Disrupting Inequities: Educating for Change

February 28 - March 1, 2020 • Atlanta, GA
LOOKING FOR SESSIONS?

VISIT OUR EVENT PLANNER

PLANNER.AACTE.ORG
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Greetings!

On behalf of your National Office team, I am delighted to welcome you to Atlanta and our Association’s 72nd annual convening. As they say here in Georgia, welcome y’all! The Annual Meeting is always a highlight of the year for me and I am particularly energized by what we have planned for our time together here in Atlanta. The AACTE Committee on Meetings and Professional Development crafted a bold and provocative conference theme, **Disrupting Inequities: Educating for Change**. This quote is from their Call for Proposals:

> As a profession, we are uniquely positioned to obstruct injustice and challenge the dominant ideology and majoritarian narratives. We must promote ways to enhance the learning and development of all students. It is time that we, as educators, become the driving force in crafting our narrative on behalf of our profession, education as a whole, and particularly, PK-16 students. This narrative includes effective educational practices and policies with goals and outcomes that reflect the success of all students. By redefining the meaning and markers for success, we can encourage students to become active learners, productive citizens, critical thinkers, and leaders in their communities and across the globe.  

The 2020 AACTE Annual Meeting invites you to join in this unified effort to disrupt inequities while educating for inclusion and change.

Wow! That gets my heart beating faster. These are such complex times, and I could not be prouder that AACTE is staking out a place of leadership to speak up and act out against injustice, and to lend our collective gifts as scholars, practitioners, and educators to helping all students thrive.

Inspired by our theme of “disrupting inequities,” we have planned a provocative and exciting program. Our opening keynote speaker is **Robin DiAngelo**. DiAngelo is an affiliate associate professor of education at the University of Washington where she teaches courses in multicultural teaching, cultural diversity and social justice, and anti-racist education, and conducts research in critical discourse analysis and whiteness studies. She will share the research from her book, *White Fragility: Why It’s So Hard for White People to Talk About Racism*. If you have not yet been exposed to DiAngelo and her work, prepare yourself for a revelatory personal and professional experience. She will press us to consider how we perpetuate our racist society. Our Education Deans for Justice and Equity (EDJE) colleagues will be available post the keynote session for small group conversations to process DiAngelo’s remarks.
Our closing keynoter is 2019 Teacher of the Year **Rodney Robinson**. Robinson personifies all that we would hope for in the teachers we prepare. He teaches social studies at the Virgie Binson Education Center, a school with the Richmond, Virginia Juvenile Detention Center. He took this position in order to better understand the school-to-prison pipeline. Not only does he have a hugely positive impact on the lives of his students, but he is leading his profession by using what he learns from his students to develop programs that prevent students from entering the school-to-prison pipeline. He is also active in recruiting underrepresented men into teaching. AACTE is proud that Robinson is a graduate of two member institutions, Virginia State University and Virginia Commonwealth University. I know that hearing Rodney Robinson speak will inspire you to redouble your efforts to disrupt inequities for all learners.

Not only are our keynoters exceptional, but the many Learning Labs, Roundtables, Poster Sessions, Preconference Workshops, and Deeper Dive sessions elevate the work of our members and have been selected to advance our understanding of disrupting inequities and educating for change. Sessions are aligned with the following thematic strands:

- Strand 1 - Equity and Inclusivity in Preparation and Practice
- Strand 2 - Activism and Innovation for Transforming Democracy
- Strand 3 - Establishing Sustainable and Diverse Profession
- Strand 4 - Clinical Practice and Community Engagement

AACTE received 520 proposals, from which the Committee on Meetings and Professional Development selected 281 presentations, so you can expect to be informed and inspired throughout the conference.

I’m so glad each of you is here in Atlanta for what will be a transformative professional experience. I look forward to personally greeting many of you and please don’t hesitate to reach out to me throughout the meeting.

Now let’s get started!

Lynn M. Gangone, Ed.D.  
AACTE President and CEO
Welcome From the Board Chair

Dear Colleagues and Friends:

On behalf of the AACTE Board of Directors, I am pleased to welcome you to AACTE’s 72nd Annual Meeting in Atlanta. This year’s theme and keynote speakers challenge us all to fulfill our ethical and professional responsibilities to disrupt inequities and educate for change. I hope that your time in Atlanta is provocative, thought-provoking, and inspirational.

Our AACTE Committee on Meetings and Professional Development has once again created an outstanding program. We have nearly 300 exciting, interactive learning opportunities organized around four thematic strands and presented across a range of formats. With so many great sessions, choosing may feel a bit overwhelming, so be sure to use the online event planner to sort by topic and strands of interest to guide you.

I encourage you to participate in the “Deeper Dive” sessions each day. There, we’ll delve into some of our top concerns as a profession, including strategies to fill the high-quality educator pipeline, recruit and retain more diverse education professionals, and prepare these educators to respond to school violence and other trauma children and families experience far too often.

