

AACTE 73rd ANNUAL MEETING

February 24 - 26, 2021

Virtual Meeting





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Message from the **President/CEO**

Greetings!

On behalf of your National Office team, I am delighted to welcome you to our Association's 73rd annual convening, and the first to be convened virtually.

When the Meetings and Professional Development Committee established this year's theme, **Resisting Hate, Restoring Hope: Engaging in Courageous Action**, the murder of George Floyd and resulting protests of racial injustice had not yet occurred. Neither had the coronavirus pandemic or the presidential election and subsequent raid on the U.S. Capitol. And yet, despite all that has happened to test us personally and professionally, this theme perfectly reflects what we have all been called to do during these extraordinary times.

We have the opportunity to come together as a profession to reflect on all we have experienced, consider lessons learned individually and collectively, and commit ourselves to the substantial challenges ahead of us. As Amanda Gorman said in the incredible poem she composed for the inauguration:

*We are striving to forge a union with purpose,
to compose a country committed to all cultures, colors,
characters and
conditions of man.*

*And so we lift our gazes not to what stands between us,
but what stands before us.*

Every year, we strive to make the AACTE Annual Meeting an opportunity for professional reflection and renewal. I know it is easier to engage in a conference in-person and away from our homes and offices, but I encourage you to fully embrace this opportunity by setting aside your day-to-day work, reconnecting with colleagues, and learning from our many speakers and presenters. As Amanda Gorman wrote, over the next few days,

we can lift our gaze to what stands before us.

Not only are this year's keynoters exceptional, but the many learning labs, roundtables, poster sessions, and deeper dive sessions have all been selected to help us resist hate, restore hope, and take courageous action. Sessions are aligned with the following thematic strands:

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

The presenters and National Office team have ensured you will feel engaged, enlightened, and uplifted in our virtual meeting environment. In addition to the many sessions, look for unique opportunities to relax and interact with your colleagues through virtual networking opportunities, including wellness breaks, trivia hours, and even a virtual puppy playpen!

Our work has always been essential, but at no time has it demanded as much from us, or have the stakes been as high. The future of our democracy is resting on the shoulders of the educators we prepare. We owe it to them to take this opportunity to pause and prepare ourselves for the challenges ahead.

I'm so glad each of you has joined us for a transformative professional experience. I look forward to greeting many of you, and please don't hesitate to reach out to me. Now, let's get started!

A handwritten signature in cursive script that reads "Lynn".

Lynn M. Gangone, Ed.D.
AACTE President and CEO



Message from the **Chair of the Board of Directors**

Dear Colleagues and Friends:

On behalf of the AACTE Board of Directors, I welcome you to AACTE's 73rd Annual Meeting. This year's theme and keynote speakers challenge us to resist hate, restore hope, and take courageous action. I hope the next few days are stimulating, thought-provoking, and inspirational.

AACTE has embraced the virtual environment to support everyone's safety in creating an outstanding Annual Meeting program. We have nearly 200 exciting, interactive learning opportunities organized around four thematic strands and across a range of formats. With so many great sessions, choosing may feel a bit overwhelming. Be sure to use AACTE's 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. Delve into areas of top concern to our profession, including strategies to address COVID-19 and the racial injustice crisis; use of critical-race theory in your teaching, scholarship and service; and advancing equity through social emotional learning. We also have a special program this year on the 1619 Project, the effort to reframe American history by regarding 1619—the year the first enslaved Africans arrived in North America—as our nation's birth year. This session will examine how the 1619 Project can inform teaching of an anti-racist curriculum in K-12 schools and what this means for educator preparation.

AACTE's National Office staff and the Committee on Meetings and Professional Development have developed a variety of new learning and networking opportunities this year:

- The virtual platform feels like an in-person conference, allowing you to move amongst rooms to participate in sessions.

- The Roundtable sessions and Holmes Poster Session will be hosted on an interactive platform incorporating high-resolution images, video, animations, and voice-over narrations. Participants will be able to navigate the content of the poster, and even chat with presenters and authors during scheduled times.
- The Conference Community Center features a number of ways to network with colleagues, meet our many valued exhibitors and sponsors, and explore both our original host city, Seattle, and our upcoming host city for 2022, New Orleans.

