



State Affiliate Leaders' Manual

June 2021

State Association Leaders' Manual

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What Is ACSR?

AACTE's state affiliate movement began as a grassroots effort. At first, state associations formed and worked with the Association, but had no formal ties. In 1975, the AACTE Board of Directors created the Advisory Council of State Representatives (ACSR) as the first formal link between AACTE and its state associations. ACSR comprises the presidents or designated liaisons from these state associations and operates as the governing body of the affiliates. The primary purpose of ACSR is to serve as a collaborative network for association leaders across the states and to represent state-level perspectives in all AACTE activities. ACSR has strong representation in AACTE's governance system, with three representatives on the AACTE Board of Directors.

ACSR meets twice annually to advise AACTE on state policy issues, help establish the Association's state policy agenda for the coming year and strategize about how its members can fulfill this agenda in their own states. The first such assembly is the ACSR business meeting, which takes place at AACTE's Annual Meeting. Participation in this event allows association members to assist in shaping the direction of AACTE's policy agenda for the coming year and to vote on significant issues. The second meeting occurs during AACTE's Washington Week at the State Leaders Institute, an opportunity for ACSR members to engage in association development and capacity building and to network with other association leaders.

All state associations are required to complete an annual membership and activity report and return it to the national office. This report helps AACTE keep track of activities in the state associations and changes in state officers.

Resources Available to ACSR Members

The national Association is committed to helping associations and their leaders strengthen their voice and build their capacity. To that end, AACTE provides opportunities such as these:

State Association Speaker Series: AACTE staff are available to offer presentations and workshops at state association meetings on a variety of topics including advocacy, communications, national updates, edTPA, federal policy, strategic planning, and more.

State Association Support Grant Program: This annual grant program provides AACTE funds to support associations' advocacy, professional development, and capacity-building efforts.

State Leaders Institute: This annual convening for state association leaders provides an opportunity to hear about and discuss the latest national and state policy developments, to network with colleagues, and to share association development ideas.

Technical Assistance: AACTE provides technical assistance to associations facing state policy challenge by offering guidance on advocacy and communication strategies and by delivering research and analysis on state policies affecting educator preparation.

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B. Developing a State Association Description

State association descriptions should cover their purpose, role, and relationship to AACTE. It is important to explicitly define a state association's relationship to the parent association in order to avoid any confusion around identity and purpose. Frequently, state association leaders include a statement of "Who We Are" along with their vision, mission and goals, which provide a quick snapshot of the association. These descriptions are often placed on websites, in bylaws/constitutions, or in other official documents for the state association. The vision and mission statements of the associations do not need to be ratified by the national association as they are specific to the state association.

Sample Description: NEW YORK ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

NYACTE is the New York Association of Colleges for Teacher Education. We are a professional association representing New York State institutions of higher education who prepare teachers and other professional educators. We are also the state-level affiliate of the national professional association AACTE, the American Association of Colleges for Teacher Education.

The major objectives of the Association are the same as the objectives of the American Association of Colleges for Teacher Education as they apply in and for the State of New York:

1. To provide member institutions with the means for continuous exchange of information, experiences, and judgments concerning all aspects of teacher education.
2. To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning and teaching; to serve as a clearinghouse of information and reports on these matters; and to publicize findings of studies that have significance for the improvement of teacher education.

3. To exchange reports, experiences, and ideas with educators or teachers in other states and nations as a means of improving teacher education and of strengthening national and international understanding and cooperation.
4. To encourage and assist the administrators of teacher education institutions to develop greater competence, especially in their leadership of college faculties in developing improved programs for the education of teachers.
5. To cooperate with other professional organizations and agencies in activities designed to establish desirable directions, goals, and standards for teacher education.
6. To seek the involvement of nonprofessional organizations and agencies toward the end of enhancing the program and environment of teacher education in the State of New York.
7. To make available to colleges, universities, and other agencies upon request, professional consultant services and other practical assistance to help them improve teacher education programs.
8. To represent the education of teachers before all segments of the public as a great professional enterprise carrying special responsibilities for the development of competent citizens.
Further, this Association shall provide a vehicle for teacher education institutions within New York State to assist the national organization in:
 1. Developing and defining positions on issues of importance to teacher education.
 2. Coalescing support for national policy and activity.
 3. Supporting the programs and activities of the state association.

C. *Checklist for New Presidents*

To facilitate a smooth transition of new association presidents, the following checklists contain items generally handled during each quarter of their first year in office. Typically, the new president has already served as president-elect, which also eases their transition. Current presidents may want to add to these checklists:

During the First 3 Months

1. Meet with the Executive Committee, including the past president, to become familiar with the responsibilities of the president.
2. Examine the current budget report and status of the association treasury.
3. Learn about pertinent federal tax information.
4. Study other materials received from the past president.
5. Determine the status of the next state association conference in terms of date, place, and planning. Identify goals and priorities for the state association.
6. Become familiar with the association's constitution, bylaws, strategic plan, and legislative priorities. If any of these do not exist or need revision, take the lead in this effort.

During Months 4–6

1. Maintain contact with the executive committee and executive director, legislative liaison, and web manager (if you have them). Some association presidents schedule conference calls or use other means of communication.
2. Continue to monitor the association budget.
3. Ensure that plans for association conferences, professional development activities, and Day at

the Capitol are being handled.

4. Stay connected to AACTE to share your association's accomplishments; apply for a State Association Support Grant; complete reports and surveys requested by the national association.
5. Work closely with your state department of education, state teacher and administrator organizations, and other education stakeholders.
6. Schedule a meeting with the Senate and House education leaders, state superintendent, and governor's staff to introduce yourself and review priorities of those organizations in order to establish and sustain relationships. Ask your executive director or legislative liaison to accompany you to your first meeting.