There are also some very exciting opportunities available outside of the session rooms. The AACTE Gallery will feature

• An expanded lounge where you can network informally with colleagues or at a “Coffee and Conversation” session with AACTE members and staff
• An exhibit featuring the many useful resources available to us as AACTE members
• Poster sessions by colleagues from the National Association of Community College Teacher Education Programs (NAACTEP) and the fantastic Holmes Scholars

New this year, the Gallery will house the AACTE Studio, a television studio where you can view live interviews with speakers and AACTE leaders and even record your own perspectives to share with our membership. Of course, you can always enjoy networking with exhibitors at the AACTE Conference Community Center and with colleagues during the many meetings and social events planned during the conference.
As you plan your conference schedule, I ask you, please reserve Saturday at 2:30 p.m. to attend the Annual Business Meeting. The Association has been engaged in a number of important activities, including strategic planning, a revision of the organization’s bylaws, which will come before the full membership for approval this spring, and sale of the National Office’s building in Washington, DC. AACTE is your association, and we want to keep you abreast of all of these important activities, so please plan to attend this important session.

It has been an honor serving as chair of the AACTE Board. I can think of no better way to close out my term than by spending the next days working, learning, and celebrating with you.

Cordially,

Kim K. Metcalf, Ph.D.
Dean, College of Education, University of Nevada Las Vegas
2019–2020 Chair, AACTE Board of Directors
AACC Board of Directors
Executive Committee Members

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Dean, College of Education
University of Nevada, Las Vegas

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Dean and University Distinguished Professor
Michigan State University

Monika Williams Shealey
Senior Vice President, Diversity, Equity and Inclusion
Rowan University

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(Ex-officio)
AACTE Board of Directors

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Bridgewater College

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Simpson College

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Dean, School of Education  
Nazareth College

**Jacob Easley II**  
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DISRUPTING INEQUITIES: EDUCATING FOR CHANGE

Over the last year, we have witnessed a rapidly changing society. These changes are driven by policy and policymakers with limited knowledge of best practices for working with dynamic and diverse school communities. In turn, this politically-motivated process has produced a grand narrative, while claiming to be color blind and neutral, that tends to represent a small, privileged portion of the U.S. population.

As educators, scholars, and practitioners, we are keenly aware of the systemic failure occurring in PK-16 environments that serve our most vulnerable populations. We know that high school dropout rates and elementary school reading test score data are being utilized to predict the need for state prisons. We know that teachers, administrators, counselors, and psychologists are mobilized to address issues related to trauma associated with forced separation of immigrant families, disparate policing policies, and intolerance to the LGBTQ community. We also know that people of color, students with disabilities, and individuals from low-income communities are disproportionately impacted by punitive classroom practice and have unequal access to high quality teachers, which is the best predictor of school success. Apathy and a sense of complacency have allowed de facto segregation along racial, geographic, and socio-economic lines at levels that exceed legally-enforced segregation policies of the past, thus entrenching inequalities in under-resourced schools.

As a profession, we are uniquely positioned to obstruct injustice and challenge the dominant ideology and majoritarian narratives. We must promote ways to enhance the learning and development of all students. It is time that we, as educators, become the driving force in crafting our narrative on behalf of our profession, education as a whole, and particularly, PK-16 students. This narrative includes effective educational practices and policies with goals and outcomes that reflect the success of all students. By redefining the meaning and markers for success, we can encourage students to become active learners, productive citizens, critical thinkers, and leaders in their communities and across the globe.
The 2020 AACTE Annual Meeting invites you to join in this unified effort to disrupt inequities while educating for inclusion and change. The concurrent sessions will explore strategies for infusing equity and inclusivity into preparation and practice, embracing activism and innovation as methods for transforming democracy, conceptualizing practices for establishing a sustainable and diverse profession, and will highlight successful partnerships and collaborations that advance clinical partnerships and promote community engagement. In addition to the sociocultural frameworks that are commonly utilized, the presenters will highlight the usage of Critical Race Theory (CRT), DisCrit, LatCrit, indigenous methodologies, womanism, queer theory, and other frameworks not commonly represented in educator preparation work.

Strand I: Equity and Inclusivity in Preparation and Practice

U.S. public schools serve individuals and communities with diverse perspectives and needs, and educators must be prepared to work in this complex environment. Inclusion and equity are overarching principles that should guide all educational policies, preparation programs and practices, rather than being the focus of a separate policy. To do so effectively, educators must recognize the principle that education, particularly in a liberal democracy, is both a fundamental right and the foundation for more equitable, inclusive, and cohesive communities. Ensuring that all learners have access to quality education acknowledges the intrinsic value of diversity and respect for human dignity. In this way, differences are seen in a positive light, and as the stimulus for fostering learning. Then the principles of inclusion and equity are not only about ensuring access to education, but also about the educational spaces themselves—having quality learning spaces and pedagogies that enable students to thrive, understand their realities, and work for a more just and democratic society. Therefore, it is important to find ways of addressing the needs of the most underserved students that do not necessarily demand extra funding and additional resources. A culture of inclusion and equity in education needs a shared set of assumptions and beliefs among educator preparation programs and school districts. Central to these assumptions and beliefs is valuing differences, believing in collaboration, and being committed to offering educational opportunities to all students.
Using this knowledge, educator preparation programs must advocate for the integration of the principles of equity and inclusion into programming and practice. We must build a collective understanding that more inclusive and equitable education systems have the potential to promote equality, develop teacher and system capabilities, and encourage supportive learning environments. These various efforts will, in turn, contribute to overall improvements in educational quality.

