



CALL FOR WORKSHOP PROPOSALS 2021

November 10-14, 2021

Los Angeles Airport Marriott Hotel

Mission:

NABSE is devoted to furthering the academic success for the nation's children, particularly children of African descent.

Reimagining Schools and Supporting Students - The strand welcomes sessions that explore this new educational landscape during and beyond the pandemic in ONE of foci below:

- 1) a futuristic schooling plan that outlines how the reopening of schools, the instructional school day, and options will look for K-12 students and parents;
- 2) how districts and schools are providing and ensuring equitable opportunities, effective instruction and inclusive classrooms for students (i.e, elementary, middle or high school students, students with disabilities, students living with adversity and trauma, Black and Brown learners, LGBTQ) that lead to achievable outcomes;
- 3) how districts and schools are identifying and combating the achievement gap in the post pandemic landscape for students; and
- 4) how to reimagine the future of technology relative to new educational technologies, best practices, and pressing issues such as access and equity to change management, cybersecurity, digital literacy, and distant learning.

Professional Learning Practices: Professional learning is a crucial element of the work of all educators throughout their entire careers. Educators must engage in intentional practice to refine their skills and professional judgment. This strand allows for structured sessions on topics such as change management, branding, crucial conversations, social media etiquette, presentation skills, etc. Workshops in this strand should serve to improve the personal and professional skills of participants.

Mental Health and Wellness for Educators - The onset of COVID-19 has unleashed a set of new challenges, circumstances, and uncertainties that have increased to the already existing demands on educators at all levels, especially classroom teachers. It has been reported that teachers' wellness and health is correlated with student wellness and overall achievement. This strand welcomes proposals that address reimagined and proven plans, practices and programs in the areas of mental health and wellness, burnout, social-emotional needs of educators, and self-care and empathy initiatives for educators.

Equity: This strand highlights the individual schools and districts who have demonstrated that the links between poverty, race, and educational outcomes can be and have been dismantled. The call is for districts and schools who have moved the needle of scaling systemic equity approaches to addressing and eradicating the historical failures to educate our students. Proposals may address principles that can be used to design institutional structure and to stimulate practices that results in large-scale improvement and how schools and districts have organized and aligned processes, practices, structures, and culture to accelerate the urgency at all levels to do “whatever it takes” for every student to achieve success in school.

Social Emotional Learning & Trauma Informed Practice for Students - Educators have become increasingly vested in creating emotionally supportive conceptions of schools and classrooms in recent years and amid the anxiety, loss, and the disruption caused by the COVID-19 crisis. This strand takes a look at what it means for schools to be trauma responsive in practice and are cultures of safety where students struggling with trauma can thrive and be their best selves. Proposals should be a reimagining of how we relate with students and one another through a trauma-informed education.

Open Basket Strand: This option allows the submission of a K-16 proposal that has not been covered in the other strands. The proposal submission should clearly address and advance the NABSE’s mission to 1) promote the achievement, development, and educational opportunities for all youth and adults, 2) enhance and facilitate the education of students of African descent, and 3) research and develop strategies to eliminate barriers to quality education for all children and particularly children of African descent. For this strand, the submission should state clearly in 2 to 3 sentences the need or relevance for the submission and the target audience. **The submission CANNOT be a submission that has been presented at the NABSE Conference within the last two years (i.e., 2019 and 2020) and should still adhere to the Selection Criteria listed below (see a thru f).**



Call for Research Roundtable Abstracts

Research Roundtable Abstracts: The NABSE Research and Development Institute delivers on NABSE’s mission to research issues and develop strategies to eliminate barriers to quality education. The Research Roundtable Abstract calls for current research (theses, dissertations, action research or projects) proposals that address the NABSE mission to produce research that identifies educational practices that demonstrate excellence in the school performance of African American studies. Abstracts should clearly adhere to and speak to the NABSE mission and purposes. Using APA, the *Research Roundtable abstract* should include the following relative research information: the problem under investigation, the participants, essential features of study

method, basic findings, and conclusion and implications. **This abstract should be attached in an email and sent to Proposals@nabse.org before or on May 15, 2021.** The abstract will list the presenters or researchers with title, email, and a contact number for the lead presenter.



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GUIDELINES AND PROCEDURES FOR SUBMITTING PROPOSALS 2021
49th ANNUAL NABSE CONFERENCE
November 10-14, 2021

ALL workshop proposals must be uploaded to the online NABSE portal by or on May 15, 2021.

Proposals Submission: Proposals will be judged on five criteria: 1) relevance to the strands, 2) content quality, 3) clarity, 4) audience engagement, and 5) usefulness and application.

1. **Selection Criteria:** The proposal submission should address the following criteria:
 - a. Identify the appropriate audience(s) suited for the session (i.e., superintendents, central office, teachers, principals, curriculum leaders, parents, higher education, high school, middle school, elementary, K-12.).
 - b. State in a concise sentence(s) how the workshop supports the strand; **avoid rambling, editorializing, or discussing the issue or topic.**
 - c. Denote, where applicable, how the session's content is based on an external evaluation, empirical research, or documented and measurable success.

