

AILACTE - Association of Independent Liberal Arts Colleges for Teacher Education

Deadline for submissions: December 17, 2018

Submit proposals electronically to info@ailacte.org

2019 AILACTE Annual Meeting and Conference Request for Proposals

I. Theme - Urgency, Challenges and Opportunities in Educator Preparation

In the most recent months, there have been more attacks, tragedies, political, and ideological shifts in our nation's educational systems and schools than in the past several decades. With these realities being faced by all of us in the education profession in general and specifically preparing educators, what and how we move forward is as critical as it ever has been.

The social emotional challenges and trauma our students are carrying as they arrive to their urban, suburban, or rural community school doors are more pronounced and complex than in the past. Safety and student mental health are now more than ever on the minds of teachers as well as school and district administrators. Equity, access, benefits, and opportunities for all our students, regardless of their ethnic and linguistic backgrounds or sexual orientation, to grow and thrive in our schools must be of paramount importance as laws and policies are written and handed down to what teachers do and teach in their classrooms on a daily basis. Policy makers at the federal level seem to be consistently taking mis-steps with programs being promoted or resources allocated. Based on our best thinking and best practice, civility, civil discourse, and proactive educational and social-emotional efforts should be assertively pursued and infused into our teacher education programs. The shortage of diverse quality teachers presents a substantial challenge as we try to prepare them to address the academic and emotional needs of the diverse students entering our classrooms.

The above referenced realities challenge educator preparation programs throughout our nation to recruit and equip new teachers to meet the increasingly complex needs of all students they will be serving. Educator preparation institutions who are members of the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) are well positioned to be nimble and move expeditiously in regard to the personalization of teacher recruitment efforts and modifying or refining program offerings and curriculum that will prepare teacher candidates to advocate for, and meet the contemporary challenges, opportunities, and realities they will encounter in schools and classrooms. These challenges cannot be addressed solely by those of us serving in educator preparation institutions. Partnerships with local, county, and regional school districts that explore, implement, and sustain creative ways of collaborating among all of us preparing and supporting teachers, could yield more inclusive advocacy and quality service to students they serve.

For the 2019 Annual Meeting, the AILACTE Executive Committee invites members to submit proposals that show how they are addressing the following questions associated to five strands in regard the *Urgency, Challenges and Opportunities in Educator Preparation*.

1. Social-Emotional Learning and Complex trauma:

- What kinds of innovations have programs implemented to prepare teachers as they address complex trauma, and the social emotional needs of students in schools?
 - What steps are programs taking to forge new understanding and teacher strategies in complex areas such as school safety, and student mental health?
2. Equity, Access, Benefits and Opportunities for all students:
 - How do programs prepare teachers to know more about and advocate for equity, ethnic, linguistic, and socioeconomic diversity, and sexual and gender identity?
 - In what ways are programs preparing teachers to differentiate instruction for gifted, special education, and neurodiverse students?
 - In what ways are programs preparing educators to work and serve in urban, suburban, and rural schools?
 3. Teaching Civility and Civil Discourse:
 - In what ways are educator preparation programs teaching about and promoting civility, and civil discourse?
 - What structures and pedagogies support the moral dimension of educator preparation?
 4. Recruitment and retention of diverse teacher candidates:
 - Describe the effective practices implemented to recruit and retain more ethnically and linguistically diverse teacher candidate.
 5. Partnerships with Schools:
 - What partnerships have been established and sustained with schools districts to prepare effective teachers?
 - What ways does the program coordinate with school districts to retain teachers as they are inducted into the profession?

II. Formats

The AILACTE Annual Meeting and Conference offers two types of session formats: 50-minute breakout and roundtable.

Breakout sessions include presentation of abbreviated papers, projects, and other academic work, followed by brief comments, questions, and discussion. Presentations begin with an outline of major points, such as purpose, problem, major findings, conclusion, and recommendations. The amount of time devoted to elaborating points will vary among presenters, though time will be allotted for interacting with participants near the conclusion of the session. Presenters should prepare handouts summarizing content, along with planned questions for facilitation of discussion.

Note, each session is provided with a screen, table, and extension cord. **Presenters must provide their own projectors.** Internet access may be unavailable during sessions. Presenters should download necessary presentation materials to their computers or other devices before the session.

Roundtable sessions allow maximum interaction between participants through brief presentation and extended discussion. Presenters should prepare 15 handouts, which summarize the presentation and include contact information, for distribution to discussants. Presenters should begin sessions with a description of session material followed by explanation of key points. Presenters then facilitate discussion with discussants using prepared talking points and questions for a total of 30 minutes.

III. Contents

The proposal should be typed in 12-point font, double spaced, with 1 inch margins throughout

Cover page that includes the following information

Title of 18 words or fewer

Abstract for the conference program of 40 words or fewer

Format (breakout, roundtable, or poster) listed in order of preference

Lead presenter(s) name, title, institution, mailing address, telephone, and email

Co-presenter(s) name, title, institution, mailing address, telephone, and email

Summary that includes the following information and is 2 to 3 pages (page count excludes reference list and figures and tables, if any); exclude information that identifies presenter(s) from this section to ensure blind review

Topic: state the topic, which may be a problem, question, investigation, etc., and provide context

Framework: summarize perspectives, theory, and/or literature fundamental to the topic

Investigation: summarize method, technique, mode of inquiry, data, evidence, materials, etc.

Result: describe the consequence, effect, or outcome

Significance: describe the importance of the topic, investigation, and/or result

Participation: describe one or more goals of the presentation with respect to participation and attendees; summarize strategies that will be used to ensure participation and achieve goals

IV. Criteria

Format	Follows directions shown in the <i>Request for Proposals</i>		Does not follow directions shown in the <i>Request for Proposals</i>
Writing	Uses graceful language that skillfully	Uses straightforward language that generally	Uses language that sometimes impedes

	communicates meaning to readers with clarity and fluency, and is virtually error-free	conveys meaning to readers; the paper has few errors	meaning because of errors, or errors in usage
Organization	Presents information in a framework that is easily comprehended, with all parts in the proper place and cohering to each other	Presents information in a framework that is comprehensible, with placement of parts to produce coherence	Does not present information in a framework that is comprehensible; misplacement of parts, with little coherence
Relevance	Includes a subject that is closely connected to preparation of educators and/or to the theme	Includes a subject that is closely connected to preparation of educators	Includes a subject that is scarcely connected to preparation of educators
Participation	Includes one or more goals with respect to participants and strategies for achieving goals; suggests attention to including participants	Includes one or more goals with respect to participants and strategies for achieving goals	Excludes goals and strategies for including participants

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