



## **2025 NYSATE/NYACTE Annual Fall Conference Gideon Putnam Resort, Saratoga Springs, NY October 29-31, 2025**

### **CALL FOR PROPOSALS: Proposals due May 16, 2025 2025 Conference Theme and Topical Strands**

#### **Transforming Educator Preparation: Innovation, Partnership, and Support in Uncertain Times**

Educator preparation stands at a crossroads. Staffing shortages, political polarization, and widening opportunity gaps for future educators and P-12 students are daily realities faced by schools and EPPs. National teacher shortages and declining interest in the profession underscore the urgent need for stronger pipelines into teaching. Rapid changes in federal oversight of educational policies have disrupted education, impacting EPPs' abilities to recruit and retain a diverse and sustainable educator workforce. At the same time, ongoing policy changes and funding uncertainties demand greater adaptability from institutional partnerships. Since the COVID-19 pandemic, educators have been thrust into online environments with little preparation, and technological advances, including artificial intelligence, have created new challenges for educator preparation to prepare teacher educators and candidates to learn how to teach through and with rapidly evolving technology.

At this crossroads, we can embrace transformation by leveraging innovation, partnerships, and new approaches to better prepare educators for the future. The question is no longer whether educator preparation must change but how it will evolve and innovate to meet this moment.

The 2025 NYSATE-NYACTE Annual Conference offers an opportunity to come together as a community of practice to navigate the issues facing educator preparation programs. Times of uncertainty create the opportunity for innovations in educator preparation in a variety of domains. These opportunities include:

1. Reimagining educator preparation programs to address legislative and fiscal financial demands challenges
2. Building innovative and alternative preparation program models

3. Strengthening community partnerships among higher education institutions (IHEs), school districts, community organizations, and professional networks, as well as with families, administrators, and community members
4. Navigating technology's role in educator preparation
5. Demands for changes to curriculum
6. On-going professional development for educators

We welcome proposals that address these domains and highlight positive and mutually supportive approaches.

## **TOPICAL STRANDS AND PROPOSAL SPOTLIGHTS**

**Reimagining Educator Preparation Programs.** Proposals are encouraged to explore and present innovative approaches that transform educator preparation programs in response to shifting legislative, fiscal, and educational landscapes. This strand highlights strategies for maintaining high-quality preparation to meet the demands of changing national and state educational policies and priorities by focusing on sustainable, forward-thinking models that ensure candidates are prepared for diverse and dynamic classrooms. Proposals may address innovative program models (internships, simulations, and teacher residencies), partnerships between various stakeholders for recruitment and retention efforts, strategies for adapting current programs to meet legislative and fiscal challenges, and sustainable approaches for maintaining high-quality preparation while expanding access and equality in educator preparation.

**Partnerships that Drive Educational Transformation.** Partnerships are essential to educator preparation. This strand invites proposals that showcase collaborative partnerships designed to strengthen educator preparation through collaborative and professional partnerships between higher education institutions, school districts, professional associations, and community organizations. Proposals may explore innovative partnerships that advance educator preparation that include co-designed curricular and clinical experiences, shared decision-making, co-constructed learning experiences, and joint professional development models.

**Leveraging Technology to Transform Teaching and Learning.** Technology is rapidly transforming teaching and learning environments. This strand explores innovative approaches to integrating current and emerging technologies in educator preparation and PK-12 classrooms. Proposals may address strategies for leveraging artificial intelligence, virtual reality, digital tools, and online learning platforms to enhance teaching, learning, and assessment. Sessions may also explore how technology can address challenges related to equity, access, and instructional effectiveness, while preparing future educators to thrive in digitally connected classrooms.

**Addressing Curriculum Challenges in a Changing Educational Landscape.** In an era of political, social, and economic uncertainty, curriculum development has become increasingly complex. This strand invites proposals that explore practical approaches to addressing curricular pressures related to socio-political and legislative perspectives. Sessions may also address curriculum revisions that enhance culturally responsive teaching, support diverse student populations, and navigate conflicting public discourse about curriculum content. Proposals that present innovative solutions for curriculum development and delivery are highly encouraged.

