CALL FOR PROPOSALS

AACTE 75th Annual Meeting
February 24-26, 2023, Indianapolis, IN

Innovation through Inspiration:
Remembering the Past to Revolutionize the Future

Over the last 75 years, there have been dramatic shifts in the roles that both education and educator preparation play within the country. While we have amassed a wealth of knowledge regarding how to best serve all learners, we have done so in a climate that continues to change and evolve more quickly than our research and resources. Our knowledge base that has been honed and bolstered through critical inquiry, clinical practice, and innovation undertaken by postsecondary faculty, PK-12 partners, and other educators across the field, now finds itself challenged in the court of public perception and hindered by political ideologies that far too often sacrifice the benefit to society for the gains of a select few. And as we witness a PK-12 teacher workforce on the brink of burnout, combined with an imminent teacher shortage, we understand that the foundation of our educational system as we know it now rests on a dangerous precipice.

Today's schools, colleges, and universities have been put on notice by those who wish to restrict what we can and cannot say and what we can or cannot teach. Educational gag orders, censored discussions and acknowledgement of LGBTQ+ students and teachers, and even tip lines for reporting teachers who fail to follow politically prescribed curriculum are all examples of the very practices being utilized to redefine and maintain institutionalized racism within the country. And as a result, interest in careers in education continues to decline at alarming rates, further exacerbating the need for qualified teachers and inflaming the growing mental health crisis for our faculty, staff, and even students.

However, it's this very awareness we possess as educators from which we must continue to raise our collective consciousness and use our professional knowledge to revolutionize the future of education and educator preparation. We must apply the knowledge gained and the insights learned over the last 75 years as an association to shape the world that future generations will inherit. We must expand upon the ways we solve problems collaboratively, the practices implemented to support faculty, colleagues, and partners, and our advancements in establishing an equitable, accessible education for all students. It is time that we, the educators, become the driving force that addresses the challenges facing PK-20 students and the communities in which they live by creating an empowered mindset to renew democracy and respond to an entrenched system of inequities and fear.

As we celebrate 75 years of AACTE at the 2023 Annual Meeting, we have an opportunity to reflect upon our journey as we innovate for the future. What could, and should, authentic educator preparation, and education overall, look like? How do we use the discoveries of recent research and the successes of our programs for the betterment of our profession? And most importantly, how do we continue to address

inequities to shape a more equitable and just educational system? Join us in creating innovation through inspiration, as we remember our past successes and seek to revolutionize the future of education and educator preparation.

Strand I: Addressing the Evolving Needs of Education

Over the last decade, we have witnessed a significant decline in the number of teaching degrees and certificates conferred, especially in high needs areas. Additionally, an ever-growing body of research suggests that students of color and white students alike would benefit academically from teachers with diverse backgrounds, yet a significant mismatch between teachers and students served persists. And despite concerted efforts to recruit diverse students to pursue teaching as a career path, comparatively few candidates of color are completing comprehensive educator preparation programs.

In the face of these challenges, schools and colleges of education must play a critical role in revolutionizing the nation's education system. Our university and college-based educator preparation programs must remain at the core of educating our nation's teachers, while simultaneously removing barriers to entering the field and creating more sustainable opportunities for teacher candidates to pursue in-depth preparation. Our programs must stem the national teacher shortage, create a more diverse teaching force, and license more teachers in high needs content areas. Simply put, we must advocate for policies dedicated to building and sustaining high quality preparation of teachers and other education professionals that ensure our graduates are profession ready.

The purpose of this strand is to share innovative perspectives, strategies, programs, and policies that ensure candidates are profession-ready and prepared to meet the evolving needs of PK-12 school districts and the communities they serve.

