



ATE 2025 Annual Meeting Keynoters

Opening Keynote: [Tramelle Howard](#)

Robert J. Stevenson Memorial Lecture Panelists: [David Byrd](#), [Etta Hollins](#), [Jennifer L. Snow](#), [John McIntyre](#), [Rebecca West Burns](#), [Jennifer Jacobs](#), [Christie McIntyre](#)

Distinguished Educator Lecture: [Kenneth Zeichner](#)

Research General Session: The Panelists include: [Douglas Rogers](#), [Rachelle Meyer Rogers](#), [Audra Parker](#), [Kristien Zenkov](#), with additional presenters.

Opening Keynote



Tramelle Howard is an educator, community advocate and a deep believer in the urgent need to advance equity in all of its forms across every context.

Tramelle was raised by a single mother who, despite never attending college, embodied and demonstrated the transformative power of hard work and commitment—working multiple jobs to ensure the family had what it needed.

Similarly, his maternal grandfather, who attended school only until 9th grade, instilled in Tramelle and his siblings an unyielding belief that education can change and save lives. Tramelle credits that commitment to education for saving his life, helping to lift him and his siblings from poverty and build successful careers.

A Baton Rouge native, in 2018, Tramelle became the youngest person ever elected to the East Baton Rouge (“EBR”) Parish School Board. Shortly after taking office, he was installed by his fellow members as Vice President of the Board.

As Vice President of the EBR School Board, he was a champion for disadvantaged students and led the creation and adoption of EBR’s first charter school accountability policy—ensuring that schools are first and foremost serving the best interests of students and that students receive a quality education. He has also been a champion for diversifying the teaching force and making resource equity a priority.

Tramelle began his professional journey in education as an eighth-grade history teacher, serving with Teach for America South Louisiana after graduating with a Juris Doctor degree from Southern University Law Center.

It was while working in the Law Center’s student family law clinic that his belief in the primacy of education in shaping life trajectories was reaffirmed. There, his clients were largely children of color facing financial hardship and trauma and bearing the weight of the failures of an inequitable public education system.

He saw in the faces and spirit of those young people the potential of hope amidst deprivation and struggle. He also heard the calling to do more—to work to empower young people facing the most barriers to success and ensure all students have access to a high-quality education.

Tramelle is currently the Louisiana State Director for Education Trust, a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families. In that role, Tramelle is responsible for managing coalition work, strategic planning, budgeting/finance/, program policy implementation and building community partnerships across the state. Tramelle is also an Adjunct Professor at Oxford Teachers College.

Stevenson Lecture Panelists



Dr. David Byrd is currently a professor in the College of Education at the University of Rhode Island. Previously he served as Director of the School of Education at the University of Rhode Island from 2004–2019. He has authored over 40 articles, books, and chapters. He is co-author of *Methods for Effective Teaching*, which has been recently reissued by Pearson in a 9th edition. His publications include “Types of Partnerships” in *Collaborative Leadership in Action: Partnering for Success in Schools*, Teacher College Press and the “Role of Supervision in Teacher Development” in *Supervising Student Teachers: Issues, Perspectives, and Future Directions for Field-Based Teacher Education*, Sense Publishers. He has also published chapters in both the *Handbook and Research on Teacher Education* and the *Handbook of Research on Supervision*, both published by Macmillan. Dr. Byrd co-edited the *Teacher Education Yearbook* series. He has secured grants and projects in excess of 15 million dollars to support educator preparation and school improvement.

Etta Hollins is Professor Emerita in the Division of Teacher Education and Curriculum Studies. She is a member of the Council for the Accreditation of Educator Preparation (CAEP)’s Accreditation Council and biois on the advisory boards for the National Action Council for Minorities in Engineering, the Salish Kootenai College teacher preparation program, and edTPA. In 2016, she received both the Outstanding Book Award from the American Association of Colleges of Teacher Education and the Legacy Award from Division K of the American Educational Research Association (AERA). She was inducted as a Fellow of AERA in 2018. She is serving as the Section for “Teacher Preparation Design: Routes to Teacher Education” of the *Handbook of Research on Teacher Education*, 4th edition.





