



CALL FOR PROPOSALS

**AACTE 71st Annual Meeting
February 22-24, 2019, Louisville, KY**

Sustaining and Advancing the Profession

An educated citizenry is a fundamental tenet of a democratic society. Our nation’s capacity to build that educated citizenry begins in the PK-12 classrooms—and those PK-12 classrooms need high-quality, professionally prepared teachers. Yet teacher shortages are great and constitute a critical concern across the United States. The time has come for the educator preparation community to develop and advocate for better solutions to the teacher shortage. Productive pathways to addressing teacher recruitment and retention have largely failed to materialize or met considerable resistance from politicians and decision-makers who do not understand the historical context, knowledge, and hard work required for responding to the learning needs of all children. This is a time for us to take the lead in sustaining and advancing the profession, reaffirming the value of educators and of their collective work in a relevant and vibrant profession, and building the teaching core that is fundamental to sustaining an educated citizenry.

Education is the motor that drives creativity, ingenuity, and innovation in society and plays a fundamental role in creating a better country and a better world. In its mission to serve all learners, education must counteract systems that produce and perpetuate inequitable educational practices and policies. This role is complicated by the growing diversity and evolving needs of the nation’s students. Schools in urban, suburban, and rural communities alike have become more ethnically and linguistically diverse and show an increase in demand for services such as adult education, online education, special education, gifted education, English as a second language, and mental health services. Even without staffing shortfalls, educators, educational leaders, and their preparation programs are challenged with equipping teachers and schools to meet these increasingly complex needs.

Almost as varied as the student needs and school contexts is the range of models and pathways in which today’s teachers are prepared, which has created a strain on the profession as a whole. While some variation affords useful flexibility for local and individual needs, the field needs to unify around a collective vision for effectively preparing teachers who are competent in their content knowledge, multicultural and culturally responsive education, inclusion and differentiated instruction, and technology. In partnership with schools and communities, educator preparation should provide sound, research-based pedagogical practice, rooted in the belief that all children can learn, as well as reaffirm the commitment to seeing all students reach their potential regardless of their background, needs, or familial situation. The call to citizenry and leadership in our society must logically include the affirmation that all students deserve a high-quality educational experience, with a fully prepared teacher in every classroom.

The 2019 AACTE Annual Meeting invites you to join with colleagues in this unified effort to both sustain and advance the profession. Proposals are invited that explore strategies for strengthening ownership of the profession, embrace matters of equity and social justice in education, conceptualize methods for incorporating perspectives of diverse communities into educator preparation, and demonstrate successful partnerships and collaborations that create innovative and culturally relevant preparation programs.

Strand I: Strengthening Ownership of the Profession

As key players in U.S. education, AACTE's membership has a responsibility to help lead and own the profession. Educator preparation programs must build on the legacy of past scholars and practitioners, incorporating new research and experience, to enhance and define quality in preparation and practice. This work is enabled by partnering and sharing evidence with other stakeholders, including students, candidates, PK-12 and community partners, peer institutions, university faculty liaisons, state and federal agencies, and policy makers.

The purpose of this strand is to explore strategies for strengthening ownership of the teaching profession within AACTE's membership and to determine the most effective preparation, development, and empowerment strategies for professional educators.

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

- What are effective practices for recruiting and preparing teachers who will persist in the profession, and what role do preparation programs have in providing induction support for new teachers?
- How do current professional practices build upon, and honor, past leaders of the profession and their work?
- What are effective practices to establish advocacy for the profession at all levels?
- What are ways to unite the many perspectives within the profession to become an effective collective voice?
- What knowledge and/or research is available to effectively address public perception and dispel "alternative facts" about the education profession?
- How can faculty and administrators effectively address accountability requirements such as accreditation, assessment, and other external processes? How do these requirements inform internal improvement objectives?
- How does current research and its dissemination contribute to the overall status of the profession?

Strand II: Equity and Social Justice in Education

As the national political climate continues to threaten the sustainability of public education, it is imperative for scholars and practitioners of the profession to champion equity and combat structural inequalities. The field has been challenged by policies set by decision-makers who are unfamiliar with the complexity associated with educating dynamic and diverse public school communities. Teacher educators must counteract the economic and partisan forces producing policies that stall or roll back the strides made toward parity for historically underserved communities.

