

# Memorandum

**To:** NASBE members

**From:** Public Education Positions Committee

**Re:** Recommended Changes to NASBE's Public Education Positions

**Date:** May 30, 2013

The Public Education Committee is reporting all new and amended Public Education Positions recommended by the Committee to the NASBE membership at least 60 days prior to the Annual Business Meeting.

This year's changes are organized into three parts that cover:

**1) Amendments to the position on Common Standards.** The amendments clarify that the position covers any common standards among states (not just the Common Core) and strengthens the position in its support of state board of education authority to adopt education standards;

**2) New, amended, and deletion of outdated positions regarding educational technology,** based on recommendations from NASBE's 2012 Study Group on the Role of Technology in Schools and Communities; and

**3) A new position on Comprehensive School Safety Planning.**

These additions and amendments will be voted on by the Voting Delegates to NASBE's Annual Business Meeting, which will take place in conjunction with the association's Annual Conference at 1:45 pm, July 30, 2013 in Arlington, Virginia.

Questions about the Public Education Positions can be addressed to David Kysilko at NASBE at 800-368-5023, ext. 1111 or [davidk@nasbe.org](mailto:davidk@nasbe.org).

The full set of NASBE's Public Education Positions can be found at <http://www.nasbe.org/wp-content/uploads/2013-Public-Education-Positions.pdf>.

Thank you for your attention.

## **2013 Public Education Positions Committee**

Brenda Gullett (AR), Chair  
R.L. Hughes (DE)  
Jorge Melendez (DE)  
Ken Willard (KS)  
David Kysilko (NASBE staff to the committee)

## PART 1. Changes in the Current Position Regarding Common Standards

### 2. SCHOOL IMPROVEMENT

#### D. ~~National~~ Common Standards

NASBE supports the ~~efforts of a national consortium of education organizations, work of~~ states, and territories in ~~its~~their efforts to develop high-quality, voluntary common standards for students across ~~the country~~multiple states. NASBE holds to the following additional points regarding ~~this~~these efforts:

1. The resulting standards must be rigorous, aligned with college- and career-readiness expectations, and internationally benchmarked, ~~and limited to mathematics and English language arts~~.
2. Participation in ~~the~~ common standards efforts must be voluntary on the part of states, with state boards of education being at the heart of an open and inclusive standards adoption process. NASBE strongly opposes efforts to remove state boards of education from the adoption process.
- ~~3. The federal government's role in common standards should be limited to funding for research and financial support of consortia of states in their development and implementation of common standards and related assessments.~~
43. The adoption of any common standards by individual states must not be a condition for the receipt of ~~other~~ federal aid.
54. While common standards are an important reform, they are not likely by themselves to result in higher student achievement without concurrent state implementation efforts that include improved teacher development and induction processes, aligned instructional materials and assessments, and robust student intervention systems for those struggling to meet standards.
65. In addition to their potential benefits for teaching and learning, common standards should be encouraged as a catalyst for lowering barriers for teacher certification reciprocity among states.- (2009, 2013)

**PART 2. Changes and New Positions Related to the Study Group  
Recommendations from Its Report, *Born in Another Time: Ensuring Educational  
Technology Meets the Needs of Students Today—and Tomorrow***

**6. STUDENTS**

**T. Digital Citizenship and Digital Literacy**

State boards of education should urge their districts and schools to address the critical areas of digital citizenship, digital literacy, and social networking through the creation of appropriate policies and programs. State boards should also ensure that the state education department is prepared to offer resources and guidance for these efforts.

**7. PERSONNEL**

**C. Teachers' Continuing Education and Professional Growth**

1. NASBE supports the concepts of teacher development throughout the teacher's career and providing teachers with working conditions and professional growth opportunities that encourage retention. Specific recommendations include:

- States should provide flexibility and incentives to allow teachers and districts to amend the weekly and yearly school calendars to allow time for professional development and collaboration.
- States and districts should provide flexibility and incentives to allow the use of technology to enhance the ability of teachers to collaborate.
- State boards should ensure that educators' mentoring and professional learning experiences include online and virtual learning.
- States should provide incentives and flexibility for districts and teachers to participate in professional learning in the areas of data management, collaboration, blended learning, and the use of technology in the classroom.

