National Perspective from AACTE – Legislative and CAEP Update

GEPP and EPAAC Spring 2016 Conference

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INTRO

Who We Are

AACTE represents more than 800 postsecondary institutions with educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners.

Our Mission

AACTE leads the field in advocating for and building capacity for high-quality educator preparation programs in a dynamic landscape.

ABOUT

Quality

AACTE champions high-quality preparation by supporting members in their efforts to ensure the effectiveness, diversity, and readiness of professional educators to serve all students.

ABOUT

Advocacy

AACTE engages members in advocacy for federal and state policies that enable institutions to pursue continuous improvement and innovation in educator preparation.

ABOUT

Partnerships

AACTE advances partnerships between educator preparation programs and PK-12 institutions at every level to ensure that preparation strengthens classroom instruction, supports local schools, and reflects student needs.
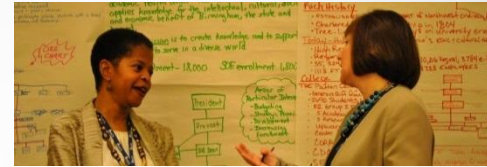
SERVICES

Resources

AACTE helps its members address professional challenges and promotes best practices through tools, programs, and services.

Network

AACTE connects members to one another and to key leaders on the national level through state chapters and in local partnerships.

Events & Training

AACTE delivers invaluable networking opportunities, one-of-a-kind professional development programs, and timely online events.

SERVICES

Communications

AACTE provides constant monitoring of state and national education-related news, ongoing updates on key professional issues, and respected journalism specific to the profession.

Government Relations

AACTE organizes a unified and respected professional voice on Capitol Hill, up-to-the-minute policy analysis, and advocacy for legislation favorable to the educator preparation community.

Organizational Structure

AACTE's internal operations in programs and policy, member engagement, and finance and administration align with the ultimate goal of meeting members' needs.

PROGRAMS

The Innovation Exchange

AACTE's Innovation Exchange supports educator preparation programs in responding to the changing demands of the workforce and in preparing educators to meet the needs of PK-12 learners. This initiative is a vehicle for members of AACTE to use and share their innovative approaches, new technologies, and transformative practices in educator preparation.

The activity and programming of the Innovation Exchange are organized into four interdependent components: Pedagogy, Workforce Development, Capacity Building, and Documentation/Synthesizing Research.

PROGRAMS

The Innovation Exchange

The initiative continues to grow, encompassing a broad range of efforts, such as:

- Clinical Practice Commission
- Educator Workforce Advisory Task Force
- Innovations Inventory
- Networked Improvement Community on Changing the Demographic Makeup of the Teaching Workforce
- Research Fellowships in Educator Preparation
- Research-to-Practice Spotlight Series

PROGRAMS

Online Professional Seminars

AACTE's Quality Support Initiative provides Online Professional Seminars to educators interested in assessment and/or accreditation.

Courses are open to all educators, PK-16, and the first two are introductory and free. In-depth seminars cost $50 per course for each participant from AACTE member institutions and $125 for nonmembers; group discounts are available.

Each seminar takes 3-4 weeks to complete, but the format is asynchronous. New sessions start every few weeks.

PROGRAMS

Online Professional Seminars

Online Professional Seminars include:

Introductory Seminars (free)
- OPS #1: Building Quality Assessments
- OPS #2: Using Data for Improvement

In-Depth Seminars (fee-based)
- OPS #3: Creating a Quality Assurance System
- OPS #4: Making the Case for Accreditation Standards and Evidence
- OPS #5: Preparing for Accreditation
- OPS #6: Leveraging Accreditation for Quality Improvement

PROGRAMS

AACTE Bortner Data Initiative

The Bortner Data Initiative include:

Data Aggregation

- An accessible and user-friendly access point for several major national data sets
- Periodic summary statistical reports from AACTE

Program and Workforce Surveys

- Public documentation of a variety of issues related to the education workforce
- EPP access to survey tools to allow for collection of comparable program data
- Availability of data sets for benchmarking purposes

Data System Integration/Stakeholder Engagement Case Study Project

- Reports to campuses identifying strengths and opportunities for improvement
- Cross-case analysis of data system integration with suggested strategies for optimizing systems

CAEP Update

AACTE Member Survey on CAEP

176 member responses identifying Four primary emergent concerns

- The cost is too high

- Standard 3.2 is unmanageable
    - ❖ Data are unavailable
    - ❖ Admission standards are not an indicator of quality
    - ❖ Required component is not supported by research

- The integrity of the process is of concern-particularly regarding training of site visitors and/or commissioners

- Providers do not have access to data, nor leverage to attain data for specialized professional association reviews, additionally the data required by SPAs are in consistent

CAEP Update

AACTE Continuing Actions

- Establish a four member AACTE Board subcommittee on CAEP

- Codify guidelines and operating principles for the AACTE representative to the CAEP board to clarify the duties of this representative

- Continual conversation with other national partners with regard to CAEP standards and operation

    - NEA meeting on March 29th : discussion of CAEP Standard 3.2 and Diversifying the Teaching Profession

Seeking Additional Information

Based on the comments received through the initial NPRM, the Department crafted a slightly different process for teacher preparation programs offered through distance education.