During Months 7–9

1. Communicate with association members through the website, e-mail, or other means.
2. Study the association membership to ensure that the association is in compliance with AACTE requirements.
3. Work with your executive committee, executive director, and standing and ad hoc committees to find sponsors for state association conferences and other events.
4. Stay in touch with your legislative liaison and/or committee to monitor bills impacting educator preparation in your state.
5. Continue communicating with state policy makers.

During Months 10–12

1. Continue to monitor the association budget and audit.
2. Complete all required reports.
3. Notify the national association of changes in state officers.
4. Participate in AACTE's State Leaders Institute, regional conference calls, and state and national Day on the Hill events.
5. Maintain good communication with association members, the AACTE manager of state associations and programs, and state policy makers.

D. Tips for State Association Leaders

The following suggestions aim to help you develop, strengthen, and sustain your associations and your relationship with the national association.

1. Establish ways to communicate with the institutions in your state and with your executive committee, and designate one point of contact for them (e.g., the association president).
2. Develop a website and keep it up to date.
3. If your association does not already have them, develop a policy agenda, constitution and bylaws, and a strategic plan. Plan to review the constitution and bylaws at least every 3 to 5 years and the policy agenda/legislative priorities annually.
4. Cultivate a positive working relationship with your state department of education, the state education association, legislators and their staffing assistants, the school board association, your state's association of school principals, the state commissioner of education, the governor's office, other ACSR members, and AACTE staff. For example, invite individuals from these groups to your meetings, attend their meetings, and in election years, invite candidates to your conferences to state their positions on issues that affect educator preparation. Provide data and

examples to assist their understanding of the issues. Meet regularly with the commissioner of education and members of your state department of education.

5. Have a transparent budget process with annual audits conducted by an outside, impartial person or panel. Give a budget report at each state association business meeting.
6. Give a president's report (with PowerPoint slides) at each state association meeting, including an AACTE update, to connect your association activities to AACTE and the national agenda.
7. Participate in Day at the Capitol in your state and in Day on the Hill and the State Leaders Institute at AACTE's Washington Week in Washington, DC.
8. Form committees to help with the work of the association (e.g., legislative policy, professional development, membership, advocacy, research, communication, etc.).
9. Develop strategies to recruit and retain members for your state association and encourage/assist them to join AACTE.
10. You don't have to go it alone! Seek guidance from your own executive board, state association presidents from other states, ACSR, and AACTE staff.

E. State Association Structure

Association officers' positions vary from state to state, as do specific committees enlisted to perform the work of the association.

Possible Executive Committee Positions (list name, term, and contact information for each position)

President
Past President
President-Elect
Secretary
Treasurer

Other Possible Positions – paid and voluntary (list name, term, and contact information for each position)

Administrative Assistant
Executive Director
Legislative Policy and Communications Liaison
WebSite Manager
Other

Possible Committees and Chairs (list name of chair, term, and contact information)

Communication
Day on the Hill (national and state)
Government, Legislative and Policy
Professional Development
Research
Standards
Other

F. Sample Roles and Responsibilities of Officers and Other Personnel

President

The President shall preside at meetings of the Executive Committee, all regular and special meetings of the association, serve as a member of the Executive Committee, and serve as the state representative to AACTE. The President shall provide leadership for the association, be responsible for the development of policy, and shall submit the annual AACTE report. The President shall call meetings of the Executive Committee as needed, prepare the agenda for such meetings and shall appoint an auditing committee and make recommendations to the Executive Committee for the membership of any other committees established by the Executive Committee and not specifically named in these Bylaws. The immediate Past President shall continue to serve as a member of the Executive Committee.

President-Elect

The President-Elect shall serve as program chairperson, making all arrangements for state association fall and spring meetings. This shall include contracting with hotels for meetings up to 3 years in advance, coordinating the catering for each meeting, setting the agenda and arranging for speakers and program presenters and making all arrangements for the biannual Outstanding Beginning Teacher Awards. The President-Elect shall assume the duties and responsibilities of the President, if for any reason the President cannot fulfill the duties of the office. The President-Elect will serve as a member of the Executive Committee.

Secretary

The Secretary shall receive and keep records of the association, keep minutes and proceedings of meetings of the association and the Executive Committee, as well as print and distribute materials to the membership at the direction of the Executive Committee and will serve as a member of the Executive Committee.

Treasurer

The Treasurer shall receive and deposit all funds collected in the name of the association, maintain a bank account in the name of the association, keep a record of all deposits and disbursements, pay all bills from proper vouchers and supply a report at each meeting of the association and of the Executive Committee, giving the amounts received and paid out during the period since the last meeting, shall maintain and provide lists of all members and current representatives for all member institutions of the association, and will serve as a member of the Executive Committee. The state association's financial records will be reviewed by an outside agency on a yearly basis and a report will be submitted to the Executive Committee. This report will also be available to the membership upon request.

Executive Director

The Executive Director shall be hired after a search has been conducted and the Executive Committee has selected someone. The Executive Director's performance shall be evaluated annually based upon pre-established goals and objectives set forth by the Executive Committee. This is a paid position funded through the state association's budget and must be approved by a majority of the voting members.

