



AACTE 76th Annual Meeting

February 16-18, 2024, Denver/Aurora, CO

CALL FOR PROPOSALS GUIDELINES

Theme: Propelling the Profession into the Future

Deadline Extended: Friday, August 4, 11:59 p.m. (Pacific Time)

aacte.org/professional-development-events/annual-meeting/

Presenting at the AACTE Annual Meeting provides an opportunity to build your professional portfolio, learn from other scholars and practitioners, and network with colleagues from around the world. Whether you are a first-time author, a practitioner, a scholar, or a veteran speaker, your submission is welcome. Please review the call for proposals guidelines carefully prior to constructing your proposal with particular attention to the content areas and delivery methods. Please feel free to contact Altovise Davis at adavis@aacete.org for any assistance you may need throughout the call cycle.

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Why AACTE?

“Ascending New Heights: Propelling the Profession into the Future” aligns the AACTE 2024 Annual Meeting with the association’s vision and mission to revolutionize education for all learners by elevating education and educator preparation through research, professional practice, advocacy, and collaboration. Representing the institutions and programs that prepare the greatest number of professional educators in the United States and its territories, and in partnership with international colleague organizations, AACTE is the incubator for bold ideas and new discoveries to drive impactful applications based on evidence-based reasoning.

AACTE encourages collaboration built on expertise that crosses disciplines, backgrounds, and cultures to enhance knowledge transfer and empowerment for those engaged in educator preparation regardless of what stage they are in their career path. This year’s Annual Meeting presents the best research-to-practice methodologies, leadership, and advocacy strategies, mentoring opportunities, and peer networking for students, higher education partners, and deans all under one roof at the Gaylord Rockies Resort & Convention Center in Aurora/Denver, Colorado.

AACTE Annual Meeting

The Annual Meeting is one of AACTE’s signature and most popular convening activities that offers engaging general sessions with powerful keynote speakers. It also includes unprecedented opportunities for those attending to learn from and network with colleagues, sponsors, exhibitors, and the AACTE board, volunteers, and staff. The primary objective of the Annual Meeting is to provide those engaged in educator preparation programs with an opportunity to present high-quality content on new and relevant issues affecting the profession.

A. Who Attends?

The AACTE Annual Meeting is the only place that you can meet everyone engaged in educator preparation — graduate students; faculty of all types; campus and school administrators, and staff; state and national education leaders; education policy experts; accreditors; and those engaged in state licensure and certification — the list goes on. If you are eager to learn about our large and dynamic field and want to stretch beyond your typical networks to meet even more individuals of influence, AACTE Annual Meeting is the place to be.

B. Why do they attend?

AACTE’s Annual Meeting provides educator preparation professionals with invaluable information that can be readily adopted by and implemented within your institution and with your partners. Attendees are inspired by the diverse selection of sessions designed to offer the latest advancements in the education industry. Combined with the depth and breadth of Annual Meeting attendees, no other meeting for the profession offers the depth and breadth of content, contacts, and valuable outcomes.

Who Should Submit

As the leading voice on educator preparation, AACTE welcomes thought leaders from both the higher education and PK-12 communities to submit a proposal for consideration in the 2024 Annual Meeting program. Additionally, AACTE strongly encourages doctoral students pursuing an Ed.D. or Ph.D. to share their perspective on addressing current issues and providing innovative ways to approach that which has yet to be considered in educator preparation. Individuals from all educational fields are invited to bring their research and practice to the Annual Meeting. AACTE celebrates diverse voices to innovate, assess, and propel the profession into the future.

Important Dates

The following schedule denotes key milestones for the call cycle. Please note that the dates are subject to change. The delivery and development period is a new phase within the call cycle to collaborate with submitters of accepted proposals to determine the session format to deliver their content.