**E. Teacher Licensure and Certification**

NASBE believes that:

1. State boards of education should have authority over teacher licensure and certification, ensuring that these policies are fully integrated with the state education program.

2. Initial approval to teach should be based on completion of an approved teacher education program (or alternative teacher preparation program) and demonstrated knowledge of basic skills, content area, child development, methods of instruction, and classroom management.

3. If emergency or transitional licensure is employed, these staff should receive additional supervision and be required to make continual progress toward for full licensure. Schools should be limited in the proportion of staff with emergency credentials.

4. States should develop proficiency-based approval for teacher education programs. Policies on alternative approaches to certification must represent high standards and expectations in terms of knowledge of subject matter and clinical skills and experience. State boards should study possibilities for increasing reciprocity for certification of school personnel.

5. State boards, in collaboration with licensing boards and program accreditation committees, should ensure that all teachers have fundamental skills and content knowledge to teach students in a 21st century environment and are able to use student data to personalize instruction.

6. State boards and teacher education programs should ensure that teacher candidates, no matter their path to the profession, have robust clinical experiences where technology and online learning are incorporated into the program.

57. Each state should establish a process to examine the background, including any criminal record, of all school personnel to ensure they do not pose a threat to the emotional, psychological, or sexual well-being of the students with whom they work.

## **F. Educators for Next Generation Learning**

The traditional model of education—where educators impart knowledge to students through lecture and students recite memorized facts and solve fundamental math and science problems to illustrate comprehension of the information—is no longer appropriate given the context of today’s digitally based society. The Internet and efficient global communications have fundamentally changed how individuals access information. Today’s generation of students is growing up in an environment where information is available anywhere and anytime on any topic imaginable.

Given this transformation, NASBE believes states boards of education, in collaboration with the state education agency, state technology officer, and relevant stakeholders, should create a statement, definition, or visionary document defining what a next generation, technologically connected educator looks like within the state. In addition, states should promote the following concepts and policies for Next Generation teaching and learning:

1. Educators must move beyond a focus on basic student learning goals (remembering, understanding, applying) to also embrace upper level skills, which include analyzing, evaluating, and creating and which are exemplified by the Common Core standards. Students should be expected to develop these skills in preparation for life and careers in today’s—and tomorrow’s—world.

2. Educators should work collaboratively to foster reflective teaching practices as they work together to hone lesson plans, exchange insights about students' strengths and weaknesses, draw from the expertise each brings to the classroom, provide feedback from fellow educators, and ensure that the needs of the students are met.
3. State standards related to technology should go beyond students and teachers to cover administrators, online teaching and online courses, technology coaches, and special needs teachers.
4. Educators need to be given the flexibility to use various forms of technology in the learning environment.
5. State boards of education need to work with higher education institutions and accrediting entities to reexamine teacher preparation programs to ensure that future educators are entering the workforce with 21st century skills and have the ability to transfer those skills to today's learning environment.
6. State educator licensing boards need to redefine licensure and certification to include the demonstration of 21st century skills and broaden the role of professionals and paraprofessionals in the learning environment.

States and districts need to consistently invest time and resources in developing 21st century skills in their current workforce through intentional, practical professional development that promotes collaboration, reflective practices, and the integration of technology. (2011)

## **9. TECHNOLOGY**

~~NASBE believes that all students must have access to the technological tools they need to achieve high standards, and that educators must master proven instructional tools and strategies. Because the world community is increasingly dependent on technology, it is also imperative that expectations for student achievement include technological skills standards.~~

