



SPEAKERS



June 6, 9:00 – 10:00 a.m.

Plenary: *AACTE's Legislative Priorities*

June 6, 2:30 – 5:00 p.m.

State Leaders Institute (SLI): *Strategic Coalition Building*

Lisa Bisogno is the associate dean of the College of Education at Northeastern State University, Professor of Special Education, and treasurer for the Oklahoma Association of Colleges for Teacher Education (OACTE). She serves as chair of AACTE's national

Government Relations and Advocacy Committee. Bisogno graduated from Florida State University with a bachelor's and master's degree in Exceptional Student Education, and she received her Ph.D. in Leadership and Education from Barry University in Miami, FL. She taught in the public-school setting for approximately nine years as a teacher of students with mild/moderate disabilities and severe/profound disabilities in Florida and Alabama. Her area of expertise and research is in working with children with autism. Bisogno loves instilling her passion of teaching children with disabilities to others and advocating for the teacher preparation programs she supports within her administrative role in higher education.



June 6, 10:15 – 11:15 a.m.

Educator Diversity: *Enhancing the Black Teacher Pipeline through Public Policy*

Horatio Blackman is the vice president of education policy, advocacy, and engagement. His work has focused on educational improvement, access, and opportunity for marginalized communities, specifically Black youth, utilizing data and evidence to support change efforts at the local, state, and national levels. Central in his practice is engaging communities in education improvement efforts. In his role at

the National Urban League, Blackman leads the Equity & Excellence Project and related education policy and advocacy work. He joined the League after serving as an assistant professor in the College of Education and Human Development and a research associate with the Center for Research in Education and Social Policy at the University of Delaware. Blackman is a graduate of Cornell University and the University of Pennsylvania's Graduate School of Education.



June 7, 11:45 a.m. – 12:45 p.m.

Educator Shortage: *Effective Principals Retain Teachers: Redesigning University Principal Preparation Programs in Partnership with State Education Agencies.*

Monica Byrne-Jimenez is the executive director of the University Council for Educational Administration (UCEA), hosted by the College of Education, and associate professor in the Department of Educational Administration. As the executive director, she represents more than 100 educational leadership programs across the country and works with them and other national partners to further the field and strengthen educational leadership preparation. Her scholarship focuses on Latinx identity and educational leadership, early career leadership development, impact of faculty diversity on doctoral student experiences and the role of alternative research methodologies in research and leadership. She was a public-school bilingual educator and literacy specialist in New York City and consultant on district improvement before becoming faculty.



June 7, 10:30 – 11:30 a.m.

Plenary: *State of Education Censorship and Implications for Teacher Education*

June 7, 11:45 a.m. – 12:45 p.m.

Academic Censorship: *State of LGBTQ+ Legislation and Strategies for Educators*

Will Coghill-Behrends is a clinical associate professor of Multilingual Education at the University of Iowa. He is also co-director of the Baker Teacher Leader Center, where he leads a focus on Global Education Initiatives. Coghill-Behrends supports the comprehensive internationalization of the College of Education, including the development of educational opportunities abroad for pre-service teachers to grow in their own global education competency. He served on the Implicit Bias Team and was a member of the LGBTQ Task-Force in Iowa City. Coghill-Behrends is chair of AACTE's LGBTQ Inclusion in Teacher Education Topical Action Group and a founding member and steering committee lead for the College of Education Antiracism Collaborative. He is the author of three books on the education job market and search for preservice teachers and those seeking work in academe.



June 7, 11:45 a.m. – 12:45 p.m.

Educator Shortage: *Effective Principals Retain Teachers: Redesigning University Principal Preparation Programs in Partnership with State Education Agencies*

David Cooper is director of the Economic Analysis and Research Network (EARN), a national network of nearly 60 state- and local-level policy research and advocacy organizations coordinated by the Economic Policy Institute. He assumed the leadership of EARN in October 2021, after serving as senior economic analyst and EARN deputy director. As EARN director, Cooper works to expand the network's reach and deepen its impact by strengthening partnerships between EARN groups and grassroots organizations, labor unions, and community advocates. He has been a member of the EARN team at EPI since 2011, serving as an economic analyst before becoming senior analyst and deputy director. Cooper has been interviewed and cited by numerous media, including *The New York Times*, *The Washington Post*, and *The Wall Street Journal*. He has appeared on local and national news programs, including Public Broadcasting Service's "NewsHour," CNBC's "Closing Bell," National Public Radio's "All Things Considered," and American Public Media's "Marketplace."



