Teach for All

Standard-based education, high-stakes testing, and accountability continues to drive the reform efforts of the US and international educational systems, including the evaluation of teachers. What’s more, special education teachers are feeling a heavier burden than ever with higher turnout rates than general education workers and paperwork that can be more time-consuming than actual teaching. Education for all while keeping all teachers, students and parents happy is what the goal needs to be.

Policy makers, researchers, and educators are placing a high priority on improving teacher effectiveness, especially when encountering students with different learning needs. Teachers are expected to have deep content knowledge and the pedagogical skills for reaching all students, especially those who are struggling. Paradoxically, students are expected to learn more complex and analytical skills, placing a higher burden on students who require special attention. Efforts to improve teacher performance and student outcomes rest on quality teaching and learning opportunities available for all students.

What are some ways to lessen the added stress of special education and what special education teachers’ experience? How can we integrate students with disabilities into the general curriculum while keeping their needs in mind and also not creating a disturbance to the learning of students without disabilities? What are some new trends in general, inclusive and special education that are helping us strive toward equal education for all?

Please consider submitting proposals in the following areas:

- **Implementing rigorous standards and high-quality assessments**, by encouraging states to work jointly toward a system of common academic standards that build toward college and career readiness for all students, and that includes improved assessments designed to measure critical knowledge and higher-order thinking skills;

- **Attracting, mentoring, and retaining great teachers and leaders in America’s classrooms**, by expanding effective support to teachers and principals; conducting more frequent and demanding evaluations to ensure that teachers and principals are carrying out a more effective curriculum; revising compensation and retention policies to encourage and reward effectiveness; and working to ensure that our most talented teachers are placed in the schools and subjects where they are needed the most;

- **Building a school culture** that supports teachers as facilitators and guides rather than holders of information, resulting in high levels of student achievement and community satisfaction;
- **Using data systems to inform decisions and improve instruction**, by fully implementing a statewide longitudinal data system, assessing and using data to drive instruction, and making data more accessible to key stakeholders;

- **Using innovation and effective approaches to turn around struggling schools**, by asking states to prioritize and transform persistently low-performing schools;

- **Demonstrating and sustaining new trends in education**, by promoting collaborations between business leaders, educators, and other stakeholders to raise student achievement and close achievement gaps, and by expanding support for high-performing public charter schools, reinvigorating math and science education, and promoting other conditions favorable to innovation and reform;

- **Evidence-based practices** that focus on narrowing the achievement gap through effective instruction that engages students in challenging tasks, motivates them to master concepts rather than just perform, enhancing students' self-concept and self-efficacy about learning, and provide deep outcomes that are transferable to the workplace;

- **Best practices for inclusive education**, including best practices for finding the methods that work best for each student, teacher and parent;

- **Best practices in early childhood learning** which promote positive development outcomes and successful systems for improving early learning and development standards and assessments, and understanding that there is not just one effective learning model;

- **Successful initiatives** which increase high school graduation rates and lessen the dropout rates;

- **New advances and innovation in teaching** diverse student populations from different economic, social and cultural backgrounds;

- **Successful educational justice initiatives** which address equal access to a quality education regardless of ethnicity, socio-economic class, disabilities or race;

- **Social media** in the schools and how it is becoming more widely used as a teaching method and way to connect students to the global community.
Additional proposals are welcomed on other relevant topics. We welcome creative ideas and workshops addressing the many areas of Education.

We welcome proposals in any presentation format. Please see presentation formats on our webpage at: www.pacrim.hawaii.edu/presenters/formats/. Please check the criteria for each format and ensure that you have the appropriate number of presenters for your chosen format. You may submit proposals online at: http://www.pacrim.hawaii.edu/submissions or send your proposals via email to prcall@hawaii.edu.

For further information, contact prcall@hawaii.edu

For general information on the conference, please contact Charmaine Crockett at cccrocke@hawaii.edu, (808) 956-7539.