



TEXAS A&M UNIVERSITY
Collaborative for Innovation
in Teacher Education

COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION



Harrington
Education
Center
Classroom
Building



ANNUAL REPORT

2023-2024



TEXAS A&M UNIVERSITY
Education &
Human Development

FROM THE FOUNDING DIRECTOR



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



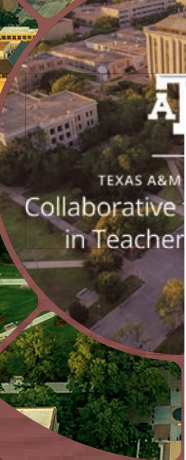
Watch our 4-minute video that encapsulates the Collaborative for Innovation in Teacher Education's growing impact since its inception. [\[tx.ag/CITE2024\]](https://tx.ag/CITE2024)

The Collaborative ended its second year of operation winning the Innovation in Teacher Education Award from the Society of Professors at the 2023 AERA Meeting. In 2024, in its third year of existence, the Collaborative did not receive a major award. However, Founding Director Cheryl Craig received a **Legacy Award** from one of TAMU's partner school districts. This speaks directly to the strengthening of ties between the local schools and the university and the Collaborative's broadening of its reach and its becoming more widely known.

The Collaborative's monthly lectures, workshops, and book launches have now attracted close to **3000 educators** from **18 countries**, together with representatives from **24 states**. Two interesting developments bear mentioning. The first has to do with beginning teachers identifying with the Collaborative and what they have come to expect from it. One noted: *"There was a quote early in the lecture by Dr. Allison Skerrett (University of Texas, Austin) that characterizes the Collaborative very well. When we bring our identities into our work, we have an opportunity to generate really unique understandings that can inform our field."* The second development came in the heels of **Dr. Michelle Kwok** and **Dr. Jay Woodward's** Collaborative workshop on virtual travel abroad. A high school teacher from one of the local districts latched onto their idea and wrote a proposal to her district's foundation to fund it for use with her school's students. Sure enough—her proposal was funded!! The funding she received supports the teacher's program development alongside Kwok and Woodward, and the development of a course for the Collaborative that will benefit her own faculty and other schools' faculties as well. Two other school districts are now submitting similar proposals to enrich their curricula based on Kwok and Woodward's seed idea.

Where courses are concerned, the Collaborative has already created **15 courses bearing 10 Continuing and Professional Education (CPE) hours recognized by TEA** that have passed rigorous quality assurance reviews. New additions to the lineup include two Holocaust education courses designed to support pre-service and in-service teachers. The first course, Teaching About the Holocaust Using the Holocaust Garden of Hope, focuses on utilizing the Garden's exhibits as a powerful educational resource. The second course, Strategies for Teaching the Holocaust Through Elie Wiesel's Night, equips educators with tools to teach this seminal work in secondary literacy classes. Both courses are aligned with Texas Education Agency standards and address the urgent need for effective Holocaust education in classrooms.

In addition to presentations and courses, the Collaborative assists faculty members with their grantsmanship. The Collaborative matched John Williams III's Catapult Grant, which will result in a new course offering. A second match is underway with the Department of Biology, which will support a teacher well-being study, and produce a Biology by Inquiry course to extend the Collaborative's course lineup.



The Collaborative also pledged to create **a practitioner journal, *Bridge*** in its initial proposal. That initiative has now come to fruition. The first issue of *Bridge* will be released soon. Contributors to that issue are graduate students at TAMU and the University of Houston-Clear Lake. These students participated because their professors and they attended Founding Editor Denise McDonald's Collaborative Workshop on the Bridge. Also, Texas A&M International has written a successful proposal to prepare a special *Bridge* issue next summer. That campus has also wanted to become an official system partner of the Collaborative.

Engaging other TAMU colleges and system partners is another critical part of the Collaborative's mission. The **partnership** with the Biology Department has already been mentioned. Additionally, a collaboration with the College of Agriculture and Life Sciences is under discussion. Furthermore, the Collaborative is already partnering with the College of Liberal Arts to produce a professional development Holocaust Garden of Remembrance course for secondary teachers. The commissioned course supports the study of the Holocaust as part of the State of Texas mandated curriculum. Also, representatives from Prairie View A&M University, Texas A&M University-Corpus Christi, and Texas A&M International University were included as members of the *Journal of Teacher Education* editorial board. Further to this, the Dean of Texas A&M International served as the lead author of an editorial of one of the 75th anniversary issues of JTE. From these examples, we can see how the Collaborative's many partnerships are having life breathed into them.

Lastly, a professional video has been produced to celebrate the **Collaborative's teacher education innovation award** and a second video has been created to commemorate **JTE's 75th Anniversary**. A third video, a research-based one on "**invisible colleges**," is in the process of being made. It is a shared project supported and funded by the Collaborative and Texas A&M International University.

Having completed its third year of operation, the Collaborative has actualized the objectives and aims outlined in its accepted proposal. As it faces the future, the Collaborative will focus on 1) **maintaining its quality**, 2) **expanding its reach**, 3) **producing income for continuation**, and 4) **remaining responsive to the wealth of ideas and collaborations that come its way**.

The Collaborative is ready to begin 2024-2025 with a full slate of activities. May it continue to be rigorous and relevant to its many constituencies as it brings theory, practice, and policy together in an increasingly fruitful relationship.

Upcoming Events for the 2024-2025 Year

The 2024-2025 academic year promises a dynamic series of events hosted by the Collaborative for Innovation in Teacher Education. In Fall 2024, we will feature compelling research note presentations by Dr. Eleanor Su-Keene and Dr. Marc Goodrich, as well as the highly anticipated Teacher Narratives Book Launch. Spring 2025 brings an equally exciting lineup, including the Excessive Entitlement Book Launch, a presentation by the Holmes Scholars, and a celebration of TAMU's award-winning Carnegie Project for the Educational Doctorate (CPED) program, which has been ranked #1 in the nation for 2024. Additionally, the Collaborative will honor TLAC's 4+1 program, recognized for producing teachers who are significantly more likely to remain in the profession for over a decade. These events promise to offer invaluable insights and foster meaningful dialogue in the field of teacher education.



OVERVIEW

For the 2023-2024 academic year, the Collaborative continues to advance its mission to “Develop a synergy between initial teacher education, induction into teaching, and in-service teacher education while bridging gaps between practice, scholarship, support, and policy.” This year, the Collaborative has expanded its offerings to include new online professional development courses for teachers, as well as a series of book launches, keynote lectures, research note presentations, and workshops. Special events and international research dissemination activities have further strengthened the Collaborative's structural initiatives, building on the foundation laid in previous years.