The purpose of this strand is to challenge the status quo by closely examining the sociopolitical contexts that limit the emancipatory potential of schooling, leaning on the theoretical foundations of critical theory in education (CRT, DisCrit, feminism, LatCrit, queer theory, womanism, etc.).

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

- Critical Race Theory (CRT) utilizes storytelling, counter-storytelling, and narrative analysis to closely examine race as a social construct used to obviate systematic oppression. What lessons for educational research and practice does CRT present?
- The neoliberal agenda that rests on a deficit perspective of communities of color heavily invests in policies and programs centered on the notion of school reform. What is school reform? What are the explicit and tacit purposes of the school reform movement, and how can it be reshaped to better serve at-risk communities?
- Corporatized education entities have abused the title of *multicultural education* and *culturally responsive pedagogy* to support capitalistic ends of selling homogenized, prepackaged curriculum to schools and educators, without understanding the historical underpinning of the multicultural education and culturally responsive pedagogy movements. How can teacher preparation programs, PK-12 educators, and scholars work to reclaim the movement?
- How can teachers and school professionals be prepared to respond to intersectionality in education settings? (e.g., dis/ability, equity and social justice challenges, ethnic and linguistic diversity, sexual and gender identity, socioeconomic differences)
- How do teacher preparation programs and educational leadership programs combine their academic and activist voices? How do they prepare candidates to act as change agents?
- What are ways to increase faculty's and candidates' ability to engage in the implementation of culturally responsive instructional practice?
- What new programs and/or evidence is available that serves to dismantle the structures that disadvantage communities of color and feed the school-to-prison pipeline? How have recent assaults on communities such as Latinx, migrant, and undocumented families impacted how we educate and support education professionals (teachers, administrators, counselors, and psychologists)? What systems are in place to support mental health and alleviate trauma in these communities?
- How are changing populations and demographics affecting the way educators work in urban, suburban, and rural schools?

Strand III: Diversity in Educator Preparation

U.S. schools serve individuals and communities with diverse perspectives and needs, and educators must be prepared to work in this complex environment. To do so effectively, educators must be prepared to understand, respect, and address these variations. Preparation programs, too, must model this work while engaging with and building trust among individuals, communities, and partners. Using this knowledge and trust, teacher educators are charged with equipping candidates to be versatile and responsive to the needs of whatever students and communities they will serve. Such preparation sets candidates up for success on the job and helps prevent the turnover that contributes to persistent shortages.

The purpose of this strand is to share innovative perspectives, orientations, strategies, and technologies designed to serve diverse groups of learners and school contexts.

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

- How can educator preparation programs ensure that teachers understand, embrace, and incorporate the perspectives of ethnically and socioeconomically diverse communities?
- What strategies and skills must teachers develop to provide differentiated instruction to gifted, special education, and neurodiverse students?
- What can university-based educator preparation programs learn from innovative “grow-your-own” programs, such as those initiated in charter schools or by other non-higher-education providers?
- In what manner are teacher preparation programs adjusting their practice to address the needs of learners in urban, suburban, and/or rural districts?
- How is technology being utilized to provide access to an equitable education for diverse student learners?

Strand IV: Partnerships and Collaboration

Partnerships and collaborations between institutions of higher education and stakeholders provide a powerful means for enhancing the improvement of schools and communities. Building relationships, communication, and commitment are critical components in the success of partnerships and must be nurtured throughout. 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 capable of being involved in research and practice focused on partnerships and collaborations. PK-12, community, and university educators can collaborate on research and practice as members of one profession.

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 the profession.

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

- What strategies are effective for building trust in partnerships for innovative teacher preparation programs?
- How are mutually beneficial partnerships and collaborations built among teacher preparation programs, school districts and administrators, parents, and other stakeholders?
- How do educator preparation programs and PK-12 professionals collaborate to meet the diverse needs of underserved individuals and communities?
- What innovative strategies are being used to engage and support adult learners?
- What pathways and policies support collaborations between community colleges and educator preparation programs?
- In what ways do educator preparation programs use technology to build and sustain partnerships and collaborations?

The final date for proposal submission is May 29, 2018. Acceptance notifications will be sent in August 2018. Visit submit.aacte.org to begin a proposal.