Suggested duties include working with the President and President-Elect to develop conference agendas and invite guest speakers; communicating with the Executive Committee as appropriate; convening and facilitating work groups, as appropriate; working with the Executive Committee to monitor national, state and local policy and legislation pertinent to the mission of the state association; monitoring and communicating national trends conveyed via the parent AACTE association; facilitating the state association's proactive and reactive efforts to improve educator preparation across the state; working with the legislative committee on policy issues; seeking grant resources for collective projects;

coordinating and monitoring the state association's progress in implementing action items in the association's strategic plan; and performing other duties as requested by the Executive Committee members.

Legislative Liaison

The Legislative Liaison shall be hired after a search has been conducted and the Executive Committee has selected someone. The Legislative Liaison's performance shall be evaluated annually based upon pre-established goals and objectives set forth by the Executive Committee. This is a paid position funded through the state association's budget and must be approved by a majority of the voting members.

Suggested duties include attending PK-12 and higher education committee hearings as appropriate; preparing weekly Capitol Reports to the association's executive committee; scheduling meetings with legislators and securing speakers for hearings as appropriate; identifying priority issues and developing position papers for the association; exploring processes to solicit input from association members about legislative issues; facilitating direct member communications with their legislators on key issues; building more knowledge of and familiarity with the legislative process by association members in order to increase their capacity to engage in the legislative/policy process; tracking teacher education policy proposals being forwarded and developed by legislators; building a comprehensive plan for the Day at the Capitol; working with the executive committee to increase collaboration with education organizations as a means to increase advocacy efforts for policy that is in the best interest of educator preparation in the state.

G. Sample Committees and Their Functions

Many state associations form committees, in addition to the executive committee, to conduct the work of the association. These vary from state to state, but here are three examples.

Communications Committee

Charge: The Committee will develop and implement a marketing plan to ensure that member institutions are kept informed in a consistent and comprehensive manner. This shall include the state association website, newsletters, etc. The Committee will:

1. Gather information about issues facing educator preparation programs and facilitate communication through the dissemination of research.
2. Consider effective vehicles and strategies for disseminating research findings and contribute to the capacity building of the member institutions.
3. Assist in promoting the value of membership to the larger education community including the development of talking points and op-eds.

Policy and Legislative Committee

Charge: The Committee will analyze educator preparation policies from national and/or regional governmental and nongovernmental agencies and develop appropriate strategies to ensure that legislation and regulations are favorable to member institutions. The Committee will also assist in promoting the value of membership to the larger education community including helping with the development of op-eds and talking points. The Committee will:

1. Provide leadership in the development of professional consensus on standards, assessment and practice in teacher preparation.
2. Oversee the design and implementation of technical assistance related to professional

standards and practice. Attention should be given to initiatives that support and strengthen linkages between the professional standards for educators, professional education preparation programs, and student learning.

3. Advocate for state and national accreditation, licensure, certification, and program approval in strengthening both the field and profession of education.

Professional Development Committee

Charge: To assist with the development of the fall and spring conferences and recommend professional development and technical assistance activities to strengthen member programs and build their capacity to prepare educators who can teach every child effectively. The committee will:

1. Assist in assessing the professional development and technical assistance needs of the membership.
2. Recommend speakers for the association's general sessions, breakout sessions, and preconference workshops.
3. Advise on new formats for delivery of professional development and technical assistance.

II. Part Two — Planning, Organization, and Association Policies

A. *Constitution and Bylaws*

Some state associations combine their constitution and bylaws into a single document—with the constitution first and the bylaws second—while others list them separately. Both models are acceptable.

State association constitutions typically contain the purpose and objectives of the association; description of the affiliation with the national association; types of memberships; dues structure; and descriptions of the elected offices and other positions, committees, meetings, rules of order, quorum requirements, amendments, bylaws, and procedures for dissolution.

The bylaws usually contain a description of eligibility for membership, types of memberships, and their dues. Another section defines officer positions, their duties and terms of office, and the procedure to fill vacancies, along with a description of institutional representatives and voting procedures. In addition, there is typically a section devoted to the association’s web site, financial provisions, and amendments to bylaws.

See Appendix C for a sample association constitution and bylaws.

B. *Policy Agenda*

Typically, state associations develop a policy agenda in order to establish a general direction, develop and enhance educator preparation priorities in the state, select speakers and activities for state association conferences, and guide the work of the association. See the example below from Minnesota.

Minnesota Association of Colleges for Teacher Education Policy Agenda, 2013

Teacher Candidate Assessment

- Amend MS 122A.18 to add:
 - A requirement that teacher candidates be offered alternative means to demonstrate mastery of basic skills after failing the test once, and
 - Clarification about the requirement that candidates who fail to pass the basic skills test be provided remediation.
- Develop recommendations for consideration by the Minnesota legislature, based on a careful review all assessments required of preservice teachers in Minnesota, to reduce the number of assessments required of teacher candidates. The review and recommendation process should include careful consideration of the:
 - Costs to students of assessments;
 - Predictive validity of assessments; and
 - Appropriate use(s) of each assessment.

Diverse Teaching Workforce

- Take steps to build a more diverse teaching force in Minnesota by:
 - Providing financial support and incentives to enable a more diverse group of individuals to complete programs leading to licensure, including support as needed to complete student teaching;
 - Mandating that tests required for licensure provide evidence that they are bias free;
 - Monitoring the ongoing impact of licensure tests on teacher candidates on the basis of race and ethnicity; and
 - Providing outreach and mentoring to middle/high school students and paraeducators to strengthen pathways to licensure.

Preparation Quality and Accountability

- Require that all pathways to licensure in Minnesota meet the same, high standards; provide the same body of documentation about student performance; complete the same rigorous and regular approval processes; and include an active postsecondary partner.