The purpose of this strand is to share innovative perspectives, orientations, strategies, and technologies designed to address equity and inclusivity among diverse groups of learners and school contexts.

**Strand II: Activism and Innovation for Transforming Democracy**

The national and local political climate continues to threaten the sustainability and foundation of the education profession. As such, it is essential for scholars and practitioners to embrace and engage in the principles of activism and innovation in the continuing process of disrupting inequities and educating for change in our schools, communities, and educator preparation programs. In the attempt to provide a vibrant and democratic community, the field continues to be challenged, and negatively impacted, by policies set by decision-makers who are unfamiliar with, or are agenda-based, in their approach to educational policies. The voice of students, at all levels, must be allowed to be heard and represented by educators acting as activists and innovators. Educators, of all levels, must actively promote effective and equitable educational practices, and must make strides toward implementing innovative practices necessary to transform education and provide equity for all students. This work cannot be done in a silo; our engagement within and with the systems and people—schools or organizations, local communities, and the adults that our students interact with outside the classroom—must be considered if we wish to transform and promote democratic education.

The purpose of this strand is to challenge the current mindsets and sociopolitical context that tend to limit activism and innovation within our educational system, and to encourage educators to effectively advocate for and engage in innovative practices constructed for transforming democracy.
Strand III: Establishing a Sustainable and Diverse Profession

Compelling political and social forces are disrupting “business as usual” in teacher education. Bankrupted state budgets, teacher shortages, school violence, and fractured communities threaten the sustainability of public education. Activist teacher educators and K-12 practitioners struggle to sustain professional standards and teaching integrity during turbulent times. The pipeline for new teachers is uncertain when “alternative facts” and unsubstantiated opinions defame and slander the teaching profession, and alternative pathways compromise professional standards.

As the education system attempts to address the wide spectrum of student needs and gain understanding about neurodivergent learners, a collection of specialized, culturally-sensitive and innovative pedagogical tools are needed to ensure all students have the opportunity to develop and flourish. Teacher educators and K-12 practitioners must partner to disrupt existing inequitable social and organizational structures in order to invent an educational/schooling system that supports social justice, creates culturally-responsive curriculum, and provides an infrastructure to support mental health, wellness and self-care. Higher education, by redefining and repurposing educational research, can collaborate with K-12 partners to explore how educational structures must be designed to support schools, teachers, students, families and communities.

The purpose of this strand is to explore practices that sustain the profession by disrupting the inequities that impede progress in educational change. Presentations will provide research to describe innovative, culturally-responsive curriculum and new school structures to support mental health and improved methods for achieving safe schools.
Strand IV: Clinical Practice and Community Engagement

Sustained and supervised clinical practice, in partnership with schools and communities, results in better-prepared teachers. Through effective clinical experiences, educators are retained in the field longer and more often positively impact student learning. Programs that capture the complexity of place, pedagogy and practice have the potential to disrupt inequities. Teachers who are underprepared often end up in our most vulnerable communities, teaching students who have been historically underserved. The art and science of education includes an established, professional knowledge base that continues to be questioned and threatened by people who do not have expertise in the field.

In 2018, the American Association of Colleges for Teacher Education (AACTE) released an updated report, *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Teacher Preparation*. This report expanded upon the NCATE Blue Ribbon Panel Report (2010) by outlining proclamations and tenets that assist in operationalizing the field's endorsement of clinical practice partnerships. Two models known to be effective in educator preparation are professional development schools and teacher residencies. In addition, clinical settings may also include local communities, which are essential contributors in how teachers are prepared.

The purpose of this strand is to explore and expand what we mean by partnerships in educator preparation. This strand investigates what we know about practice and pedagogy as it applies to clinical practice partnerships and community engagement.
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Session Formats

**Business Meetings** are generally working sessions for AACTE members, committees, task forces, and grant projects.

**Keynote/General Sessions** are the highlights of the Annual Meeting. So that all may attend, no other conference sessions are scheduled during the times when these plenary events take place. This year, AACTE has two Keynote Sessions—the Opening Session and the Closing Session—to kick off and extend the stimulating dialogues that are certain to spark compelling interest during the meeting and long after!

**Deeper Dives** are highly interactive and timely learning experiences that target the development of skills and exploration of practices and dispositions crucial to educator preparation in today’s world. Topics at these sessions reflect work that is central to AACTE’s mission and its ongoing initiatives, including presentations from collaborating institutions, affiliate organizations, government agencies, think tanks, and thought leaders from the field. Attendees are sure to walk away with innovative and inspiring content to apply in their own work. Deeper Dive sessions are scheduled in pairs during dedicated time slots.

**Learning Labs** are concurrent sessions selected through the 2020 Call for Proposals via a blind, peer-review process. These learning experiences incorporate a variety of formats, including (but not limited to) case studies, peer-to-peer learning, small-group interaction, and lecture-based instruction. Session types in the Learning Lab category include Case Stories, Data to Action, Future Casting, Individual Papers, Perspectives, Roundtables, and Scenario Planning.

