

## Register Today for Our Upcoming Events

### NUTS & BOLTS WEBINAR

#### Ensuring Success: Providing Equitable Opportunities for all Teacher Candidates

December 7, 2022 | 12 - 1 p.m. CT | Virtual

The purpose of the 2022-2023 Nuts & Bolts series is to highlight and promulgate the application of BranchED's Framework for the Quality Preparation of Educators, which outlines a roadmap to create teacher preparation programs that meet the needs of our increasingly diverse student body. It seeks to build equity-oriented educator preparation programs that prepare educators to reflect, respect, and reify the value of the diversity of America's PK12 school children.

A high-quality educator preparation program requires educator preparation providers (EPP) to establish equitable experiences for all teacher candidates. This is predicated on the understanding that students are not one-size-fits all. Equitable experiences begin with an ethic of care and are ingrained in recruitment and selection processes, advising, timely progression and completion of the program, and induction support based on candidate-specific needs. Learn how one EPP exemplifies this principle in all facets of their program.

[Register for Webinar](#)



**Dr. James O'Meara**  
Texas A&M International

#### About the Speaker:

Dr. James O'Meara is a full professor of Curriculum and Instruction and the Dean of the College of Education at Texas A&M International. He serves as project lead for the Charles Butt Foundation Raising Texas Teacher Initiative, the Branch Alliance for Educator Diversity National Teacher Preparation Transformation Center at TAMU, the Texas Higher Education Coordinating Board Educator Preparation Micro Credential Planning Grant, and the Texas Lead for the Consortium for Research-Based and Equitable Assessment Project. Dr. O'Meara leads TAMU's work in the development of an Educator Preparation Dashboard for informing local program enhancement and candidate support efforts. He is also a consultant for the Texas Education Agency's Effective Preparation Framework (EPF) and a Subject Matter Expert for the Texas Education and Training (E&T) course sequence curriculum project.

## February 2023 Workshops and Webinars

### Writing a Teaching Philosophy Statement Through Culturally Relevant and Linguistically Inclusive Values & Beliefs

February 8, 2023 | 12 - 2 p.m. | Virtual

In this writing workshop, participants will self-reflect on their values and beliefs about teaching and learning in relation to culturally relevant and linguistically inclusive pedagogies. Ultimately, they will write a revised teaching philosophy statement that encompasses culturally relevant and linguistically inclusive values aligned to specific instructional choices, assignments, and activities in the classroom.

[Register for Workshop](#)



**Dr. Alyssa Cavazos**  
The University of Texas  
Rio Grande Valley

### NUTS & BOLTS WEBINAR

#### Nuts & Bolts Webinar – Successful Learning: A Deep Dive into Inclusive Pedagogy

February 1, 2023 | 12 - 1 p.m. CT | Virtual

Inclusive pedagogy minimizes or removes barriers to learning or assessment and supports the success of all learners, while ensuring that academic standards are not diminished. Such pedagogy includes the integration of culturally and linguistically sustaining practices, social and emotional learning, cognitive science, and trauma informed care.

[Register for Webinar](#)

#### About the Speakers

**Dr. Cherylynn Jody Moody** is currently serving as a Director of Residency and Assistant Clinical Professor for Texas A/M San Antonio, a Hispanic Serving Institution. She comes from the elementary and middle school classroom then transitioned to higher education eleven years ago. She has served at public and private institutions of higher education in California and now in Texas. She enjoys working with teacher residents, student teacher candidates and interns preparing them for the demands of working in diverse classrooms with varied needs and backgrounds. Her research interests include culturally responsive education for teacher candidates, art integration with social emotional learning and high stakes assessments.

**Dr. Karen Kohler** is an Assistant Professor in the Department of Curriculum and Instruction at Texas A&M-San Antonio, a Hispanic Serving Institution. Her career in education started as an elementary school teacher and later as a family specialist known for increasing and sustaining family engagement in diverse communities. Currently, she is the President of the Learning Disabilities Association of Texas and serves on the board of directors for Celebrate Dyslexia and KIPP-SA. Dr. Kohler holds a Master's in Education and a Doctorate in Education, specializing in Reading and Literacy. Her research interests include family engagement, collaboration between classroom teachers and special programs, and literacy.