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| ▪ May 1 – July 7, 2023 | Call for Reviewers Site Open ⁺ – Deadline Extended to July 21 |
| ▪ May 23 – July 18, 2023 | Call for Proposals Site Open ⁺ – Deadline Extended to August 4 |
| ▪ July 28 – September 11, 2023 | Review Period |
| ▪ September 13 – 22, 2023 | Selection Period |
| ▪ September 25 – 29, 2023 | Notification Period |
| ▪ October 2 – 6, 2023 | Delivery & Development Period – New |
| ▪ October 13, 2023 | Slotting Date/Time Announced |

+Site closes at 11:59 p.m. Pacific time and submissions will be locked at this time

**No late proposals will be accepted, and incomplete submissions will be purged from the system.*

Strand Listing

Proposals must align with this year's theme, Propelling the Profession into the Future, and address one of the Annual Meeting's five strands:

Strand I: Advancing Innovation and Impact

Educators are no longer content providers; they are skills-based, student-centered, personalized learning experts. The skills and knowledge that educators need to succeed in the 21st century is changing. Future educators need to be prepared to teach and work in rapidly changing educational landscapes requiring innovative and impactful approaches to education. The Advancing Innovation and Impact strand features proposals that address the latest practices and advancements in the field and seeks to answer questions that shape the future of teaching and learning.

The skills and knowledge that our educators need to succeed in the 21st century is ever-changing. Post-pandemic, the world has changed even more dramatically; educators are no longer merely content providers; they are skills-based, student-centered, personalized learning experts. Today's effective educators must be better equipped to address student needs, adjust to different learning styles, and incorporate modern technologies and teaching methods into their instruction. They must address their students' academic progress and their students — and their own — mental health. By engaging pre-service educators through innovative and impactful strategies, these educators will be better prepared to facilitate the education of their students and create dynamic learning environments.

Advancing innovation and impact also requires the field to examine how to attract, prepare, and retain educators, and address the barriers that prevent prospective educators from becoming fully credentialed. Educator shortages demand that action be taken to ensure a robust pipeline of teachers and administrators exists, but this action must not infringe upon the necessity of producing high-quality educators from high-quality accredited educator licensure programs.

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

- What are the most innovative approaches to teaching and learning that are currently being used in EPPs and how are these approaches impacting student outcomes?
- How can educators effectively incorporate technology into their teaching practices to enhance learning and engagement, while also ensuring that all students have access to the necessary resources and support?
- How can educators effectively evaluate the impact of their teaching practices and interventions, and what are effective measures of student learning and growth?
- What are effective strategies for fostering collaboration and teamwork among students, and how can these strategies be used to enhance learning outcomes?
- How can educators effectively engage with diverse communities and stakeholders to build partnerships and promote positive social impact through education?
- How can globalizing the pre-service curriculum standards contribute to a well-rounded, internationally competent teacher?
- How can we design effective apprenticeships and alternative certification programs to meet the needs of students?
- How can we ensure that our educator preparation programs are of the highest quality and standards?
- How can we overturn inherently biased licensure policies that prevent the United States from preparing a robust group of educator candidates?
- How are we instructing pre-service educators in mental health/wellness best practices?
- What are best practices in recruiting students into high-need areas such as special education?
- Who ensures that preservice teachers are well-equipped to meet the needs of exceptional students?
- How are EPPs using AI (Artificial Intelligence) /technology tools to enhance the learning of pre-service educators?

Strand II: Resilient Leadership During Unprecedented Times

Since the onset of the COVID-19 pandemic, leaders at all levels of education from elementary grades to higher education have had to implement new policies and procedures for online learning, technology integration, and student engagement, while navigating censorship efforts that infringe on educators' ability to teach and counsel students as well as efforts to support diverse students, faculty, teachers, principals, school counselors, nurses, and superintendents, to name a few. This strand solicits proposals to explore leadership in the 21st century across the education landscape.

Educational leaders play a vital role in shaping the overall vision and culture of an institution, college, or school district, ensuring that high-quality education to its students is provided while also promoting positive and inclusive learning and social environments. Effective leaders listen to the people and are responsive to the needs of their community. As community needs have changed, leaders must be more adaptable, innovative, and empathetic in their leadership approach as well as balance policy and politics.

Contemporary education leaders, because of the pandemic's impact on in-person learning, are implementing new policies and procedures for online learning, technology integration, and student engagement. It is up to our educational leaders to provide faculty and staff with the appropriate professional development, technology, materials, and support needed to create a future educator workforce. It is now imperative that our pre-service educators are equipped with the skills necessary to deliver in-class, hybrid, and remote learning instruction.

The pandemic also illustrated for many the antiquated systems and structures of educational delivery. Higher education and Pre-K-12 institutions have not changed, fundamentally, in centuries. Educators and innovators must ask: Do we keep doing the same thing repeatedly and expect different results? Efforts like competency-based education, addressing the inadequacy of the one teacher-one classroom model, using neuroscience to inform how, where, when, and what we teach are the type of innovations that require leadership to be brave and bold.