Jennifer L. Snow, Ph.D. is a professor in the Teaching, Learning, and Community Engagement Department in the College of Education at Boise State University. She served as Associate Dean for Teacher Education (2014-2019) and Interim Dean (2019-2022) and currently is a Program Area Coordinator for Masters in Teaching Programs. Dr. Snow has authored or co-authored more than 40 articles and book chapters included in the following outlets: *Journal of Teacher Education*, *Teaching and Teacher Education*, *Studying Teacher Education*, and *Journal of Educational Supervision* to name a few. Dr. Snow's research areas focus on teacher educator professional learning, teacher inquiry, and school-university partnership contexts. Dr. Snow serves on the JTE Editorial Board and serves as co-editor of the *Advances in Teacher Education Book Series* through Information Age Publishing (IAP).

John McIntyre is an emeritus professor in the School of Education at Southern Illinois University Carbondale. At SIU, he served as a coordinator of a teacher education center, Director of the Teaching Skills Laboratory, Director of Professional Education Experiences, Acting Associate Dean for Academic Affairs, Associate Dean for Teacher Education and School Partnerships and Chairperson of the Department of Curriculum and Instruction. He is a past president of the Association of Teacher Educators and received the association's Distinguished Member Award as well as Distinguished Researcher, Distinguished Teacher Educator and Distinguished Mentor awards. His research interests include design and practice in teacher education, instructional supervision, and school partnerships. Dr. McIntyre has over 100 publications in teacher education, including as co-editor of the *ATE Research in Teacher Education Yearbook* series and as co-editor of the 3rd edition of the *Handbook of Research on Teacher Education*.



Rebecca West Burns is the Dean of the College of Education at Kutztown University of Pennsylvania. Dr. Burns has published extensively in the areas of school-university-community partnerships, supervision, and teacher leadership in clinically based teacher education. She has assumed several national leadership positions in teacher education in the U.S. and has received national recognition for her award-winning teacher education programs and her impact on urban education. She is a Past-President of the National Association for School University Partnerships (formerly NAPDS). She is serving as the Section Editor for Partnerships and Clinical Experiences in the *Handbook of Research in Teacher Education*, 4th Edition.

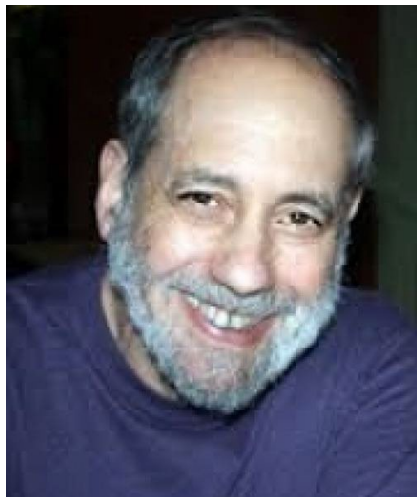


Jennifer Jacobs is an Associate Professor in the Elementary Education Program at the University of South Florida. She holds a doctoral degree in Curriculum, Instruction, and Teacher Education from the University of Florida. Jennifer's research is situated within the context of teacher education. Specifically, within teacher education, her research agenda has set out to understand teacher learning for equity. She has published in journals such as *Action in Teacher Education*, *Teacher Education and Practice*, *Studying Teacher Education*, and *Professional Development in Education*. She currently serves as editor of the *Journal of Practitioner Research*.

Christie McIntyre is an emeritus associate professor in the School of Education at Southern Illinois University Carbondale. Her background is in teacher education and early childhood education. She served as an associate professor in curriculum and instruction, assessment coordinator for the School of Education, chairperson for curriculum and instruction, and SIU associate director of program review and assessment.



Distinguished Educator Lecture



Ken Zeichner is Professor Emeritus, University of Washington, Seattle and the University of Wisconsin-Madison. From 1976 to 2009, he was a faculty member in the School of Education at the University of Wisconsin-Madison. He was the Boeing Professor of Teacher Education at the University of Washington from 2009-2020. Prior to this, he was the Hoefs-Bascom Professor of Teacher Education at UW-Madison from 1976-2009, serving as Associate Dean of the School of Education for Teacher Education and International Education from 2000-2009. He received his PhD in 1976 from Syracuse University specializing in School Organizational Behavior and Change. He also received an honorary Doctor of Humane Letters from Syracuse University in 2018. He has had visiting appointments at Deakin University

