

**ASSOCIATION OF TEACHER EDUCATORS  
2023 ANNUAL MEETING  
March 25 – 29, 2023**

**HYATT REGENCY JACKSONVILLE RIVERFRONT  
JACKSONVILLE, FLORIDA**

**CALL FOR PROPOSALS**

**Our Professional Journeys: Navigating Roles, Research, Relationships, and Responsibilities**

According to the Chinese proverb attributed to Lao Tzu, “The journey of a thousand miles begins with one step”. The Association of Teacher Educators (ATE) took that first step just over one hundred years ago, and now has a long and rich history of activities dedicated to the preparation of teachers; we celebrated that journey in Atlantic City. Now, as the Association engages in strategic planning to chart its course, the first steps of the next 100-year journey, we would do well to consider a destination that lies just beyond the horizon—a destination so compelling, it calls us through the inevitable storms along our path; a destination so vivid, it sustains us through the shadowed valley; a destination so powerful, it draws others to join our pilgrimage.

This destination beyond the horizon will require that we let go of some things in our past in order to take hold of some new things in our future. Likewise, we may let go of something in our present, to reclaim an aspect of our past. It most certainly will not be easy, but the most significant journeys rarely are easy. Like those who sailed uncharted waters or who sought paths across unmapped wilderness, we invite you to join us on “a road less traveled” to a destination that we can only imagine beyond the horizon.

We might ask “What energized these courageous ventures? What inspired these individuals to take such great risks, for an unknown destination?” Perhaps, for them, and for us, our journeys are not just a physical destination--a place. The adventurers’ journeys, our journeys, are really the external manifestations of inward journeys--our passion to close the gaps between what we believe and what we do. You can’t sail to the edge of the world, you can’t traverse the wilderness, you can’t go to the moon, unless you believe that you can close all of the gaps between the vision of what can be and the present reality. We must be motivated to begin, we must be fortified to sustain, we must be challenged to overcome the gaps between our roles we adopt and the work to be done, the gaps between our research questions and our evidence for what works, the gaps between our relationships with other individuals and other organizations, and the gaps between our responsibilities and our actions.

As we set our sights beyond the horizon, driven by our internal vision of an educational system void of gaps, we must expand the vision of who we are. At our core, we believe that learning is at the heart of human development—learning is the foundation upon which opportunity is built. Many individuals, across every conceivable context, have responsibility for helping others learn, yet they would not identify themselves as educators. Even our most essential partners fail to adopt the label of “teacher educator.” We must draw our circle of inclusion ever wider.

As ATE advances into the next 100 years, our work should be shaped by a reconceptualization of a community dedicated to “the professional educator.” This community of professional educators includes individuals who have roles typically labeled as “classroom teacher” and “teacher educator,” with employment by schools and higher education. If we expand our circle of inclusion, then this community of professional educators encompasses teachers, administrators, counselors, professors, clinical coaches, and community members who have some responsibility for facilitating the learning of others (students, teacher candidates, in-service professionals and paraprofessionals, university faculty, etc.) regardless of the educational context. Part of the destination beyond the horizon is an inclusive vocabulary.

In a community of professional educators, our destination beyond the horizon, the concept of preparation must also be expanded. We can no longer limit our dialogue to the recruitment, the programmed experiences leading to certification, the induction, and the retention of new teachers. We must enlarge our conversations to include professional learning for all individuals within the community over the course of their professional careers.

**We all need help along the way, along our professional journeys, as we navigate roles, research, relationships, and responsibilities.**

**Roles**-Our community members need professional learning for their designated roles across their professional experiences, but they also need professional learning for transitioning into different roles, or for managing multiple roles within their contexts. In addition, our community members need professional learning for creating new roles and for challenging the status quo of existing roles.

**Research**-At the center of a professional community is a dedication to understanding and studying their shared professional practice. Professional learning communities encourage members to examine their practice and establish, expand, and refine their shared body of knowledge through the widest array of research methodologies. A robust focus on research moves the community through the cycle of inquiry, implementation, and evaluation.

**Relationships**-The professional roles of our community members don't exist in a vacuum; they have contexts (schools, colleges/universities, communities) - each role shares a relationship with the other roles in that context; and the institutions, organizations, and communities within a context have relationships. Community members need professional learning for supporting individuals, groups, and organizations as they establish and maintain healthy and dynamic relationships. Among the most challenging aspects of professional relationships is that they are embodied by people. Each person brings to one's assigned roles and their relationships a host of individual attributes (social, emotional, physical, intellectual, cultural, spiritual, etc.).