June 7, 11:45 a.m. – 12:45 p.m.

State Leaders Institute (SLI): *Strategies for Direct Advocacy with Policymakers*

Bryan Duke has been an educator for over 30 years. At the University of Central Oklahoma (UCO), he has served as interim dean of the College of Education & Professional Studies since August 2021. He has also had roles as associate dean, assistant dean/director of Educator Preparation, department chair of Educational Sciences, Foundations & Research, and as a faculty member in ESFR (formerly known as Professional Teacher Education). Prior to joining UCO, he was an English teacher and assistant principal. Duke has served as the executive board chairperson for the Urban Teacher Preparation Academy, president for the Oklahoma Association of Colleges for Teacher Education (OACTE) and as an accreditation councilor for the Council for the Accreditation of Educator Preparation (CAEP). He holds a bachelor's degree in English education, a master's degree in secondary education, both from UCO, and a doctorate in instructional psychology and technology from the University of Oklahoma.



June 7, 10:30 – 11:30 a.m.

Plenary: *State of Education Censorship and Implications for Teacher Education*

June 7, 11:45 a.m. – 12:45 p.m.

Educator Diversity: *Policy Solutions for Building an Ethnically Diverse Teaching Force*

Leslie T. Fenwick is a nationally known education policy and leadership studies scholar who served as dean of the Howard University School of Education. A former visiting scholar and visiting fellow at Harvard University, Fenwick holds an invited appointment as a MCLC Senior Fellow at the U.S. Military Academy at West Point. Additionally, she served as an appointed member of the National Academy of Sciences committee. Fenwick, a former urban school teacher and administrator, is regularly called upon to testify about educational equity and college access to the U.S. Senate, National Conference of State Legislatures (NCSL), U.S. Conference of Mayors, National Urban League, Congressional Black Caucus (CBC), American Federation of Teachers (AFT), Education Writers Association (EWA), National Education Association (NEA), National Association for Equal Opportunity in Higher Education (NAFEO), Hispanic Association of Colleges and Universities (HACU), and the National Alliance of Black School Educators (NABSE).



June 7, 11:45 a.m. – 12:45 p.m.

State Leaders Institute (SLI): *Strategies for Direct Advocacy with Policymakers*

Robin Fuxa is returning to her academic home of literacy education at Oklahoma State University in Fall 2022 and is excited to return to teaching. For the past six years, Fuxa served as director of professional education at OSU in the College of Education and Human Sciences overseeing accreditation and educator certification. She began her career teaching fifth graders in Bartlesville Public Schools and served as a library media specialist for middle and high school students in Pawnee Public Schools. She was selected for the Pawnee Nation Title VII Teacher Appreciation Award in 2002. Fuxa has been active with OSU Writing Project since 2003. She received the Distinguished Service Award in 2020 and the Jane M. Morse Award for leadership in 2021, both from the Oklahoma Association of Colleges for Teacher Education (OACTE). She serves as the chair-elect for the Advisory Council of State Representative (ACSR)) and is a member of the AACTE Board of Directors and trustee for the Stillwater Public Education Foundation. Her work focuses on equity in education, literacy pedagogy, teacher quality, and the intersection of education and politics.



June 7, 11:45 a.m. – 2:45 p.m.

State Leaders Institute (SLI): *Strategies for Direct Advocacy with Policymakers*

Lynn M. Gangone is the AACTE president and CEO, serving in this role since 2017. As the leading higher education association representing colleges of education and programs of teacher education, AACTE is the voice of educator preparation at the federal and state levels, facilitating the work of its member institutions committed to equity and excellence in educator preparation. Gangone's credentials include an Ed.D. and M.Ed. from Columbia University-Teachers College and an M.S. and C.A.S. from the University at Albany-SUNY. This is her fourth higher education association leadership role.



June 7, 11:45 a.m. – 12:45 p.m.

Educator Diversity: *Policy Solutions for Building an Ethnically Diverse Teaching Force*

Conra D. Gist is an associate professor of teaching and teacher education in the College of Education at the University of Houston. Her research focuses on understanding the various types of programs, policies, and practices that support the development and advancement of Teachers of Color and Indigenous Teachers in education systems.