In lieu of a traditional business meeting, AACTE staff have recorded a video to inform you of the many valuable opportunities planned for members in 2021. I encourage you to view the video, which will be available throughout the meeting.

It has been an honor serving as chair of the AACTE Board of Directors. While I will miss seeing you in person, I can think of no better way to close out my term than by spending the next few days working, learning, and reflecting with you on these extraordinary and transformative times.

Cordially,

A handwritten signature in black ink, appearing to read "Ann E. Larson".

Ann Elisabeth Larson, Ph.D.

2020–21 Chair, AACTE Board of Directors
Professor, College of Education and Human
Development, University of Louisville

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Resisting Hate, Restoring Hope: Engaging in Courageous Actions

Collectively, we are losing traction in our democracy and experiencing reversals in the civil and human rights that leaders such as Cesar Chavez, Delores Huerta, Martin Luther King, Jr., Rosa Parks, and Harvey Milk all fought to advance. Children are being educated in an environment fraught with violence on our school campuses and in our communities. They are assaulted by guns, words, and legislation that create an unsafe, hateful, and fearful climate. We are living in a time when children are taken from their families, retained in deplorable circumstances, and denied access to basic needs and education. The term "all" seems to only mean some, and people who speak out against these injustices are attacked by words and actions.



As educators, our unique lens allows us the opportunity to witness, document, and take action against these inequities in real time. We know efforts exist to mobilize teachers, administrators, counselors, and psychologists to address issues related to trauma associated with violence, forced separation of immigrant families, disparate policing policies, and intolerance to the LGB and Trans* community. We also know that people of color, students with disabilities, and individuals from low-income communities are disproportionately impacted by punitive classroom and disciplinary practices. These individuals have unequal access to high quality teachers, which is the best predictor of school success. Apathy and complacency have allowed de facto segregation along racial, ethnic, linguistic, ability, geographic, and socio-economic lines at levels that exceed legally-enforced segregation policies of the past, thus entrenching inequalities in schools.

In our profession, we have long realized the strength, beauty, and power of local communities. However, we must continue to promote ways to raise consciousness and use our professional knowledge to collectively build upon these assets. It is time that we, as educators, become the driving force to lead collaboratively in addressing the challenges facing PK-20 students and the communities in which they live. As individuals and as part of a professional community, we must set aside our differences and apply our collective wisdom to establish a new paradigm in educator preparation. The imperative is ours to create an empowered mindset, to renew democracy, and to respond to an entrenched system of inequities and fear. We must dig deep to resist hate, and restore hope, by Engaging in Courageous Actions.

By participating in the 2021 AACTE Annual Meeting, you join a united effort to disrupt inequities while educating for inclusion and change. Proposals are invited that explore research, innovative practice, community partnerships, activism, and advocacy that demonstrate strategies for resisting hate and restoring hope. How can teacher preparation engage in courageous actions that infuse equity and inclusivity, renew democracy, conceptualize practices for establishing a sustainable and diverse profession, and demonstrate successful partnerships and collaborations that advance clinical partnerships and promote community engagement? In addition to the sociocultural frameworks that are commonly utilized, we also welcome the application of Critical Race Theory (CRT), DisCrit, LatCrit, indigenous methodologies, womanism, queer theory, ableism, and other frameworks not commonly represented in educator preparation work.

Strand I: Equity and Inclusivity in Preparation and Practice

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. To do so

effectively, educators must recognize the principle that education, particularly in an inclusive 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. The principles of inclusion and equity are not only about ensuring access to education, but also about the educational spaces themselves. Quality learning spaces and pedagogies 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 content areas (e.g., mathematics, science, STEM, English, social studies), 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 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 for Renewing Democracy

The current global climate continues to threaten the sustainability and foundation of our democratic society. As such, it is essential for educational stakeholders to embrace and engage as activists and advocates. An activist is someone who makes an intentional action to bring about social or political change. An advocate is someone who speaks on



behalf of another person or group. Both are necessary to disrupt inequities and educate for change in our schools, communities, and educator preparation programs. Scholars, practitioners, and colleagues from the field already engage in this important work (e.g., YPAR, TRANS* youth advocacy, GLSEN, disability studies). Stakeholder voices at all levels must be heard and attended to by educators serving as activists and advocates. In these roles, educators must promote effective and equitable practices necessary to transform education and provide equity for all students. This work cannot be done in a silo; our engagement with stakeholders and across systems must be considered if we wish to transform and promote democratic education.