Proposals in this strand are encouraged to address one or more of the following questions:

- How are educator preparation programs responding to today's challenges and reshaping the preparation of teachers and administrators?
- What evidence- and clinically based experiences are successfully being incorporated into your programs, and how can they be modeled for others?
- How are strategies successfully being implemented to support and advance Black, Brown, and otherwise diverse candidates and faculty from within your local communities?
- What models are educator preparation programs using to evaluate candidates appropriately and effectively, and how will these models need to evolve?
- How might non-traditional pathways that partner with high quality, clinically based educator preparation programs be supported and expanded?
- What practices are being utilized to successfully expand enrollment, retention, and completion of candidates within your programs?
- How has the public perception of teachers and teaching changed, and how can we use those perceptions to bolster the work of our educator preparation programs?
- In what ways might educator preparation programs collaborate with PK-12 school districts to successfully advocate on behalf of the profession with local, state, and national leaders?

Strand II: Increasing Diversity through Equitable Access and Inclusivity

Current global and national politics threaten the sustainability and foundation of our democratic society, forging the path for educators to engage as activists and advocates. Concerted efforts to prevent students, teachers, and educators from discussing our nation's history in an honest and open manner, including discourse of indigenous people and their removal from native lands, acts of antisemitism, the Black Lives Matter movement, and sexual orientation and gender identity, continue to infiltrate our practices and further divide our country. As such, it is essential for educational stakeholders to both promote our democratic principles and engage as activists and advocates. Both are essential to implementing revolutionary changes to our schools, communities, and educator preparation programs.

The work of educators 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 rests upon the pillars of the programs and policies we shape, as well as the shoulders of the educators we prepare. We must prioritize diversity, equity, and inclusion through the expansion of policies that support diverse educators, increase the diversity of educator candidates and faculty, and better serve institutions with goals to further diversify their student and faculty populations.

The purpose of this strand is to explore strategies that expand both faculty and candidate diversity and influence both public and institutional policy to create a more inclusive and equitable educational system.

Proposals in this strand are encouraged to address one of more of the following questions:

- In what ways can educators be informed about, and participate in, structured activism and advocacy to promote a democratic education?
- How might stakeholders develop an activist and/or advocate stance to respond to political events and ensure equity and access for all?
- In what ways can our institutions expand policies that support both aspiring and current, diverse educators?
- How are institutions successfully recruiting, retaining, and advancing candidates, educators, and faculty who specifically identify as Black, Brown, Asian, Latinx, Native Americans, LGBTQ+ and/or as persons with a disability?
- How might we foster interdisciplinary collaboration to promote activism and advocacy within, across, and beyond institutions and organizations?
- How can we empower students to participate in activism and advocacy for positive changes in their learning experiences?
- What initiatives are currently being utilized to successfully promote, support, and increase the pipeline of diverse educators that leverage the practices and expertise of minority serving institutions?
- How might educator preparation programs prepare candidates to work effectively in environments where multiple forms of discrimination may intersect, and how might those candidates use their experiences to encourage and support institutional and programmatic change?

Strand III: Confronting Challenges to Strengthen Educator Preparation

Educator preparation sits at a crossroads, with ever-increasing public scrutiny of PK-12 teachers and college faculty, and legislative challenges calling teaching practices into question. At the same time, state governors and legislatures are introducing record numbers of educational censorship measures. These measures are creating a chilling climate and impacting interest in education as a career, adding to over a decade of declining enrollment in preparation programs.

As educators, we have a responsibility to create and use the most efficacious and just methods of assessment and accountability to serve our students and communities. The success of our outcomes improves when we use a variety of sound methods and techniques. We are responsible for creating measures that are grounded in ethical values and a shared responsibility for the outcomes.

Now more than ever, access to relevant and timely information is vital. The issues we face in our educator preparation programs and at our institutions today require access to data that will enable and empower us to make informed decisions. Through our cutting-edge research, innovative practice, and advocacy efforts, we must continue to advance the field of education, as well as educator preparation.

The purpose of this strand is to create and build capacity for innovative research, policies, and practices that strengthen educator preparation in addressing persistent and complex challenges in the field.

