



AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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section 1

Who we are

The American Association of Colleges for Teacher Education is a national alliance of educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners. Our more than 800 member institutions include public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam. AACTE leads the field in advocacy and capacity building by promoting innovation and effective practices as critical to reforming educator preparation.

**AACTE is the leading voice
on educator preparation.**



Our mission and values

We advocate and build capacity for high-quality educator preparation programs in a dynamic landscape.

AACTE and its members hold central key values that undergird our work:

- Serving all learners
- Equity
- High-quality learning environments
- Professionalism
- Diversity of faculty and educator candidates
- Scholarship and knowledge production
- Accountability and continuous improvement
- Infusing the latest knowledge and practices into preparation

Strategic goals

1. Accelerate meaningful improvement in educator preparation by promoting and supporting the adoption of high standards for accountability and assessment that are linked to PK-12 student outcomes.

We respect the diversity of preparation providers across the country but also recognize the need to reach consensus on defining key components of high-quality preparation programs and meaningful measures of accountability and assessment for programs and candidates. Additionally, we are working toward bridging the gap between higher education and non-higher education providers.

2. Lead the charge to secure state and federal policy that advances high-quality student learning through educator preparation and development.

One of the key functions of AACTE is to advocate on behalf of our members and to develop members' advocacy skills to strengthen federal and state policies on educator preparation. Preparation providers must be at the table as Congress, the presidential administration, and state policy makers deliberate on policies that affect the profession.

Strategic goals

3. Launch and sustain systemwide initiatives to promote the diversity of the professional community and to prepare educators who can serve diverse learners.

We have an explicit commitment to increasing the diversity of the teaching workforce and the professoriate and to ensuring that candidates are ready to meet the needs of diverse learners.

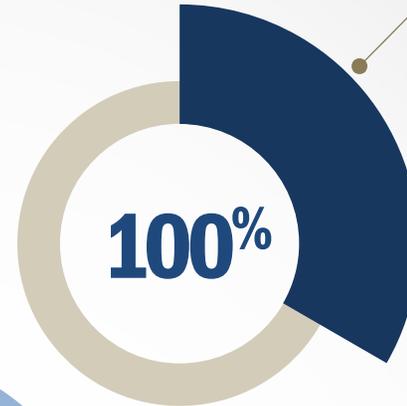
4. Advance implementation of high-quality learning practices.

As research and practice reveal more to the profession on what contributes to an effective preparation program, we leverage those findings through increasing members' opportunities to understand and incorporate them into their own programs.

section 2

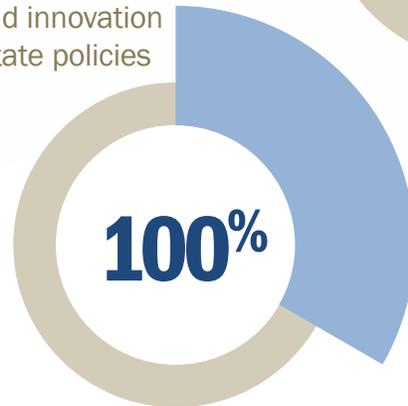
QUALITY

Ensuring effectiveness, diversity, and readiness of professional educators to serve all learners



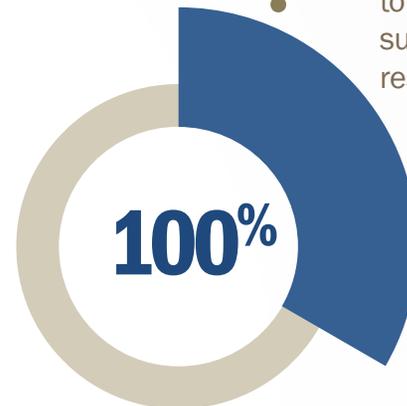
ADVOCACY

Pursuing continuous improvement and innovation in federal and state policies



PARTNERSHIP

Advancing collaboration to improve instruction, support schools, and respond to student needs



We accelerate meaningful improvement in educator preparation through our commitment to quality, advocacy, and partnership.



section 2

Quality

We champion the highest standards for program quality.

AACTE promotes rigorous assessment of candidate performance and played a leading role in the rollout of the first nationally available performance measure for teacher candidates, edTPA, which is now in use by more than 600 preparation providers in 40 states and the District of Columbia.

