


What to Know About Submitting a Proposal for the 2024 CEC Convention & Expo

May 16th, 2023

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Nicole Barrion, M.Ed.



Nicole Barrion has served in the educational field for over 25 years, supporting students, teachers and administrators through engaging and differentiated techniques. As a specialist in inclusive practices within urban, diverse school divisions for the past 14 years, Nicole has helped develop and employ strategic plans to propel schools in creating effective inclusive environments. She has presented at national conferences to share strategies and tools, including several presentations with the leading international consultant on co-teaching, Dr. Marilyn Friend. She has also authored various online courses for educators, as well as consulted with schools. As the founder of Teach All, Reach All, LLO, Nicole provides consulting services and professional development on co-teaching, specially designed instruction (SDI), and developing well-written IEPs. She is passionate about working alongside educators and administrators as an instructional coach, ensuring effective implementation of best practices in special education to foster positive outcomes for students with disabilities.

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Theresa Garfield, Ed.D.




Dr. Theresa Garfield began her 28-year career as an elementary school teacher in an urban setting, where she taught multiple grade levels and special education. She currently serves as a Professor of Special Education at Texas A&M University-San Antonio, Director of Graduate Studies, and Director of Proyecto Exilo, her university's \$3 million PPOHA grant. Starting in 1993 as a local chapter Treasurer, Theresa has served as a volunteer in the Council for Exceptional Children (CEC) in various capacities. Theresa has won teaching and service awards at the local, state, and national levels and maintains an active research agenda in special education leadership, accessibility, equity, and efficacy. She is a mentor and an advocate for IWD, students, faculty members, and staff; her passion is eliminating barriers.

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Agenda

- Submission Process
- Presentation Formats & Timeline
- Deconstructing the Proposal
- Helpful Tips
- Q&A



Council on International Education

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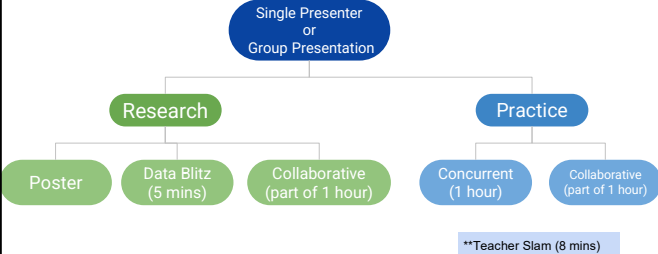


Submission Process

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Presentation Formats




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graph TD; A[Single Presenter or Group Presentation] --> B[Research]; A --> C[Practice]; B --> D[Poster]; B --> E["Data Blitz (5 mins)"]; B --> F["Collaborative (part of 1 hour)"]; C --> G["Concurrent (1 hour)"]; C --> H["Collaborative (part of 1 hour)"]; C --> I["**Teacher Slam (8 mins)"]
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Presentation Timeline


Call for Proposals	Now until June 5, 2023!
Proposal Confirmations	September 11, 2023
2nd Call for Posters & Teacher Slam Call for Proposals	October 3, 2023
2nd Call Posters & Teacher Slam Proposal Confirmations	November 6, 2023



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Deconstructing the Proposal




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In This Section, We...



- Provide a detailed overview of each section of the proposal
- Offer recommendations for responding to each section
- Offer some guidelines for consideration

Questions in **bold** come directly from the proposal submission process!



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Important Points



- The entire proposal is worth 24 points
- Each division will review proposals relevant to their area
- Be clear and concise
- This is not the place to be overly wordy or to use unnecessary jargon



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Title of Presentation

Grab your reader's attention!
Be concise, yet descriptive



10 words max



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Presentation Abstract


Pretend you have been accepted. This is the snapshot that goes into the program. Be descriptive, accurate, and capture the reader's interest.



50 words max




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Rationale (8 points/33%) 


This is where you establish the “Why” of your proposal.

- **Why is this topic important to the field?**
What do you help to contribute to the field?
- **What are the ideas and goals of the presentation?**
Briefly provide the ‘big ideas’

250 words max




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Usefulness to Practitioners (4 points/16.6%) 

This is the “How” of your proposal. How does this impact those in the field?

- **How does the information presented in the session translate to improved practice and student performance?**
What impact will the information presented directly impact learners with disabilities?


200 words max




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Usefulness to Practitioners cont.

- **What are at least 3 strategies from your presentation that could be implemented immediately by practitioners in the field?**
Narrow in on **strategies** [hands on implementation outcomes]




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Relevance (4 points/16.6%) 

This is the "Who" of the proposal. How is this topic relevant to learners, families, and diverse groups of educators?

Keep in mind all types of diversity: **i.e., culture, gender, language, race/ethnicity, religion, sexual orientation, socioeconomic status, families and/or educators with disabilities, other**


200 words max




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Relevance cont.

- **How does this proposal improve the knowledge and educational outcomes of diverse populations?**
Justify the importance of the knowledge presented for diverse populations.
- **How does this proposal benefit historically marginalized groups?**
Be attentive to individuals who are marginalized or have been marginalized



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Evidence (4 points/16.6%) 

Not necessarily EBPs but instead *evidence of effectiveness*.

Two main parts:

1. What **type (category)** of evidence are you selecting?
Practice, Research, or Policy
1. What is the evidence you are submitting?

250 words max



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Practitioner Evidence

- ❑ *Individual, classroom, or school data on student learning that suggests the effectiveness of the intervention/practice*
- ❑ *Information on consumer feedback or data from other social validity measures on an intervention can include student ratings, parent/family evaluations, and employer surveys*



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Research Evidence

Describe the design used:

- ❑ Quantitative
- ❑ Qualitative
- ❑ Mixed Methods

Describe the study. Include:

- ❑ **Summary**
- ❑ **RQs**
- ❑ **If empirical, what are the total N of studies and samples? Strengths?**
- ❑ **Results**
- ❑ **Discussion**



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Policy Evidence


Describe the policy or legal basis for the issue:

- ❑ **Policy papers**
- ❑ **Research studies on nature and extent of the problem**
- ❑ **Persuasive argument that issue needs more attention**
- ❑ **Theoretical foundation (cite if currently published)**



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Participant Outcomes (4 points/16.6%)



Prepare 2-3 participant outcomes


- ❑ **Complete the sentence "After this presentation, participants will be able to _____".**
- ❑ **Describe the skills, behaviors, and/or strategies participants will be able to demonstrate or implement after the presentation.**

200 words max




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Acceptance Options



- Accepted for In-Person
- Accepted for Virtual
- Waitlisted (for in-person only)
- Not Accepted



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Helpful Tips




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TIP #1: Practice-based strategies



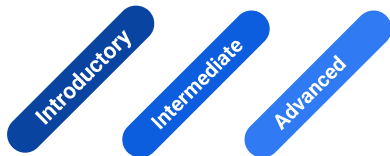
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TIP #2: Accurate title and description



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TIP #3: Accurate topic, experience level & audience tags



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TIP #4: Practical resources

SECONDARY • FOR ALL SUBJECTS

**EDITABLE
WORKSHEET
TEMPLATES**



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Who to Contact with Questions

convention@exceptionalchildren.org



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Q & A



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