2015 Legislative Agenda

Where Educators Become Advocates

Leadership Institute for Legislative Advocacy
January 26, 2015
2015 Legislative Agenda

- ASCD’s policy priorities for the year
- Foundation of LILA
- Federally-focused but relevant to states
2015 Legislative Agenda

• ASCD Legislative Committee
  – Becky Berg, chairperson & ASCD president-elect
  – 15 members

• Fall 2014
  – Washington, DC
  – Congress & Administration
2015 Legislative Agenda

- Legislative Committee Panel
  - Becky Berg
    - ASCD Immediate Past President
    - Superintendent, Marysville School District (WA)
  - Patrick Miller
    - Superintendent, Greene County Schools (NC)
    - North Carolina ASCD past president
  - Judith Golden
    - Adjunct Professor, Southern Connecticut State University
2015 Legislative Agenda

• Five Recommendations
  1. Reauthorize ESEA Now
  2. Establish multimetric accountability
  3. Reduce overuse of standardized testing
  4. Promote a whole child education
  5. Honor and support the education profession
2015 Legislative Agenda

• Foundational Underpinnings
  – Need stable policy environment
  – Federal role for ensuring equity & access
  – Accountability and testing policies have profound and far-reaching consequences
  – Whole Child and college, career, citizenship, readiness
  – Teachers & Principals the two most important in-school factors in student achievement
2015 Legislative Agenda

- Becky Berg
- Patrick Miller
- Judith Golden

ASCD RECOMMENDATIONS

1. **RE_AUTHORIZE ESEA NOW**—One of the top legislative priorities of the 114th Congress must be to reauthorize the Elementary and Secondary Education Act (ESEA). Reauthorization is long overdue and necessary to provide stable, transparent, and uniform policies that are applicable to all states and districts.

2. **ESTABLISH A MULTIMETRIC ACCOUNTABILITY SYSTEM**—Current accountability systems have resulted in a narrowing of curriculum and a hyperfocus on test scores. A new multimetric accountability model is needed; the new system must incorporate all subjects, include nonacademic factors, use multiple measures of performance, promote continuous improvement and support, and report community-level data to highlight our shared responsibility for student success. While states and districts should enjoy flexibility and autonomy in their decision making, they must also be held accountable for the progress of and ongoing support for their most in-need students.

3. **REDUCE THE RELIANCE ON STANDARDIZED TESTING**—The existing state testing requirements are woefully inadequate to determine whether students possess the knowledge, skills, and traits needed for school and career success. State test scores provide an incomplete appraisal of student achievement and by themselves often offer a misleading depiction of student performance and school quality. Standardized tests alone should never be used for high-stakes purposes, and neither students nor educators nor schools should be ranked or rated based on test scores.

4. **PROMOTE A WHOLE CHILD EDUCATION**—A whole child approach to education can best prepare students to be college, career, and citizenship ready. Such an approach requires Congress and the Obama administration to provide comprehensive opportunities in all academic subjects, including the arts; promote social and emotional learning; offer in-school mental health and counseling services; encourage meaningful student and parental engagement; and make available high-quality early childhood education and affordable postsecondary learning options.

5. **HONOR AND SUPPORT THE EDUCATION PROFESSION**—Teachers and school leaders are the two most important in-school factors that affect student achievement. Yet, the current approach to preparing, supporting, and evaluating educators does not reflect this reality. A robust federal investment in time and resources is necessary to provide ongoing professional development for teachers and school leaders and successfully recruit, train, and induct them. All educators should receive a stair-stepped induction into the profession,
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