Our professional development events, online communities, and industry-leading journal connect members with the latest scholarship to advance the field, and our Quality Support Initiative offers online courses to support educators in using data to improve program and candidate performance.

AACTE supports the diversification of both the education professoriate and the teaching workforce through initiatives such as the newly expanded Holmes Program and the Networked Improvement Community working to build the pipeline of educators from underrepresented backgrounds.



section 2

Advocacy

We engage members in advocacy for federal and state policies that foster improvement and innovation.

AACTE is the leading voice nationally in educator preparation, building congressional and stakeholder support for policies and programs that sustain and bring to scale innovation and best practice in the preparation of professional educators.

We provide training, communications, and tools to help members and state chapters navigate and participate in the state and federal policy environment and engage effectively with the media.

AACTE collaborates with other national organizations, including those representing a range of PK-12 and higher education interests, on advocacy issues related to educator preparation.

We lead the charge to secure state and federal policy that advances student learning through high-quality educator preparation and development.



section 2

Partnership

Partnerships are essential to ensure that preparation strengthens classroom instruction, supports local schools, and reflects student needs.

We advance partnerships between educator preparation programs and PK-12 institutions.

AACTE promotes deep collaboration between preparation programs and partner schools around clinical practice, residency programs, and induction of novice teachers.

Our Clinical Practice Commission is developing common definitions and understandings of critical field work in teacher preparation, bringing together higher education representatives, PK-12 leaders, and partner organizations.

We also have convened a task force to draft protocols and principles around student data and privacy, establishing a commonly recognized framework to aid schools, districts, and preparation programs in safeguarding student information.

section 3

Networking

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

We cultivate relationships with myriad partner organizations, agencies, and coalitions to advance common agendas.

AACTE supports an active network of state chapters, which provide networking, service, and professional learning opportunities for the state's teacher educators as well as a vehicle for them to unite on state-specific issues. The heads of these chapters also serve on AACTE's Advisory Council of State Representatives, a collaborative network for chapter leaders across the states that also brings state-level perspectives to all Association activities.

Chapter leaders collaborate with AACTE staff to develop and disseminate resources such as a set of state policy principles for strengthening the educator pipeline, web site templates, and a monthly newsletter. We also support chapters with annual competitive grants, a State Leaders Institute each summer, and dedicated programming at the AACTE Annual Meeting.



section 3

Events and training

The AACTE Annual Meeting is the largest national conference for educator preparation professionals. Members can present their latest innovations, choose from hundreds of sessions to attend, network with more than 2,000 attendees, apply for an award, and even volunteer to review session proposals. In June, we head to Capitol Hill for the exciting advocacy events of AACTE's Washington Week, and our intensive Leadership Academy convenes new administrators for tailored workshops and networking.

Members can advance the profession and their own careers by joining or starting a topical action group around their special interests. They also can try online learning, taking advantage of the steady stream of members-only free webinars on an array of topics or boosting their capacity to use data wisely for assessment and accreditation through our Online Professional Seminars. To further step up involvement, members can volunteer to serve a 3-year term in an official Association governance role.

We deliver invaluable networking opportunities, one-of-kind professional development, and timely online events.



section 3

Resources and tools

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

Our online Resource Library houses PowerPoint presentations, webinars, files, videos, and many other resources for download by AACTE members and/or the public. Additionally, we maintain a comprehensive database on member institution characteristics and educator preparation demographics.

The data cover areas such as enrollment, degrees and program completion, faculty, and program resources. Members can create and download a variety of custom reports through online interactive tools, run benchmarking analyses, view data tables prepared by AACTE, and view and print their own institution's reports from current and previous years.



section 3

Government relations

AACTE maintains a strong presence on Capitol Hill, advocating on behalf of the profession on federal policies and funding as well as working with federal agencies involved in educator preparation. As member institutions are connected with both PK-12 and higher education, we closely monitor and inform the reauthorization, regulatory efforts, and appropriations related to the Elementary and Secondary Education Act, the Higher Education Act, and other relevant laws.

Staff keep members apprised of the latest developments in Washington, DC, and related advocacy opportunities through web and blog posts, webinars, and other presentations and materials. A robust set of resources on our web site equips members to address a current advocacy issue: the proposed federal regulations for teacher preparation programs. Members also have access to an online Advocacy Toolkit developed by AACTE to guide their participation in the policy arena at both the federal and state levels.