2023, SEP

Research Note Presentation #1
The Third Rail: A Critical Discourse Policy Analysis of States' School Discipline Policies within the Practice and Theory Colloquy

2023, OCT

Workshop #1
Pioneering Pedagogy: An Innovative Approach to Global Education via a Virtual Study Abroad Model

2024, Jan

Workshop #2
Publishing in the New Practitioner Journal
“BRIDGE: Bringing Research In Direct Grasp of Educators”

2024, Feb

Research Note Presentation #2
Black hair persecution in k-12 schools: A multi-state media analysis

Research Note Presentation #3
Building quantitative evidence in clinical teacher education

2024, Feb

Book Launch #1
Relational realms: helping educators navigate and cultivate healthy schoolhouse relationships

Keynote Lecture #1
Teacher education in Texas

Research Note Presentation #4
Black transnational languages and literacies: Complicating Black identities and transnational/immigrant categories

2024, Mar

Research Dissemination #1
Asian American Research Center at University of Houston

2024, Apr

Research Dissemination #2
Invisible College for Research on Teaching and Teaching Education in Philadelphia

Keynote Lecture #2
De-professionalizing of teaching (and educational research, too): A call for disruptive movement

Book Launch #2
Drawn to the flame: Teachers' stories of burnout

PD Courses

External/Internal Evaluation
15 Courses are ready to release

Funds

Holocaust Remembrance Association
Catapult Grant Match

Definitions of the Third Rail

-The third rail of a nation's politics is a metaphor for any controversial issue that is "charged" and "untouchable" to the extent that any politician or public official who dares to broach the subject will invariably suffer politically.

STUDY "A.B.R.O.A.D." MODEL

ACCESS
ISSUE: COVID-19
GROUNDED ALL TRADITIONAL STUDY ABROAD PROGRAMS

BARRIERS
ISSUE: LOW SES, MINORITY & NON-TRADITIONAL STUDENTS ARE UNDERREPRESENTED IN STUDY ABROAD

91% reduction
OF PROGRAMS IN 2020-2021 (OPEN DOORS REPORT, 2022)

< 2%
OF UNDERGRADS STUDY ABROAD (CHRONICLE OF HIGHER ED, 2021)

< 1/3rd
OF STUDY ABROAD PARTICIPANTS ARE FROM RACIAL OR MINORITY GROUPS

Black Hair Persecution in K-12 Schools: A Multi-state Media Analysis

Chaddrick D. James-Galloway, PhD, Texas A&M University
ArCasia D. James-Galloway, PhD, Texas A&M University
Autumn A. Griffin, PhD, Georgia State University

TEP = Teacher education program

Also please no photos or sharing information from these slides

EXPERIENCE AS STUDENT TEACHER

Many questions that guide my research today grew from my student teaching & teacher certification experiences - Why great experiences?

San Lorenzo, CA - Low-income, Mexican-American community

Strong professional learning environment - Collaborative culture, strong leadership, encouragement

RELATIONAL REALMS

Helping Educators Navigate and Cultivate Healthy Schoolhouse Relationships

Diana Wadell-Walsh and Vicki S. Mohr

Becoming a GLOBAL EDUCATION LEADER

A lecture with Professor Cheryl J. Craig, followed by an open discussion

DRAWN TO THE FLAME

Teachers' Stories of Burnout

Images of people sitting in a circle, a person at a podium, and a book cover.

STRONG SCHOOL LEADERSHIP AND PLANNING

Communication and School Leadership
Working with Parents

STRATEGIC STAFFING (RETENTION)

Preparing to Switch-Track Levels: A Project-Based Approach to Planning
Developing New Teachers in Cross-Cultural Communication Strategies for Secondary Students
Learning from Black Optimizing Curriculum through the lens of Migration, Capacity, and "Teacher Talk"

POSITIVE SCHOOL CULTURE

Classroom Management: Exploring the Fundamentals of Creating a Culturally Responsive Classroom in the Secondary Classroom
Educating All Students: Teaching Students with Disabilities in the General Classroom
Teaching for These Times
Teaching by Design
Classroom Management: Exploring the Fundamentals of Creating a Culturally Responsive Classroom in the Secondary Classroom
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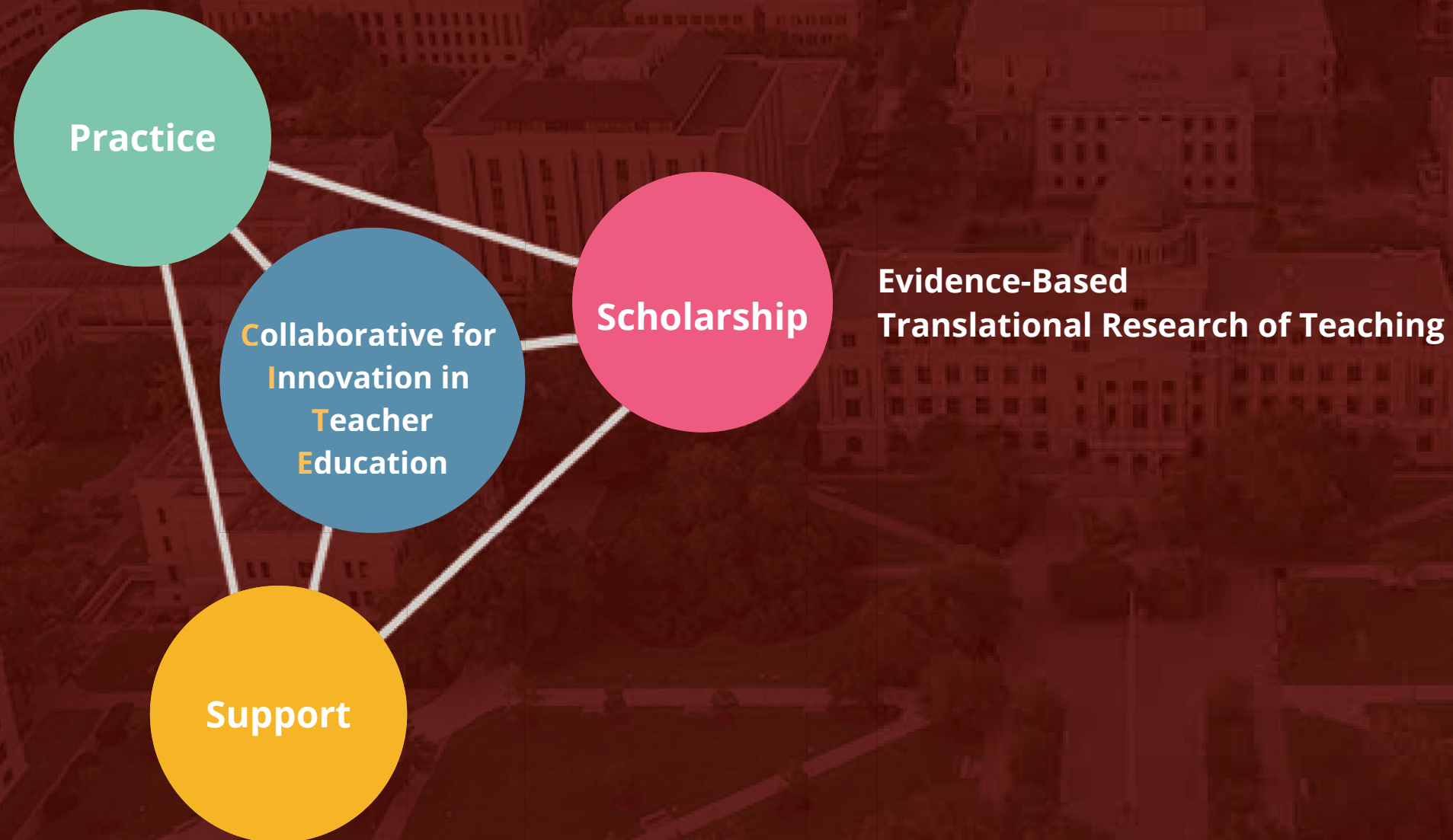
HIGH QUALITY CURRICULUM

EFFECTIVE INSTRUCTION

GRAND OPENING

Images of people at a podium, a group of people, and a book cover.