Learning Labs cover a large spectrum of professional topics in support of the theme and strands of the Annual Meeting.

**Case Stories** are 60-minute sessions that feature quality storytelling designed to illuminate real world case studies that demonstrate innovation or breakthrough practices. Using a format that focuses on 1) the situation, 2) the solution, and 3) the results, facilitators develop a narrative approach that includes characters, plot, and theme. Vivid pictures, storyboards, and visuals are used to better bring the stories to life “in living color.” Plenty of time is dedicated to small or large group discussions about what participants have learned as a result of hearing the stories and how they might apply those lessons to their practices.

**Data to Action** sessions are designed to release recent data in ways that encourage session participants to consider and discuss their relevance and practical application in everyday settings. While new research and data can be exciting, they will be better remembered and applied when participants are given the opportunity to process them interactively. These 60-minute sessions are marked by brief (no more than 10-minute) presentation segments interspersed with robust small group discussions focused on contextualization and practical application. Facilitators focus on presenting less information in favor of the small group interactions that allow participants to go deeper with the data. In this sense, facilitators point to original studies and other resources participants can draw upon pre- and post-session.
Session Formats

**Future Casting** sessions are all about the creation of “next practices” as opposed to and/or in addition to exploring current best practices. Facilitators dedicate a significant portion of these 60-minute sessions to interactive, peer-to-peer dialogue focused on visioning the future of their professional practice. Particularly appropriate for content that is more tactical in nature, these 60-minute sessions are all about practice and what it looks like in the near- to midterm future. With creative problem solving as central to the process, participants will work hard to understand and/or define future practices as related to educator preparation.

**Paper Sessions** are sessions with presenters selected through the blind, peer review process and feature individual paper proposals that were accepted and grouped with like proposals by the AACTE Committee on Meetings and Professional Development. Each presentation will last no longer than 20 minutes, and each paper session runs for 60 minutes.

**Perspectives** are sessions with presenters selected through the blind, peer-review process. These sessions are designed around an issue, topic, or problem to be addressed relative to one of the conference strands and include a research, policy, or program question to be vetted through and with an audience, utilizing a variety of interactions that include audience response technology to generate rich discussions, insights and possible actions. These sessions are allotted 60 minutes, at least half of which are devoted to audience/participant interaction.

**Roundtable Sessions** are sessions with presenters selected through the blind, peer review process. They focus on a particular topic and are led by an individual or a small group. These sessions allow participants to engage in dialogue around a given topic in an informal, participatory way. Roundtable sessions run for 30 minutes.

**Scenario Planning** sessions are designed to help participants consider and discuss a variety of actions that might take place as a result of changing conditions. Importantly, participants need not land on “final answers” as a result, though that would certainly be a bonus. Rather, it is the deep, peer-to-peer exploration of possibilities given a potential or actual state of affairs that provides the greatest value to participants. These 60-minute sessions are appropriate for situations when there is likely more than one “right” answer/solution. For instance, local and regional dynamics can often impact how an educator preparation professional might respond to changes that impact the industry using an “if-then” approach. Facilitators of these 60-minute sessions allow enough time for participants to plan their strategies and tactics as a result of the information they are receiving, i.e., it is not enough to tell them the new information; you must also allow them to explore potential or certain changes so they can begin to plot their course.
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### Meeting At-A-Glance

#### Wednesday, February 26

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<tr>
<td>3:00 p.m. - 5:00 p.m.</td>
<td>New Board Member Orientation</td>
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<td>5:00 p.m. - 6:30 p.m.</td>
<td>AACTE Executive Committee Meeting</td>
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<tr>
<td>7:00 p.m. - 9:00 p.m.</td>
<td>Board of Directors Dinner (Off Site)</td>
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#### Thursday, February 27

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<td>8:00 a.m. - 5:00 p.m.</td>
<td>AACTE Headquarters Open</td>
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<td>8:00 a.m. - 5:00 p.m.</td>
<td>AACTE Preconference Events</td>
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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Holmes Programming</td>
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<tr>
<td>8:30 a.m. - 3:00 p.m.</td>
<td>Board of Directors Meeting</td>
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<td>10:00 a.m. - 5:00 p.m.</td>
<td>Exhibitor Set-Up</td>
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<td>12:00 p.m. - 5:00 p.m.</td>
<td>Topical Action Group (TAG) Business Meetings</td>
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<tr>
<td>2:00 p.m. - 5:00 p.m.</td>
<td>Registration Open</td>
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<tr>
<td>5:00 p.m. - 7:00 p.m.</td>
<td>AACTE Committee Meetings</td>
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#### Friday, February 28