The purpose of this strand is to identify spaces in which activism and advocacy is taking place, explore lessons learned from this work, and determine how to foster courageous action.

Strand III: Establishing a Sustainable and Diverse Profession

For several decades the teaching profession has come under attack and been held solely responsible for the outcomes of PK-12 learners. "Alternative facts" and unsubstantiated opinions defame and slander the teaching profession, and alternative pathways compromise professional standards, all of which impact the teaching pipeline. Resisting the degradation of teacher preparation programs across the United States and restoring hope requires educational stakeholders to engage in courageous actions. Such action should include new and compelling ways to establish and sustain a diverse work force of teachers and leaders. The U.S. Census Bureau and other demographic data indicate that the American population is undergoing a radical majority-minority shift. For the first time in our history, our public

schools are majority minority students. It is imperative that our children are taught by teachers and leaders who look and sound like them. For example, research suggests that students of color who have access to at least one teacher from a similar background are more likely to succeed. Additionally, it's important to note that educators with disabilities are vastly underrepresented within our workforce.

Although there have been attempts to diversify the teacher workforce, a comprehensive systems approach is needed to ensure retention of diverse educators as they enter settings, including educator preparation programs, that have been framed predominantly from a Euro-centric perspective. While the percentage of teachers from diverse backgrounds has increased, research indicates these teachers are more likely to leave the profession than white teachers. Thus, simply recruiting teachers from diverse backgrounds is insufficient. Efforts that sustain and affirm these teachers are necessary to the goal of diversifying the educator workforce.

The purpose of this strand is to explore practices that recruit and sustain a diverse workforce. Presentations will describe unique and pioneering efforts to attract and retain a diverse workforce.

Strand IV: Clinical Practice and Community Engagement

As our democracy has been challenged, our schools, communities, and educator preparation programs have had to be nimble in the ways they continue to meet student needs. Educator preparation programs, in collaboration with schools and communities, remain the most effective ways to prepare educators. Educator preparation, and the time our candidates spend in clinical experiences, is complex and nuanced work. Clinical experiences that are thoughtfully designed and supported by school and

university stakeholders result in educators who are confident, learner-ready, and contextually aware. As such, the importance of sustained and supervised practice with resilient models of evidence-based pedagogy is more important than ever.



Programs that capture the complexity of place, pedagogy, and practice have the potential to disrupt inequities, promote growth, and offer pathways to sustainability. Teachers who are underprepared often take positions 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 by people who do not have expertise in the field. Vital to the health and recovery of our democracy, educator preparation and clinical practice must be enacted and studied with the highest integrity.



The purpose of this strand is to explore, expand, and inspire new ideas about effective, clinically-rich partnerships in educator preparation. This strand investigates what we know about clinical practice and community participation, but also invites the opportunity for us to engage in courageous conversations that challenge the status quo.





**Register
Today!**



**March 16, 2021,
10:00 am - 7:15
pm EST**

Session Formats

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

Keynote/General Sessions/Speaker Spotlight 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 three Keynote Sessions—the Opening Session, the Speaker Spotlight Sessions 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!

AACTE Awards Forum is new this year! The 2021 award winners will be showcased during this session.

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 2021 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 break-through practices. Using a format that focuses on, 1) the situation, 2) the solution, and 3) the results, facilitators should work hard to develop a narrative approach that includes characters, plot, and theme. Vivid pictures, storyboards, and visuals can be used to better bring the stories to life "in living color." Plenty of time should be 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 should 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 should point to original studies and other resources participants can draw upon pre- and post-session. Additionally, please consider how the data might be presented more vividly through pictures, info-graphics, and stories.

Future Casting sessions are all about the creation of “next practices” as opposed to and/or in addition to exploring current best practices. Facilitators should dedicate a significant portion of these 60-minute sessions to interactive, peer-to-peer dialogue focused on envisioning 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 mid-term 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 30-minute sessions with presenters selected through the blind, peer review process and feature individual paper proposals that were accepted.