Impact on
Teacher Preparation, Teacher Induction, Teacher Sustenance



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

THE ACHIEVED GOALS

2023-2024

SCHOLARSHIP

Last year, the Collaborative made significant strides in fulfilling its 'Scholarship' mission by hosting a series of impactful keynote lectures, research note presentations, and book launches that advanced evidence-based, translational teacher education research. A highlight of the year was the keynote lecture by Dr. Rich Milner, *De-Professionalizing of Teaching (and Educational Research, too): A Call for Disruptive Movement*. His thought-provoking presentation sparked critical discussions on the current state of the teaching profession and the need for transformative action within educational research and practice. This lecture, alongside Teacher Education in Texas, reinforced the Collaborative's commitment to producing research that bridges theory, practice, and policy.

In addition to these keynote lectures, the Collaborative welcomed Dr. A. Skerrett and Dr. M. Ronfeldt, whose visits brought fresh perspectives to the ongoing research discussions. Dr. Skerrett's research note presentation on Black Transnational Language and Literacies challenged traditional notions of identity and language in education, while Dr. Ronfeldt's work on *Building Quantitative Evidence in Clinical Teacher Education* provided valuable insights into the factors that influence teaching quality and retention. These presentations exemplified the bidirectional and tri-directional research approach that the Collaborative champions, ensuring that findings are meaningful and actionable in various educational contexts.

The Collaborative's scholarship efforts also extended to global discussions through an invited lecture on *Global Education Leadership* at the University of Houston and the Invisible College, an influential gathering that emphasized the interconnectedness of theory, practice, and policy in teacher education. The Invisible College, in particular, served as a platform for deep, iterative dialogue that will inform future research directions and policy-making efforts. These activities, including the successful launch of two new books—*Relational Realms* and *Drawn to the Flame*—demonstrate the Collaborative's dedication to advancing the scholarship of teacher education in ways that resonate both locally and globally.

KEYNOTE LECTURE

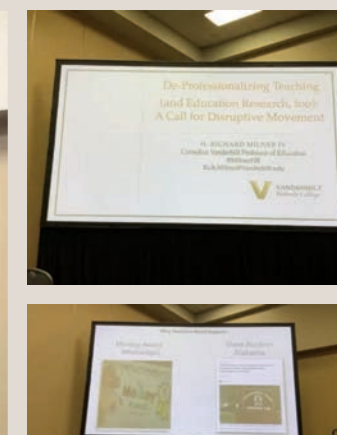
DE-PROFESSIONALIZING OF TEACHING (AND EDUCATIONAL RESEARCH, TOO): A CALL FOR DISRUPTIVE MOVEMENT



H. Richard Milner IV, Ph.D.

Cornelius Vanderbilt Professor,
Peabody College of Vanderbilt University.

Professor Milner is immediate past President of the American Educational Research Association. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. Professor Milner developed and introduced an Opportunity Gap Framework to assist researchers in better capturing minoritized students' experiences in schools. As editor of the journal, *Urban Education* and author of the *Handbook of Urban Education*, Professor Milner has called for and advanced stronger conceptual and definitional work of urban education and conceptualized three analytic tools: urban characteristic, urban emergent, and urban intensive.



At the recent Invisible College for Research on Teaching and Teacher Education, Dr. Rich Milner delivered a powerful keynote address that left a lasting impact on teacher education researchers, doctoral students, and early career scholars. Dr. Milner addressed the alarming de-professionalization of teaching and the challenges educators face in creating inclusive and truthful learning environments.

Highlighting the fear among educators to teach truthfully about history, race, sexual preference, and gender, Dr. Milner emphasized the necessity of exposing students to a diverse range of texts to ensure a robust curriculum. He discussed the troubling trend of educational decisions being made without proper research support, which leads to the marginalization of teachers and researchers.

Dr. Milner introduced his developing theory of Disruptive Movement, offering strategies to combat these pervasive challenges. His address inspired attendees to advocate for and implement meaningful changes in the education field, emphasizing the importance of maintaining professional integrity and educational justice.

The Invisible College, in partnership with the Collaborative for Innovation in Teacher Education, offers an informal platform for researchers to discuss and refine ideas in teaching and teacher education. Meeting annually before the AERA conference, it advances educational research and practice. Many graduate students have benefited from attending, receiving support and mentorship from experienced scholars.





Allison Skerrett, Ph.D.

Barbie M. & Gary L. Coleman Endowed Professor in Education
Director of Teacher Education
University of Texas at Austin

On February 28, 2024, Dr. Allison Skerrett, the Barbie M. & Gary L. Coleman Endowed Professor in Education and the Director of Teacher Education at the University of Texas at Austin, visited Texas A&M University. Dr. Skerrett’s research focuses on the literacy practices of youth of color; secondary English education, particularly as it pertains to teacher preparation and practice for urban contexts; and the relationships among transnationalism, youth of color, and literacy. She presented a keynote address on "Teacher Education in Texas" and a research talk on "Black Transnational Languages and Literacies." Dr. Skerrett’s extensive experience and insights significantly impacted the attendees.

KEYNOTE LECTURE

TEACHER EDUCATION IN TEXAS

In her keynote address, Dr. Skerrett discussed how Texas leads the nation in teacher production but still not have enough teachers meet the state’s needs. Hence, it experiences a teacher shortage, which is a local, national, and international phenomena. To address this unwieldy problem, the state is heavily involved in alternate certification programs as a way to prepare more teachers more quickly. Schools of Innovation is another initiative where those hired to teach in them are uncertified. Other innovative approaches that were discussed were more fluid transitions to master’s degree programs, participation in residency programs, and re-designed university teacher education that is more closely linked with school district. Another interesting change is to expand the reach of teacher education courses to students enrolled in other faculties to attract more university students into the teaching profession. Texas-based research and studies from elsewhere as well show that teachers graduating from university teacher education programs are better prepared for the workforce and more likely to stay longer in the teaching profession.

Over 60 people attended this lecture, including an online class of first-year teachers (4+1 graduate students) and a professor from Estonia who is studying the international teacher shortage.

First-Year Teacher Responses

- “
- "Becoming a teacher in Texas is challenging, especially with the rise of uncertified teachers."
 - "Alternative certification is problematic. Teachers need comprehensive training for success."
 - "Mentorship is crucial in a teacher’s early career for long-term retention."
 - "Supporting aspiring teachers from diverse backgrounds enriches the profession."
 - "Teacher residency models and hands-on field experiences are pivotal in shaping teaching practices."
 - "Offering education courses as electives for all majors could attract more to the profession."
 - "Stackable graduate certificates in secondary education offer practical flexibility."
- ”

RESEARCH NOTE PRESENTATION

BLACK TRANSNATIONAL LANGUAGE AND LITERACIES: COMPLICATING BLACK IDENTITIES AND TRANSNATIONAL/CATEGORIES

In her talk, Dr. Skerrett focused on the rich connections between literacy and identity. She shared the insight: “When we bring our identities into our work, we generate unique understandings that can inform our field.” This understanding led her to study teacher literacy practices with secondary students, highlighting how a teacher's intentional connections to students' literate identities and future aspirations significantly fueled their academic achievement.