C. Strategic Plan

Although each state association's strategic plan should be customized to the needs and goals of each association, certain elements are important to include in any strategic plan. These include the state association's vision, mission, and values; strategic goals (usually limited to four or five); specific objectives; actions/activities; person(s) responsible for each objective and action item; and how to measure the attainment of objectives. Other elements may be included as well, such as resources needed and the status of each objective. Some associations use a committee to develop a draft of a strategic plan, which is then taken to the membership for input, feedback, and eventual approval. State associations that need assistance in the development of a strategic plan can contact AACTE for assistance from staff.

It is important to monitor the strategic plan annually and revisit the status of the plan often to ensure that the association is on track to accomplish its goals and strategic initiatives. Many strategic plans are written as 5-year plans, and associations generally begin to update their plans after 3 years. When a state association views its strategic plan as an action plan, goals are more likely to be reached—which means updating the plan can involve the development of new goals. It is helpful to assign officers, committee members, and/or others to specific roles in the development and implementation of the strategic plan, with progress reports given at state association meeting.

III. Part Three – Recruitment, Procedures, and Management

A. *Recruitment of New Members*

State Membership. To maintain a healthy, robust state association, it is important to recruit member institutions to the state association and to assist them in joining the national association as well. A state association needs members to speak for and represent educator preparation with the state department of education, members of the state legislature, state teacher and administrator organizations, and other education stakeholders. The benefits of state membership include access to updated information, legislation, and policy issues at the state level; the ability to take a proactive approach to challenges and opportunities within the state; and the availability of professional development through annual state association conferences, the association’s web site, and other means of communication. State associations should be intentional about recruitment as in the example below from the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE).

Why Join the Pennsylvania Association of Colleges and Teacher Educators?

PAC-TE very much needs your individual, institutional, or associate membership on an ongoing basis so that the association may continue to be a viable influence in teacher and educational leader preparation affairs within our state and through our involvement with ATE and AACTE.

In addition, we provide valuable services for teacher educators:

- A. Regular, ongoing representation at and reports from meetings of the State Board of Education and hearings relevant to the field of professional educator preparation
- B. Communication with and updates from the Pennsylvania Department of Education and PA legislative education committees
- C. Electronic newsletters and memos on current PAC-TE news, services, conferences, advocacy, and state legislative and policy developments
- D. Links to national, state, institution, and association resources
- E. Position announcements – view the announcements or post your own
- F. Sponsorship of the three-day Teacher Education Assembly, the state’s most inclusive and comprehensive professional development meeting for teacher educators
- G. Sponsorship of a one-day Spring Conference dealing with current teacher preparation issues and concerns
- H. Publication of the annual PAC-TE journal, "Pennsylvania Teacher Educator," now accepting manuscripts for its 12th volume.
- I. Recognition of the prestigious PAC-TE Teacher Educator of the Year and Friend of Education awards—consider nominating a colleague or supporter
- J. Opportunities to serve the field and the association:
 - 1. Board of Directors
 - 2. Committee membership and leadership
 - 3. Focus group leadership and networking
 - 4. Conference presentations and support

National Membership. Even more support is available when member institutions join the national association in addition to that of the state. AACTE membership provides member institutions with a

unified and respected professional voice on Capitol Hill, up-to-the-minute policy analysis, and successful advocacy for legislation favorable to educator preparation. AACTE supports its member institutions through state support grants; helps with the development of new or existing state associations and their initiatives; provides funding and support for topical action groups; makes available to members data on the profession and public relations strategies and tips; and offers constant monitoring of state and national education-related news and ongoing updates on key professional issues. The following two-page document provides additional information about the benefit of membership in AACTE and may be shared with state association members.

The Benefits of AACTE Membership

AACTE membership is institutional—when an institution joins, all employees and students in the college of education have access to AACTE benefits, including exclusive free or discounted access to a range of programs, events, products, and services. This AACTE [flyer](#) provides a detailed overview of some of the many benefits of AACTE membership.

The tools and resources that comprise the constellation of AACTE membership benefits are designed to broaden the knowledge of members, to help address current challenges in the field, to facilitate networking, and to help members achieve their professional development goals. Among these benefits are:

- **AACTE Webinars**
AACTE’s vast on-demand [library](#) of webinars covers a range of useful topics including, “How educator preparation programs are adapting to COVID-19,” “Integrating digital technologies in remote learning” and “How to transition to an online learning environment.”
- **[Annual Meeting](#)**
The AACTE Annual Meeting is the nation’s largest convening of teacher educators. The Annual Meeting has broad appeal and addresses timely professional and policy issues. Event opportunities include a wide variety of sessions with leading speakers, networking opportunities, distinguished award presentations, and education-related exhibits.
- **[Black and Hispanic/Latino Male Teachers Initiative Networked Improvement Community \(NIC\)](#)** NICs are learning communities that use improvement science to seek and test solutions within systems to address a shared problem of practice. The goal of this initiative is to help institutions by identifying successful strategies to increase the number of Black and Hispanic/Latino men receiving initial teaching certification through educator preparation programs.
- **[Career Center](#)**
The Career Center is designed to serve educators at all levels. Post a position, upload your resume, and learn how to ace the interview and make your resume stand out. **AACTE members receive a 25% discount on select job postings.**
- **[COVID-19 Resource Hub](#)**
AACTE is committed to supporting its members, professional community, and partners in responding to the global crisis caused by the Coronavirus (COVID-19). On this site, you will find information about AACTE’s response to the outbreak as well as links to helpful tools, resources, research, and learning opportunities to assist your operations

during this critical time.