**Responsibilities**-Our community of professional educators must also share common responsibilities including advocacy for the profession and all those engaged in the work of teacher education. But on a grander stage, in the concentric circles of the communities where we serve, in the contexts where our roles, research, and relationships exist, we have a shared responsibility to speak into the socio-political, -economic, -cultural environment in which we

live. Our professional learning must be shaped by our most noble values: diversity, equity, and justice.

Addressing the theme of Our Professional Journeys: Navigating Roles, Research, Relationships, and Responsibilities, the following strands present frames of inquiry for research, professional reflection, knowledge sharing, and dialogue.

### **Strand 1: Roles**

Presentations in this strand explore the myriad roles in teacher education, including their creation, ongoing development, and evolution by addressing questions such as the following:

- How can your personal journey as a professional educator reveal intricate and complex roles?
- What are the unique roles within your context and what professional learning does each role require?
- How do you define and conceptualize the multifaceted nature of roles (counselor, teacher, researcher, care-giver, negotiator, leader) in your context?
- When you, as a professional educator, have transitioned between and across various roles, how did your previous role inform your new role? What new learning was needed and how was it obtained?
- How does inclusion and equity influence your role and professional journey?
- What new roles are needed or what current roles should be challenged within our educational system as we enter a post-COVID environment (i.e., mental health, secondary trauma, self-care, environmental change/challenges)?
- In what ways might the career-long roles of a professional educator be different, if the purposes of schooling were different (e.g. the purpose of education is to eliminate the achievement gap)?

### **Strand 2: Research**

Presentations in this strand explore research among individuals, groups, and organizations by addressing questions such as the following:

- How have you examined the professional journey to date (methodology, research findings)?
- In what ways have you examined professional practice through study of varied perspectives?
- How have you engaged others in collaborative research efforts (e.g., with K-12 students, preservice teachers, inservice teachers, university faculty, etc.) and or used collaborative research methodologies (e.g., participatory action research and research practice partnerships?)
- What journeys does/should the profession recognize/value (i.e., existing body, alternative pathways)?
- How have you engaged in inquiry related to issues of equity and social justice?
- What new terrain (COVID, virtual) needs exploration?
- What research is needed to identify new models of learning to support an achievement-gap free educational system?

### **Strand 3: Relationships**

Presentations in this strand explore relationships among individuals, groups, and organizations by addressing questions such as the following:

- How can authentic relationships be forged and negotiated? What relationships exist or should exist amongst community members (e.g. administrators, teachers, parents/guardians, support personnel, and/or teacher educators)?
- What best practices encourage relationship and community building across modalities (face-to-face, online, hyflex, and hybrid) post-COVID?
- How does the professional educator navigate organizational, interpersonal, and/or professional relationships across stakeholder groups and contexts?
- In what ways can we escape silos and address gaps that exist amongst K-12 schools, community colleges, universities, community-based and/or professional organizations?
- How do we find, build, and sustain relationships amongst researchers, practitioners, and policymakers?
- How do we establish and negotiate hierarchical relationships across local, state, regional, national, and/or international contexts?
- What relationships would need to be forged to establish and maintain an educational system designed to educate all children without the presence of an achievement gap?

#### **Strand 4: Responsibilities**

Presentations in this strand examine the responsibilities of educators in our professional contexts by addressing questions such as the following:

- How might educators advocate for the profession and/or policies at the local, state, regional, national, and/or international level?
- What are the responsibilities of professional educators as advocates across their roles and relationships and/or in their research?
- What is our responsibility as professional educators to support the social-emotional well-being of ourselves, students, and communities?
- What is the responsibility of schools and communities to provide stability in times of social unrest and change?
- How do we advocate as professional educators for diversity, equity, and inclusion of our students and communities?
- What are the responsibilities of teacher preparation programs to prepare highly-effective, culturally sustaining, and antiracist classroom teachers?
- How do we build the capacity of the next generation of professional educators as leaders to advocate for the profession?
- If the purposes of public education have changed since the founding of the country, what new responsibilities does that create for the professional educator?

The 2023 Annual Meeting Planning Committee encourages sessions that involve professional educators from all environments K-12 schools, colleges, universities, communities, undergraduate and graduate students, policymakers, and others. These sessions may include the application of research, position papers, descriptions of existing programs/practices, or innovation in teacher education. Various types of sessions addressing the conference theme or other ATE interests are scheduled throughout the conference. *The 2023 annual meeting is an all multiple-paper conference.*

**Proposals are due October 3, 2022. All proposals are blind, peer-reviewed.**

**Thematic Sessions (scheduled for March 27 - 29):**

Sixty to Eighty minute sessions address the conference theme or other ATE interests. The sessions may include the application of research, position papers, descriptions of existing programs/practices, or innovation in teacher education. Proposals of the following types are encouraged.