Leaders of institutions, colleges, schools, and school districts must also foster a sense of community by encouraging community partnerships and exchanges of ideas. The pandemic also made clear that education leaders must address the inequity issues in education, such as access to technology and resources, and support for disadvantaged communities; the pandemic laid bare the “haves and have nots” gaps within our student populations.

All communities face the daily threat of mass violence, and schools and universities are often at the front lines of gun violence, transgender students are marginalized, books are banned, curricula are restricted, and censorship abounds in many states’ education legislation and policies. Today’s educational leaders must remain vigilant in their pursuit of classroom safety, equity, inclusiveness, and diversity by advocating at all levels of government.

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

- How can leaders challenge the status quo and implement innovative work?
- In what best practice areas does your EPP excel, and how can they be shared with other EPP programs?
- What are the most pressing challenges facing educational leaders today, and how can they be addressed?
- What are effective strategies for building a positive and inclusive EPP and school culture, and how can educational leaders implement these strategies?
- How can educational leaders effectively balance the needs of their EPPs with the needs of their faculty, staff, students, and communities?
- What are some key competencies and skills that educational leaders should possess to effectively lead their EPPs, and where can they acquire these skills?
- How can educational leaders effectively use data to inform decision-making and continuously improve the performance of their schools or districts?
- What role can educational leaders play in promoting equity and social justice in their EPPs, and what strategies can they use to achieve these goals?
- How can educational leaders support the ongoing professional development of their faculty and staff, and what are some effective approaches for providing this support?

Strand III: Education Policy and Advocacy in an Era of Inequity

Education policy impacts the day-to-day learning of students in Pre-K-12 and higher education, the capacity of teachers and faculty to teach, and the experiences of families and communities. Education policy is shaped at the state and local levels, and educators and student are increasingly caught in turbulence as state leaders are increasingly introducing policies to determine what can or cannot be taught in Pre-K-12 and higher education classrooms, as well as alter definitions of tenure and academic freedom. All of this is happening while states are increasing teacher salaries, providing support for educator candidates through grants and aid, and increasing teacher salaries.

At the federal level, authorization and funding of the Augustus F. Hawkins Centers for Excellence Program has increased investments to minority serving institutions to attract and prepare teacher candidates and provide high-quality clinical experiences to prospective teachers. The introduction of the EDUCATORS for America Act has reinforced the urgency to reduce the financial barriers to entering the field and increase investments in educator preparation programs through expansion of programs like the Teacher Quality Partnership. Moreover, the Pay Teachers Act of 2023 seeks to triple Title I-A funding and raise annual teacher salaries to at least \$60,000. These federal efforts are consistent with state legislative activities to invest in educators. The 2023 Governors' State of the States have shown 55 teacher pay legislation introduced in 23 states.

The Education Policy and Advocacy in an Era of Inequity strand seeks proposals that translate research into policy and practice and provide information of relevant state and federal policies impacting the educator profession. This strand also encourages proposals that promote public advocacy and civic engagement. Proposals should offer policy recommendations to current challenges in the field including academic censorship, faculty tenure, teacher licensure and certification, critical shortages in all areas of educator preparation, educator enrollment and retention, teacher induction, student and educator mental health, and school safety. Proposals should offer strategies and examples to enhance collaboration between education stakeholders and policymakers.

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

- What policies are addressing chronic disinvestment in educators, educator preparation, teaching and learning? How can EPPs and stakeholders advocate for the necessary human and intellectual capital needed to advance the field?
- How has labor strikes shaped teacher pay legislation in states? Have legislative actions increased teacher salaries and retention?
- How can the narrative of the education profession be enhanced through public discourse?
- How has state policy influenced academic censorship in PK-20 settings? How can faculty, educators and stakeholders advocate for academic freedom?
- What policies dictate requirements for entry into educator preparation programs and how teachers receive licensure? How do these policies impact the pipeline into the teaching profession?
- What policies and strategies have been employed to invest in educators of color and sustain a diverse teaching workforce? How are teacher diversity policies shaping the profession?
- How has student mental health been impacted by the pandemic and related events? What efforts and policy opportunities exist to invest in students social and emotional well-being?
- Amidst the ongoing school and campus safety concerns, what are the current challenges, solutions, and model policies to ensure safety of students, educators and faculty in K-12 schools and campus settings?
- How have accreditation policies evolved and what has been the impact on ensuring quality educational standards in the field?