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<th>Time</th>
<th>Event</th>
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<tr>
<td>7:30 a.m. - 6:00 p.m.</td>
<td>Affiliate Group Meetings (may require separate registration) AILACTE</td>
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<tr>
<td>8:00 a.m. - 9:00 a.m.</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:00 a.m. - 2:30 p.m.</td>
<td>Conference Community Center Open</td>
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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>AACTE Headquarters Open</td>
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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>9:00 a.m. - 10:00 a.m.</td>
<td>Learning Labs</td>
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<tr>
<td>9:00 a.m. - 2:00 p.m.</td>
<td>AACTE Gallery Open</td>
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<tr>
<td>10:00 a.m. - 10:30 a.m.</td>
<td>Coffee Break</td>
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<td>10:30 a.m. - 11:30 a.m.</td>
<td>Learning Labs</td>
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<tr>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>Learning Labs</td>
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<tr>
<td>2:30 p.m. - 4:00 p.m.</td>
<td>Opening Keynote Session</td>
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<td>4:15 p.m. - 5:30 p.m.</td>
<td>Deeper Dive Sessions</td>
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<tr>
<td>5:30 p.m. - 7:00 p.m.</td>
<td>Opening Reception in Conference Community Center</td>
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## Meeting At-A-Glance

### Saturday, February 29

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
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<td>Conference Community Center Open</td>
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<tr>
<td>9:00 a.m. - 9:30 a.m.</td>
<td>Roundtable Sessions</td>
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<tr>
<td>9:00 a.m. - 10:00 a.m.</td>
<td>Learning Labs</td>
</tr>
<tr>
<td>9:00 a.m. - 2:00 p.m.</td>
<td>AACTE Gallery Open</td>
</tr>
<tr>
<td>10:00 a.m. - 10:30 a.m.</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:30 a.m. - 11:00 a.m.</td>
<td>Roundtable Sessions</td>
</tr>
<tr>
<td>10:30 a.m. - 11:30 a.m.</td>
<td>Learning Labs</td>
</tr>
<tr>
<td>12:30 p.m. - 2:00 p.m.</td>
<td>ACSR Business Meeting</td>
</tr>
<tr>
<td>1:00 p.m. - 1:30 p.m.</td>
<td>Roundtable Sessions</td>
</tr>
<tr>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>Learning Labs</td>
</tr>
<tr>
<td>2:00 p.m. - 2:30 p.m.</td>
<td>Afternoon Break</td>
</tr>
<tr>
<td>2:30 p.m. - 3:30 p.m.</td>
<td>AACTE Business Meeting</td>
</tr>
<tr>
<td>2:30 p.m. - 3:30 p.m.</td>
<td>Learning Labs</td>
</tr>
<tr>
<td>4:00 p.m. - 5:15 p.m.</td>
<td><strong>Deeper Dive Sessions</strong></td>
</tr>
<tr>
<td>5:30 p.m. - 7:00 p.m.</td>
<td>Receptions by Various Groups/Institutions/Organizations</td>
</tr>
</tbody>
</table>

### Sunday, March 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. - 12:00 p.m.</td>
<td>AACTE Headquarters Open</td>
</tr>
<tr>
<td>8:00 a.m. - 12:00 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>9:00 a.m. - 10:00 a.m.</td>
<td><strong>Learning Labs</strong></td>
</tr>
<tr>
<td>10:30 a.m. - 11:45 a.m.</td>
<td><strong>Deeper Dive Sessions</strong></td>
</tr>
<tr>
<td>12:00 p.m. - 1:15 p.m.</td>
<td><strong>Closing Keynote Session</strong></td>
</tr>
<tr>
<td>2:00 p.m. - 3:00 p.m.</td>
<td>Committee on Meetings and Professional Development Meeting</td>
</tr>
</tbody>
</table>

All events will take place at the Atlanta Marriott Marquis Hotel.
Information & Services

Registration and Headquarters Office

**Thursday, February 27**
Headquarters: 8:00 a.m. – 5:00 p.m.
Registration: 2:00 p.m. – 5:00 p.m.

**Friday, February 28**
8:00 a.m. – 5:00 p.m.

**Saturday, February 29**
8:00 a.m. – 5:00 p.m.

**Sunday, March 1**
8:00 a.m. – 12:00 p.m.

AACTE Registration is located in the Atlanta Marriott Marquis Hotel in the Marquis Ballroom Foyer on the Marquis Level. The AACTE Headquarters Office is located in Room A701 on the Atrium Level of the Atlanta Marriott Marquis Hotel. The registration area will be staffed with individuals who will be on hand to register as well as assist participants and presenters during the conference.

**Registration Materials**
You will receive your name badge and a conference bag at registration containing the Annual Meeting lanyard, flyers, and materials from commercial vendors or other organizations that paid a fee to have their materials included. Program updates will be posted in AACTE’s Event Planner.
Information & Services

Conference Community Center
The Conference Community Center is located in the Marquis Ballroom Foyer of the Atlanta Marriott Marquis Hotel. The Conference Community Center will be open

- Friday, February 28: 8:00 a.m. – 2:30 p.m.
- Saturday, February 29: 8:00 a.m. – 4:00 p.m.

The Conference Community Center is the central location for attendees to socialize, network, greet old friends, and meet new ones. It features information booths for our sponsoring and exhibiting partners, as well as marketplace vendors selling a variety of wares.

Badges and Admission to Sessions
Attendees must display a 2020 Annual Meeting badge for admittance to all sessions and the Conference Community Center. Those with Spouse/Guest badges will be admitted only to the General Sessions (Opening and Closing Keynotes) and the Conference Community Center, including all food functions. Session entrances will be monitored.