June 7, 11:45 a.m. – 12:45 p.m.

Educator Shortage: *Effective Principals Retain Teachers: Redesigning University Principal Preparation Programs in Partnership with State Education Agencies.*

Rebecca (Becki) Herman, a senior policy researcher and education policy chair at the RAND Corporation, which specializes in conducting and evaluating rigorous impact and implementation studies on principal development and effectiveness, comprehensive school reform, positive behavioral interventions, and related school, district, and higher education initiatives. She is currently principal investigator of the study of the

Wallace Foundation's University Principal Preparation Initiative, as well as a randomized controlled trial of Restorative Justice and PBIS in a large school district. In addition to conducting original research, Herman has set standards for and conducted critical reviews of the evidence on educational programs, practices, and policies, and is recognized for producing easily accessible products that resonate with practitioners, policymakers, and the public. Herman has delivered congressional testimony, as well as dozens of invited presentations on school leadership, school turnaround, comprehensive school reform, the Every Student Succeeds Act, and evidence-based school improvement. She earned her Ph.D. in sociology, specializing in education, at Johns Hopkins University.



June 7, 2:00 – 3:00 p.m.

State Leader's Institute (SLI): *Organizing Effective In-Person Advocacy Campaigns*

Adria Hoffman's research interests bridge two spaces: identity construction and system change within education. She is primarily interested in how people within diverse affinity and professional groups construct identities and in how identities evolve throughout professional lives. Her work explores the processes and systems that support and/or hinder educators' work. She is most interested in the ways in which professional interactions may perpetuate inequitable educational outcomes, as well as those with the potential to create inclusive spaces in which people thrive. Guided by her research interests, she designed a grant-funded graduate course focused on mentoring and coaching skills for teacher-leaders in area schools. Hoffman used design-based implementation research methods to adapt the MyTeachingPartner™ coaching model for pre-service teachers and the training to support experienced educational leaders serving as university supervisors/coaches. Hoffman's current project is a needs assessment of teacher induction programs across nine school divisions.



June 6, 11:30 a.m. – 12:30 p.m.

Educator Shortage: *Trends in the Non-Higher Education Alternative Teacher Preparation Sector: Key Considerations for State Policy*

Jacqueline King is an independent consultant who works with K-12 and higher education leaders to improve student outcomes. King has had a long career in education, including 15 years at the American Council on Education (ACE), where she established the ACE Center for Policy Analysis. King is the author or co-author of numerous reports, articles, and book chapters on college readiness, student financing of higher education, access and persistence in postsecondary education, student demographic trends, and trends in the leadership of higher education. She has authored a series of reports for AACTE, including *Colleges of Education: A National Portrait*.



June 6, 11:30 a.m. – 12:30 p.m.

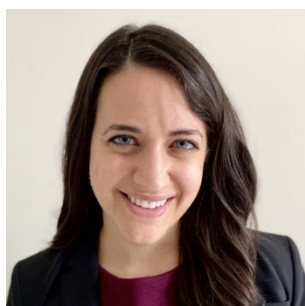
Educator Shortage: *Trends in the Non-Higher Education Alternative Teacher Preparation Sector: Key Considerations for State Policy*

Stephanie Knight is the dean of the Simmons School of Education & Human Development at Southern Methodist University (SMU). Knight is a nationally recognized education leader, researcher, and professor. Prior to her tenure at SMU, she was associate dean and professor of education in the College of Education at Pennsylvania State University. She received her doctorate in curriculum and instruction at the University of Houston before beginning a 20-year tenure at Texas A&M University. Her research has been published in hundreds of professional journal articles and books, and she has presented at numerous professional conferences. Additionally, Stephanie held director positions at the National Science Foundation Information Technology in Science Center for Teaching and Learning and the National Center for Science and Civic Engagement in Washington, D.C. She recently concluded five years as co-editor of the *Journal of Teacher Education*. She serves as associate editor of the *Review of Educational Research*.



June 3, 3:15 p.m. – 3:45 p.m.