- How can educator preparation programs and stakeholders proactively collaborate with policymakers and elected officials?
- What is the role of candidates and teachers as advocates? How can educators use the power of personal stories to effect change?
- How has politics impacted early childhood education (ECE) policy and practice, and the preparation of ECE teachers?

Strand IV: Deepening the Impact of Education Research and Research to Practice

Education research has addressed pressing challenges and has spurred innovation and transformation in the field. Teaching, learning, ideation, and discovery are core functions of educator preparation programs. To conceptualize new research ideas and discover innovative approaches, faculty and teacher educators need access to resources, tools, and time. Today, faculty are faced with less funding, limited access to methodological resources and technology, and lack of time to balance research and teaching. Despite these challenges, high-quality and innovative education research has continued to evolve with contributions to the field to address the challenges and opportunities that educators, families, and policymakers possess.

The Deepening the Impact of Education Research strand seeks to address the needs of faculty pursuing educational research and those engaged in research to affect practice. This strand also seeks high-quality, contemporary, and impactful proposals that advance teaching and learning, and how we design, develop, improve, and promote educator preparation programs. Proposals must be grounded in equity and may include diverse methodologies. We encourage submissions that include community-based research, conceptual papers, empirical research studies, peer-reviewed scholarly papers, research briefs, and research that increases the use of evidence-based practices.

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

- What are the most pressing educational challenges in the 21st century and how can EPP faculty address them in their research?
- What strategies can faculty employ to streamline research and teaching responsibilities with fewer resources?
- What trends do national and state-level data reveal about educator preparation programs, and teaching and learning?
- How are Grow Your Own (GYO) programs increasing the number of profession-ready educators for the workforce?
- What are the current research gaps on technology in education? How can research on the use of AI in education advance the field?
- How can EPPs establish mutually beneficial partnerships with stakeholders, including state and local education agencies, philanthropic entities, and community-based organizations to expand program access, affordability and their reach and impact?
- How can institutions invest in research and scholarship of diverse scholars?
- How are micro-credentials being used to enhance educator skills and competencies?
- How has research on teaching styles and how students learn evolved?
- How are accreditation standards impacting education programs and institutions? How are these standards being leveraged for program improvement?

- How can faculty obtain funding to test, develop and disseminate innovative approaches to address pressing issues in the field, particularly related to equity?
- How can EPPs evaluate the successes of their programs through data collection and analysis?

Strand V: Prioritizing Diversity, Equity, and Inclusion

Research has unequivocally proven that all students benefit from diverse educators and inclusive learning environments that are affirming and cultivate a sense of belonging. To holistically address diversity, equity and inclusion, educators should consider any community that has been historically and systematically denied access to quality education or communities that have been discriminated in the education system, including but not limited to Black and Brown communities, low-income, migrant, limited-English proficiency, Native, AAPI, disability and LGBTQIA+ communities.

Civil rights movements have provided guidance that many committed educators and advocates have been able to successfully adapt or translate into schools. In contrast, others struggle to accept, invest, or implement evidence-based policies and practices for assorted reasons. While oppositional political forces seek to roll back advances for historically marginalized communities, a more diverse and open-minded generation of educators and policymakers is emerging to meet the needs of the changing educational landscape. The Pre-K-12 student population has experienced significant demographic shifts in recent years, not just in becoming a racial minority majority, but with new language and cultural needs. This cultural shift requires an educator workforce representative of a diverse, intersectional student population and equity-minded practitioners committed to inclusive and anti-racist teaching practices.

The Prioritizing Diversity, Equity, and Inclusion strand seeks proposals that demonstrate a commitment to preparing diverse and anti-racist educators, recruitment of educators in critical shortage areas, global perspectives in education, inclusive education, equitable engagement of families, and access to high-quality learning environments for all students.

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

- What strategies have been employed and successful in establishing and sustaining a diverse teaching profession where the educators reflect the general diverse nature of the students they are teaching?
- What strategies have educator preparation programs implemented (or are planning to implement) that would adjust their practices to accommodate the unique needs of students, schools, accrediting bodies, etc., while maintaining program integrity amidst a cultural climate that discourages diversity, equity and inclusion programs and funding?
- Which practices create the most innovative, authentic, and sustainable partnerships leading to improved retention of teachers from diverse backgrounds?
- 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 and diverse student population?
- How can recent technology and equitable access to technology aid educator preparation programs in recruiting and retaining diverse candidates, as well as preparing all candidates to be a part of an equity-minded teaching workforce?
- How might higher education and PreK-20 educators collaborate with families to cultivate inclusive, equity-centered learning environments in their schools and communities?