- d. State clearly the 1-3 specific and attainable goals to be achieved in the session for the participants.
 - e. Describe how the audience engagement or interactive participation will occur within the session.
 - f. State the specific resources, materials, and/or tools that will be shared with the participants and that can be used immediately as take-aways. Handouts and/or powerpoint presentations are required and are available through the conference portal to the participants.
2. Presentations **must be limited to one (1) hour and 15 minutes**, unless otherwise noted. Presenters must be able to present their session at **any time** during the Annual Conference.

IMPORTANT DEADLINES AT A GLANCE

May 15, 2021	All proposals must be submitted by 11:59 p.m. at the NABSE website via Call for Proposal link.
June 15, 2021	The lead presenter will electronically receive to his/her email address a written notification on the status of his/her proposal.
November 11-13, 2021	Proposals that are approved and accepted for presentation will be scheduled during 1 of 3 dates of the Annual Conference.

3. **All** proposals (due May 15, 2021) **must be uploaded to the online workshop proposal portal located** on the NABSE website via www.nabse.org. Failing to upload the proposal submission using the portal will disqualify the proposal for consideration.
4. The proposal submission must adhere to the following expectations:
- The lead presenter and all co-presenters **must** be listed on the submission form with their email addresses.
 - All presentation titles **must** clearly describe exactly what the presentation is about and must be limited to **10** words. **Concise and specific titles are requested.** NABSE reserves the right to edit presentation title and description. ***Remember, each presentation must clearly identify with one of the workshop strands.***
 - A presentation description **must** be submitted and limited to **250 words**, excluding the title and must address the aforementioned five (5) criteria.
 - NABSE will offer Continuing Education Units (CEUs) to conference attendees. To qualify, NABSE will need to have each session accredited, which requires each lead and co-presenter to submit a 50-75 word biography or vitae. Presenters are asked to list their educational and professional backgrounds that warrant them as content experts.

5. **Registration:** All presenters whose presentations are selected **must register and pay registration fees**. NABSE **does not** pay honorariums or assume travel, lodging, or any other additional costs associated with presenting at the Annual Conference.
6. **Audio/Visual:** NABSE will provide **one podium, microphone, screen, LCD projector and Internet access** for each workshop. Presenters may rent additional A/V equipment at their own expense from the conference A/V supplier. An A/V Rental Form will be available on the NABSE website.
7. **Lead Presenter:** NABSE will officially correspond only with the lead presenter. It is the lead presenter's responsibility to communicate all conference information in a timely manner to all co-presenters.
8. **Submission Notification:** The lead presenter will electronically receive written notification on the status of their proposal. Additionally, a list of the NABSE 2021 workshops and presenters will be posted on the NABSE website. Lead presenter of selected proposals will also receive a confirmation email that will detail the date, time, and place of their scheduled session.
9. Presenters may be able to sell their publications and/or multi-media products during the Conference in the NABSE Exhibition Hall **ONLY**.
10. For additional information or inquiries about conference workshops or workshop logistics, send an email to proposals@nabse.org.

SAMPLE 1 PROPOSAL SUBMISSION

Ensuring equity is the only way to close gaps in achievement and discipline. Jefferson County Public School's Racial Equity Policy has made dismantling systemic racism and achieving equity a pillar of the district's vision. The Equity Monitoring Progress Tool (EMPT) monitors each school's systems and implementation of equitable practice, placing equity at the forefront of each school leader's mind. Learn to walk the talk through systemic monitoring and how this document can help guide your school to a more equitable environment for students who have been marginalized. Your attendance in this session will increase your ability to identify valuable metrics for equity monitoring (EMPT) and to explain the relationship between school evidence (Equity Scorecard) with the EMPT. Participants will also study tenets of the Jefferson County Racial Equity Policy. Participants will be engaged as they look at the elements of the EMPT document and determine how gaps in achievement, opportunity, and access should be monitored, will analyze data using the Equity Scorecard, and will investigate how the use of the Equity Scorecard informs scoring of the EMPT document. Leave this hands-on session with The Racial Equity Policy Documents used during policy implementation, data-gathering instruments, and roles and responsibilities of the leaders tasked with monitoring equity.

SAMPLE 2 PROPOSAL SUBMISSION

Suited for all K-12 educators with a focus in reading instruction, this workshop supports and shares practical examples and methods used in today's classrooms. Reading data informs us that African-

American students are performing well behind their counterparts. To disrupt this trend, there is need for a paradigm shift in how reading instruction is approached allowing for more diversity and inclusion of what is taught so that equity and achievement can become consistent realities for African-American students. In this session, we will teach participants how to utilize pop culture to draw on the interests of students to teach fluency and reading comprehension. Participants will create a profile of a challenging student and based on that profile be guided through a systematic approach to take a lesson and modify it to pique and attend to learner interest and increase student achievement. A list of songs, movies, and commercials that can be used to teach fluency and reading comprehension, graphic organizers to help students organize their thinking and make connections, and tools to unpack standards and align lessons will be shared in this hands-on experience.

We look forward to receiving your proposal!