OACTE Advocacy Committee Retreat

Notes

1. Committee Business/Membership Questions

Who are the current members of the OACTE Advocacy Committee?

Current recommendations of OACTE Leadership Council

* Brian Yusko (CSU)
* Rae White (Muskingum)
* Katie Kinnucan-Welsch (UD)
* Todd Hawley (KSU)
* Julie McIntosh (Findley)
* Sandra Peck (KSU)—serving as OCTEO planning chair)
* John Henning (OU)
* Amy McClure (adjunct/ex officio)

The OACTE Leadership Council will vote on recommendations, contact nominees, and inform us of the outcome.

The Advocacy Committee recommends keeping these people on as ex officio members (past chair, past OACTE chair, current OACTE chair). If others wish to be involved, we will find ways to involve others in advocacy activities but not as formal members of the committee.

* Joanne Arhar (adjunct/ex officio)
* Ginny Keil (adjunct/ex officio)

1. Day on the Hill update—John Henning

Representatives from OU (faculty/teachers/candidates) and MU attended.

There was great involvement from TFA who presented a unified front.

Visited with Sherrod Brown aides.

AACTE provides talking points (TQP partnership grants, higher ed reauthorization bills, federal guidelines for teacher education on the horizon). One goal communicated by AACTE was that we should also be teaching candidates to be advocates for the profession. OU is taking this seriously and working hard on this.

Recommendation: good idea to have coordinated state talking points as well for OH participants.

Issue: Advocacy Committee not aware of who was going. Recommendation: To allow for coordination of efforts, done in past by asking who was intending to go to Day on the Hill and setting arrangements with AACTE. Should be easily doable in the future. In past worked with Jane West to set up meeting with senators. Knowing who is going in advance would allow for more coordination of appointments.

Committee suggested that attendees of these events share national materials with OACTE membership, by sharing with SUED and OAPCTE chair the talking points and highlight key points. Possibly posting materials on the OACTE web site? Committee wondered whether there was a stronger dissemination venue for materials.

To ensure representation and dissemination of information, the Advocacy Committee recommends full support of one person (Advocacy Committee member or designee of committee) to attend Day on the Hill and provide a report to the membership. Amy will schedule a vote on this proposal by OACTE board this fall.

1. Update on Clinical Alliance

Committee requested clarification of different groups being formed related to the Clinical Alliance:

Ed Management Team (renamed P-16 Collaborative) (used Talking Points)—includes representation from BASA, OEA, State Superintendent, OAPCTE, etc. This group was formed by SUED. A SUED Chair runs the meeting, helped to organize by BASA chair. Clinical Alliance was presented to this group in June, and they were supportive. A subset of these members will also sit as members of the Clinical Alliance Steering Committee.

Clinical Alliance Steering Committee serves as the organizing group, chaired by John Henning and Mike Smith. July 30th meeting will be the first official meeting of the Steering Committee. Advocacy Committee suggested that one task of this committee may be to develop a common language for what we mean in Ohio by “Clinical Model” that could be added to the Talking Points

Underneath the Steering Committee are design teams that mirror design teams at the national level. For example, John, as part of involvement with Clinical Experience Design Team, initiated conference call held with people who have expressed interested around the state in the Clinical Alliance, discussed plan to gather common data across institutions in Ohio (exit interview with student teaching candidates).

The efforts of the Clinical Alliance are currently dovetailing nicely with activity by Erica Brownstein to develop a common evaluation instrument for student teaching, although these efforts are not explicitly work that is being coordinated by the Clinical Alliance. If this occurs, it would be a useful piece of information to share with legislators as evidence of how the EPPs in Ohio are working together to bring cohesion to our efforts and to demonstrate validity and reliability of our candidate assessments.

1. 2015 Day on the Square Planning

The committee spent some time clarifying the purpose of the Advocacy Committee and the Day on the Square so that we could do a more effective job of convincing others to participate. Committee agreed on three components:

* Relational. The more frequently the legislators see us, the more likely they are to trust us and to be responsive to our concerns.
* Informational. Sharing of information about what we are doing. If they know more about us, they might make more intelligent decisions. In addition, we hope to set ourselves up so that legislators recognize our expertise and see us as a resource when making decisions related to education policy.
* Communication. We can use the time to gather information from legislators about what they are hearing from constituents, e.g. we could ask “What are some things you are hearing from your constituents about education?” Questions like this create opportunities for follow-up conversations and chances to share additional information about teacher education.

There was some discussion about the “advocacy” part of our role. AACTE’s definition begins with the following: “A process in which an argument is made in favor of a specific cause or course of action…” The AACTE toolkit recommends learning about legislators’ positions and asking for support on specific proposed legislation. We felt that our group has not yet reached that level and are not prepared to promote a specific legislative “ask.” Instead, we reached some consensus that it was legitimate to request legislator support for policies that are grounded in a shared view of teaching and teacher education. In particular the committee agreed that it was comfortable with this level of advocacy:

* Advocate for teaching as a profession and bring together P-16 and IHE partners to promote student learning

As we mature, the committee should revisit the question of whether OACTE is ready to move toward a more active advocacy role with a specific legislative “ask” or to recommending specific proposals for new legislation that we would support.