Session Types

In addition to AACTE-sponsored sessions, the Annual Meeting includes call content delivered in one of the following formats. Presentations should have an element of “future casting” and/or in addition to exploring current best practices.

Research to Action Presentation

Description: These 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.

Format: These sessions are marked by brief (no more than 10 minutes) presentation segments interspersed with robust small-group discussions focused on contextualization and practical application.

Interaction: 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.

Delivery: Additionally, please consider how the data might be presented more vividly through pictures, info graphics, and stories. Usage of an LCD projector, screen, Wi-Fi, and electricity in accordance with the site/room of the presentation.

Duration: 60 minutes

Scenario Planning Presentation

Description: Scenario Planning sessions are designed to help participants consider and discuss a variety of actions that might take place because 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 situation that provides the greatest value to participants.

Format:

These sessions are appropriate for situations when there is 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.

Interaction: Facilitators of these sessions should allow enough time for participants to plan their strategies and tactics because of the information they are receiving, i.e., it is not enough to tell them the latest information — you must also allow them to explore potential or certain changes so they can begin to plot their course.

Delivery: Usage of an LCD projector, screen, Wi-Fi, and electric in accordance with the site/room of the presentation.

Duration: 60 minutes

Case Stories Presentations

Description: Quality storytelling is paramount in these sessions, designed to illuminate real-world case studies that demonstrate innovation or breakthrough practices.

Format: 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.”

Interaction: 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.

Delivery: Usage of an LCD projector, screen, Wi-Fi, and electricity in accordance with the site/room of the presentation.

Duration: 60 minutes

Roundtable Discussions

Description: Roundtable discussions are conducted to present work in progress to colleagues and then discuss and explore the work specifically and its larger context. 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.

Format: Each accepted proposal in this session type will be assigned a table in a large room to discuss with an assembled group of participants.

Interaction: A significant majority of the allotted time should be interactive.

Delivery: While you may use your laptop during the session, a data projector is not allowed. Wi-Fi will be available.

Duration: 30 minutes

Scholarly Papers

Description: Accepted individual paper proposals will be grouped with similar proposals by the AACTE Committee on Meetings and Professional Development to create a session around a common theme.

Format: All grouped individual paper sessions will be assigned a meeting room.

Interaction: Speakers should not plan for a Q&A segment with the audience.

Delivery: These sessions are allotted 30 minutes, with each paper presentation taking no more than 20 minutes. A variety of audiovisual equipment may be used in this setting. Wi-Fi will be available.

Duration: 20 minutes

Posters

Description: Quality storytelling is paramount in these sessions, designed to illuminate real-world case studies that demonstrate innovation or breakthrough practices.

Format: 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.”

Interaction: 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.

Delivery: Submitters will receive additional details post-acceptance.

Duration: 60 minutes

Session Delivery

In-Person v. Digital Delivery Formats

All presentations will be conducted onsite and in person at the Gaylord Rockies Resort & Convention Center. Virtual participation is not an option.

Submission Evaluation

Each proposal will undergo a peer blind review. The identity of proposal submitters and proposed presenters will be hidden from reviewers. Proposals will be evaluated using [a rubric](#) that includes but is not limited to the relevance of the topic, demonstration of significance to the field of educator preparation and teacher educators, quality of the written submission, achievable outcomes, and implication for action as it relates to AACTE's strategic priorities.

General Expectations

Speaker Expectations

- Selected speakers are responsible for all expenses incurred with the meeting, including registration, housing, and travel.
- It is strongly encouraged that each proposal includes at least one presenter from an AACTE member institution. Speakers from an AACTE member institution will be eligible for a 10% discount off registration by the speaker registration deadline date of December 15, 2023.
- All participating presenters should be listed in the proposal. Co-presenters will receive a confirmation email upon proposal submission.
- Submitters should have commitment from all presenters that they will be a part of the program. The co-presenter(s) must agree to all the terms and conditions highlighted here to participate.
- Speakers agree to abide by AACTE's Event Conduct Policy.
- Do not submit a proposal unless each presenter is available to appear on any day (February 16, 17, or 18, 2024) of the meeting. Accepted proposals will not be assigned a specific speaking date until two (2) months before the meeting.
- All speakers will receive an official confirmation email upon the proposal being accepted. Speakers must complete an acceptance form to be confirmed for a session.

