University), and his advisor, Joseph J. Schwab (University of Chicago), who also supervised Connelly and Shulman.

Some book chapters reflect the influence of Miriam Ben-Peretz's academic lineage; some others, instead, feature her signature research; and the final chapters capture her advocacy work with the MOFET Institute, a consortium of Israeli colleges of education created by the Ministry of Education that focuses on research, curriculum, and program development for teacher educators. The book will be launched in Tel Aviv, Israel at a MOFET Conference in June and in Bari, Italy at the ISATT International Conference in July 2023.

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. The book will be launched at the Collaborative's keynote address on February 16, 2023.