Noticing a gap in research on Black Transnational Studies, Dr. Skerrett examined the experience of a Black youth who immigrated to the U.S. three years prior. This student quickly developed language skills under his teacher's guidance, offering valuable insights into the literacy journey of Black immigrant students. Dr. Skerrett's research fills a critical gap in the literature and provides new understandings for both research and practice, beneficial to teachers and academics alike.

Dr. Skerrett’s lecture attracted over 60 educators, including virtual 4+1 students who are first-year teachers and researchers from six different countries.

First-Year Teacher Responses

- “
- "Bringing our identities into work generates unique understandings in education."
 - "Understanding students' backgrounds is essential for effective teaching."
 - "Asset-based teaching and student autonomy in literature selection lead to successful literacy outcomes."
 - "Equity-oriented teaching practices were reinforced through this presentation."
 - "Dr. Skerrett’s insights remind us of the importance of engaging and meaningful teaching beyond standardized curricula."
- ”

THE THIRD RAIL: A CRITICAL DISCOURSE POLICY ANALYSIS OF STATES' SCHOOL DISCIPLINE POLICIES WITHIN THE PRACTICE AND THEORY COLLOQUY

Definitions of the Third Rail

Political

-The third rail of a nation's politics is a metaphor for any **controversial** issue that is "charged" and "untouchable" to the extent that any politician or public official who dares to broach the subject will invariably suffer politically.



<https://youtu.be/jfCJuhr4aLk>

Dr. Williams' metaphor of the 3rd rail in dismantling inequitable practice that sparked a poignant and layered discussion on Education & the African American Experience.

In many Urban metroplexes like Houston, the communities populated by historically disenfranchised groups are separated by the literal rails of the tracks, from the power majority. While many education circles discuss the theory-practice split with a goal of creating praxis as its bridged intersection, Dr. Williams III called upon the underlying impact of policy as a third and key factor, or rail, in the effective regulation and efficiency of education systems. This rail serves all populations equitably.

Overall, Dr. Williams charged his audience to think less about which side of the tracks are the right or wrong side, and to examine why and how the rails ran through society in the first place.

One attendee from Humble ISD reflected on Dr. Williams' presentation as below.

Recent studies have sought to better understand, categorize and analyze U.S. policies under a culturally responsive lens, by state. Calling upon practitioner led task forces to review and design discipline policies, attaching meaningful funding and resources to allow the implementation of alternative discipline policies are the key to having the rails move us, rather than divide us. Embracing cultural humility is a key dynamic to evolving in this space. Williams reminded us that we must "look forward to moving forward" in this mindset. In this, we must honor and include the teacher in spaces where decisions are made.

- Chestin Auzenne-Curl (AVID Site Coordinator, Humble ISD)



John A. Williams III, Ph.D.

Assistant Professor of Multicultural/Urban Education
Department of Teaching, Learning and Culture
School of Education and Human Development
Texas A&M University

Dr. John A. Williams III centers his research on dismantling inequitable discipline practices, policies, and procedures towards African American students in K12 schools, particularly in urban locales. Additionally, he researches how to prepare and support culturally sustaining teachers.

Dr. Williams has multiple publications in peer reviewed journals such as *Journal of Negro Education*, *Education Policy*, *Teacher and Teacher Education*, *Journal of Teacher Education*, *Education and Urban Society*, *Urban Review*, *Teachers College Record*, and *Journal of Urban Education*.

BLACK HAIR PERSECUTION IN K-12 SCHOOLS: A MULTI-STATE MEDIA ANALYSIS



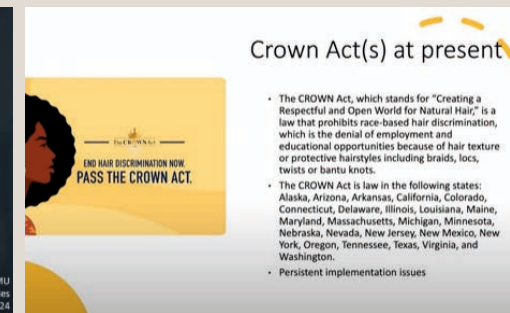
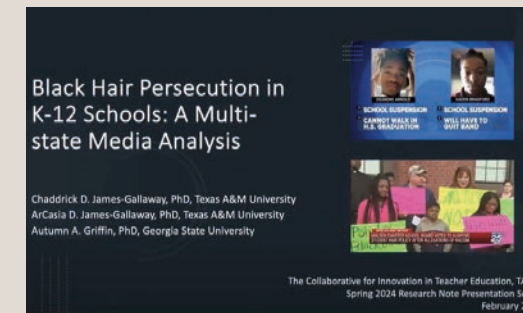
Chaddrick James-Gallaway, Ph.D.
Assistant Professor
Texas A&M University



ArCasia James-Gallaway, Ph.D.
Assistant Professor
Texas A&M University



Autumn Griffin, Ph.D.
Postdoctoral Research Fellow
Georgia State University



On Feb 8, 2024, we had the honor of hosting a compelling research presentation exploring Black hair persecution in K-12 schools. The study, presented by Dr. Chaddrick James-Gallaway and Dr. ArCasia James-Gallaway from Texas A&M University, alongside Dr. Autumn Griffin from Georgia State University, delved into the pervasive issue of hair discrimination faced by Black students in K-12 schools.

The researchers focused their analysis on media reports from urban and metropolitan areas in Texas, Louisiana, Florida, and Massachusetts. They sought to answer a critical question: What do news media accounts—explicitly and implicitly—reveal about Black children and their families' experiences with hair policies in K-12 schools? Using critical race discourse analysis, they examined four recent high-profile events that went viral, highlighting the experiences of Black students subjected to discriminatory hair policies.

Their analysis revealed stark realities: Black students often endure undue discrimination due to school hair policies. These policies not only perpetuate anti-Black constructions but also undermine Black hair care practices and styles. Importantly, the researchers noted that Black students and their families are actively rejecting these discriminatory practices, standing firm in their cultural identity and heritage.

The presentation sparked profound reflections among attendees. One attendee highlighted the importance of cultural sensitivity in educational policies, stating, "Schools need to adopt policies that respect and celebrate the diversity of their student body, rather than enforcing standards that marginalize certain groups."