### ~~**A. Technology Standards for Students and School Personnel**~~

~~NASBE believes that:~~

- ~~1. All students should have the skills necessary to operate computer-based technologies; be able to use technology to locate, manage, and analyze information; be able to use technology to communicate ideas and information; and understand the impact of technology on individuals and society.~~
- ~~2. Teachers and administrators should receive appropriate professional development to enable them to remain abreast of advances in technology.~~

~~3. Certification and licensure standards should require that all teachers can effectively use instructional technology. Requirements should be broad enough to allow a wide range of teachers and specialists to teach technological skills;~~

~~4. States should negotiate with their neighbors on the cross-state approval of distance learning teachers and of instructional courses and materials.~~

## **~~B. Technology and School Systems~~**

~~NASBE believes that state boards of education should provide leadership in the following areas:~~

~~1. Ensuring that all students have sufficient access to computers and other advanced technological tools and services, including access to the Internet.~~

~~2. Establishing statewide infrastructures for affordable telecommunications that will allow educators and students access to information resources and improve communication.~~

~~3. Developing incentives for local districts and schools to establish innovative technology learning projects.~~

~~4. Development of state technology centers that can:~~

- ~~• document the use of technologies in the state's schools;~~
- ~~• publicize the achievements and elements of successful model projects; and~~
- ~~• monitor and assess the uses of technology to determine which are the most efficient, effective and capable of replication.~~

~~5. Working with the Federal Communications Commission (FCC), state Public Utilities Commissions, and others in reshaping interstate and intrastate telecommunications policies and advocating for the interests of the state's schools in telecommunications reforms.~~

## **A. State Technology Planning**

1. States should have an up-to-date strategic technology plan and policy that is reviewed on a pre-determined timeline. State technology plans should provide a vision for how and where technology can change the way educators interact with students to facilitate learning. A robust education technology plan should include everything from instructional practices to teacher preparation and professional development and how technology can support every aspect of the education system. State and district plans should also address the interoperability of devices, software, and data.

2. States should determine the current state of their districts' and schools' capacity to integrate technology in meaningful ways in the classroom including access, broadband, and human capital.

3. States should ensure that every student has adequate access to a computing device and the Internet at school and home, with sufficient human capital in schools to support their effective use. Education

technology infrastructure-building is a key aspect of ensuring equity and access in schools and communities moving forward.

4. Access to data, balanced with concerns for privacy, is critical if data systems are going to be effective. States should consider providing segmented access to the data system for stakeholders in ways that still respect student privacy. (2013)

## **EB. e-Learning**

NASBE believes that evidence to date convincingly demonstrates that electronically delivered education, when used appropriately, can improve how students learn, can improve what students learn, and can deliver high-quality learning opportunities to all children. State education policymakers should seize the opportunity to take the lead to assure that e-learning is used well and strengthens the education system. To that end, policymakers should develop sound e-learning policy that:

1. Empowers families by offering them new choices among different ways of organizing and delivering learning services.

2. Assures equity by

- Providing every student access to robust equipment and the Internet at school;
- Ensuring high-quality educators for all children;
- Advocating no-cost or low-cost after-school access to e-learning opportunities;
- Providing advanced coursework for students wishing to move beyond the standard curriculum; and
- Supplying technologies to assist students with special needs.

3. Delivers quality e-instruction to learners by

- Promoting **blended and virtualonline** courses for high school and postsecondary credit, and the universal availability of virtual schools; and
- Providing other quality e-learning resources.

4. Protects children through policies that address appropriate student use of the Internet, privacy protection, and advertising in public schools. (See *Any Time, Any Place, Any Path, Any Pace: Taking the Lead on e-Learning Policy*, the report of NASBE's study group on e-Learning: The Future of Education, 2001.)

## **PART 3. New Position on School Safety Planning**

### **10. HEALTH AND SAFETY**

#### **D. Comprehensive School Safety Planning**

State boards of education should encourage schools and districts to undertake a comprehensive school safety planning process, using an all-hazards approach. The planning process should include collaboration with community stakeholders and plans should incorporate evidence-based best practices. (2013)