We organize 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.

section 3

Research and communications

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

The *Journal of Teacher Education* is the official journal of AACTE and serves as a research forum for a diverse group of scholars who can weigh in on the discussions and decision-making around issues of teacher education.

As part of the Innovation Exchange, AACTE recently invested in Research Fellowships at institutions in Maine and New Jersey. The fellows addressed key questions about workforce development, including factors that contribute to job-placement rates of novice teachers and to the persistence in urban classrooms of teachers prepared through varied pathways.

We share national and field-based news, member accomplishments, and Association reports and announcements through our blog, *Ed Prep Matters*. Members may submit their own posts and comment on others'. We also send regular e-mails to members to share news, opportunities, and more.

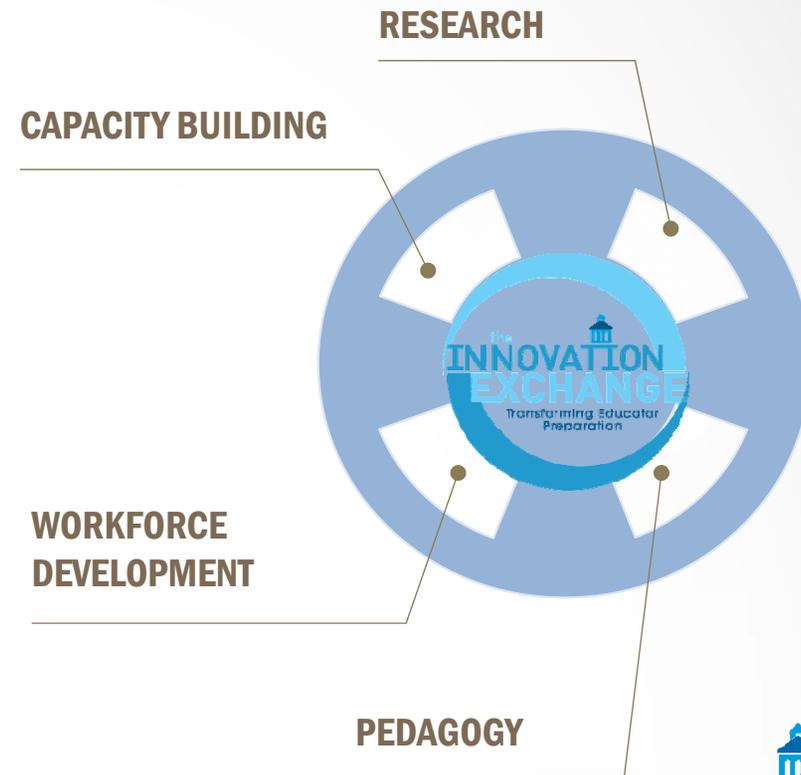
Social media provides an engaging channel for members to interact with each other, AACTE, and the general public. AACTE is active on Twitter, Facebook, LinkedIn, and Instagram.



The Innovation Exchange

We support innovation in the professional community and speed the pace of change in educator preparation through the Innovation Exchange.

This forum allows AACTE members, partners, and other constituents to share experiences and findings as we work together to address the most urgent issues of student achievement, curriculum reform, and educator preparation program advancement.



The Innovation Exchange

The Innovation Exchange supports educator preparation programs in responding to the changing demands of the workforce and 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. The initiative continues to grow, encompassing a broad range of efforts such as these:

- 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

Performance measurement

We support our members in their efforts to measure and improve their work.

The Association played a key role in the early development and piloting of edTPA, the first nationally available performance assessment for teacher candidates, and continues to support its implementation nationwide with administrative and communications services.

AACTE also supports the employment nationwide of PPAT and NOTE, along with state and institutionally developed teacher performance assessments, providing administrative and communications services.

To help address concerns about candidate and student data and privacy in the video segments of the assessments, we have convened a task force to develop methods and security protocols that strengthen the use of information while deterring risky behavior.

section 5

Program improvement

“As the single accreditor in educator preparation, CAEP commends AACTE’s Quality Support Initiative for helping programs achieve the rigorous, high standards for professional accreditation.”
– CAEP President **Christopher Koch**

AACTE’s Quality Support Initiative and its program of Online Professional Seminars support the field in assessment and accreditation efforts.

Online Professional Seminars 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.

The seminars ultimately will be tied to a credentialing system for consultants, who can then provide custom support on accreditation, assessment design, and good data practices.

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



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