Perspectives sessions address a critical and current topic or concern that is germane to educator preparation. Proposals for this session should consist of a research, policy, or program question to be vetted through and with an audience, utilizing a variety of interactions including polling technology. Audience responses, including tabulations of polling responses, should lead to rich discussions, insights, and possible actions. Session outcomes might include the development of enriched questions for further inquiry. These sessions are allotted 60 minutes, at least one-half of which should be devoted to audience/participant interaction. A variety of audiovisual equipment may be used in this session. Audience polling and feedback capabilities will be provided for usage in collecting data in all Perspectives Sessions.

Roundtable sessions are conducted for the purpose of presenting work in progress to colleagues and then engaging in discussion and exploration about the work specifically and its larger context. Generally, the work presented is at a stage at which the author(s) would benefit from feedback and critical input before taking on the next level of development. This year in a virtual environment, the roundtable presenters will be showing their work via iPosters. iPosters is an interactive presentation platform that can display high-resolution images, video, animations and voice-over narrations. Participants will be able to scroll through the content of the poster, click on images, watch and listen to videos and other enhancements the presenters add to their sessions. During their scheduled session time, presenters and authors will have the opportunity to talk with the attendees via chat or other options to discuss their session topic.

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 should allow enough time for participants to plan their strategies and tactics as a result of the information they’re 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.



Attend Our Session

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Wednesday, February 24 | 1:30 PM ET

Visit our virtual booth in the Conference Community!

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2021 Virtual Annual Meeting at a Glance

Please note, all session times are in Eastern Time Zone

Tuesday, February 23, 2021

10:00 a.m. – 6:00 p.m.	Affiliate Group Meetings (may require separate registration)
10:00 a.m. – 6:00 p.m.	Holmes Programming
12:00 p.m. – 6:00 p.m.	Topical Action Group (TAG) Business Meetings

Wednesday, February 24, 2021

9:00 a.m. – 4:15 p.m.	Conference Community Center Open (Membership in Here as well)
10:00 a.m. – 11:00 a.m.	Learning Labs
11:15 a.m. – 12:15 p.m.	Welcome and Opening Keynote
12:45 p.m. – 1:15 p.m.	Holmes Poster Sessions
1:30 p.m. – 2:30 p.m.	Learning Labs
2:30 p.m. – 2:45 p.m.	Lazy Yoga Break
2:45 p.m. – 3:45 p.m.	Learning Labs
4:00 p.m. – 5:15 p.m.	Deeper Dive Sessions
5:15 p.m. – 5:45 p.m.	Dueling DJs Reception

Thursday, February 25, 2021

9:00 a.m. – 5:00 p.m.	Conference Community Center Open
10:00 a.m. – 11:00 a.m.	Learning Labs
11:15 a.m. – 12:30 p.m.	Deeper Dive Sessions
12:45 p.m. – 1:15 p.m.	Roundtables – Session One
1:30 p.m. – 2:30 p.m.	Learning Labs
2:30 p.m. – 2:45 p.m.	Laughing Yoga Break
2:45 p.m. – 3:15 p.m.	AACTE Awards Forum
3:45 p.m. – 4:45 p.m.	Learning Labs
5:00 p.m. – 6:00 p.m.	Speaker Spotlight Session

Friday, February 26, 2021

10:00 a.m. – 11:00 a.m.	Learning Labs
11:15 a.m. – 12:30 p.m.	Deeper Dive Sessions
12:30 p.m. – 12:45 p.m.	Seated Shoulder & Neck Yoga Break
12:45 p.m. – 1:15 p.m.	Roundtables – Session Two
1:30 p.m. – 2:30 p.m.	Closing Keynote

All events will take place virtually.



Information and Service

Access to the Conference

Each registered attendee will receive a unique link that has been created just for them prior to the conference. Should you not receive a link, or have difficulties accessing the platform, please contact events@aacte.org or registration@aacte.org.



Schedule of Events

Visit the [Event Planner](#) for the most up to date schedule of events.



Time Zone

All events will take place in the Eastern Time Zone (ET)

Conference Community Center

The virtual Conference Community Center will be open:

Wednesday, February 24 9:00 a.m. – 4:15 p.m.

Thursday, February 25 9:00 a.m. – 5:00 p.m.

