



2025 Best Practice Award in Support of Multicultural Education and Diversity

About the Award

This award, overseen by AACTE's Committee on Global Diversity, recognizes the infusion of diversity throughout all components of a school, college, or department of education (SCDE) as critical to quality educator preparation and professional development. Specifically, the incorporation of issues related to culture, language, demographics, ethnicity, race, gender, sexual orientation, religion, socioeconomic status, and exceptionalities in the education process is perceived as important.

Eligibility and Selection Criteria

The committee seeks nominations from **AACTE member institutions** for SCDE programs that have infused multicultural education and diversity into educator preparation and successfully addressed such issues throughout their curriculum, personnel, policies, and programs.

In the narrative, special attention should be devoted to the following criteria:

- Demonstrable effects on the broader community.
- Evidence that infusion of multicultural and diversity concepts has occurred (manifested in curriculum content, field placements, numbers of diverse faculty and students, program outcomes/ impact of PK- 12, and community collaborations).
- Impact on teaching and learning, in particular in PK-12 settings.
- Past winners may submit a new application for consideration after three years. Information must demonstrate changes from what has been previously submitted. Improvements to the program and substantive changes must be included with accompanying explanation.
- Competitive preference will be given to submissions that align with [AACTE's strategic priorities](#) related to Diversity, Equity, & Inclusion.

Submission Requirements

All entries must be made through AACTE's online submissions site. Application materials for this award must include:

- A 300-word abstract of the program's purpose, audience, and format.
- A narrative, not to exceed 2,500 words, attending to the criteria above and describing the following elements:
 1. Theory, as evidenced in the program's conceptualization and design;
 2. Practice, as evidenced by curriculum, field placements, diverse faculty, percentages of representation from differing cultural backgrounds (i.e., balanced demographic information), and community scan/linkages;
 3. Evaluation/assessment; and
 4. Critical reflection on lessons learned.
- Letters of Recommendation from institutional representatives and relevant community members.
 - A minimum of three letters of recommendation are required with a maximum of five allowed for submission.
 - The three letters of recommendation must come from each of the following: (1) Dean or Dept. Chair, (2) Students, (3) Community Partner/School Partner
- Evidence of how the program has substantively transformed the teacher preparation programs and/or influenced education within and beyond the institution, including the results of any internal and external program assessments and any materials produced.
- The program's unique contribution to the educator preparation profession and impact on PreK-12
- Supplementary Materials or Appendices can include examples of syllabi, curricular materials, peer-reviewed publications, URLs, etc

For more information about this award, contact Brooke Evans at bevans@aacte.org

[Submit an Entry.](#)

Entry Deadline: September 15, 2024, 11:59 p.m. ET