



AILACTE: “Preparing Tomorrow’s Teachers Today”

February 19, 2010
Hilton Atlanta

Preparing Tomorrow’s Teachers Today: Action, Access, and Accountability

Our changing world requires us to prepare teachers that are nimble, adroit, and savvy about these challenges of the future. What can we do to prepare teachers for a global, ever-expanding, economically challenging, diverse, technological work place? Preparing the teachers and educational leaders of tomorrow places heightened expectations on schools, colleges, and departments of education (SCDEs) for accountability. Our charge is to take action in order to create accessible programs that recognize that the “problems of the new world cannot be solved,” as Albert Einstein once proclaimed, “with the same mind that created them.” The 2010 AILACTE Annual Meeting & Conference will enable us to present, discuss, and reflect on the future of teacher preparation in liberal arts colleges. To engage in the conversation, please follow the guidelines to submit proposals according to the following strands:

Strand I: Action: Pedagogical and Clinical Experiences

Many of our programs are clinically-based and benefit from rich partnerships with our local schools. Tomorrow’s teachers need to have real world connectivity in order to be culturally confident and competent. What do our programs offering pedagogical and clinical experiences to shape tomorrow’s teachers?

Proposals in this strand might address some of the following key questions:

- What are some of the best practices in field-based programs? How have these programs embedded pedagogy into clinical programs? Discuss gradual release clinical models that enhance preservice teachers’ knowledge, skills, and dispositions.
- What is the role of teacher education programs when it comes to improving teaching across the school, college, university, and the school districts in which they preside?
- How can teacher education units ensure the continued improvement of clinically based programs through an anticipated period of diminished financial resources for both SCDES and P-12 districts?
- What major pedagogical and clinical challenges, from visceral to virtual, confront teacher education programs? To what extent have these challenges resulted in effective models that improve the development of teacher candidates’ skills?

- What are the characteristics of effective school-college partnerships, and how do these partnerships positively influence student achievement in both the P-12 and college/university contexts?
- What are emerging best practices regarding content-based methods and skills for professional educators?

Strand II: Access: Creating Opportunities that are Inclusive, Affirming, and Equitable

Teacher education programs must be inclusive enterprises in the composition of their faculties, in the teacher candidates they produce, and in the ways they integrate cultural, linguistic, and developmental diversity. The liberal arts environment is the seedbed for inclusivity. This strand will address programs and practices that are a salient part of the teacher education program that promotes equity, diversity, and inclusivity.

Proposals in this strand might address some of the following key questions:

- How do we assure that our programs are gateway and not gatekeeping?
- What are the implications for teacher education regarding emerging practices in the Response to Intervention (RTI) framework?
- What can SCDEs do to increase or maintain the diversity of faculty members who are involved in education classes and clinical practice?
- What do we do to recruit, retain, and matriculate students of color in our programs?
- How do we create a climate of affirmation that embraces the ideals of equity, inclusivity, and diversity?
- What types of evidence have teacher education programs provided which demonstrate that their candidates are prepared to teach in inclusive classrooms?

Strand III: Accountability: Maintaining Fidelity to our Mission and Conceptual Framework

When colleges and universities declare their missions, they are not just determining future goals; they are determining the kind of people they hire, the various communities they serve, the manner in which they define progress, and perhaps most importantly, their role in the educational environment. As colleges slowly alter their missions to allow for changes that may increase funding, enrollment, or status, they often overlook the people who have come to depend on the prospects of their original missions. Even

worse, they sometimes overlook their boundaries within the educational environment by attempting to take on the roles of other institutions, which can adversely affect those areas they originally sought to improve.

Proposals in this strand might address some of the following key questions:

- How do we maintain the fidelity of our mission during these economically challenging times?
- How do we revise and improve our conceptual framework?
- Describe processes for successful mission, vision, and conceptual framework discussions that lead to from ideas to actions.
- How do we assure that our candidates graduate program with our marks of distinction through measures of success, accountability, and documentation of outcomes?
- How can teacher education become part of the core mission of institutions of higher education?

General information from 2010 proposal instructions: As you design your proposal, address one or a combination of the themes and elaborate by describing your research and/or practice, and insights. Also note the following:

- Submission deadline: Proposal packets and e-mail submission must be postmarked by October 15, 2009.
- Presentations by multiple presenters are encouraged. Proposals that include collaboration among AILACTE teacher education programs together with P-12 schools and/or higher education colleagues from other institutions are also encouraged.
- Notification regarding acceptance of proposals will be mailed by or before November 15, 2009.
- All persons listed in the program as presenters must pay the AILACTE Annual Meeting registration fee.
- Authors of accepted proposals will be invited to prepare a version of the presentation for distribution to the AILACTE membership
- Interactive formats that allow participants to actively consider new approaches or ideas are also encouraged.

Specific Guidelines for Proposal Submission

All proposals must include the following information:

- Cover page (4 copies) including:
- Title of session.
- Session organizer: List name, title, institution, mailing address, telephone, fax, and e-mail.
- Additional presenters: List names, titles, institutions, and e-mails.
- Summary of your proposal for the printed program: 40-word limit
- The body of the proposal (4 hard copies). Since proposals will be submitted to blind review, presenters' names and/or institutions should not appear in this section. Type double-spaced, 12 pt. Font, and include the following:
 - Title of the presentation.
 - Paragraph explaining how the presentation connects to the theme(s).
 - Paragraph explaining how you plan to organize the session and present the information.
 - Description of your research, practice, and insights (Limit to two pages).
- Audiovisual equipment needed, if any. (NOTE: Overhead projectors and screens provided; additional equipment (e.g., laptops, LCD projectors, televisions, DVD players, etc.) will not be provided and if desired, must be ordered by the presenter at presenter's expense).

Submission of Proposal:

1. **One copy** of the proposal **must be sent electronically** by October 15, 2009 to: Stacy Ernst, executive assistant at: erns0039@umn.edu.
2. **Additionally**, the proposal **packet for the review process (containing 4 hard copies of the proposal) must be postmarked** by October 15, 2009, **and mailed** to:

Dr. Dwight C. Watson
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