

## **The ATE Inquiry Initiative Principles**

As ATE approached the 2024 annual meeting in Anaheim, California, representatives of the two existing Inquiry Initiative cohorts and the third pending cohort assembled to discuss questions raised by Inquiry Initiative participants regarding future iterations of the Initiative. The primary query was “How and in what ways, will ATE continue to support the Inquiry Initiative?”

The concept of the Inquiry Initiative grew out of two elements converging during the Association’s centennial year in 2020: 1) the adoption of the ATE Strategic Plan that called for the association to “collaboratively employ and implement a state-, national-, and partnership-driven research agenda, with implications for professional educators across career lifespans” and 2) Christie McIntyre’s presidential address in 2020 that highlighted the renewal and research roots of the ATE summer conference.

To this end, the Inquiry Initiative was conceived as an alternative to the “drive-thru” nature of most academic conferences, with opportunities for educators, scholars, practitioners, and advocates to establish new connections and develop longer-term professional relationships. The hope was that this type of initiative would result in more meaningful engagement with the Association and produce a wider range of projects related to the Initiative’s targeted focus. The Inquiry Initiative was envisioned as an ongoing collaborative inquiry effort with distinct cohorts established by each ATE president.

The following principles were articulated to assist future ATE presidents and planning committees, until such time as association members called for the Inquiry Initiative to be discontinued or adopted as an on-going program of ATE (similar to the Clinical Fellows, Emerging Scholars, and New Professor Institute structures).

### **Principles of the Inquiry Initiative**

Programming for Inquiry Initiative participants should:

- Create structures to support collaborative inquiry work across boundaries (e.g., institutional, geographic, programmatic, methodological, etc.);
- Establish a broad thematic inquiry focus addressing current issues in teacher preparation;
- Organize space and time for participants to address the Inquiry Initiative focus;
- Produce tangible products that advance the work of participants, the Association, and the field of teacher preparation;
- Provide opportunities for participant renewal, self-care, and celebration;
- Frame participation in ways that can justify participants’ requests for institutional funding that supports professional presentations and/or professional development; and
- Occur under the ownership of and with the support of the Association.