**A. Multiple Paper Format:** This type of thematic session provides an opportunity for authors to present a synopsis of their work. The planning committee will group two-three papers on a related topic or theme for 60 to 80 minutes. Each paper will be given approximately 20 to 25 minutes to present, followed by a 10 to 15-minute question-and-answer session.

**B. Roundtable Format:** Roundtables are informal sessions during which presenters are seated at a table to discuss works in progress that may not be ready for formal presentation. Tables are numbered to allow conference attendees to easily identify an individual presenter's session. Each discussion lasts 60 minutes.

**C. Symposium:** A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may use a panel discussion format targeted at a clearly delineated research issue or idea. Symposium submissions may have 3 - 4 papers for the 60 to 90-minute session. The session organizer will provide the name and information of a Symposium Discussant.

**D. Research Sessions:** Two-three research papers will be grouped by related topics or themes in 60 to 80-minute sessions. Research papers are presented in approximately 15 to 20-minute time segments. A Discussant will provide a response at the conclusion of the presentations. ***If a proposal is accepted, a written paper or research report MUST be submitted to the Discussant by March 1, 2023.***

**E. Emerging Scholars Series:** Graduate students and those who have graduated within the last two years are encouraged to apply to participate in the Association of Teacher Educators' Emerging Scholars Series. The purpose of this series is to foster a community of emerging scholars within ATE and to create a support network for recent graduates and soon-to-be graduates. This is a prestigious, highly competitive strand that highlights the work of scholars who are new to academia. Emerging Scholar sessions are held on March 27 and 28.

While we strongly encourage research presentations, we will also consider other types of presentations such as conceptual analyses and program descriptions. **Research must be completed prior to the submission date for proposals for all Emerging Scholars.** Accepted presentations will be grouped by topic and assigned an ATE Facilitator to coordinate and mentor authors during the session. Participants will also attend a workshop on March 26, that will allow them to engage with more experienced scholars around issues such as navigating the job market, thriving in the first two years, preparing manuscripts for publication, and balancing teaching, research, and service.

**Proposal Format:**

The 2023 Annual Meeting is an all multiple-paper conference. There will be no single paper sessions. Proposals must be submitted by **October 3, 2022**. Please read the information on this page in its entirety to better understand the requirements and guidelines for the proposal submission. Each proposal, regardless of session type, must be submitted as either a pdf or jpg file, including all required information as stated below, and submitted thru Abstract Management that will be accessible thru the ATE website or at <http://www.cvent.com/c/abstracts/aa15dc8f-5659-4edf-8678-64cf3e1478fc>

**Abstract of Presentation:**

Thematic Presentation (**Omit any identifiers from your abstract.**)

1. Title
2. Type of Presentation: (Multiple Paper, Roundtable, Symposium, Research Session, or Emerging Scholar.)
3. Content of Presentation (no more than 1,500 words, including methodology and literature review when appropriate). References are not included in the 1,500-word limit.
4. Teacher Educator Standard(s) Addressed: Select the appropriate Teacher Educator Standard(s) that aligns with your submission: 1) Teaching; 2) Cultural Competence; 3) Scholarship; 4) Professional Development; 5) Program Development; 6) Collaboration; 7) Public Advocacy; 8) Teacher Education Profession; 9) Vision. See ATE Website (<https://ate1.org/standards-for-teacher-educators>) for more complete descriptions.
5. Objective(s) of the Presentation
6. Relationship to Conference Theme/Strands
7. Relevance or Implications of Topic
8. Participant Outcomes

The committee may not review a proposal that does not follow this format. Proposals will be reviewed on the basis of how well each component of the abstract is addressed in the submission.

**Due Dates and Submission:**

Proposals must be submitted by **October 3, 2022**. Proposals are submitted thru the following link <http://www.cvent.com/c/abstracts/aa15dc8f-5659-4edf-8678-64cf3e1478fc>

**General Information:**

**All presenters are required to pre-register for the conference.**

- A. All Thematic and Featured Session Rooms will be equipped with an LCD Projector Support Package which includes a projection screen and projection table with electrical connections as well as an LCD projector. It does not include computers or Apple connections. All Thematic and Featured Session Rooms will have access to WiFi. If additional audiovisual equipment is needed, ATE will provide the name of an agency that can be contacted for individual presentation arrangements.
- B. Information used in the program is copied from the proposal cover page. ATE reserves editorial rights.

C. All communication will be with the session organizer who is responsible for communicating with other presenters of that session.

D. Graduate students, classroom teachers, and new ATE members are especially encouraged to submit proposals.

**2023 ATE Annual Meeting Planning Committee**

Rachelle Rogers, *President*

Natalie King, *Planning Committee Co-Chair*

Elizabeth Ward, *Planning Committee Co-Chair*