Proposal Expectations

For full consideration please submit your proposal(s) for the AACTE 2024 Annual Meeting now through 11:59 PM Pacific Time on July 18, 2023. Proposals received after the deadline will be withdrawn from the initial review process but may be considered on an as-needed basis post-review for the Annual Meeting or future programs.

- The proposal abstract should be a brief one-paragraph summary of the presentation as it would appear in the conference program guide.
- Include learning objectives or audience takeaways in your description.
- Submission of a presentation does not guarantee participation in the program.
- Proposal submission topics cannot be changed after the review and selection period.
- AACTE reserves the right to revise presentation titles or edit the session description of selected presentations for AACTE promotional and program publications.

AACTE 2024 Annual Meeting - Proposal Scorecard Rubric

Proposal submissions will be graded based on the rubric outlined below. Reviewers will rate the proposal on a scale from 1 through 5, for each of the following evaluation criteria.

Evaluation Criteria	Level "5" – Very Strong	Level "3" – Average	Level "1" – Very Weak
FORMAT Proposal follows the format described in the Call for Proposals.	Follows proposal format by responding adequately to all five components on the submission form.	Follows proposal format with minor deviations. One or two components may be sketchily addressed.	Proposal does not follow the requested format. Several components inadequately addressed.
THEME AND STRATEGIC PRIORITIES Proposal aligns with conference theme and AACTE's strategic priorities.	Proposal clearly addresses the conference theme; explores an issue/dilemma relevant to one or more of the strategic priorities.	Proposal is tangentially related to the theme; suggests some exploration of an issue/dilemma relevant to one or more of the strategic priorities.	Proposal is not related to the theme and does not explore any of the strategic priorities.
ORGANIZATION Proposal provides a clear description of conference presentation.	Paints a clear picture of what will occur during the presentation.	Describes what will occur during the presentation are unclear.	Unclear what will occur during the presentation.
TIMELINESS Proposal is timely; addresses a critical issue in educator preparation and the field.	Proposal is timely; content addresses one of the most critical or problematic current issues for educator preparation and the field.	Proposal content addresses a significant current issue for educator preparation and the field.	Proposal content does not appear to address a significant current issue for educator preparation and the field.
KNOWLEDGE BASE Proposal advances the knowledge base of the profession.	Addresses "new" knowledge or looks at "old" knowledge in a new way.	While the proposal does not break new ground, it reinforces current knowledge base.	Proposal content is redundant, outdated, or draws little from the appropriate knowledge base.
RESEARCH TO PRACTICE Proposal provides a clear conceptualization of research driving application of knowledge to practice within education and educator preparation.	The argument/rationale is carefully crafted, clear, and concise. Well-written and easy to follow. Provides application of research knowledge to practice or plans for one.	Argument/rationale is presented but it is difficult to follow. Adequately written. Provides appropriate evidence-based research, but a significant application of knowledge to practice may be missing.	Lacks an argument/rationale or the one provided makes no sense. Poorly written. There is no evidence-based research or application of knowledge to practice.
ANALYTICAL Proposal includes an appropriate level of critical reflection and analysis.	Proposal demonstrates an appropriate level of critical reflection and analysis for the session format selected.	Proposal includes evidence of critical reflection and analysis; may not be of sufficient depth for format selected.	Little evidence of critical reflection or analysis.
SIGNIFICANCE Proposal provides conclusions about the focus of the work and the issue in the broader context of educator preparation	Proposal raises significant issues/questions/ dilemmas about work and its place within the larger context of educator preparation.	Some conclusions were drawn about the focus of the work and its place in the larger context of educator preparation.	Fails to draw conclusions about the focus of the work or its place in the larger context of educator preparation.
PARTICIPANT OUTCOMES Proposal includes a clear description of participant outcomes and how they will be achieved.	Provides a clear and convincing picture of participant outcomes and how they will be achieved.	Provides a description of participant outcomes but they are somewhat unclear or seem inappropriate to the time allotted.	Lacks a description of participant outcomes.
AUDIENCE ENGAGEMENT Proposal describes an appropriate level of audience interaction.	Level of engagement is interactive and doable in the time available.	Level of engagement is somewhat interactive and could be doable in the time available.	No attention to audience engagement.