Food Functions
Meal functions include an Opening Reception on Friday, February 28, at the Atlanta Marriott Marquis Hotel. Continental breakfast and coffee breaks on Friday, February 28, and Saturday, February 29 will be in the Conference Community Center at the Atlanta Marriott Marquis Hotel. All functions will be available on a first-come, first-served basis. Please see the Meeting-at-a-Glance for exact times.

Session Recordings
The conference’s Opening Keynote Session, Closing Keynote Session, and all Deeper Dive Sessions will be recorded. The recordings will be available to all Annual Meeting registrants to stream online after the conference from AACTE’s Resource Library. Access to this content is included in the registration fee.
Why EPPs trust Watermark solutions

The most forward-thinking educator preparation programs know that preparing teacher candidates for success in today’s world means using data to continually advance program quality and develop innovative practices to serve diverse student populations.

For more than 20 years, Watermark has been supporting deans, faculty, and aspiring teachers with purpose-built technology designed to meet the unique needs of educator preparation programs and responds to a dynamic educational landscape.

Stop by booth #210 to find out how Watermark supports edTPA, accreditation, SPA reporting, and more.
INTERNATIONAL LEVEL
Inspired Teachers Create Harmony

Elevate SEL education in your university and partner districts with Sanford Inspire and Sanford Harmony.

Visit us at BOOTH #214

And join our Saturday presentation with:

Thomas Whisinnand
2019 Grand Prize Sanford Teacher Award Winner

Saturday, Feb 29th
10:30 a.m.-11:30 a.m. | Room M101

Sanford Inspire offers free on-demand professional development courses designed to support social emotional learning (SEL) and inspirational instruction in the PK-12 classroom. Educators can complete modules in an hour or less and use our completion certificates for professional development credit.

Sanford Harmony is the nation’s fastest growing SEL program for Pre-K-6th graders designed to foster communication, connection, and community both in and out of the classroom. This free program has impacted more than 9 million students.
PREMIER SPONSOR

Educational Testing Service (ETS)
ETS is the world’s largest nonprofit educational testing and measurement organization. ETS is committed to partnering with institutions of higher education who prepare teacher candidates to enter the profession with products and services that help transform students into teachers. Learn more by visiting www.ets.org.

Booth 127:  Educational Testing Service (ETS)

FEATURED SPONSORS

Edthena
Edthena helps educators analyze teaching using classroom video and online collaboration. Teachers upload video, and others provide timestamped feedback. Perfect for methods courses, field observations, and group learning. Capture data for candidate growth and program improvement. Edthena is an approved edTPA Platform Provider, and we offer free edTPA tools for all edTPA programs.

Booth 118:  Edthena
**FEATURED SPONSORS**

**Booth 110: Evaluation Systems Group of Pearson**
Evaluation Systems group of Pearson is the most experienced provider of standards-based educator licensure assessments, delivering state-customized programs; NES® (National Evaluation Series™), a nationally available multistate educator licensure assessment series; edTPA®, a performance assessment process designed by educators; and NBPTS® assessments for the certification of accomplished educators. Visit www.pearsonassessments.com/teacherlicensure.html.

**Booth 214: Sandford Inspire**
Sandford Inspire partners with colleges and universities to bring free professional development to pre- and in-service teachers. These on-demand courses support social emotional learning (SEL) and inspirational instruction in the PK-12 classroom. Its partner program, Sanford Harmony, is the nation’s fastest growing PK-6 SEL program, impacting over 9 million students. Visit us at booth 214! www.sanfordinspire.org
University of Nevada Las Vegas
Situated as part of a culturally diverse community within one of the largest school districts in the United States, the University of Nevada, Las Vegas College of Education offers undergraduate, master’s, doctoral and certificate programs, and boasts eleven research centers, labs, clinics dedicated to scholarship and development of next practices. The UNLV College of Education is committed to creating an inclusive learning environment that values and promotes diversity, innovation and scholarly research. Integral to this vision is the dedication to serve a dynamic and expanding community, region, state and nation as a premier institution for education.  https://www.unlv.edu/education

Booth 210: Watermark
Watermark empowers better learning with solutions for assessment and accreditation management, ePortfolios, course evaluation and institutional surveys, faculty activity reporting, and curriculum and catalog management. Serving over 1,700 institutions worldwide, we help institutions develop an intentional approach to learning and making meaningful improvements based on data they can trust. watermarkinsights.com
Booth 227:  Council for the Accreditation of Educator Preparation
The Council for the Accreditation of Educator Preparation (CAEP) advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. Come by and visit the CAEP booth to meet with the VP or one of the accreditation directors about the latest on CAEP accreditation. www.caepnet.org
EXHIBITORS

240 Tutoring, Inc.
Booth Number: 203
240 Tutoring helps teachers pass their certification exams by offering comprehensive, standards-aligned online study guides that come with a money-back guarantee of success.