Definition of Distance Education

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

The Difference

Brick and Mortar programs where the institution is physically located in the state

The state must report on new teachers or recent graduates (as defined in the initial NPRM), and aggregate if the program produces less than 25 new teachers or recent graduates.

Distance Education programs

The state must report on the program if at least 25 graduates of that program become certified in the state.

Consequences: TEACH Grants

The department has proposed a new definition for high quality teacher preparation program offered through distance education which requires that **no single State** has classified the program as at-risk of being low-performing or low-performing.

Thus if a distance education teacher preparation program operations in 20 states and one state labels the program as at-risk of being low-performing or low-performing, no student in that program in ANY state may receive a TEACH grant.

Template Letter

The template letter will be structured similarly to the template letter from the initial NPRM.

There will be opportunities for you to personalize your letter and add specific data, information, and perspective.

REMEMBER: If you are submitting under your professional title and institutional letterhead, please work with your government relations office.

You can always submit comments as a citizen, modifying the template letter accordingly so that you are not submitting as Dean but as a person who happens to be a Dean, for example.

AACTE's Resources on NPRM

- Webinar on NPRM: https://secure.aacte.org/apps/rl/res_get.php?fid=2527&ref=rl

- NPRM template letter: https://secure.aacte.org/apps/rl/res_get.php?fid=2528&ref=res

Implementation of ESSA

Key Items to Note

The Highly Qualified Teacher definition (aka HQT) is gone – that determination will be done at the state level, state by state.

It is the same for what it means to be an effective teacher – each state will determine what it means to be an effective teacher within its borders.

The waivers, which included testing or assessment for all grades, all subjects, are dissolved as of August 1, 2016. This has direct implications on the proposed regulations on teacher preparation program regulations.

Key Definition to Check

How does your state define "alternative route"?

You might already be offering alternative route programs and know it, or you might learn once you check out your state's definition.

This is key as you examine the pieces of Title II to see opportunities for you to engage.

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Title II of ESSA: Preparing, Training, & Recruiting
High Quality Teachers, Principals and other School Leaders

Major location for AACTE members to engage and partner with K-12 and other stakeholders.

Two Main Parts of Title II:

- State Allotments
- National Activities

State Allotments

Your state can apply for its portion of the $2.5b available for this part of Title II.

After some administration money is taken off the top, the allotment is then divided into 2 parts:

5% for State Activities of which there are 21 allowable uses of funds

95% for LEA Activities of where there are 16 allowable uses of funds

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National Activities

Competitive Grant Programs where you could partner:

- Teacher and School Leader Incentive Programs

- Literacy for All

- American History and Civics Education

- Programs of National Significance:
  - Supporting Effective Educator Development (focused on alternative routes to certification or licensure)
  - School Leader Recruitment and Support
  - Technical Assistance and National Evaluation
  - STEM Master Teacher Corps

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YOUR Engagement

*Don't let it be done to you, get in and **ENGAGE***

Title II is fraught with opportunity!

- Go through allowable uses of funds to see what you are already doing and what you want to do – be creative and innovative!
  - Connect with colleagues around the state to see what state level activities you could engage in together.
  - What programs are successful that you could scale up that are in the allowable uses of funds?

- Connect with your LEA's – what do they need?

Being at the Table

With 21 allowable uses of funds for state level activities and 16 allowable uses of funds for the LEA's, there are bound to be opportunities that you are enthusiastic about and some that you are unsure if they will meet your state's needs.

As you know, to have ANY affect on both of these situations you need to be at the table in particular with things to offer.

Common Phrase: "If you are not at the table, you are on the menu"

AACTE's Resources on ESSA

- List of ESSA allowable use of funds: https://secure.aacte.org/apps/rl/res_get.php?fid=2446&ref=res

Georgia Policy Update

State Regulations

- Georgia Educator Certification (505-2-.22)
- Pre-Service Teaching Certificate (505-2-.03)

State Legislation

- Senate Bill 364
- House Bill 859

Regional Policy Update

- **Alabama**
  - House Bill 267'
    - AACTE Resource on Information Privacy and Performance Assessments: http://aacte.org/programs-and-services/quality-support-center/information-privacy-principles
  - Educator preparation regulations

National Trends

- **State Legislation**
  - 300 bills introduced
    - Certification – standards
    - Certification – teacher shortage
    - Licensure – standards

- **State Regulations**
  - 100 regulations proposed
    - Licensure
    - School leader programs

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