“You must be the change you wish to see in the world.” These 12 powerful words, spoken by Mahatma Gandhi, directly reflect our charge. ATE President – Jon Yoshioka has identified a powerful theme that continues ATE’s focus on the professional educator. He has charted a course that calls for acknowledgement and action on our professional responsibilities.

The timing for us is perfect. As ATE navigates its second century we have the opportunity to take stock of ourselves and our organization, and to define and act upon what we see as our mission and destiny. We could begin by asking the two questions that humans have asked themselves since the beginning of time: “Who am I?” and “What is my purpose?” The answers to which are at the same time both simple and complex. We are professionals. We are educators. We teach. And we are truly blessed to have the opportunity to provide the next generation with the knowledge, skills, and opportunities to shape the future.

We are professional educators. And as professional educators, we are the ones who have the most accurate and up-to-date knowledge of what is going on in education today. That said, ask yourself,

1. Are you satisfied with what you are seeing and doing on a day-to-day basis?
2. If not, why not? and
3. Are we doing the things that we, as professional educators, believe would most benefit our students and our communities?

While these questions have many answers, what we really should be asking ourselves is – Who is making the decisions that directly affect us, our students, and what we do? Is it us? Is it people like us? Are they experienced educators? Is it people who are knowledgeable about education? Or is it people that lack first-hand knowledge and experience about education?

Who is navigating the future of education? We cannot and should not allow decisions to be made by those with limited understanding of students, educators, and education. We, the professional educators, must be the ones to chart the course. Only we can determine where we are now and where we are headed.

Our conference theme invites introspection on a professional educator’s Kuleana – a Hawaiian word that addresses “responsibility.” To reflect on one's Kuleana requires understanding of our past with respect and acknowledgement of all of the people, the places, the experiences, etc., that have helped
each one of us become who we are today. We are all products of our past – molded and shaped by both the good and the bad. In this conference, participants are invited to “pay it forward” by helping others enter, learn about, and succeed in the amazing field that we have chosen as our profession. We hope you will embrace these ideas as you prepare your presentations. With our past guiding us, we can take the knowledge, lessons, and respect for who and what has come before and focus it on four areas as we plan and prepare for the future. Those four areas include:

**Accountability** – Accountability and responsibility are inseparable, and each encompasses far more than just a simple definition of the word. In Hawaiian, the word “Kuleana” speaks to both privilege and responsibility – two things that are inseparable and forever intertwined. For example, there is a reciprocal relationship between a person and that for which they are responsible – so you have a responsibility to take care of the land as the land naturally takes care of you. But unfortunately, we can become lax in our responsibilities, and because of that, there are consequences. By its nature, there is accountability in our Kuleana and we need to always be vigilant that we are doing what we are supposed to, when we are supposed to, and how we are supposed to. Therefore, consider what is your Kuleana to this profession? How are you both accountable and responsible to future educators?

**Diversity** – By definition, in order to be diverse, we need to be inclusive. No one should feel excluded, forgotten, or marginalized. Yet, many of us can relate to those feelings far too well. We need to change that. What we do and how we do it needs to resonate with all educators because we cannot do what we need to while living and working in silos. We are in a “united we stand, divided we fall” moment in history and must emphasize diversity, equity, and access as foundational pieces of what we do and what we need for a thriving and civilized society. We need to do a better job of creating opportunities for both traditional and non-traditional educators to be able to share what they do and learn from one another in a safe, supportive space. ATE should be a place where members and future members know that they can have honest, passionate, respectful conversations about any and all topics, where the views of all sides are acknowledged and valued and everyone is provided an opportunity for their voice to be heard.

**Advocacy** – We need to be advocates for ourselves, our students, and our profession. Teacher educators are often at the mercy of people who do not understand what we do. These individuals may think they understand us, our students, our communities, what we need and the field of education, etc., but they may not truly understand the depth and complexity of our work. This, though, should be a solvable problem. We are, after all, teacher educators. Teaching is what we do. As educators, we need to use our skills and talents to help the people who make the decisions that affect us understand what we do and what we need to effectively serve our students and the communities in which we live. Things need to change, because as Albert Einstein eloquently put it “We cannot solve our problems with the same thinking we used when we created them.” We need to tap into the expertise within our organization, as well as outside of it, and learn and apply the skills needed to take control of the narrative and let folks who have decision making power know how they can best support educators and education.