(Australia), Umea University (Sweden), Simon Fraser University (Canada), the University of Southern California, the University of Gothenburg (Sweden), and the University of Minnesota. He received a Fulbright senior specialist award in 2004 which he spent in Australia. The American Association of Colleges for Teacher Education awarded him the Margaret B. Lindsay Award for Distinguished Contributions to Research on Teacher Education in 2002 and a Lifetime Achievement Award in 2009. He won the AACTE annual award for Excellence in Professional Writing in 1982, 1993, and 2002, the Association of Teacher Educators' Distinguished Research Award in 1990 and was named Wisconsin Teacher Educator of the Year in 1992 by the Wisconsin Department of Public Instruction. He is a Fellow in the American Educational Research Association and in the National Education Policy Center at the University of Colorado. His books include "Keywords in Teacher Education: Communities" (2024), "The Struggle for the Soul of Teacher Education," (2017), "Empowered Educators in Canada" (With Carol Campbell, Ann Liebermann, and Pam Osmond-Johnson, 2017), "Teacher education and the struggle for social justice," (2009), "Preparing teachers for the 21st Century" (with Zhudong, Zhu, 2014), "Studying teacher education" (with Marilyn Cochran-Smith, 2005), "Currents of reform in pre-service teacher education" (with Susan Melnick and Mary Gomez, 1996), "Issues and practices in inquiry-oriented education" (with Bob Tabachnick, 1991), "Teacher Education and the social conditions of schooling" and "Reflective teaching" (both with Dan Liston, 1996 and 2014), "Culture and Teaching" (with Dan Liston, 1996) and "Democratic teacher education reform in Africa" (with Lars Dahlstrom, 1999).

Research General Session Panelists



Douglas Rogers, Ed.D., is a retired associate professor emeritus in the Department of Curriculum and Instruction, in the School of Education at Baylor University. Rogers served as the director of the Center for Educational Media and Technology for 15 years, as associate dean for undergraduate programs, student and information services for 12 years, and as interim dean for one year during his 37-year career at Baylor. He has served in multiple capacities in various state and national organizations including executive director of the Texas Association of Educational Technology, multiple national planning committees for the Association for Educational Communication and Technology (AECT) and the Association of Teacher Educators (ATE), and as President of the National Association for Professional Development Schools (NAPDS). He has received numerous awards for leadership at the local, state, and national level—most recently recognized as the Jason Kinsey Award (2023) winner for “exceptional service to NAPDS and for promoting the growth of the professional development schools in the United States.” Dr. Rogers currently serves as one of the co-directors for the ATE Inquiry Initiative.

Rachelle Meyer Rogers, Ed.D., is Clinical Professor in the School of Education at Baylor University and serves as the Graduate Program Director for the Department of Curriculum & Instruction. Dr. Rogers has been recognized twice for her outstanding teaching at Baylor University. Dr. Rogers received the ATE 2007 Distinguished Dissertation in Teacher Education Award with her research on lesson study and has continued to research and publish in this area. As a boundary-spanning educator and school-university facilitator, her research interests also include co-teaching in clinical settings, action research, and connecting mathematics and literature. Dr. Rogers has served on editorial review boards and received the 2019 National Council of Teachers of Mathematics (NCTM) outstanding journal publication award. She has held leadership roles in national, regional, and state organizations. Dr. Rogers is most proud of serving as the 2022-2023 President of the Association of Teacher Educators and putting into action the inaugural ATE Inquiry Initiative.





Audra Parker, PhD, is Professor of Education and the Academic Program Coordinator for the Elementary Education (ELED) program and the Director of the School of Education at George Mason University. Her research focuses on teacher education, mentor teacher preparation, elementary teacher preparation, school-university partnerships, and Professional Development Schools. In addition to teaching elementary methods and management classes, Dr. Parker is a boundary-spanning educator and university facilitator who works with teacher candidates and mentor teachers at Garfield Elementary in Fairfax County. She is also a Director of the National Center for Clinical Practice in Educator Preparation, the Co-Director of the Mentor VA project, and the Co-Director of the Inquiry Initiative of the Association of Teacher Educators.

Kristien Zenkov, PhD, is Professor of Education and the Academic Program Coordinator for the Secondary Education (SEED) program and the Director of the Division of Elementary, Literacy, and Secondary Education at George Mason University. He is the author and editor of more than one hundred fifty articles and book chapters and ten books, focusing on teacher education, literacy pedagogy and curricula, social justice education, school-university partnerships, and Professional Development Schools. Dr. Zenkov is a long-time boundary-spanning educator and school-university partnership facilitator, currently conducting numerous critical, project-based clinical experiences with youths and preservice and in-service teachers at schools throughout Northern Virginia. He is also a Director of the National Center for Clinical Practice in Educator Preparation, the Co-Director of the MentorVA project, the Co-Director of the Inquiry Initiative of the Association of Teacher Educators. He co-founded and co-directs “Through Students' Eyes,” a photovoice project through which youths document with photographs and writings what they believe about citizenship, justice, school, and literacy.