<https://youtu.be/2gw8hz0ZiIc>

RELATIONAL REALMS: HELPING EDUCATORS NAVIGATE AND CULTIVATE HEALTHY SCHOOLHOUSE RELATIONSHIPS



TERMINOLOGY CHEAT SHEET

- PST = Preservice student teacher (pre-certified)
- CT = Cooperating teacher (inservice P12 teacher who shares classroom with & coaches PST)
- FPS = Field Placement School
- TEP = Teacher education program

▪ Also please no photos or sharing information from these slides

EXPERIENCE AS STUDENT TEACHER

- Many questions that guide my research today grew from my student teaching & teacher certification experiences – *Why great experience?*
- San Lorenzo, CA – lower-income, Mexican-American community
 - Strong professional learning environment: Collaborative culture, strong leadership, low turnover
 - Exceptional mathematics department heads (collaborative planning)
 - Is it the school?
- 2 cooperating teachers (CTs)
 - Carlos = model (I observed him daily)
 - Phil = coach (he observed me regularly & gave evidence-based feedback)
 - Is it the CT? If so which one and why?
- Mills College (debate among students)
 - Anna – many doubted = no K-12 teaching experience, but I found to be an amazing teacher educator/mentor



Matthew Ronfeldt, Ph.D.
Associate Professor
University of Michigan

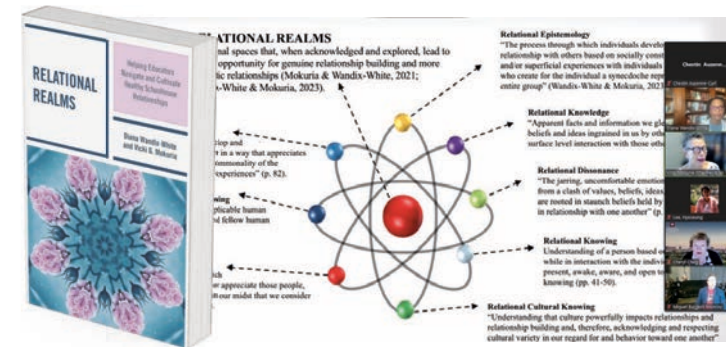
Matthew Ronfeldt, an Assistant Professor at the University of Michigan School of Education, seeks to understand how to improve teaching quality, particularly in schools and districts that serve historically marginalized student populations. His research sits at the intersection of educational practice and policy and focuses on teacher preparation, teacher retention, teacher induction, and the assessment of teachers and preparation programs.

Dr. Ronfeldt earned his PhD from Stanford University, where he concentrated on teacher education. After receiving his doctoral degree, he completed two more years at Stanford as an IES postdoctoral fellow in the Institute for Research on Educational Policy and Practice (now CEP), focusing on large-scale quantitative research. Ronfeldt previously taught middle school mathematics and science for seven years.

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Diana Wandix-White, Ph.D.
Assistant Professor
University of Houston-Clear Lake



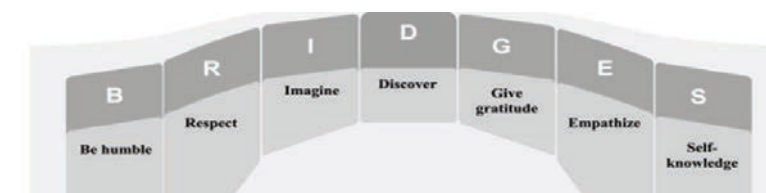
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Vicki Mokuria, Ph.D.
Adjunct Faculty
Stephen F. Austin University

On March 28, 2024, the Collaborative for Innovation in Teacher Education (CITE) hosted a book launch for *Relational Realms: Helping Educators Navigate and Cultivate Healthy Schoolhouse Relationships*. More than 30 practitioners and scholars from 3 countries on two continents and 7 Texas school districts joined in the 90-minute celebration of scholarship and relationship-building reflection.

Rooted in the work of Maxine Greene and Barbara Thayer-Bacon, TAMU Alumni, “Dr. Diana Wandix-White (University of Houston at Clear Lake) and Vicki Mokuria (Stephen F. Austin University) have produced a work that extends beyond the realm of the classroom and into the world of possibilities,” one attendee commented. The book provides readers with a move from recognizing the factors which may disrupt patterns to activities to move beyond them and to build brighter and more productive futures with our students. “So many works stop at identifying,” said Wandix-White, “we knew that we had to do more” – and they did. Dr. Mokuria reminded us of the intersection of cognitive and relational dissonances. “If we stop at seeing or identifying an issue and leave you with nothing to do but ruminate, we haven’t helped anyone improve.” Instead, the authors created a method of bridging the gap between knowledge and practice for educators.

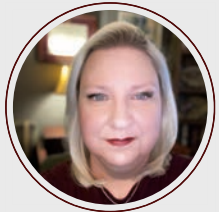


As moderator, Dr. Chestin Auzenne-Curl (Humble ISD) remarked, “This work is a lens as well as a pathway. The [BRIDGES] graphic demonstrates a clear approach including pre-work, discovery, and post work. It’s a roadmap for success.” Dr. Gayle Curtis (University of Houston) spoke on how the work sparked reflection on her time as a k-12 administrator and its carry-over into her work in higher education.

The relationship between teachers and students has permeated the field of education research. However, the book provides its unique eightfold path toward healing and address of wholeness in the learning community.

DRAWN TO THE FLAME: TEACHERS' STORIES OF BURNOUT

Editors



Erin Singer

ENGLISH & LITERATURE EDUCATOR
ALDINE ISD



Matthew Etchells

DIRECTOR
EDUCATION OUTREACH & INTERNATIONAL
PARTNERSHIP
TEXAS A&M UNIVERSITY



Cheryl J. Craig

PROFESSOR
TEXAS A&M UNIVERSITY



Natasha Epps

PRINCIPAL
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Presenting Authors



Karen McIntush

CLINICAL ASSISTANT PROFESSOR
UNIVERSITY OF HOUSTON, MAIN CAMPUS



Karla Adelina Garza

POSTDOCTORAL RESEARCH FELLOW
UNIVERSITY OF HOUSTON, MAIN CAMPUS



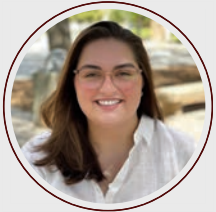
Margaret Dejesus

ASSISTANT DIRECTOR OF BILINGUAL/ESL
& MIGRANT EDUCATION
BRYAN ISD



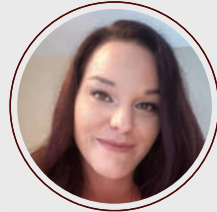
Deja Bailey

PROFESSIONAL LEARNING PARTNER
BIG THOUGHT



Jordan Donop

LEAD GRADUATE ASSISTANT RESEARCHER,
ELRC
TEXAS A&M UNIVERSITY



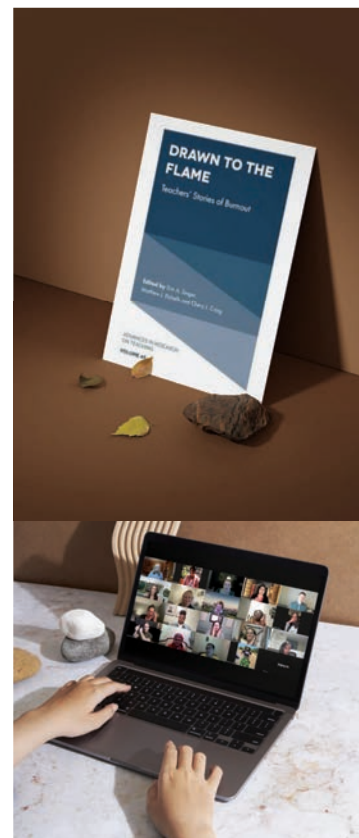
Tamra Walderon

GRADUATE ASSISTANT RESEARCHER
CRDLLA
TEXAS A&M UNIVERSITY

On April 23, 2024, the online book launch of *Drawn to the Flame* drew significant attention as it explored educator burnout during the COVID-19 pandemic. This book uses narrative inquiry to present the stories of K-12 and higher education teachers from various settings and sociological conditions who faced intense psychosocial and emotional strain.