**Celebration** – As we focus on Accountability, Diversity, and Advocacy, we also need to take stock of the amazing things that are going on in classrooms everywhere. Simply put, Teacher Educators ROCK! No one cares more about our students than we do. No one cares more about our profession than we do. No one cares more about us than we do. And there are so many amazing things educators are doing every day. Yet we rarely hear of them. Instead, we are more likely to hear about what educators are “not doing.” That needs to stop. We know what we do and we should celebrate it. We
need to support each other, our students, and our profession by creating a positive, safe, welcoming environment for all educators and students to learn and grow, celebrating the awesome things that many of us are doing daily, and letting others know through our advocacy. Our goal is to change the narrative about educators and education into a positive, supportive one.

Eleanor Roosevelt once wrote, “The future belongs to those who believe in the beauty of their dreams.” That said, the future is upon us, so the time to talk and plan is over and it’s time to start acting on what we believe - to make our dreams become reality - by embracing our Kuleana for our students, our profession, our society, and ourselves.

**Strand 1: Accountability**
Presentations in this strand explore how we are accountable and responsible to future educators, our students, and the community with which we engage addressing questions such as the following:

- How are we responsible for integrating theory and research policy into practice?
- How is your institution or district improving and adopting innovative practices within the profession?
- What evidence do you use to highlight successful teaching or teacher education practices?

**Strand 2: Diversity**
Presentations in this strand explore inclusive practices within education, topics that surround and promote equity, and how to establish environments that respect diverse perspectives by addressing questions such as the following:

- How do you create opportunities for both traditional and non-traditional educators to thrive and grow?
- How do you create spaces to have honest, passionate, respectful conversations about any and all topics that impact education?
- How is your district or institution incorporating practices that encourage important conversations surrounding inclusivity?

**Strand 3: Advocacy**
Presentations in this strand examine what it means to be an advocate and using your professional expertise to impact transformative change by addressing questions such as the following:

- What does advocacy for the education profession look like at your institution?
- How have your unique education passions and interests helped you become an advocate for professional education and the field of education?
- How does your research inform your advocacy on education policies and legislation?

**Strand 4: Celebration**
Presentations in this strand examine the many wonderful aspects of teacher education and the teaching profession by addressing questions such as the following:

- How does your institution or district highlight or promote the successes they accomplish?
- Share how you are highlighting successes between your institution and community partners.
- What are some examples of the successful partnership models that your district/institution has celebrated?

The 2024 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.

Proposals are due September 18, 2023. All proposals are blind, peer-reviewed.

**Thematic Sessions (scheduled for March 28 - 30):**

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 two 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 and will be organized around a common theme with two presenters at each table. (Format suggestion: 25 minutes will be allowed for each presenter with 10 minutes for discussion.)

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 three-four 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, 2024.

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 Scholars sessions are held on March 28 and 29.

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 27, 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 2024 Annual Meeting is an all multiple-paper conference. There will be no single paper sessions. Proposals must be submitted by September 18, 2023. 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/2ea0cd92-b94e-46cf-95de-9b3f8b9e2d18

Step 1: Presenter’s Details (Do Not Submit as Part of the Abstract)

- **Session Organizer:** Name, title, institution, e-mail, social media handles, profile image, and professional biography.

- **Additional Presenters:** Same information as Session Organizer

Step 2: Submission Details

- **Submission Title**

- **Summary for Conference Program:** Describe the session in thirty words or less for use in the conference program. Be precise in describing the content of the session to aid attendees in selecting topics relevant to their interests. If the summary exceeds the 30-word limit, the program committee may edit it prior to the conference.

- **Type of Session:** Identify as one of the following: Multiple Paper, Roundtable, Symposium, or Research Session.

- **Subject Descriptors:** Identify the conference strand this presentation most closely relates to and include three one – or – two-word descriptors for the subject index.

- **ATE Participation and Professional Role:** Please identify your professional role (e.g., undergraduate and graduate student, classroom teacher, university/school-based teacher educator, other school personnel, policy makers. etc.) and level of ATE involvement (member, non-member, conference newcomer).

Step 3: 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. Objective(s) of the Presentation
5. Relationship to Conference Theme/Strands
6. Relevance or Implications of Topic
7. Participant Outcomes

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

Due Dates and Submission:
Proposals must be submitted by September 18, 2023. Proposals are submitted thru the following link http://www.cvent.com/c/abstracts/2ea0cd92-b94e-46cf-95de-9b3f8b9e2d18

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.

2024 ATE Annual Meeting Planning Committee
Jon Yoshioka, President
Judy Beck, Planning Committee Co-Chair
Cheryl Torrez, Planning Committee Co-Chair