We ironed out some logistical details for the event:

* Date: March 4, 2015 (3 days after AACTE meeting)
* Doubletree Hotel—new OCTEO venue
* Retain basic structure (orientation/bus/appointments/return on bus)
* Communication and dissemination of information about the event as follows:
  + Save the Date information sent out (Fall)
  + Call for Registration with fact sheet disseminated in mid-January (Katie serves as primary point of contact throughout)
  + Participants would be requested to register (name, email, university, position) with response by end of January to allow RSVP list to be disseminated to SUED/OAPCTE (Katie)
  + Katie distributes registration list to Advocacy Committee members so they can follow up with OAPCTE and SUED to encourage broader participation. Registration deadline extended to allow additional participation.
  + QUESTION: Will SUED still assemble the fact book to share with legislators? Does it serve a valuable purpose? Can we get it done in time?
  + Registration Confirmation—participants will receive information (talking points, name badge, orientation information, reminder to make appointments with legislators, recommendation to coordinate with other regional universities)—information sent to registered participants as well as relevant SUED/OAPCTE lists to get the information out to anyone who might not have registered but still plan to participate
  + Follow-up Survey—determine attendance, who was visited, what was discussed (same questions as last year)

Talking Points

* Should we have focus group meeting to revise the Talking Points?
* Group agreed that the Talking Points were developed with significant input. They still work well, are still relevant, and still representative.
* There may be some ways to add to or flesh out the Talking Points as described below.

Considerations for future

* Think about ways to have a “buddy” system for the event.
* Using Day on the Square report, identify “Education Committee” members that have not been visited and work to be sure that someone visits them.

1. Extended advocacy opportunities

Throughout the day, the committee identified several potential ways to extend the advocacy activities beyond Day on the Square.

This year, consider developing a set of deliverables that would include recommended advocacy activities and resources to support those activities. For example:

* More frequent meetings with legislators outside Day on the Square
* Invitations of legislators to visit our universities
* Getting OBR members to visit our universities
* Advocacy within institution (with provost/president)
* Panel presentations by key faculty about key criticisms and responses
* Development of regional consortia (e.g. SEODTEC)
* Mythbusters (MACTE) (Myth/Fact), blurbs prepared by committee

Share information about collaborative activities of Ohio universities

* Development of common instruments (Brownstein)
* Activities of Clinical Alliance
* Definition of what “clinical model” means (refer to OU developed materials)
* Common principles of the clinical model
* Emphasis on P-12 student learning

Modification of “Talking Points” document

* Gather “one-sheet” brochures/handouts that capture individual institutions examples of clinically based teacher education
* Evidence that our candidates are making a difference when they are employed as teachers
* Explicit definition of “clinical model” developed and agreed to by the Clinical Alliance Steering Committee
* Include “endorsements” at the bottom of the sheet to identify organizations that support the Talking Points
* Determine ways to use/disseminate the Talking Points more strategically
* Update with examples of specific university activities related to the Talking Points

Find ways to convince people that our candidates make a difference in P-12 student learning

Arrange for a separate meeting with Lehner/Stebelton which also includes people from Clinical Alliance Steering Committee (which includes P-16 Collaborative members)

* Share information about the activities of this group as a new development in Ohio and to invite them to be supportive of the efforts
* Could serve to move legislative agenda forward to restore some of the good will that was lost when we could not compensate mentors (via Ohio Ethics Commission ruling)

Consider ways to work more closely with AACTE to assist us How could/should we work with AACTE in helping us (organizing, consulting)?

* Identify specific requests that we have for AACTE, e.g. marketing materials,
* Review of state talking points and other materials
* Recommendations for OACTE governmental relations person

Increased presence through presentations at OCTEO/BASA/Ohio School Board Conference/Principal Conferences/OBR

Fund an independent OACTE legislative liaison…

Provide information to OACTE members about information available at AACTE web site.

Consider visiting Brown and Portman at CAEP meeting in September

1. AACTE Proposal

If proposal is accepted, use September meeting to flesh out details

In preparation, submit version of proposal to OCTEO and use this as an opportunity to develop the presentation

1. Additional Information/Next Steps/Information

Proposed Academic Year Calendar:

July: Annual Planning Retreat

September: Conference Call to prepare for OCTEO, etc.

October: Face to face meeting at OCTEO over a meal

December: Conference Call to finalize Talking Points/Day on the Square plans

January: Distribute Day on the Square info (mid-January) and request registration (name, email, university, position) by the end of January. List sent to Advocacy/SUED/OAPCTE as early as possible in February.

February: Finalize registration, contact participants with information (talking points, orientation info, orientation ppt, reminder to set appointments)

March: Day on the Square, face to face meeting at OCTEO over a meal

Day on the Square Followup—completed follow-up survey distributed to Advocacy/SUED/OAPCTE

April: New Advocacy Members identified by OACTE Leadership Team and contacted by Advocacy Committee chair

May: Advocacy Chair gathers names of those attending Day on the Hill from SUED/OAPCTE, shares state materials with attendees, contacts AACTE to request assistance with setting up appointments with senators)

June: Day on the Hill

July: Day on the Hill followup: Designated Advocacy Rep submits Day on the Hill materials to OACTE webmaster (Brian Dehoff – [bdehoff1@kent.edu](mailto:bdehoff1@kent.edu)), email sent to OACTE members with hotlink to OACTE web site

Annual Advocacy Committee Planning Retreat

Next steps

Brian—follow up with Amy to finalize committee membership, send out minutes, submit OCTEO proposal

John—organize meeting with Lehner/Stebelton by Clinical Alliance Steering on behalf of Advocacy Committee

Rae—Doodle and arrange for September meeting, including new members, possibly utilizing “GoToMeeting” or other technology to avoid scheduling and travel conflicts

Katie—Develop and implement Day on the Square registration/RSVP system

Joanne—Revise list of AACTE resources for dissemination

Amy—work with leadership teams to identify final nominees, contact nominees and inform committee of their acceptance, arrange a vote in October for OACTE to provide full support for one person to attend Day on the Hill, consider recommendation to provide funding for an OACTE legislative liaison