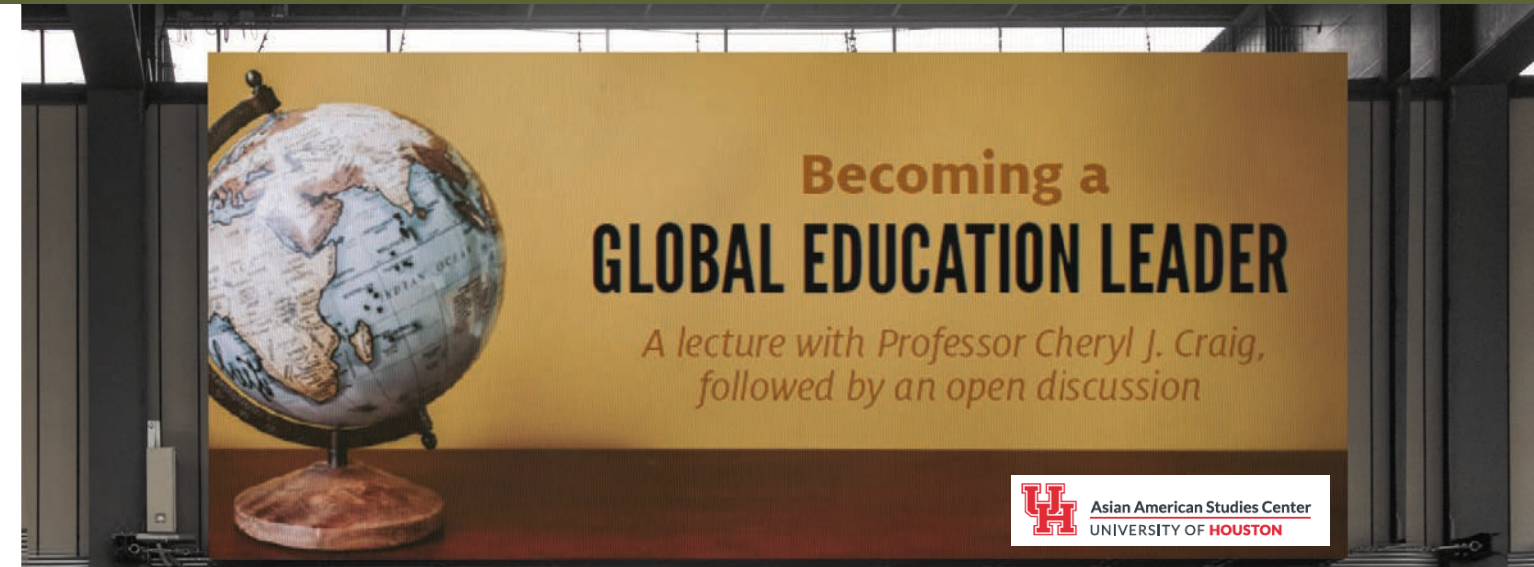
Key chapters highlighted during the launch included:

- 'Resilience and Persistence in the Face of Burnout': Showcasing educators' resilience and strategies to persist despite pandemic challenges
- 'Leaving So Soon? Reality Shock Among Novice Teachers': Addressing the high turnover rates and reality shock among new teachers amid remote teaching demands.
- 'Identity Flux: Educator Narratives in the Face of Burnout': Exploring how educators' identities shifted while coping with burnout.
- 'When Passion Isn't Enough': Discussing the need for systemic support beyond passion to prevent burnout.
- Attendees, including educators, administrators, and researchers, gained valuable insights into the experiences and resilience of their peers. *Drawn to the Flame* underscores the urgent need for systemic changes to support educators' well-being during and beyond the pandemic.



<https://youtu.be/is7B3ckWAb0>

DR. CHERYL CRAIG LECTURES ON GLOBAL EDUCATION LEADERSHIP AT UNIVERSITY OF HOUSTON



Dr. Cheryl J. Craig, the founding director of the Collaborative for Innovation in Teacher Education, delivered an engaging invited lecture at the Asian American Studies Center (AASC) of the University of Houston on March 5, 2024.

In her talk, titled "Becoming a Global Education Leader," Dr. Craig shared her extensive experiences as a teacher educator, having traveled the world and delivered keynote addresses on nearly every continent.

Her lecture focused on her journey to becoming an international teacher educator, illustrating key milestones in her career and using narrative inquiry to explore the personal and professional stories that have shaped her identity. Dr. Craig discussed her collaborative research projects, including a grant with South Korea and her leadership roles in international educational initiatives, such as chairing the International Advisory Committee of the Canada-China Reciprocal Learning Project and the International Study Association on Teachers and Teaching.

Through her work, Dr. Craig emphasizes the importance of connecting local teaching and research endeavors to global perspectives, inspiring those in attendance to consider how their own stories can contribute to a broader educational landscape. Her contributions continue to disseminate valuable research on teacher education, fostering growth and innovation among teacher educators worldwide.



The Asian American Studies Center at the University of Houston serves as an educational, cultural and research hub in celebration of multiculturalism. The center offers a minor in Asian American studies for undergraduate students, research opportunities for students and faculty, and professional trainings for local and international business leaders and community members.

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



Learn More about the Invisible College

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



The Invisible College for Research on Teaching and Teacher Education, an affiliate of the American Educational Research Association (AERA), convened in Philadelphia on April 9-10, 2024, just ahead of the AERA Annual Meeting. This year's event, led by the Collaborative for Innovation in Teacher Education, was a resounding success, bringing together over 120 scholars from around the world to exchange ideas, present research, and engage in meaningful dialogue. Dr. Cheryl Craig, the founding director of the Collaborative and acting dean of the Invisible College, played a pivotal role in guiding this influential gathering.

One of the highlights was the keynote address by Dr. Rich Milner, Cornelius Vanderbilt Chair of Education at Peabody College, Vanderbilt University. Dr. Milner’s compelling discussion on the de-professionalization of teaching and educational research sparked deep conversations, emphasizing the need for disruptive movements to counter these troubling trends. The keynote was offered both in person and online, allowing for broader dissemination of these critical insights.

Participants repeatedly highlighted the unique benefits of the Invisible College, particularly its focus on teaching and learning. Although not always explicitly stated, this focus was evident throughout the event. Attendees emphasized the invaluable opportunities for professional development that the Invisible College provides to both teachers and teacher educators. The event fostered an environment where scholars could freely exchange ideas, collaborate, and co-construct knowledge in ways that are often challenging within the more formal settings of traditional conferences.

The diverse backgrounds and disciplines of the attendees further enriched the experience. Scholars from countries including Iceland, India, Germany, Switzerland, Portugal, and Türkiye joined their counterparts from across the United States. The Invisible College allowed participants to learn from, build relationships with, and collaborate alongside these international scholars, adding a global perspective to the discussions. This global exchange of perspectives is one of the hallmarks of the Invisible College, enhancing the depth and breadth of the knowledge shared.

