

Request for Proposals

Due Wednesday, October 9, 2024 at 4 p.m. CT/5 p.m. ET

The National Symposium for Educator Preparation, Policy, and Leadership will be led by the National Center for Teacher Residencies in collaboration with Deans for Impact, the Hunt Institute, the Learning Policy Institute, the National Board for Professional Teaching Standards, and Teacher-Powered Schools.

The National Symposium will bring together teachers, university/college faculty, education deans, teacher leaders, school district personnel and superintendents, state licensure and certification professionals, education leaders, and state and federal policymakers to identify and share practices and policies that improve the recruitment, preparation, and retention of effective teachers with a focus on educators who represent, honor, and value the communities they serve.

Present at Symposium

Determine how your work relates to the National Symposium's audience and addresses the content strands outlined in the blue column on the side.

Complete your proposal by Wednesday, October 9, 2024, at 5 p.m. ET with the following information about your 60-minute in-person session:

- Session title, overview, and goals
- Identify a type of session
 - Presentation with 10-15 minutes of Q/A and discussion
 - Workshop with opportunities for small group and large group discussion
 - Panel with multiple speakers from within or across organizations providing multiple perspectives
- Presenter(s) name(s), title(s), and biographies
- Session alignment to National Symposium goals, content strands, and a focus on recruiting, preparing, or retaining historically underrepresented educators

The National Symposium Design Team will notify everyone who submits a proposal between October 23-30, 2024. In February 2025, the National Symposium collaborators will schedule optional virtual planning sessions with each presenter. Presentations and/or handouts should be completed and shared with the National Symposium design team by March 28, 2025.

Presenters who are selected will receive 50% off the early bird event registration fee and will have access to early registration.

Submit Your Application

National Symposium Content Strands

Teacher Leadership

How can school and teacher leadership provide mentorship to prepare and support new teachers and improve the retention of all teachers, with a focus on teachers from historically marginalized communities?

Policy

How can states implement data-informed policies and practices to improve the recruitment, preparation, and retention of all teachers, with a focus on teachers from historically marginalized communities?

District/School Leader

What innovative approaches can schools and districts develop and implement to improve the recruitment, teacher support, and retention of all teachers, with a focus on teachers from historically marginalized communities?

Educator Preparation Program

What are the evidence-based strategies that contribute to robust and successful recruitment, preparation, and retention of all teachers, with a focus on teachers from historically marginalized communities?

IN COLLABORATION WITH

National Symposium Goals

The National Symposium will incorporate the following goals:

- Provide opportunities for attendees to identify and share practices and policies that improve the recruitment, preparation, and retention of effective teachers with a focus on educators who represent and value the communities they serve; and
- Build a coalition to advocate for the recruitment, preparation, and retention of effective teachers with a focus on educators who represent and value the communities they serve.

To achieve these goals, the National Symposium will seek to examine the questions included in the Symposium strands:

STRANDS	Teacher Leadership	District/School Leader	Policy	Educator Preparation Program
	How can school and teacher leadership provide mentorship to prepare and support new teachers and improve the retention of all teachers, with a focus on teachers from historically marginalized communities?	What innovative approaches can schools and districts develop and implement to improve the recruitment, teacher support, and retention of all teachers, with a focus on teachers from historically marginalized communities?	How can states implement data-informed policies and practices to improve the recruitment, preparation, and retention of all teachers, with a focus on teachers from historically marginalized communities?	What are the evidence-based strategies that contribute to robust and successful recruitment, preparation, and retention of all teachers, with a focus on teachers from historically marginalized communities?

IN COLLABORATION WITH