

Getting Started

- √ Identify critical teacher quality issues (including legislative proposals, state board drafts, professional standards boards amendments, and advisory council guidance) that impact quality teaching and student learning.
- √ Schedule a meeting between the NEA affiliate and the AACTE state chapter to discuss these issues and identify shared areas of concern. (Ask your national organizations for guidance on whom to contact.)
- √ Outline how these proposals/issues impact student learning, the profession, your constituents, recruitment and retention efforts, and the local and state economies. This outline will serve as the foundation for joint/shared:
 - Talking points
 - Letters to board/council members, legislators, and campus organizations
 - Letters to the editor
- √ List the members of the state board of education, education advisory council, professional standards board, and other appointed/elected education decision-makers.
- √ Identify the teacher and faculty members that serve on these boards, councils, etc. and develop a communications plan.
- √ Draft talking points and letters and develop a dissemination plan.
- √ Secure a schedule of upcoming meetings and ensure that both organizations are represented at the meetings, asking questions, and sharing their concerns.
- √ Reach out to student chapters/education groups on campus. It's important that these groups know about the proposals and their professional impact.
- √ Reach out to parent groups and community-based organizations with information about how these proposals will impact student learning, the school community, and the economy.

Working Together for Teacher Quality

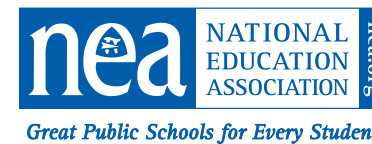
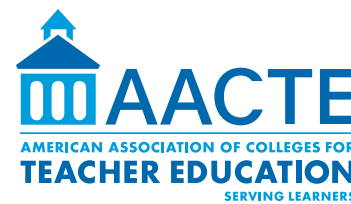


If we are together nothing is impossible.
If we are divided all will fail.
—Winston Churchill

For additional information about the NEA-AACTE Partnership for Teacher Quality, please contact:

The American Association of Colleges for Teacher Education
State Programs and Policy
1307 New York Avenue, NW, Suite 300
Washington, DC 20005
Phone: 202/478-4587
www.aacte.org

National Education Association
Teacher Quality Department
1201 16th Street, NW, Suite 312
Washington, DC 20036
Phone: 202/822-7015
www.nea.org

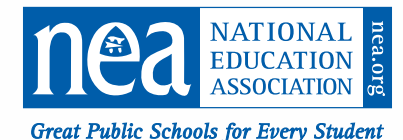


The primary purpose of the Partnership for Teacher Quality is to promote awareness, understanding, and collaboration about teacher quality issues at the state level.

National Education Association & American Association of Colleges for Teacher Education



Partnership for Teacher Quality



In September 2008, the National Education Association (NEA) and the American Association of Colleges for Teacher Education (AACTE) formed the **Partnership for Teacher Quality** (PTQ) to promote awareness, understanding, and collaboration about teacher quality issues at the state level. Shared commitment to strong teacher preparation and licensure standards is the foundation for the policy proposals and meetings that have occurred between NEA affiliates and AACTE state chapters. These alliances are crucial for both organizations in the era of licensure deregulation and the undermining of teacher quality. This brochure provides a roadmap to advocates of quality teaching and learning for the development and expansion of partnerships with state education stakeholders.

The National Partners

AACTE — The American Association of Colleges for Teacher Education is a national, voluntary association of higher education institutions and related organizations. Its mission is to promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel. Founded in 1948, AACTE's roots go back to the 19th century and the nation's normal schools. The first normal schools, teacher training institutions, were formed in the 1830s by education reformers such as Horace Mann to improve the training of teachers for the burgeoning common school system.

The approximately 800 AACTE member institutions include public and private colleges and universities located in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam. In addition, a growing number of affiliate members have joined AACTE, including state departments of education, community colleges, educational laboratories and centers, and foreign institutions and organizations. Forty-five state chapters also are part of the AACTE family.

NEA — The National Education Association has a long, proud history as the nation's leading organization committed to advancing the cause of public education. The organization was founded in 1857 "to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States." With its headquarters in Washington, DC, NEA has 3.2 million members who work at every level of education, from preschool through university graduate programs. NEA has affiliates in every state, as well as in more than 14,000 local communities across the United States.

To achieve its vision of a great public school for every student, the NEA works to accomplish the mission that defines its work: to advocate for education professionals and unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Partnership Spotlight: Arkansas PTQ



The Arkansas Partnership for Teacher Quality (AR-PTQ) is a joint project of the Arkansas Education Association (AEA) and the Arkansas Association of Colleges for Teacher Education (AR-ACTE) to promote quality teacher education through policy and advocacy, high standards, and rigorous research.

The core messages of the AR-PTQ are as follows:

- High-quality, fully prepared teachers are the key to increasing student achievement and school performance.
- All Arkansas teacher preparation programs must meet state and national standards.
- Well-educated students are essential to Arkansas' economic well-being, and high-quality teachers are essential to the preparation of these students.
- Increased numbers of college graduates are critical to Arkansas' economic development, and well-prepared teachers are central to that goal.

During 2009, the AR-PTQ worked with researchers to identify, analyze, and document the ability of teacher data systems in Arkansas to provide information about teacher preparation, placement, retention, and student achievement for teachers who have entered the profession through state-approved routes to licensure between 2001 and 2005. Additionally, the AR-PTQ will assist with the development of a survey for all teachers who are new to the profession. The analysis will include teachers who completed traditional and nontraditional preparation programs.

The AR-PTQ has also presented information about the AR-PTQ to the Arkansas Joint (Senate and House) Committee on Education. In 2009, the Arkansas Senate requested that information about the program be included in the state's RT3 application for the U.S. Department of Education.



Partnership Spotlight: Tennessee PTQ



The Tennessee Partnership for Teacher Quality (TN-PTQ) is a joint project of the Tennessee Education Association (TEA) and the Tennessee Association of Colleges for Teacher Education (TACTE) committed to ensuring that all PK-12 Tennessee classrooms are served by high-quality, highly effective teachers.

In 2009, the TN-PTQ found itself in a heightened response mode addressing the many licensure and nontraditional approval proposals being issued from the governor's office. Visibility and outreach to members and board representatives were essential components of the partnership in its first year. The partnership also implemented a tracking system to monitor the work of the different state entities tasked with teacher quality issues.

- The TN-PTQ focused on developing, strengthening, and improving relationships with the Tennessee Board of Education, Education Advisory Council, and policy analysts and special assistants in the governor's office. Recommendations to revise and implement changes to current licensure policies have recently come through these entities rather than from the legislature.
- The TN-PTQ developed talking/message points and letters to highlight concerns about proposed changes to the state's transitional licensure policy for individuals pursuing an education degree through a nontraditional route/program. These points were used to share concerns with Board of Education members and other Tennessee stakeholders that would be impacted by changes to this system.
- The TN-PTQ worked with AACTE communications staff to develop a list of media outlets to receive an op-ed outlining concerns with the proposed transitional license. This list will continue to be a useful tool as the TN-PTQ addresses other issues that must be elevated in the media to increase public awareness.
- Using proven TN-PTQ outreach strategies, TACTE members met with Board of Education members to address concerns with the Teacher Preparation Report Card. The TN-PTQ has continued to monitor developments around the annual report card. Fortunately, it seems that the governor might not issue a second report card.
- In December 2009, the TN-PTQ met with other education stakeholders to discuss areas where their work intersects and the potential for them to work together on critical teacher quality issues.