- [Day on the Hill](#)
Members receive a reduced registration rate to AACTE's Day on the Hill, where experts provide training on how to advocate for the profession before heading to Capitol Hill.
- [Ed Prep Matters](#)
AACTE's blog is the premier source for Association news, current events, and insights on U.S. educator preparation. In addition to original content, the blog compiles key articles from a variety of sources and shares AACTE members' updates and achievements with the educator preparation community and the public.
- [Holmes Program](#)
This program provides mentorship, peer support, and professional development opportunities for graduate students. The AACTE Holmes Program supports doctoral, post-doctoral and master's students. Serving students of color, the program helps AACTE member institutions increase the diversity of their students and faculty by developing an outstanding pool of candidates.
- [Journal of Teacher Education \(JTE\)](#)
AACTE's highly regarded, peer-reviewed journal on policy, practice, and research in teacher education is published 5 times a year. **All members receive complimentary digital access to JTE.**
- [Leadership Academy](#)
The annual Leadership Academy is an indispensable opportunity for new or aspiring deans, department chairs, and academic administrators to hone their leadership skills with colleagues in similar, professional positions. Attendees gain insights on how to effectively manage resources and programs, collaborate in interactive learning sessions, and engage with top leaders from the field in an intimate setting.
- [Member Benefits Video](#)
How are members making the most of their membership? Watch this new AACTE member video and hear what your peers have to share about the many ways being a member of AACTE has benefited them.
- [Reducing the Shortage of Special Education Teachers Networked Improvement Community](#) This NIC aims to address the problem of the shortage and lack of diversity of fully prepared and credentialed special education teachers in public schools across the nation.
- [Research, Reports, and Briefs](#)
AACTE provides members with the latest, practitioner-focused research, such as *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation*, *Colleges of Education: A National Portrait*, *Education Students and Diversity*, and *Promising Practices to Recruit and Retain Male Teachers of Color*.
- [Resource Library](#)
AACTE's online Resource Library houses PowerPoint presentations, webinars, PDF files, videos, and many other resources for download.
- [Holmes Bulletin](#)
The monthly e-newsletter from the Holmes Council updates AACTE Holmes Program participants on news, events, technical issues, and professional activities. Participation in the Holmes Program is exclusive to member

institutions.

- **[State Directions](#)**

The monthly e-newsletter from AACTE and the Advisory Council of State Representatives Executive Committee covers state news, policy trends, chapter events, and opportunities for engagement.

- **[State Leadership Institute](#)**

This program brings together AACTE and ATE state chapter leaders from across the United States to address the challenges facing the profession in their states, augment the capacity of chapters to be the voice of educator preparation at the state level, and engage in professional development.

- **[State Policy Tracker Map](#)**

View the latest policy changes affecting your program and receive guidance on how to make necessary programmatic changes through AACTE's State Policy Tracker Map.

- **[Topical Action Groups \(TAGs\)](#)**

TAGs are AACTE's action-oriented study groups and provide a forum for individuals from AACTE member institutions drawn together by a common interest or purpose within the field of educator preparation. AACTE provides TAGs with operational funds, publicity, online meeting and administrative space, staff support, on-site meeting space for an annual business meeting in conjunction with the AACTE Annual Meeting, and the prestige of AACTE affiliation.

- **[Video Wall](#)**

The AACTE Video Wall offers an improved way for navigating video content, categorized into three main channels: Advocacy, Quality, and Partnerships. It showcases the Association's video series, event and interview recordings, and members' own work.

- **[Virtual Reality Classrooms](#)**

AACTE members are committed to preparing high-quality teacher candidates through clinical practice to make their students profession ready for the 21st century learner. To that end, AACTE entered into a collaboration with Mursion, a virtual reality simulation company, to provide educator preparation programs with innovative solutions for teachers candidates. This technology is used to prepare new teachers for challenges in today's classrooms, to empower principals with administrative competencies, and to help improve student's social skills and confidence. All members receive discounted pricing.

- **How to Get Involved**

AACTE has numerous volunteer opportunities for members. Below are just a few ways to become more engaged, grow your network, and perfect your leadership skills:

- **Submit a Proposal for the Annual Meeting** – AACTE member faculty are encouraged to submit session proposals each spring for the following year's Annual Meeting.
- **Serve as a Peer Reviewer** – Reviewers play a vital role by evaluating proposals for placement in the official Annual Meeting programming.
- **Volunteer for Board or Committee Service** – Any individual from an AACTE member institution is eligible for service on AACTE [programmatic advisory committees](#), and Chief and Institutional Representatives may

also apply for service on the [Board](#). A call for volunteers is issued every March for service in the following year.

- **Apply for an Award** – AACTE’s [annual awards program](#) recognizes excellence in both member institutions and individuals who have made significant contributions to the field of educator preparation. Nominations open each spring for Writing and Research, Best Practice, and Professional Achievement Awards.

B. Procedures for Hiring Officers and Other Personnel

Typically, the offices of president, president-elect, past president, secretary, and treasurer are voluntary positions, but some positions are paid. State associations also may choose to hire an executive director, legislative liaison, administrative assistant, or web manager. For the last two positions, individuals who work at a college or university may take on additional part-time work outside their regular positions and be paid a stipend for the work. For the positions of executive director and legislative liaison, associations may want to conduct a search and hire an individual for the position.

C. Procedures for Executive Board, Business, and Committee Meetings

A state association’s bylaws contain the procedures for conducting executive committee/board of directors meetings in terms of frequency and purpose and describe the procedures for business and committee meetings as well.