Proposals in this strand are encouraged to address one of more of the following questions:

- What strategies might be employed to establish and sustain a diverse teaching profession where the educators of the school/district reflect the general diverse nature of the students they are teaching?
- In what ways might institutions and our programs increase support and investment for research and experimentation in educator preparation?
- How can educator preparation programs adjust their practices to accommodate the unique needs of students, schools, accrediting bodies, etc., while maintaining program integrity?
- How might higher education and PK-20 educators collaborate to establish a sustainable education profession through effective recruitment, enrollment, and retention strategies?
- Which practices create the most innovative, authentic, and sustainable partnerships leading to improved retention of teachers from diverse backgrounds?
- How might we both develop and sustain the human and intellectual capital necessary to fulfill our institutional, school, and programmatic missions?
- How might we effectively utilize research and expertise to build systems and structures that foster innovation and develop new perspectives?
- What methods can be used to expand public policy and professional learning opportunities that connect research and innovation within educator preparation to address the needs of a diverse workforce?

Strand IV: Collaborating for a Greater Impact

Partnerships and collaborations between institutions of higher education and stakeholders provide a powerful means for improving our schools and communities. Building relationships, fostering

communication, and enhancing our commitments are all critical components of successful collaborations from the field. Furthermore, partnerships that can be sustained over many years are particularly beneficial, as much time is invested in the initial establishment of the relationship.

Educators at all levels are essential components of the research and practice focused on partnerships and collaborations. Our PK-12 school districts, local communities, and university faculty and staff must equally participate to ensure a unified voice, while actively pursuing outcomes to benefit the profession as a whole.

The purpose of this strand is to explore the various partnerships and collaborations that lead to improved schools, serve students and communities, and sustain and advance education and educator preparation.

Proposals in this strand are encouraged to address one or more of the following questions:

- In what ways can faculty collaborate to streamline functions and processes as they assume more responsibilities with fewer resources?
- What collaborative innovations might allow programs to reduce costs without sacrificing quality, courses, and faculty?
- What partnerships are being forged to address the affordability of and access to our programs for potential and current teacher candidates?
- How are new accreditation standards impacting our programs and institutions? How are these standards being leveraged for program improvement?
- How can mutually beneficial partnerships and collaborations be built among teacher preparation programs, school districts and administrators, parents, and other stakeholders?
- What data are critical to collect and analyze in benchmarking the successes of our programs? How might this data collection and analysis be managed utilizing partners from the field?
- How can advancements in virtual practice and instruction attained this last year be applied toward addressing the existing technology gap? With whom might we partner to successfully address this need?
- What pathways and policies support collaborations between community colleges and educator preparation programs?

Strand V: Meeting the Challenges of Educator Preparation with Educational Technology

Technology transcends all positions and responsibilities in both higher education and the educator candidates we are preparing. The last several years forced education, PK-12 and educator preparation, to utilize educational technology to an unexpected degree. Educator preparation faculty leveraged technology to teach, assess, inform, and support their candidates. Technology was also employed to professionally develop faculty.

The purpose of this strand is to examine and explore various models, frameworks, and evidence-based practices used in the preparation of technologically competent educators now and in the future. This strand addresses how to successfully integrate technology in PK-12 teaching and learning as well as within educator preparation programs. The ideas shared should address topics noted in strands I to IV with the understanding of how technology cuts across these areas of concentration.

Proposals in this strand are encouraged to address one or more of the following questions:

- How might we ensure educator preparation faculty, including teacher educators, are adequately prepared to model effective technology-integrated instruction with their candidates?
- What models or frameworks are being successfully implemented to develop candidates' use of digital tools to support evidence-based instructional practices?
- How might technology both influence and preserve the standards needed to prepare educator candidates most effectively?
- How can technology be used to empower PK-12 students to share their voices with global audiences?
- What forward-thinking visions of technology might be used in the preparation of educators, including the ability to bring greater diversity to educator preparation programs?
- What are the possibilities for technology to increase PK-12 educator and higher education efficiency while increasing performance and student learning outcomes?
- How might we amplify research-based educational technology practices to make an immediate and sustained impact on the educator preparation ecosystem?

The final date for proposal submission is October 1, 2022. Acceptance notifications will be sent in mid-November 2022.