

**Call for Proposals**  
**Oklahoma Association of Colleges for Teacher Education (OACTE)**  
**Oklahoma Office of Educational Quality & Accountability (OEQA)**  
**Oklahoma Association of Teacher Educators (OATE)**  
**Fall Conference OACTE Presentations - Thursday, October 25, 2018**  
**Fall Conference OEQA Presentations - Friday, October 26, 2018**

**The theme for this year's OACTE /OEQA/ OATE conference is:**  
**“Sustaining and Advancing the Profession”**

**Priority will be given to proposals that share grassroots movements  
for positive advancement of education in Oklahoma.**

**Conference strands include:**

**Strand 1 – Strengthening Ownership of the Profession:**

**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 2 – Equity and Social Justice in Education:**

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

- 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?  
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?

### **Strand 3 – Diversity in Educator Preparation:**

#### **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 4 – Partnerships and Collaboration:**

#### **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?

Presentations are encouraged that relate to the overall conference theme and conference strands. Presentations focusing specifically on teacher preparation or public school advocacy are strongly encouraged. Proposals will be reviewed by the program committee using the following criteria:

**Quality of Topic:** Is the topic of importance, relevance, value, and/or interest to the targeted audience?

**Proposed Topic Coverage:** Does the proposal adequately cover content clearly related to the conference theme?

**Clarity of Proposal:** Does the proposal abstract provide an explicit statement of participant outcomes and how they will be achieved?

**Speaker Knowledge:** Does the proposed speaker appear to have sufficient knowledge and expertise to address this topic?

**Speaker Presentation Strategy and Style:** Does the proposer include specific strategies by which to engage attendees in the session content?

**Overall Rating:** What is your overall evaluation of this proposal?

**Paper and panel sessions will normally be 55 minutes in length, and depending on the number of proposals approved for presentation, some presenters may be asked to join others in a combined session that will require limiting the time of presentation to about 25 minutes. Please note that the conference presenter rate is \$25.00 for one day and \$50.00 for both days. Paid conference registration is required to obtain final approval for presentations.**

To be considered the Proposal Form should be filled out and submitted via the following Google Link (<https://goo.gl/forms/54B6OUuT0g9BjwwD2>) no later than *September 19th*. Conference organizers will notify those submitting proposals on the status of the proposal no later than *Oct. 1, 2018*.

**Proposal Form**  
**Oklahoma Association of Colleges for Teacher Education (OACTE)**  
**Oklahoma Office of Educational Quality & Accountability (OEQA)**  
**Oklahoma Association of Teacher Educators (OATE)**  
**Fall 2018 Conference, Thursday, October 25, 2018**  
**[Proposal information must be entered at the following link:**

<https://goo.gl/forms/54B6OUuT0g9BjwwD2>]

**PRIORITY WILL BE GIVEN TO PROPOSALS THAT SHARE GRASSROOTS MOVEMENTS  
FOR POSITIVE ADVANCEMENT OF EDUCATION IN OKLAHOMA**

1. **Proposal Title:** Title session should describe what the session is about and is not more than 10 words.
  
2. **Type of Proposal (select one):**  
 Traditional Presentation (55 minutes)  
 Panel discussion (55 minutes)
  
3. **Theme/Strand** (Please indicate which conference strand is addressed, and in two or three sentences describe how the presentation relates to this theme/strand):  
 Strengthening Ownership of the Profession  
 Equity and Social Justice in Education  
 Diversity in Educator Preparation  
 Partnerships and Collaboration
  
4. **Proposal Summary:**  
Describe your proposal in 30 words or fewer. This description will be used in the program if the presentation is selected.
  
5. **Description of Proposal:** Limit to no more than 300 words. Please do not use identifying information of presenters or institutions in the description. Use this description to elaborate on your 30-word summary by:
  - Describing how you will deliver information and why it will be a high quality/engaging session.
  - Demonstrating how your topic aligns with your selected strand.
  - Explaining how your work informs educators about proven practices, pushes the leading edge of the profession and motivates the pursuit of excellence.
  
6. **Name and contact information of lead presenter:** Please provide the following:
  - Name:
  - Institutional Affiliation:
  - Mailing address:
  - Email address:
  - Daytime phone number:

**Name, institutional affiliation and contact information of other presenters in order of authorship.**

Lead presenters are responsible for coordinating and communicating with other presenters any correspondence to and from conference organizers. Notice of acceptance will only be sent to the lead presenter.