D. Appointments for Standing and Ad Hoc Committees

Standing committees for functions such as government relations, research, legislation and policy, professional development, communications, etc. may be established by the Board of Directors/Executive Committee.

Temporary or ad hoc committees, such as a nominating committee or a search committee, may be appointed by the president for such purposes as determined either by the membership or the Board of Directors/Executive Committee.

E. Budget Development, Management, and Audit

The state association budget process may be the responsibility of the treasurer, secretary, or executive director with oversight by members of the board of directors or executive committee. See the example below describing the development, management, and auditing of a budget provided by the California Council on Teacher Education.

Our state association has an approved annual budget each year, operating from July 1 to June 30. The budget covers anticipated income and approved expenses. Our income comes mostly from annual memberships and semiannual conference registrations, along with some co-sponsorships and gifts. Our expenses involve staffing, two journals, two conferences, and a variety of committees and other activities.

Drafting the budget each year is assigned in the bylaws as the responsibility of the Executive Secretary, with the advice and consent of the CTE Executive Committee, which consists of the President, President-Elect, Past President, and the Executive Secretary, who creates a draft for the Executive Committee to review and then the Executive Committee passes it on as a

recommendation to the CCTE Board of Directors, which has the final authority to adopt the budget for the coming year.

The Executive Secretary tracks all income and expenses and reports on a monthly basis to the Executive Committee and on a quarterly basis to the Board of Directors. As long as income and expenses remain within the approved budget, things are fine. If we need to exceed the budget in any category by more than 5%, the Executive Committee must approve the exception. If income were to fall short of expectations in any area, the Executive Secretary would bring that to the attention of the Executive Committee, and recommendations for altering the budget are made to the Board of Directors.

At the end of each fiscal year, the Executive Secretary pulls together all of the financial records for the year and submits those to a Certified Public Accountant who prepares an audit report for our Board of Directors and also prepares our annual state and federal tax returns.

F. Obtaining Tax-Exempt Status

Each AACTE state association is a separate organization and does not derive any tax status from its affiliation with AACTE. State affiliates presumably qualify for tax-exempt status under federal law as charitable and educational organizations under section 501(c)(3) of the Internal Revenue Code (the same tax status held by AACTE).

AACTE strongly encourages its affiliate members to receive and maintain tax-exempt status. To apply for tax-exempt status, your state association must have a federal Employer Identification Number (EIN). There is no charge to apply for an EIN. Once your state association has obtained an EIN, then you may apply for the federal tax-exempt status. Go to <http://www.irs.gov/charities/article/0,,id=96109,00.html> to find the most recent application. Make sure to maintain a record of this information in the material that is passed between association presidents. If you apply for federal exemption status, you can state that you have reasonable cause for being late in applying for this status and ask that your exemption be retroactive to the date your association began.

Associations also need to be vigilant about completing tax forms. If your state association has a federal tax-exempt status, or if your association is seeking to re-establish tax-exempt status, you must complete an annual 990-EZ form.

State law requirements must also be taken into account. Each state affiliate presumably qualifies for tax-exempt status under state law and may be eligible for state sales, use, and/or property tax exemptions. State law may also require the timely filing of an annual report.

Every state has different requirements, and each association may have a unique federal situation as well. We urge that a tax professional in your state be consulted.

G. Sample Committees and Their Functions

Many state associations form committees, in addition to the executive committee, to conduct the work of the association. These vary from state to state, but here are three examples.

Communications Committee

Charge: The Committee will develop and implement a marketing plan to ensure that member

institutions are kept informed in a consistent and comprehensive manner. This shall include the state association web site, newsletters, etc. The Committee will:

1. Gather information about issues facing educator preparation programs and facilitate communication through the dissemination of research.
2. Consider effective vehicles and strategies for disseminating research findings and contribute to the capacity building of the member institutions.
3. Assist in promoting the value of membership to the larger education community including the development of talking points and op-eds.

Policy and Legislative Committee

Charge: The Committee will analyze educator preparation policies from national and/or regional governmental and nongovernmental agencies and develop appropriate strategies to ensure that legislation and regulations are favorable to member institutions. The Committee will also assist in promoting the value of membership to the larger education community including helping with the development of op-eds and talking points. The Committee will:

1. Provide leadership in the development of professional consensus on standards, assessment and practice in teacher preparation.
2. Oversee the design and implementation of technical assistance related to professional standards and practice. Attention should be given to initiatives that support and strengthen linkages between the professional standards for educators, professional education preparation programs, and student learning.
3. Advocate for state and national accreditation, licensure, certification, and program approval in strengthening both the field and profession of education.

Professional Development Committee

Charge: To assist with the development of the fall and spring conferences and recommend professional development and technical assistance activities to strengthen member programs and build their capacity to prepare educators who can teach every child effectively. The committee will:

1. Assist in assessing the professional development and technical assistance needs of the membership.
2. Recommend speakers for the association's general sessions, breakout sessions, and preconference workshops.
3. Advise on new formats for delivery of professional development and technical assistance.

H. Examples of State Association Support Grant Uses

State associations have used the funds provided by AACTE State Association Support Grants to organize a State Day at the Capitol; pay for speakers at conferences; develop an awards program for member institutions to award outstanding teachers, candidates, and partners; develop or revise the association's strategic plan; develop legislative priorities and advocacy documents for the year; develop a web site and hire administrative staff; sponsor candidates and association members to attend the State Leaders Institute; sponsor association members to attend AACTE's Annual Meeting and Day on the Hill events; develop an online data system platform for the association; host professional development sessions and conferences on reform issues from the state; develop a social networking presence; design and implement a mixed- methods research plan to identify and implement a process for the selection of

early-career exemplar teachers prepared by the associations' member institutions, with the research results presented at AACTE and local events; develop a protocol for recruiting more minority candidates into teacher preparation programs; and re-establish a defunct association.