This year's Invisible College was a significant event, leaving attendees inspired and enriched with new perspectives and ideas. The active involvement of the Collaborative for Innovation in Teacher Education underscored the importance of partnerships and collaborative learning in advancing the field of education. The event once again proved to be a vital space for the ongoing co-construction of knowledge and professional growth in teaching and teacher education.



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

PRACTICE

Last year, the Collaborative advanced its mission of supporting teacher recruitment, retention, and professional growth—what we call 'Practice'—by hosting two impactful workshops focused on innovative educational practices.

The first workshop, *Pioneering Pedagogy: An Innovative Approach to Global Education via a Virtual Study Abroad Model*, introduced educators to a new method of integrating global perspectives into their curriculum through virtual study abroad experiences. This approach enriches students' learning while providing teachers with updated, technology-assisted methods that align with the Collaborative's focus on sustaining teachers in their classrooms.

The second workshop, *Publishing in the New Practitioner Journal BRIDGE: Bringing Research In Direct Grasp of Educators*, empowered educators to engage with and contribute to educational research through the newly launched journal, *BRIDGE*. By guiding teachers through the process of publishing their insights, the workshop reinforced the Collaborative's goal of enhancing teacher preparation and retention by making research accessible and directly applicable in the classroom.

WORKSHOP

PIONEERING PEDAGOGY: AN INNOVATIVE APPROACH TO GLOBAL EDUCATION VIA A VIRTUAL STUDY ABROAD MODEL



Michelle Kwok, Ph.D.

Assistant Professor
TLAC
SEHD, TAMU



Jay Woodward, Ph.D.

Clinical Professor
EPSY
SEHD, TAMU

On October 19, 2023, over 35 educators and administrators participated in the Collaborative Workshop on "Pioneering Pedagogy: An Innovative Approach to Global Education Via a Virtual Study Abroad Model." Led by Dr. Michelle Kwok and Dr. Jay Woodward of Texas A&M University, the workshop highlighted a groundbreaking virtual study abroad model developed in response to the COVID-19 pandemic. This model, created when traditional study abroad programs were halted, has emerged as a vital innovation in global education.

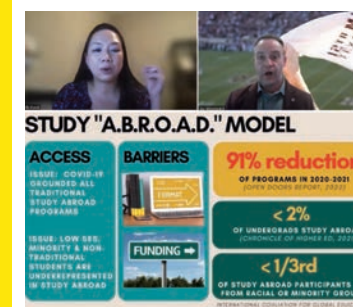
Dr. Kwok, an expert in teacher education and literacy, and Dr. Woodward, focused on global education and transformational learning, designed a model that simulates cultural immersion while promoting diversity, equity, and access in education. Supported by two grant programs, the virtual study abroad initiative used a Greece trip as an example, engaging attendees in interactive and immersive learning activities, including discussions on the Olympics and Greek cultural practices.

The workshop's emphasis on inclusion and transformational learning resonated with participants, including educators from Aldine ISD, Conroe ISD, Humble ISD, and international scholars from India and Pakistan. The practical approach to virtual global education inspired attendees to consider implementing similar programs in their own contexts.

Educators from Humble ISD and Aldine ISD expressed intentions to seek grants to adopt this model in their districts, while a Conroe ISD teacher found the new pedagogies transformative. A professor from Pakistan was motivated to develop a Virtual Study Abroad program based on the Kwok and Woodward model, illustrating the global impact of this innovative approach.

By integrating transformational learning into a virtual format, Dr. Kwok and Dr. Woodward have provided a pathway for delivering global education remotely, ensuring continued access to enriching experiences despite geographical or financial barriers. The workshop not only offered a practical blueprint but also fostered collaboration among attendees, furthering the mission of expanding equitable global education.

This workshop underscored the significance of innovative thinking in education and the growing role of virtual models in global learning. The ideas and connections forged during the event are expected to influence educational practices both locally and globally.



<https://youtu.be/3nKPH8rOK60>



A new resource is set to transform how educators access and apply research in their classrooms. **BRIDGE: Bringing Research In Direct Grasp of Educators** is a semi-annual practitioner journal co-founded by Dr. Denise McDonald (University of Houston-Clear Lake) and Dr. Cheryl J. Craig (Texas A&M University). This journal is designed to make educational research more accessible and practical for Pre-K-12 teachers.

BRIDGE offers concise summaries of research across various content areas and specializations, providing teachers with strategies that can be directly implemented in their instruction and classroom management. By focusing on practical applications, the journal aims to enhance pedagogy and support teachers in their daily practice.

The journal will also serve as an important platform for the dissemination of research by Ed.D. graduates and clinical professors, particularly those from Texas. With members of its Editorial Board drawn from leading educators, BRIDGE is poised to bridge the gap between research and classroom practice.

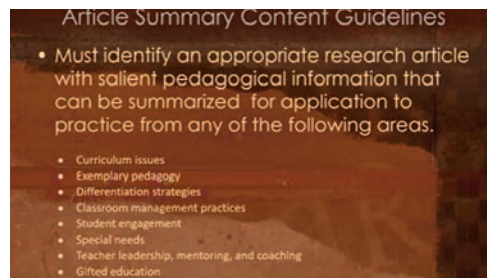
FUTURE AUTHORS LEARN THE ROPES AT BRIDGE JOURNAL WORKSHOP

WORKSHOP



Denise McDonald, Ed.D.

Founder and Editor-in-Chief, BRIDGE
Professor Emerita of Curriculum and Instruction
University of Houston - Clear Lake



The Collaborative for Innovation in Teacher Education (CITE) recently hosted an online workshop, *Publishing in the New Practitioner Journal "BRIDGE: Bringing Research In Direct Grasp of Educators"* that guided potential authors through the submission and publication process for the new BRIDGE journal. Dr. Denise McDonald, founding editor and Professor Emerita at the University of Houston-Clear Lake, led the session, which attracted 53 international educators.

Dr. McDonald provided an overview of the submission process and highlighted the journal's focus on narrative storytelling and literature reviews. This approach, she explained, will celebrate educators' experiences while preparing research for practical application in classrooms. She also emphasized that BRIDGE will be freely accessible to all, broadening its reach and impact.

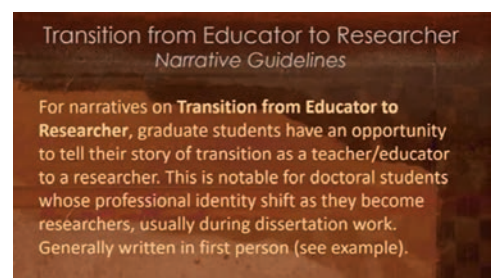
The workshop resonated with participants from both higher education and K-12 environments. Dr. Janice Huber from the University of Alberta recognized the journal's potential to support doctoral students as they develop their skills as researchers and reflective practitioners. Meanwhile, Dr. Chestin Auzenne-Curl from Humble ISD emphasized the importance of accessible research for K-12 instructors, particularly those responsible for implementing research-based practices.

Globally celebrated as a vital new avenue for bridging the gap between theory and practice, BRIDGE is already garnering strong interest. Dr. McDonald concluded the workshop by thanking the CITE team and sharing her vision for future special issues focused on topics like teacher induction and apprenticeships.



Cheryl J. Craig, Ph.D.