Cynthia “Cindy” Marten is the Deputy Secretary of the U.S. Department of Education. She was confirmed by the U.S. Senate as the Deputy Secretary in May 2021. Before joining the DoE, Marten served as the superintendent of the San Diego Unified School District for eight years. She has spent 32 years as an educator, holding various roles of increasing responsibility as a teacher, literacy specialist, vice principal, and principal. She is the author of *Word Crafting: Teaching Spelling, Grades K-6*, which places an emphasis on literacy as a key to students’ success. In addition to her emphasis on academics, Marten has been a champion for health and wellness, putting in place an award-winning wellness policy for staff and students. Prior to being appointed superintendent, for 10 years Marten worked in one of San Diego’s most ethnically diverse and economically challenged school communities, at Central Elementary School in City Heights.



June 6, 11:30 a.m. – 12:30 p.m.

Educator Diversity: *Federal and State Policy Strategies to Increase the Racial Diversity of the Educator Workforce*

Sarah Mehrotra is a senior data and policy analyst on The Education Trust P-12 policy team, focused on school accountability and teacher equity. Before joining Ed Trust, Mehrotra was a research associate at the Center for Education Research and Innovation at SRI International, a nonprofit research organization. She also recently

served as a legislative fellow in the Office of U.S. Congressman Jim Himes, working primarily on education, housing, and workforce policy initiatives. In 2015, Sarah was awarded a Fulbright English Teaching Assistantship in Gopeng, Malaysia. After returning to the U.S., she worked at the National Association of Advanced Teacher education, where she supported teacher professional development programs and led an operations team. Mehrotra holds a master’s degree in education policy and management from the Harvard Graduate School of Education and a Bachelor of Arts degree in neuroscience from Hamilton College.



June 6, 10:15 – 11:15 a.m.

Educator Diversity: *Enhancing the Black Teacher Pipeline through Public Policy*

Lodriguez Murray joined the United Negro College Fund (UNCF) in 2017 and was made senior vice president in 2019. In this role, he develops and drives strategies to influence and mobilize action in the U.S. Congress and executive branch on the public policy priorities of UNCF, its 37 member HBCUs, and the 50,000 students they serve. Murray is also a member of the advisory board of the HBCU Capital Finance

Program, has served on the Department of Education’s negotiated rulemaking on borrower defense, and leads UNCF’s social and criminal justice portfolios. He began his career in Washington as a special assistant for the late Rep. Charles W. Norwood, Jr. (GA). Murray additionally served as the executive director of the Association of Minority Health Professions Schools. He is a first-generation high school and college graduate, having received a UNCF scholarship while attending Morehouse College. In 2021, Murray received a Doctor of Humane Letters, honoris causa, from UNCF-member institution Talladega College.



June 7, 10:30 – 11:30 a.m.

Plenary: *State of Education Censorship and Implications for Teacher Education*

Mica Pollock, an anthropologist, is professor of education studies and director of the Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE) at the University of California, San Diego. Most recently, she co-authored *The Conflict Campaign: Exploring Local Experiences of the Campaign to Ban “Critical Race Theory” in Public K-12 Education in the U.S.*



June 6, 11:30 a.m. – 12:30 p.m.

Educator Diversity: *Federal and State Policy Strategies to Increase the Racial Diversity of the Educator Workforce*

Lena T. Rodriguez is the senior vice president for policy and government relations for the Hispanic Association of Colleges and Universities. Rodriguez serves as the senior official for the Association’s Washington, DC, office and plays a significant role in addressing, developing, and evaluating legislation affecting Hispanic-Serving

Institutions. Rodriguez led the Angell Snyder School of Business at Ottawa University as the school dean for campuses in Kansas, Wisconsin, and Arizona and as the chief academic officer for two campuses in Arizona. Other previous experience includes leadership roles at San Diego State University and at the Kauffman Foundation. She also has experience serving as a consultant for institutions of higher education and served as the endowed chair of a nonprofit institution. She earned a bachelor’s in business and a master’s in public policy from Arizona State University, and a doctorate in business from the University of Nebraska.



June 6, 9:00 – 10:00 a.m.

Plenary: *AACTE’s Legislative Priorities*

Michael Rose is AACTE’s senior director of government relations. In this role, Rose leads the association’s engagement with Members of Congress, congressional staff, and various federal agencies. In addition, he represents AACTE in multiple coalitions to ensure that teacher educators’ voices are represented and heard. Rose served for more than eight years as a congressional staffer in both the U.S. Senate and House of

Representatives, in addition to more than 15 years of government relations experience in the private and public sector. Rose is a graduate of Muhlenberg College (PA).