IV. Part Four — Developing Advocacy and Communications Strategies

A. *Development of an Advocacy Strategy*

AACTE describes advocacy as a process in which an argument is made in favor of a cause and specific course of action. This process involves the cultivation of relationships, usually with policy makers. To ensure that policies affecting the future of educator preparation involve input from schools and colleges of education and are based on rigorous standards, professional consensus, and research, the field must engage in advocacy with policy makers. To do so, it is important for state chapters to develop an advocacy strategy. See the five-step example below as a means to develop an advocacy strategy for your state chapter.

Questions to Consider in Defining a Strategy

1. Purpose and Desired Outcome

Why are we undertaking this strategy? What is the problem we are trying to solve?
If the strategy were successful, what would be the outcome?

2. Theory of Action

Why and how do we believe that the strategy will help us to achieve the desired outcome? Express as one or more “If... then...” statements.

3. Beginning and End

When will the strategy begin and when will it end? Use the following definitions:

Begin: Team begins work

End: The new activities or changed activities brought about by the strategy can continue with little or no oversight; they are a part of “business as usual”

4. Impact and How to Estimate

What is the expected efficacy and scale of this strategy? For each person engaged, how many will support the effort? How many people will be reached? What critical assumptions does this estimate rely on?

5. Resources

What resources will we need:

Personnel dedicated to project?

Funding for project (amount and timeframe)?

B. *Tips for Establishing and Sustaining Partnerships With the State Department of Education, State Teacher and Administrator Organizations, and Other State Education Stakeholders*

In addition to working with policy makers and to have a voice in education and educator preparation at the state level, it is essential to establish a professional working relationship with key people in the state department of education and other organizations in the state. Attend meetings and workshops, volunteer for education task force and committee work, and offer to be a reviewer of grants and folios. Make yourself an indispensable source of information about education issues. Offer to collect research and interpret it for these organizations. Identify issues of importance and find out the positions of key people at the state level. Invite members of these organizations to speak at state chapter meetings. In fact, many state chapters have a place on the agenda for a state department of education representative at every chapter meeting. Keep the lines of communication open at all times.

C. *Participation in Federal and State Day on the Hill Events*

Federal Day on the Hill

It is important to plan ahead of your visit to Capitol Hill in Washington, DC. Part of that planning involves contacting congressional offices prior to your visit to schedule meetings with members of Congress and their staffers.

After contacting congressional offices, prepare your “leave behinds” for members of Congress and their staffers. Leave behinds are documents that provide information about your organization and the cause you represent. These documents are great resources for Hill staffers to refer to after the visit. See Appendix A for a sample leave behind from a visit to Capitol Hill.

State Day at the Capitol

Use a similar strategy to plan a visit to your state capitol in terms of requesting appointments with legislative offices. Also see Appendix B for the letter that the Kansas Association of Colleges for Teacher Education (KACTE) sent to members of the House and Senate in their state legislature.

D. *Development of Legislative Priorities*

A state chapter’s legislative priorities are developed each year, may be influenced by the proposed legislation for that year, and typically include specific “asks” along with research to support the asks. State chapter leaders may designate an individual or committee to study upcoming bills that focus on educator preparation, provide research for or against pending legislation, and suggest proposed language to improve or change a bill. Sometimes that individual is the legislative liaison, executive director, or other person(s) designated by the chapter’s executive committee. See the example below, which lists Florida’s four legislative priorities for 2013 along with a sample of how FACTE’s proposed language to amend/improve one of the bills and the results that were achieved helped to accomplish the first of their legislative priorities.

2013 Four Legislative Priorities of the Florida Association of Colleges for Teacher Education

1. Teacher preparation and clinical experiences
2. Teacher evaluations/VAM
3. State-approved programs offered by nonprofit entities
4. Alternative pathways for educational leadership

HB 863 – Teacher Preparation and Accountability

- ▶ All instructors in postsecondary teacher preparation programs who instructor supervise preservice

field experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall have at least one of the following: specialized training in clinical supervision; a valid professional teaching certificate pursuant to ss. 1012.56 and 1012.585; and/or at least 3 years of successful teaching.

Proposed language for amending Clinical Faculty requirement in HB 863

- ▶ *All faculty in postsecondary teacher preparation programs who instruct, or supervise preservice field experience courses or internships in which candidates demonstrate their impact on P-12 student learning growth shall have **all** of the following: Specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching or school administration experience; and an annual demonstration of recency of experience in a relevant prekindergarten through grade 12 school setting (as defined in SBE Rule).*

Results: FACTE was successful in amending the House bill that passed with the improved language, which illustrates what state chapters can accomplish when they set and follow through on legislative priorities.

The next example illustrates the 2014 legislative talking points and policy priorities of the Iowa Association of Colleges for Teacher Education (IACTE).

**2014 IACTE Legislative Session Talking Points & Policy Priorities
“Teacher Preparation: Preparing New Professionals for Educational Transformation”**

1. Teacher preparation programs recommend new teachers for licensure based on multiple assessments including progressively rigorous, diverse clinical experiences.

Teacher education candidates participate in multiple and diverse clinical experiences, including a minimum of eighty hours in classrooms prior to student teaching and fourteen weeks of student teaching prior to program completion.

Candidates are assessed over time by multiple measures, which focus on content knowledge, pedagogical abilities, and dispositions. Candidates that are recommended for an Iowa Teaching License are prepared to support the learning of each.