Co-Editor, BRIDGE
Professor of Curriculum and Instruction
Texas A&M University



ANTICIPATION BUILDS FOR THE LAUNCH OF BRIDGE JOURNAL'S FIRST ISSUE

NEWS

Educators are eagerly awaiting the release of the inaugural issue of BRIDGE: Bringing Research In Direct Grasp of Educators. Founded by Dr. Denise McDonald, who serves as the Editor-in-Chief, and championed by Dr. Cheryl J. Craig, the journal's Co-Editor, this new practitioner journal is poised to become an essential tool for Pre-K-12 teachers.

The first issue of BRIDGE will feature a range of articles that translate the latest educational research into actionable strategies for classroom instruction and management. By focusing on both narrative storytelling and literature reviews, the journal honors educators' experiences while providing them with valuable, research-backed tools for their work.

As the launch date approaches, BRIDGE is generating excitement among educators across Texas and beyond. This first issue marks the beginning of a new chapter in the professional development of teachers, offering them direct access to research that can enhance their practice and improve student outcomes. Stay tuned for the release of this groundbreaking journal.



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

<https://youtu.be/b5csRVEsDyg>

SUPPORT

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

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



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

Instructor



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

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

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

Instructor



Lorena Escoto Germán, Ph.D.
Co-Founder
Multicultural Classroom
(<https://www.multiculturalclassroom.com>)

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 create their own versions of culturally sustaining pedagogies.

Instructor



Karen Graham-McIntush, Ph.D.
clinical assistant professor
University of Houston

Classroom Management: Exploring the Fundamentals of Creating a Culturally Responsive Classroom I & II

This program offers two specialized courses—one for elementary and one for secondary teachers—both focused on culturally responsive classroom management (CRCM). Each course provides strategies for creating inclusive learning environments, tailored to the unique needs of diverse students at each educational level. Elementary teachers will concentrate on nurturing classroom culture, while secondary teachers will address the specific challenges of managing middle and high school classrooms.

Instructor



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

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

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

Instructor



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

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

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

Instructor



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

Teaching Critical Thinking and Connection Through Social Studies

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

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

Instructor



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

Art Lessons for the Elementary Classroom

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

Instructor



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

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

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

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

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

Instructor



Jennifer Woodall, M.Ed.
Education Consultant
JFTB Literacy

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

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

Instructor



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

Unpack TPACK in Your Classroom

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

Instructor



Michael Curl, M.S.
Principal
Kingwood Middle School

Communication and School Leadership

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

Personal and Interpersonal Communication Strategies for School Leaders

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

Instructor



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

Teaching Chemistry Through and As Inquiry

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

THE COLLABORATIVE RECEIVED FUNDS FROM THE HOLOCAUST REMEMBRANCE ASSOCIATION



"Also, the Holocaust Remembrance Association is collaborating with Texas A&M. Dr. Cheryl J. Craig, along with her team are creating an introduction to teaching the Holocaust course for middle school and high school teachers internationally....using Holocaust Garden of Hope as their template."



Dr. Cheryl Craig



The Collaborative for Innovation in Teacher Education has received significant funding from the Holocaust Remembrance Association (HRA18) to support the creation of a 10-credit Holocaust Garden of Remembrance Professional Development Course for Teachers. This course aims to encourage and enrich students' experiences when visiting the Holocaust Garden of Hope. From its startup funds, the Collaborative has also developed a complementary 3-credit course titled Teaching the Holocaust Using the Non-Fictional Text, *Night*, by Elie Wiesel. Both courses have been designed to assist teachers in teaching the Holocaust as an approved course of study by the Texas Education Agency (TEA).

The study of the Holocaust is part of the curriculum mandated by TEA. Thus, the Collaborative's courses will be available online to teachers in the over 100 school districts with which Texas A&M University partners. Other entities, locally, nationally, and internationally, will also have virtual access to the courses through the university's Continuing Education arm.

Collaborative leadership engaged regularly with HRA18 before securing the funding for the development of the professional development courses. The Director of the Collaborative, a Post-Doctoral Research Fellow, and a Graduate Assistant, whose dissertation focuses on Jewish Education and Holocaust Education, attended Holocaust Garden of Hope events on October 22 and November 5. Additionally, meetings are ongoing with MOFET, the professional development arm of the Israel Ministry of Education, following the Collaborative's Director's keynote address in Tel Aviv in June 2023.

On two occasions, Texas A&M's Collaborative for Innovation in Teacher Education has financially supported the development of the Holocaust Garden of Hope in Kingwood, Texas, through the Claude H. Everett, Jr. '47 Endowed Chair fund, the Reta Haynes Endowed Chair fund, and the Houston Endowment Endowed Chair in Urban Education fund.

THE COLLABORATIVE'S FIRST MATCH: JOHN WILLIAMS III ET AL. CATAPULT GRANT



John A. Williams III



Shaun Hutchins



Megan Svajda-Hardy



Andrew Kwok



Erin Whiteside



With funding from the School of Education and Human Development's Catapult Grant Program and matching funds from the Collaborative for Innovation in Teacher Education, Drs John Williams III, Andrew Kwok, Shaun Hutchinson, Erinn Whiteside, and Megan Svajda-Hardy created an online 10-module professional development offering for general education teachers that informs and assesses their knowledge of culturally responsive classroom management for regular and special education students.

Once the professors' preliminary assessment of approximately 20 preservice teachers who engaged in the professional development is completed, they will distribute the material they have developed to local school districts in and around College Station ISD and Houston ISD and assess the influence that the professional development has on teachers' abilities to manage student behaviors. The developed materials will then be updated and will become a field-tested 10-credit course offered by the Collaborative for Innovation in Teacher Education.

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

The Collaborative for Innovation in Teacher Education continues to significantly impact the field, given that over 800 educators participated in 2023-2024 events. While there expectedly has been more attendees from Texas, there has also been other attendees from 20 different countries and 8 different states. These numbers capture the Collaborative's local, national and international reach. The ongoing sustained engagement highlights the Collaborative's expanding influence and the initiatives that it champions and disseminates.



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

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



Tara Ratnam, Ph.D.

Independent Teacher
Education Researcher in India

The Collaborative’s program offers an international platform for individuals and groups from diverse educational interests and backgrounds to share their innovative ideas, knowledge, experience and expertise. I’ve been a beneficiary, not just as an audience member, but also as an active contributor through launching a book co-edited with Cheryl Craig on the emerging theme of excessive teacher/faculty entitlement.

What I found significant in the Collaborative programs is their focus on integral vision that sees initial teacher education, entry to practice and continuous teacher/educator development as a continuum. They also weave together research/theory, policy and practice. Webinars, such as the one on the “Third Rail,” which introduced the policy dimension to the theory and practice problem in teacher education, open new possibilities for closer alignment among them. The Collaborative’s program offerings are events I look forward to despite having to wake up at an unearthly hour to attend them from my Indian time zone.



Stefinee Pinnegar, Ph.D.

Specialty Chief Editor for
Teacher Education
Frontiers in Education

Since the Collaborative began, I have attended almost every session. Listening to the guest speakers have informed me in terms of my own research and taught me about relevant issues that are central to research on teaching and teacher education as well as innovation in inquiry. Thanks for this chance to connect with quality work and insightful presentations.



James O’Meara, Ed.D.

Dean
Curriculum and Instruction
Texas A&M International
University

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