Association for Advancing Quality in Educator Preparation (AAQEP)
Booth Number: 224
Learn about the collaborative option for national accreditation in educator preparation! AAQEP promotes the preparation of effective educators in outcome-focused programs that engage education’s toughest challenges. Our quality assurance model supports innovation, values consistency, respects local context, and is open to all providers. Come join the conversation!

Campus Labs
Booth Number: 302
Campus Labs was founded to empower educational institutions to evolve in a data-centric world. Uncover a platform of integrated tools that drive an institutional mindset for insightful data connections. The holistic framework includes solutions for assessment, retention and success, teaching and learning, student engagement, skills and achievement, and institutional effectiveness. Proudly serving more than 1,400 member campuses, discover more at campuslabs.com.

Education Week
Booth Number: 303

GoReact
Booth Number: 103
GoReact is the #1 video tool for teacher education. Teacher educators at more than 500 colleges and universities worldwide use GoReact to record student teaching observations and give live or delayed coaching securely in the cloud. To learn more, visit us at goreact.com/teachers.

Grand Canyon University
Booth Number: 124
The College of Doctoral Studies at Grand Canyon University is committed to helping learners reach their personal and professional goals by earning their doctorate. The GCU doctoral journey involves innovative resources, a virtual Doctoral Community Network™, highly engaged faculty and in-person Residencies supporting academic success. Explore doctoral programs at gcu.edu/CDS.

IRIS Center at Vanderbilt University
Booth Number: 120
Supported by the U.S. Department of Education’s Office of Special Education Programs (OSEP), and located at Vanderbilt University’s Peabody College, the IRIS Center develops and disseminates online open educational resources (OERs) about evidence-based instructional and behavioral practices for use in college teacher preparation programs, professional development, and independent learning activities. iris.peabody.vanderbilt.edu

KDP, International Honor Society in Education
Booth Number: 102
Kappa Delta Pi (KDP) is the International Honor Society in Education and professional membership association, with more than 700 active chapter and nearly 40,000 members worldwide. Established in 1911, KDP is committed to infusing the world’s classrooms with inspirational teachers by helping them navigate from preparation to practice with the necessary knowledge, skills, and enthusiasm to transform students’ lives. https://www.kdp.org

Mentor Collective
Booth Number: 324
Mentor Collective partners with universities by delivering mentorship programs that empower students through life-changing relationships. MC’s approach drives impact through every step of the student experience. Each meaningful connection opens doors and helps close the opportunity gap in higher education.
Murray State University
Booth Number: 320
The Ed.D. in P-20 and Community Leadership at Murray State is based on a holistic approach to the education continuum. The program provides an innovative and integrated experience in educational leadership. Graduates are bold and innovative change agents who lead P-20 initiatives that benefit the communities and organizations they serve.

Myers Education Press
Booth Number: 222
Myers Education Press is a new academic press specializing in books, e-books and digital content in the field of education. We offer an award-winning list of titles and textbooks in Higher Education, Ed Administration, and classroom books for Teacher Education faculty.

National Academies of Sciences, Engineering, and Medicine
Booth Number: 101
The National Academies of Sciences, Engineering, and Medicine are nonprofit institutions that provide independent expert advice on some of the most pressing science and education challenges facing the nation and the world. We publish more than 200 books a year which are free to read or download online at www.nap.edu.

National Institute for Excellence in Teaching (NIET)
Booth Number: 201
NIET partners with schools, districts, states, and universities to build educator excellence and give all students the opportunity for success. NIET works with over 75 universities to prepare a pipeline of effective educators. NIET helps educator preparation programs embed research-based principles into coursework and clinical practices and strengthen K-12 connections.

NavaEd
Booth Number: 123
NavaEd prepares prospective teachers for their certification exams. We provide the most up-to-date online courses, books, and webinars that are aligned to the test blueprints and standards. At NavaEd, we prepare learners for success.

Proximity Learning/ESS
Booth Number: 225
Proximity Learning-ESS acts as a school districts HR backup plan by providing teachers in person and virtually into their classrooms. Our teachers can choose to move and work in any of the 800 school districts we have partnered with or work from home in an online capacity.

Railsback Consultants, LLC
Booth Number: 132
We provide experienced consulting in higher education accreditation, both regional and professional. The experience is based upon 24 years in Teacher Education programs in Kansas, Oregon, California, and nationally with CAEP. At CAEP I participated in site visits in 17 states, trained site visitors, and served as VP for Accreditation.
EXHIBITORS

Rowman & Littlefield
Booth Number: 104
Rowman & Littlefield is a preeminent publisher of critically acclaimed general interest and scholarly books in the social sciences and humanities as well as college textbooks, professional titles, journals and award winning reference titles.

Sibme
Booth Number: 100

Sonia by QSR
Booth Number: 200
QSR International offers a robust portfolio of software solutions that supports the innovators and problem-solvers of today and the leaders of tomorrow. Sonia, a student placement solution, is a central hub for program data management that supports improvements and efficiencies for work integrated learning programs. Learn more at soniabyqsr.com.

