

ATE Commission on Advocacy Core Values of the Association

The ATE 2022 Core Values represents a synthesis of ATE values based on both foundational resolutions of the past and current educational contexts. Resolutions from which core values are drawn are noted and focus on issues and contexts related to education. Core values drive ATE resolutions. Reference to the resolutions may be found in brackets and, in some cases, may be a general statement on the position framework indicated by page number.

Core Values of ATE

1. ATE supports and disseminates evidence-based research on quality teaching and learning, educator preparation and teacher leadership, including professional development activities for educators as they progress in their careers.
 - Work toward the integration of professional preparation for educators into career-long professional development involving sound theory and effective practices at all stages [F] from p. 3.
 - ATE supports the work of the National Board for Professional Teaching Standards [91-1].
 - ATE supports the development and application of certification requirements and standards that ensure all beginning educators demonstrate both minimal basic skill competence and minimal professional expertise. [86-3]
 - Foster the strong and balanced preparation of educators in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum [H] from [97-2]. [95-1][10-2]
2. ATE members develop and disseminate evidence-based research on exemplary clinical practice.
 - Promote, initiate, and engage in quality educator preparation program development and research [D] from p.3
 - ATE will articulate and defend best practices related to program development, educator preparation programs, and program approval. (12-1b)
3. ATE promotes equity and excellence for all learners at all levels by maintaining quality standards for both teacher educators and for educator preparation. [position frwk #1 - Develop quality programs to prepare educators]

- Foster the strong and balanced preparation of educators in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum [H] from [97-2]. [95-1] [10-2]
 - ATE supports preparation of educators who hold high expectations for children and who are prepared to meet the needs of children in diverse classrooms. [93.7]
 - ATE supports the concept and practice of inclusive education, including policies, standards, and practices encouraging educator preparation programs to include instruction designed to improve candidates' knowledge and skills in working with students who have special needs. [10-2]
4. ATE collaborates with partner organizations to share research findings and to develop position statements that promote and advocate for the education profession.
- ATE supports the formation of an ATE/AACTE coordinating council to work together on issues of common concern and present a united institutional voice and individual voice to policymakers where appropriate. [95-2].
 - ATE reaffirms support for collaborative efforts among educator preparation institutions, educators' organizations, school districts, and other concerned groups [84-2]
 - ATE supports working with other education and child advocacy groups to promote the general well of children, youth and families. [93-3]
 - ATE supports local, state, and federal incentives for teaching in high needs districts [F-IA -page 1]
5. ATE supports and advocates for diversity at all levels of education by encouraging culturally responsive/ sustaining teaching practices to provide equitable access for all students. We promote a proactive educational approach to teaching that supports the understanding of all cultural groups.
- ATE reaffirms support of diversity in education. [92-1] o
 - ATE supports the recruitment of a diverse teaching force that reflects the diversity in contemporary society.
 - ATE supports the concept and practice of inclusive school. [95-1]
 - ATE supports the development of anti-racism practices, programs, and/or modules within educator preparation programs that will enable future and current educators and school administrators to most effectively contribute to the society in which they perform professionally. [21-1] [22-1]
6. ATE supports and advocates for diversity within its membership by actively engaging teacher educators of color, members of marginalized groups, and differently abled persons.
- ATE reaffirms support of diversity in education. [92-1]

- ATE supports the rights and responsibilities of underserved persons in educational institutions and settings.
 - ATE supports the recruitment of a diverse teaching force that reflects the diversity in contemporary society.
 - ATE supports the development of anti-racism practices, programs, and/or modules within educator preparation programs that will enable future and current educators and school administrators to most effectively contribute to the society in which they perform professionally. [21-1] [22-1]
7. ATE advocates for equitable funding for education at the local, state, and federal levels as part of its vision to promote quality education for all learners.
- Equity in education is a top priority [85-2] from p. 2
 - ATE believes the federal government should provide full funding for the costs necessary to educate refugee students. [81-5]
 - ATE believes school districts are responsible for securing fully qualified educators by offering salaries which are sufficiently competitive [82-2, p. 1] ●
 - ATE supports funding educators' work with refugee and illegal alien students. [82-6]
 - ATE encourages current financial support levels for national educational programming. [20-5]
8. ATE informs policy makers at all levels about quality research and evaluation that addresses the issues impacting professional educators.
- ATE supports the formation of an ATE/AACTE coordinating council to work together on issues of common concern and present a united institutional voice and individual voice to policymakers where appropriate. [95-2] from p. 6. e ATE needs to closely monitor significant educational legislation [83-2] from p.6.
 - ATE supports recruitment of a diverse teaching force that reflects the diversity in contemporary society. [F- IA -p. 1]
9. ATE promotes professional development and leadership opportunities that support members in their professional roles and in their roles as advocates for the profession.
- ATE reaffirms support for collaborative efforts among educator preparation institutions, educators' organizations, school districts, and other concerned groups. [84-2]
 - ATE promotes equity and excellence for all learners at all levels by maintaining quality standards for both teacher educators and for educator preparation. ●
 - ATE supports working with other education and child advocacy groups to promote the general well-being of children and youth. [93-3]

10. ATE supports and advocates for democratic values as a necessary component of education.

- ATE encourages the creation of school climates that are supportive of all family patterns. [82-11]
- ATE supports the involvement of parents and other caregivers in their children's education. [93-1]
- Leaders in the educational community should evaluate the federal government's role in educator preparation. [81-6]

The Advocacy Commission was created by ATE President Judy Beck with the support of the ATE Board of Directors. The charge to the commission stated the following:

Updating the ATE policy framework relating to advocacy based upon ATE's beliefs, values, and mission

Vision: ATE promotes advocacy, equity, leadership, and professionalism for teacher educators in all settings and supports quality education for all learners at all levels.

Mission: ATE, as an individual membership organization, promotes quality educator preparation through both exemplary clinical practice and research.

ATE Statement on Social Justice

ATE stands with communities of color to eliminate racial injustice and critically examine the role of systemic racism within our education system and in our schools. We value and advocate for the lives of marginalized groups, which include all racial and cultural minorities representing students, educators and faculty.

The subcommittee charged with implementing the update also utilized ATE's Vision, Mission, and Statement on Social Justice, along with the existing position framework to create a new statement of the Core Values of the Association. In addition, the commission subcommittee utilized ATE resolutions passed by the Delegate Assembly from the position framework and from current resolutions to document the core value statements. Reference to the resolutions may be found in brackets and, in some cases, may be a general statement on the position framework indicated by page number.

This statement of ATE's Core Values is important to the work of the Association as we advocate on behalf of educator preparation, teacher educators, educators, and students, The statement of core values is a starting point for discussion and debate among the Board of Directors, the membership, and policy makers as the Association seeks to influence decision-makers and gain recognition as a leader in education at all levels of government.

As a part of the Advocacy Handbook, it is also a guide for members to influence state and local education policy and offer policy guidance to state and regional units within ATE.