2027 Increasing Educator Diversity: Promising Practice Award

About the Award

This award, overseen by AACTE's Programmatic Advisory Committee on Educator Diversity (PACED), recognizes a promising practice from a school, college, or department of education (SCDE) demonstrating outcomes and advocacy related to various activities, practices, programs, pedagogies, systems, and/or policies that lead to, or is likely to lead to, an increase in educator diversity.

This purpose is accomplished through both the internal facing work of SCDE's own diversification of faculty, curriculum, recruitment and/or retention efforts and external reaching work that can include hiring diverse faculty, placing ethnoracial preservice educators in schools with high PK-12 diversity, department/college strategic initiatives, and/or mutually beneficial projects with the community and/or PK-12 schools (e.g., LEA) and stakeholders.

Eligibility and Selection Criteria

The recipient of this award from AACTE recognizes promising practices as those which explicitly commit to increasing ethnoracial diversity (e.g. Indigenous male educators, Latina bilingual educators, Black general educators). The promising practice embodied by the recipient of this award reflects the mission and goals of the Programmatic Advisory Committee on Educator Diversity (PACED) and advances our current understanding of initiatives that are making an impact toward diversifying our educator workforce to enhance educational opportunities for all students. Furthermore, the recipient's promising practices align with AACTE's strategic priority of promoting diversity, equity, and inclusion.

Data (e.g., outcomes) to substantiate promising practices that 'increase' educator diversity can include, but is not limited to:

1. policy changes that promote access and/or eliminate barriers
2. increased enrollment demonstrating ethnoracial diversity (e.g. recruitment, retention)
3. increased diversification, specifically ethnoracial diversity, of SCDE faculty and staff and/or PK-12 school staff
4. student/stakeholder feedback or data on and analysis of curriculum changes
5. stakeholder feedback or data on and analysis of strategic initiatives
6. retention & impact internally or externally

In addition, the recipient of this award will evidence a service-minded disposition toward addressing educator diversity in research AND practice through their leadership and participation in local community, school, and/or grassroots service efforts.

Submission Requirements

Application materials for this award must include:

- A narrative, not to exceed 2,000 words, that articulates intentional increase of educator diversity workforce by the SCDE;
- Data (e.g., outcomes) to substantiate the promising practice that 'increased' educator diversity
- No more than 3 supplemental documents in total (e.g., letters of support, syllabus, hyperlink to media, etc.)
- The names and affiliations of those individuals who represent the SCDE in this promising practice.

For more information about this award, contact
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Click here for nomination form

Entry Deadline: October 9, 2026