Swivl
Booth Number: 305
Swivl's revolutionary video capture solution enhances or completely replaces costly in-person observations and allows you to provide more consistent, authentic feedback to student teachers at a distance. Prepare student teachers for a lifetime of self-reflection through video in their future classrooms using the best tools available! swivl.com/higher-education

TEACH-NOW Graduate School of Education
Booth Number: 306
The TEACH-NOW Graduate School of Education program philosophy is to “learn in the way you plan to teach.” In keeping with this philosophy, TEACH-NOW utilizes a state-of-the-art curriculum for the education of post-baccalaureate candidates who are grounded in subject matter and have a passion for teaching tomorrow’s students in tomorrow’s learning world. teach-now.edu

Vosaic
Booth Number: 125
Vosaic enables colleges of education to easily record videos using any camera or mobile device then annotate them using any rubric for more effective PD of pre-service teachers. With features such as automated transcriptions, it enables researchers to securely analyze video data collaboratively with colleagues at other universities.

TAMS - Teaching Assignment Management System - Duke University
Booth Number: 202
Duke University administrators experienced the same challenges as most schools when it came to managing the complexities of course scheduling and making faculty teaching assignments. They created TAMS, as a valuable management tool for administrators, an easy-to-use planning resource for staff and a dynamic vehicle for increased faculty engagement and communication.
Innovation Happens Here.

Situated in one of the most culturally diverse communities in the nation, the UNLV College of Education offers a unique and responsive learning environment that prepares students to be successful and impactful education practitioners and researchers who transform the communities they serve. Our and students are committed to being a leading source of significant knowledge and a creator of innovative models across the spectrum of education and behavioral health, and our research and scholarship continually shapes policy and practice across our areas of expertise.

Number one preparer of education and behavioral health professionals in the state of Nevada, and the U.S. News & World Report rated “Most Diverse Campus” in the nation.

Offering 38 degree programs across all levels of study in: education, counseling, educational policy & leadership, educational psychology, English language learning, and human services.

Committed to working alongside state and federal legislators to inform sustainable and scalable policy solutions for educational practice.

Making our university one of only 130 institutions to do so, UNLV recently earned the coveted R1 “very high research activity” designation from the Carnegie Classification of Institutions of Higher Education.
2020 AACTE Award Winners

Outstanding Dissertation Award

**Presentation Session: Opening Session**  
*Friday, February 28 • 2:30-4:00p.m.*  
**Recipient:**  
“Youth as Teacher Educators: Supporting Preservice Teachers in Developing Youth Centered, Equity-Oriented Science Teaching Practices” by Christina Restrepo Nazar  
**Accepting Award:**  
Christina Restrepo Nazar, California State University Los Angeles

Outstanding Journal of Teacher Education Article Award

**Presentation Session: Closing Session**  
*Sunday, March 1 • 12:00-1:15p.m.*  
**Recipient:**  
“Critically Compassionate Intellectualism in Teacher Education: The Contributions of Relational-Cultural Theory” by Amy Rector-Aranda  
**Accepting Award:**  
Amy Rector-Aranda, Texas A&M University

Outstanding Book Award

**Presentation Session: Opening Session**  
*Friday, February 28 • 2:30-4:00p.m.*  
**Recipient:**  
*Reclaiming Accountability in Teacher Education*  
**Accepting Award:**  
Co-Authors: Marilyn Cochran Smith, Molly Cummings Carney, Wen-Chia Chang, Stephani Burton and Juan Gabriel Sánchez, Boston College; Elizabeth Stringer Keefe, Lesley University; M. Beatriz Fernández, Alberto Hurtado University; Andrew F. Miller, Archdiocese of Boston Catholic Schools; and Megina Baker, Harvard University

Best Practice Award for the Innovative use of Technology

**Presentation Session: Closing Session**  
*Sunday, March 1 • 12:00-1:15p.m.*  
**Recipient:**  
Salisbury University (MD)  
**Accepting Award:**  
Diallo Sessoms, Salisbury University
Best Practice Award in Support of Global and International Perspectives

Presentation Session: Closing Session
Sunday, March 1 • 12:00-1:15p.m.
Recipient:
Indiana University (IN) “K-16 Global Education Initiatives Across Indiana”
Accepting Award:
Vesna Dimitrieska, Indiana University Bloomington

Best Practice Award in Support of Multicultural Education and Diversity

Presentation Session: Opening Session
Friday, February 28 • 2:30-4:00p.m.
Recipient:
Manhattan College (NY) “Changing Suburbs Institute (CSI)"
Accepting Award:
Shelley B. Wepner, Manhattan College

David G. Imig Award for Distinguished Achievement in Teacher Education

Presentation Session: Opening Session
Friday, February 28 • 2:30-4:00p.m.
Recipient:
Anthony Bryk, Carnegie Foundation for the Advancement of Teaching
Accepting Award:
David Imig, Stanford Carnegie Foundation
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CALL FOR PROPOSALS AND VOLUNTEER REVIEWERS

AACTE 73RD ANNUAL MEETING
WASHINGTON STATE CONVENTION CENTER
FEBRUARY 26-28, 2021 | SEATTLE, WA

February 28, 2020
Call for Proposals Available/Online Submission Site Opens

May 13, 2020
Reviewer Applications Due

May 27, 2020
Proposals Due

Learn more at aacte.org

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