### The Data is in the Details Workshop Series

#### The Intersection of Candidate Preparation and Candidate Success

Thursday, Feb. 2 | 12 - 2 p.m. CT

**Workshop Topic: Disaggregation of pedagogical exam scores by coursework**

The preparation of high-quality teachers is driven and informed by high quality data. The ability to access and engage with data inspires and empowers individuals to take purposeful collective action to foster an active culture of inquiry. Data empowerment is most effective when it addresses and dismantles issues of inequity.

Teacher Preparation Programs (TPPs) have a wealth of data—more data than we know what to do with. Transforming data from spreadsheets enables us to discover the impact it has on those it represents. The Data Empowerment Series aims to enable individuals to utilize data to support their Teacher Candidates. Presented in an engaging manner, these workshops are designed for anyone who is involved with TPP data—this means YOU! In these workshops, you will learn skills that will help you develop a culture of inquiry leading to data-informed decision making for program improvement. You will organize, explore, and analyze data to lead data conversations in different contexts for continuous improvement.



**Dr. Alicia Gonzalez Quiroz**  
Branch Alliance for Educator Diversity

#### About the Speaker:

**Dr. Alicia Gonzalez Quiroz's** experience is varied and multifaceted having worked in higher education in providing instruction and in student support services and administration for several years and over ten years in public health administration, promotion, policy and research. Dr. Quiroz's area of interest is in the area of research methodology, analysis and interpretation, having extensive experience in statistical analysis for outcome assessments and program evaluations.

[Register for Workshop](#)



**Dr. Eugenia  
Vomvoridi-  
Ivanovic**  
University of South  
Florida

**Dr. Shannon  
Guerrero**  
Northern Arizona  
University

#### About the Speakers:

**Dr. Eugenia (Ev-yeh-NEE-uh) Vomvoridi-Ivanovic** is an Associate Professor of Mathematics Education at the University of South Florida and program coordinator for the STEM Middle School Teacher Residency Program. Dr. Vomvoridi-Ivanovic is bicultural and multilingual and she is mathematically biliterate in Greek and English. She infuses and models culturally responsive and social justice pedagogy throughout her instructional practices. Her research investigates teacher education that is responsive to the funds of knowledge of culturally diverse mathematics teachers and seeks to prepare mathematics teachers who promote equity and social justice in mathematics education, particularly at the middle level.

**Dr. Shannon Guerrero** received a Bachelor of Arts Degree in Mathematics from Northwestern University, a Masters of Art in Advanced Mathematics from Oregon State University, and a PhD in Mathematics Education from the University of California, Davis. She is a Professor of Mathematics Education in the Department of Mathematics & Statistics and President's Distinguished Teaching Fellow at Northern Arizona University. She is a Project NExT national fellow and currently serves as the Associate Chair in the Department of Mathematics and Statistics and the Co-Director of the NAU Teach mathematics and science secondary preservice program at NAU. She is a recognized leader in applying research-based approaches in teaching and learning mathematics and has received more than \$5.5 million in state and federal grants to support her work.

### Spring Workshop

#### Just Like Me: Teachers of Color in Action

Thursday, Feb. 22, 2023 | 12 - 2 p.m. CT

An important consideration in teacher preparation is the need for teacher candidates of color to experience mentor teachers and see highly qualified teachers in practice who also come from similar racial, ethnic, and linguistic backgrounds. Thus, BranchED has proudly developed a video library comprised of highly qualified teachers of color teaching content specific lessons in varied educational settings.

This workshop will focus on how higher education faculty, district partners, and highly qualified teachers created these videos and will walk participants through the varied instructional decisions made throughout the teaching cycle (e.g., demonstrating reflection of action and in action). Furthermore, we will discuss the use of videos as instructional tools within coursework/professional development with pre- and in-service teachers to promote in-depth analysis and higher order thinking.

#### Participants will:

1. *be introduced to our Resource Portal and gain access to the teacher video library;*
2. *engage in discussion on how these videos were created and the thought process behind these instructional decisions;*
3. *examine where these teacher videos may be implemented throughout their curriculum.*

[Register for Workshop](#)

## Coming in March 2023

### BranchED Spring Summit

#### Where the Wild Things Are: Taming the Early Literacy Giant

Join us in Wichita, Kansas for **Where the Wild Things Are: Taming the Early Literacy Giant**, our **Spring Summit**. Participants will engage in interactive activities to explore and enhance their own early literacy toolkit that will foster teacher candidates' early literacy beliefs, attitudes, knowledge, and skills leading to success for all learners.

[Apply for Summit](#)