

Proposed OACTE Legislative and Advocacy Platform  
February 25, 2025

The advocacy committee of the Ohio Association of Colleges of Teacher Education (OACTE) recommends the following updated legislative and advocacy platform for adoption by the OACTE Board. The advocacy committee reviewed the previous platform and solicited feedback from all attendees at the March 2023 OCTEO conference through large group conversations. Updates were made and a survey with updates was circulated during OCTEO in October 2023 and afterwards in the follow-up email to all attendees. We recommend that these core principles should be used to inform advocacy efforts supporting and advancing legislation to promote high quality teacher preparation and ensure well-prepared teachers for all Ohio children. This platform was adopted by the OACTE Board of Trustees on February 25, 2025

I. OACTE Input on Educator Preparation Program Requirements and Policies. Through representation, communication, and serving as a resource to ODHE and legislators we will advocate for:

- A transparent process for soliciting knowledgeable, engaged representation providing a healthy balance of perspectives by region, public/private institutions, gender and race;
- OACTE and constituent groups as “go-to” resources for legislators and state agencies working on teacher preparation policy, through the cultivation of relationships with legislators and policymakers;
- Proposing modifications to teacher preparation code to streamline requirements, remove ambiguity, repeal outdated requirements, and, when necessary, establish requirements that have broad support across OACTE institutions;
- The introduction of new requirements on a reasonable timeline to allow for proper implementation;
- Representation for OACTE constituents (e.g. SUED, OAPCTE) on committees or policy-making bodies responsible for developing and enforcing teacher preparation standards, including the Educator Standards Board or new policy-making bodies established by legislation or executive order;
- Maintaining feedback channels to provide outward communication to OACTE member institutions of proposed legislative or administrative policy changes and gathering feedback on the impact of such changes;
- Maintaining a current listing of Ohio requirements for teacher preparation, as found in Ohio Revised Code and Ohio Administrative Code, as a reference document for EPPs.

II. Policies that Foster Partnerships between EPPs and P-12 Districts. Policies can support or inhibit EPPs’ abilities to partner with schools. We will advocate for:

- Policies and systems that promote data systems and data sharing platforms that are mutually beneficial for P-12 districts (e.g., tracking P-12 graduates into higher education, EPP completers into P-12 employment, student growth measures to analyze impact of licensure candidates in clinical experiences);
- Establishment of policies that increase the appeal for K-12 professionals to work with EPP candidates (e.g., roll back Ohio ethics rules preventing payment/compensation to mentor teachers, build incentives into OTES for working with student teachers, reducing

concerns about student teachers having a negative impact on student growth measures, paid internships to develop employment pipeline);

- Support and development of alternative strategies to incentivize school districts to host teacher candidates (mentoring/tutoring programs, professional development, credit banking);
- Alignment of support and assessment processes across EPPs and P-12 to take advantage of a developmental model for teacher preparation (e.g., alignment between edTPA/RESA).

III. Sensible Approaches to Alternative Educator Licensure. To recognize and help address a critical need for well-prepared educators, we will advocate for:

- Common standards for all licensure pathways;
- Alternative pathways to be provided by, or in partnership with, accredited IHEs that house nationally accredited EPPs with the knowledge and expertise to prepare high quality educators;
- Mentoring programs for alternatively licensed educators that support growth in their early career.

IV. Continued and strengthened partnership with the State Board of Education, Ohio Department of Education and Workforce Development, and legislators regarding licensure requirements, policy changes, and practices that have unintended consequences on teacher preparation programs. We will advocate:

- For policies and practices that enhance the professionalization of teaching through the recognition and reward of teachers as knowledgeable professionals with specialized knowledge and skills;
- For continuing the ODEW practice of providing ample time for the modification of established curriculum models, student assessments, and teacher evaluation;
- For awareness of how P-12 policies intersect with teacher preparation issues (e.g. licensure bands impacts licensure standards, licensure tests, SPA approval; school year start date impacts student teaching semester);
- For or against legislation that impacts teacher preparation programs (our curriculum);
- For more robust and more frequent analysis of licensure data.