June 6, 11:30 a.m. – 12:30 p.m.

Academic Censorship: *Counteracting Censorship: Protecting Academic Freedom through Faculty Senate Resolution Campaigns*

Jennifer Ruth is a professor of film studies at Portland State University. She is the Higher Education Working Group Faculty Lead for the African American Policy Forum senate resolution campaign. She is the co-author, with Michael Bérubé, of [*It's Not Free Speech, Race, Democracy, and the Future of Academic Freedom*](#) (JHUP, 2022).



June 6, 10:15 – 11:15 a.m.

Educator Shortage: *High-Needs Shortages: Addressing Special Education Teacher Recruitment and Retention*

Kristabel Stark is a postdoctoral research associate at the University of Maryland. Grounded in her experiences as an educator in Boston and Chicago, her research explores the working conditions and emotions of special education teachers. Through her research, Stark aims to support special educators in equitably and sustainably meeting their students' individualized goals.



June 7, 11:45 a.m. – 12:45 p.m.

State Leaders Institute (SLI): *Strategies for Direct Advocacy with Policymakers*

Anne Tapp is a professor in the College of Education. She teaches in both the graduate and undergraduate programs within the College of Education. Tapp has a variety of research interests including the integration of technology, STEM, and reflective practice. She is a frequent presenter at international and national conferences and has published numerous journal articles, book chapters, and books. Tapp was elected as chair of the AACTE Advisory Council of State Representatives (ACSR) Executive Committee and is a member of the AACTE Board of Directors. She previously served as the Midwest Region Representative and is past president of the Michigan Association of Colleges for Teacher Education (MACTE). She serves as a director for the University of Michigan Center for Digital Curricula as well as a board member for several organizations and frequent volunteer within educational communities. Tapp states, "I feel blessed to be working for such a student-oriented university. Saginaw Valley State University is truly a special place."



June 7, 2:00 – 3:00pm

The Four P's of Policy and Advocacy: Based on the Forthcoming Book, At the Table, Not on the Menu

Jane West began her career as a special education teaching assistant. After the enactment of IDEA in 1975, and with an MA in special education from Columbia University's Teachers College, she served as a special education teacher and administrator in Maryland. Eager to better understand the public policy aspect of special education, she pursued a doctorate from the University of Maryland. From 1983–1986, she served as the staff director for what was then the Subcommittee on the Handicapped, a subcommittee of the Senate HELP Committee. Since leaving the Senate, West has assumed roles at AACTE and as education policy consultant for numerous national organizations, including the Higher Education Consortium for Special Education and the Teacher Education Division of the Council for Exceptional Children. She has been on the faculties of the University of Maryland, Virginia Commonwealth University, and Johns Hopkins and serves as a co-founder of the Coalition for Teaching Quality in 2010.

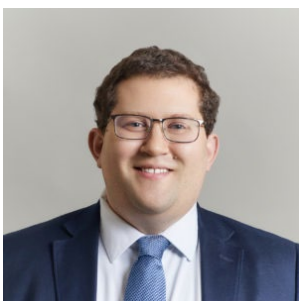


June 7, 10:30 – 11:30 a.m.

Plenary: *State of Education Censorship and Implications for Teacher Education*

Ashley White is an assistant professor at the University of Wisconsin-Madison and the Fellow for Equity Access and Opportunity with the National Association for the Advancement of Colored People (NAACP). She researches the intersectionality of ethno-racial identities and disability across the educational continuum through the consideration of student and educator experiences in P-20 educational settings,

applicable federal legislation and policy, and related socioeconomic impact with attention to the historicized context and the sociological construction of race. Most recently, she authored AACTE's commissioned report on education censorship.



June 6, 10:15 – 11:15 a.m.

Academic Censorship: *State of Censorship Legislation on IHE's*

June 7, 10:30 – 11:30am

Plenary: *State of Education Censorship and Implications for Teacher Education*

Jeremy C. Young is the senior manager of free expression and education at PEN America. In this role, he advances PEN America's advocacy for free expression in educational institutions, advocates against censorious legislation and politically

motivated efforts to ban books and curricular materials and supports academic freedom in higher education and the freedom to read, learn, and teach in K-12 schools.