The Conference Community Center is the central location for attendees to take a break and visit our sponsoring and exhibiting partners.



Session Recordings

All 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.

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GoReact



GoReact is reshaping education by humanizing and accelerating skills-based learning. More than 650 colleges and universities worldwide use GoReact to facilitate scalable video observation, coaching, and assessment for rapid skill development. With simple, interactive tools for collaborative learning and personalized feedback, GoReact helps all learners demonstrate skill competency with greater human connection and engagement. Learn more at goreact.com.

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Campus Labs, Campus Management and iModules have joined to form Anthology. We exist to help higher education advance and thrive. Through a connected data experience that creates efficiencies and provides intelligence, Anthology inspires constituents to reach their full potential using technology insights in admission and enrollment management; student success and retention; institutional and learning effectiveness; alumni and advancement; and enterprise applications and infrastructure. Anthology partners with more than 2,100 colleges and universities in over 30 countries to drive innovation across higher education. [Visit us at anthology.com](http://anthology.com).



Council for the Accreditation of Educator Preparation

The Council for the Accreditation for Educator Preparation (CAEP) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. caepnet.org

Harmony SEL and Inspire Teaching and Learning



Based out of National University, Inspire celebrates and develops inspirational educators through on-demand courses and resources at no cost. Through teacher training, Inspire supports social and emotional learning and inspirational instruction in the PK-12 classroom and in courses with our partner universities.

Harmony SEL is a social and emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults. Harmony SEL has been recognized as a CASEL SElect program and is available at no cost to schools and organizations. mylearningportal.org/choose-your-sanford-program/

Exhibitors

240 Tutoring

240 Tutoring offers comprehensive digital study guides guaranteed to prepare educators to pass their certification exams - because the world needs more good teachers. After seeing the limited number of high-quality test resources available, founder Scott Rozell was inspired to help teachers by creating the tools they needed to pass their exams with confidence. 240 Tutoring continues to grow as more teachers use our resources and share their success stories. We now support more than 15 test series with 275+ digital study guides to help teachers nationwide pass their exams and get certified – so they can get in the classroom and reach their full potential as educators. 240tutoring.com

AAQEP

AAQEP – Always improving together – Learn about AAQEP's collaborative model for national accreditation in educator preparation. Over 130 EPPs are now part of this growing community focused on quality assurance and continuous improvement. It's open to all providers—come join the conversation! aaqep.org

Center for Responsive Schools

Center for Responsive Schools (CRS) is a educational development organization and publishing house committed to developing high-quality social and emotional learning (SEL) programs, products, and services for students and educators. CRS has a near 40-year history of developing research-and evidence-based SEL programs, products, and services that are used by educators across the world. The work of CRS is designed by educational professionals and rigorously tested, in the classroom and school settings for which they are intended to be implemented, using improvement science research. crslearn.org

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Awards Forum

Thursday, February 25
2:45 p.m. - 3:30 p.m. (ET)

Outstanding Dissertation Award

RECIPIENT:

Sarah Obiwo, University of Memphis

"Bringing Clarity to the Construct: A Content Analysis of Disposition for Urban Teaching and Learning"

Best Practice Award for the Innovative use of Technology

RECIPIENT:

Ilene Berson, University of South Florida

Outstanding Journal of Teacher Education Article Award

RECIPIENTS:

Angela Calabrese Barton, University of Michigan

Edna Tan, University of North Carolina at Greensboro

Daniel J. Birmingham, Colorado State University

"Re-thinking High Leverage Practices in Justice-Oriented Ways"

Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education

RECIPIENTS:

Teresa Foulger, Arizona State University

Kevin Graziano, Nevada State College

Denise Schmidt-Crawford, Iowa State University

David Slykhuis, University of Northern Colorado

Outstanding Book Award

RECIPIENT:

Bryan A. Brown, Stanford University

Science in the City: Culturally Relevant STEM Education



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AACTE 74th Annual Meeting

March 4-6, 2022
New Orleans, LA

March 1, 2021

Call for Proposals Available/Online Submission Site Opens

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Reviewer Applications Due

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Featured Panelist:
Dr. Melissa Collins
National Board Certified Teacher
Memphis, Tennessee

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