**Strengthening Professional Learning Across Contexts.** High-quality professional development remains a critical lever for ensuring that both school-based and university-based educators are equipped to meet the evolving demands of PK-16 classrooms. As classrooms become increasingly diverse and instructional models shift, there is a growing need for differentiated, research-based professional learning experiences tailored to educators at all career stages. This strand invites proposals that share innovative, impactful, collaborative, and scalable approaches to professional development that strengthen teaching and learning practices and outcomes across school and university contexts and support retention efforts. Proposals may highlight micro-credentialing opportunities for educators, differentiated professional learning opportunities for meets the needs for educators at different stages of their careers, field-based professional development that aligns classroom practices with current educational research, and professional development frameworks that address workforce challenges such as expanding career pathways and teacher burnout.

**Research, Policy, and Advocacy: Driving Change in Educator Preparation.** Research, policy, and advocacy play critical roles in shaping the future of educator preparation, influencing everything from curriculum design to educator success and diverse partnerships. In a time of rapid social, political, and educational change, educators, researchers, and advocates are uniquely positioned to drive evidence-based policy solutions, inform public discourse, and promote equity-centered practices in PK-16 education. This strand invites proposals that explore the intersection of research, policy, and advocacy — highlighting work that addresses critical issues in educator preparation, informs policy decisions, and amplifies the voices of educators and communities. Proposals may present studies that examine the impact of state and/or federal policies on educator preparation, student learning outcomes, or educator retention, case studies addressing critical teacher education challenges, advocacy initiatives including community-engaged research that advances equity, inclusion, and access to foster positive change in PK-16 classrooms, and studies on the impact of policies on teacher recruitment and retention.

## **TYPES OF PROPOSALS**

**Individual Paper Presentation:** An individual paper presentation provides an opportunity to share research and/or practice focused on the conference theme. Please note that presenters can expect to be grouped with at least one other paper for individual paper sessions (45-minute sessions/20 minutes per paper).

**Panel Presentation:** A panel presentation allows multiple individuals (2-3) who have already linked their work to present together. Please note that presenters may only present as part of one panel presentation in order to ensure there is access to this format for as many different presenters as possible (45-minute session).

**Roundtable Presentation:** A roundtable offers opportunities to obtain insights and suggestions from colleagues in an informal, interactive format. Please note that the conference program will include Roundtable-only time slots in order to increase attendance at Roundtable sessions. There will be two presenters at each roundtable (20-25 minutes per presentation).

**PechaKucha:** A short, rapid-fire presentation in which the presenter displays a 20-image slideshow that auto-advances every 20 seconds. The presenter tells their story in under seven minutes and will be given 2 minutes for follow-up questions.

## PROPOSAL SUBMISSION INFORMATION

To propose a session, please complete the submission form. Your proposal will include the following information (please note the word limits for some sections):

1. Names of primary presenter
2. Name of school/college affiliation, email address, telephone number (for contacting during the conference only), and address
3. Names and contact information (affiliation, email address, telephone number, address) of other presenters (all presenters will be required to register for the conference to be included in the program)
4. Presentation title
5. Preferred presentation type
7. Brief summary/abstract of the presentation for inclusion in the conference program (350 character limit)
8. Purpose and Content: What was your research question or problem of practice? (750 character limit)
9. Research and/or theoretical foundation: How does your work connect to literature in the field? (750 character limit)
10. Description of presentation: How did you explore your research question or problem of practice? What are the findings and conclusions? (500-word limit)
11. Relevance to the conference theme/strands and significance to the field: How does your work connect to the conference theme and conversations in the field? (750 character limit)
12. Conference Strand(s): Which conference strand(s) does your proposal address
13. Outcomes: What are the outcomes for attendees at the presentation? (500 character limit)
14. Reference list (most recent APA format)

**\*\*Please note that each proposal will be blind reviewed by two individuals and is rated based on its connection to the theme of the conference and topical strands and on the relevance and rigor of the work and research presented within the proposal. Due to the limited space available, conference organizers may request an individual paper or panel presentation shift to a roundtable format. The assigned presentation format will be indicated in the acceptance letter.**

All presenters must register for the conference to be included in the program.

## INSTRUCTIONS FOR SUBMITTING A PROPOSAL

Proposals must be submitted electronically using the following link:

[NYSATE-NYACTE 2025 Fall Conference Proposal Form](#)

The deadline for submitting proposals is May 16, 2025.

Authors will be notified by email by July 2025.

Direct inquiries to:

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Check the NYSATE ([www.nys-ate.org](http://www.nys-ate.org)) and NYACTE ([www.nyacte.org](http://www.nyacte.org)) websites for the most current information about scheduled keynotes and conference sessions.