

OCPEA Advocacy Committee

Overview

From within the organization, interested members volunteer their time and efforts to serve on the advocacy committee. Face to face meetings as well as teleconference meetings keep the committee, and ultimately the organization, informed on current and potential matters affecting the field of educational administration and consequentially educational administration preparation programs.

OCPEA Advocacy Guidelines (2007)

The Ohio Council of Professors of Educational Administration (OCPEA), an affiliate of NCPEA, is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and students.

We believe that OCPEA should advocate for the profession by:

1. Ensuring the high quality professional development of professors of educational administration.
2. Refining the knowledge base for preparing practicing administrators and professors of educational administration.
3. Promoting the application of theory and research in the field to the practice of educational administration.
4. Preparing leaders for an Information Age and a global society.
5. Ensuring access and inclusion of under-represented groups into the professorship and administration and promote social justice in education.
6. Advocating for the preparation of educational administrators by active, full-time faculty who blend teaching, scholarship, cutting edge research and service.
7. Collaborating with appropriate state organizations and agencies, such as ODE, the Governor's Office, the state dean's group, BASA, OASSA, OAESA and Ohio ASCD.
8. Collaborating with P-12 practitioners in the field (who may be adjuncts) to bridge ideas and practice.
9. Advocating for adequate state and federal funding for the education of all students.
10. Influencing local, state and national educational policy by serving as an authority on critical issues.
11. Providing voice in the development and implementation of state policy affecting educational leadership programs.

OCPEA Advocacy Positions (2007)

- We promote an accountability system that incorporates a variety of formative and summative assessments when making judgments about student achievement and learning.
- We endorse initiatives, with other state organizations, that improve the system of school funding in Ohio.

- We advocate, with special education faculty across the state, for solutions to deal with the ramifications of the Highly Qualified Teacher (HQT) provisions for special education teachers as specified in No Child Left Behind (NCLB) Act.

OCPEA Advocacy Committee History

2006-2007: Guidelines Drafted and Approved

The advocacy committee was born from discussions at OCPEA's initial fall conference in 2006. A draft of the organization's advocacy guidelines was distributed to the membership via the Listserv, and the OCPEA Board of Directors approved the guidelines as a working document on September 12, 2007. At that time, organization members suggested that perhaps meetings with policy makers could be arranged to further strengthen the organization's presence and advocacy stances.

2008-2009: Advocacy in Action with the Ohio Board of Regents and Legislators

Preparations were made to enhance the organization's presence and advocacy positions. In November 2008, the initial meeting with the Ohio Board of Regents (OBR) Vice-Chancellor was conducted. The meeting topics included an introduction of OCPEA's beginnings, importance, and purposes. The current collaborative nature between educational leadership preparation program providers, the Ohio Department of Education, the National Council of Professors of Educational Administration, and the University Council of Educational Administration was highlighted. Discussion ensued on how OCPEA and OBR can collaborate.

On March 27, 2009 the spring conference's theme was "Advocacy: Where We Stand!" Dr. Michelle Young, Executive Director of the University Council of Educational Administration, was the featured speaker. Subsequent breakout sessions among the conference attendees produced the following key legislative talking points:

Issue / Topic	Point
Issue 1: The link between effective leadership, teacher quality and student learning	Administrative leadership is important—through teachers and other organizational factors, principals, and superintendents who influence students and student achievement.
Issue 2: Quality leaders are prepared in quality higher education programs	Quality preparation is important.
Issue 3: Quality preparation programs are engaged in ongoing program improvement efforts	Continued funding and increased funding for data collection and research are needed.

A second OBR-related meeting was conducted between OCPEA representatives and the OBR Associate Vice-Chancellor. A discussion topic was the new state licensing requirements for pre-kindergarten through twelfth-grade educators and

administrators. An invitation for OCPEA to take a lead role in meeting specific charges pertaining to public school administrators was made. The specific charges include:

- looking at current educational administration accreditation review processes and develop a new approval system using the Ohio Standards for Principals and Superintendents;
- developing a metric for annual reporting of educational administration programs for a fall 2010 pilot; and,
- developing a replacement entry-year program for school principals.

A proposed timeline for the OBR-related charges:

Date	Purpose
June 24, 2009	OCPEA Board of Directors conference call to overview and discuss tasks and timeline
July 9, 2009	OCPEA Board of Directors and OBR to develop committees and plans for a focus group meeting on August 26
July 21, 2009	OBR sends out ALL CALL via email for the August 26 focus group meeting
August 26, 2009	Focus group meeting to initiate committee charges and tasks
October 6, 2009	Rollout meeting of tasks to Blue Ribbon Committee of stakeholders

The October 7, 2009 conference focus is "OCPEA: A Day on Capitol Square," and is planned to promote with Ohio legislators the best and most effective practices of educational leadership. Conference attendees will receive an initial orientation regarding advocacy and then engage in an influence walk to Capitol Square to meet with legislators.