2. Accountability and review for teacher preparation programs/providers are conducted by the Iowa Department of Education with representatives from peer institutions. The process should continue to be rigorous, transparent, comprehensive, and equitable to all institutions/providers licensing teachers.

IACTE supports program accountability for all institutions/providers licensing teachers in Iowa. Preparing highly effective teachers through high standards for teacher candidates is a keystone of IACTE member institutions.

Because of the lack of consensus on any one encompassing measure of program effectiveness, IACTE member institutions support comprehensive evaluation based on multiple measures including but not limited to:

- Job placement rates;
- District and school employers’ satisfaction with program completers;
- Candidates’ and program completers’ satisfaction with preparedness;
- Ability to meet the needs of localities, particularly in high-need areas and in specific endorsement areas.

Grade point average and standardized assessments of candidates are just one set of measures of program

effectiveness and should not be considered reliable data for determining effectiveness, just as GPA and standardized assessments should not be the sole criteria for admission into a teacher preparation program or the sole criteria for recommendation for an Iowa license.

3. Effective learning for children requires a comprehensive educational system that spans all levels of education, P-12 through higher education. IACTE supports a P-20 systems approach to education that involves partnerships among professionals, parents, students, communities, and elected officials. We share common goals that place children at the center of our work.

IACTE member institutions contribute research to inform and support effective teaching and learning.

IACTE member institutions provide multiple opportunities for ongoing professional growth of Iowa's professionals.

IACTE member institutions need to have a voice in the collaboration process in order to make the pathway from teaching candidate to teacher-leader seamless and comprehensive. IACTE advocates for comprehensive approaches to professional development after quality preparation, working in collaboration with professional organizations, districts, and Iowa teachers.

4. IACTE member institutions advocate for dedicated scholarships supported by legislative action to recruit and retain academically talented students.

Over 70% of Iowa undergraduates complete college with student loan debt, with the average debt just under \$30,000. Federal and state teacher loan forgiveness programs have enabled students to pursue teaching careers. IACTE encourages state law-makers to continue to support such programs so IACTE member institutions can recruit candidates committed to teaching in high-need areas and hard-to-fill endorsement areas, as well as candidates who are first-generation college students and candidates currently under-represented in Iowa's teaching force.

E. Communicating With the Media

It is important to ensure that local education reporters, particularly those who cover your issues most often, know you as a resource. The best way to secure this reputation is to consistently work with your communications contact to be sure the relevant relationships have been established. You will also want to work with your institution's communications or news and information staff regularly to update them with regard to new or developing issues on which you are working, or issues on which you could lend expert professional guidance.

If your issue has been a highly discussed topic at the city, county, or state level recently (typically, in the last 30-90 days) and you have a new, compelling message to share about it, you might consider submitting an Op-Ed to a local newspaper or news web site. If you see that an article appears about your issue, you might consider writing a letter to the editor, which is typically best written and submitted within 24-48 hours of seeing an article in print to which you want to respond. AACTE can provide guidance on writing Op-Ed pieces and letters to the editor.

V. Part Five — Association Activities and Events

A. Identification of State Association Conference Sponsors

State associations can benefit by eliciting the support of corporate sponsors (e.g., Eduventures, Live Text, Task Stream, etc.) to provide a breakfast, lunch, or other refreshments at association events or to pay the honorarium for a keynote speaker. In return, the state association can provide the sponsor with a table at the event, an opportunity to speak to the attendees, and an acknowledgement of the sponsorship in the conference program. This partnership opportunity allows the association to defray some expenses and gives the sponsor some visibility and a venue to reach out to institutions.

See a sample sponsorship form below from the Pennsylvania Association of Colleges and Teacher Educators.

<p style="text-align: center;">Sponsorship Form PAC-TE 2014 Spring Conference</p> <p><i>Teaching in Pennsylvania: Successful Preparation and Practice</i> <i>Featuring Charlotte Danielson</i></p> <p>April 1, 2014 / Penn Stater Conference Center / State College</p> <p>1) _____ YES, we will provide \$250 to sponsor the PAC-TE 2014 Spring Conference.</p> <p>2) _____ I understand that this form must be received by PAC-TE by February 4, 2014, in order for my business to be listed as a sponsor in pre-conference promotion and by February 28 in order to be listed in the printed conference program.</p> <p>3) How should your business be listed in pre-conference publicity and in the conference program? (You may include business name, web address, phone #, logo, and other standard information you always use in identifying your business. Please do not compare with other businesses or promote a specific product.)</p> <p>4) Please choose one: _____ A check is enclosed (made out to "PAC-TE" or the "Pennsylvania Association of Colleges and Teacher Educators"). _____ A check will follow (made out to "PAC-TE" or the "Pennsylvania Association of Colleges and Teacher Educators").</p> <p>5) Contact person: _____ Email address: _____ Phone #: _____</p> <p>PLEASE COMPLETE THIS FORM and SEND VIA US MAIL to the PAC-TE Executive Director at : 5730 Rod Hill Road, Edinboro PA 16412</p>
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B. State Association Awards

Just as AACTE gives awards, some state associations offer awards such as the Friend of Education Award, Legislator of the Year Award, Teacher Educator of the Year Award, Distinguished Service to Educator Preparation Award, Outstanding Leadership Award, and the Quality Educator Partnership Award—to name just a few. The awards are typically presented at one of the state association's conferences.

In addition, state associations that have been awarded a State Association Support Grant from AACTE have presented the results of that grant at a state association conference, typically in the spring.

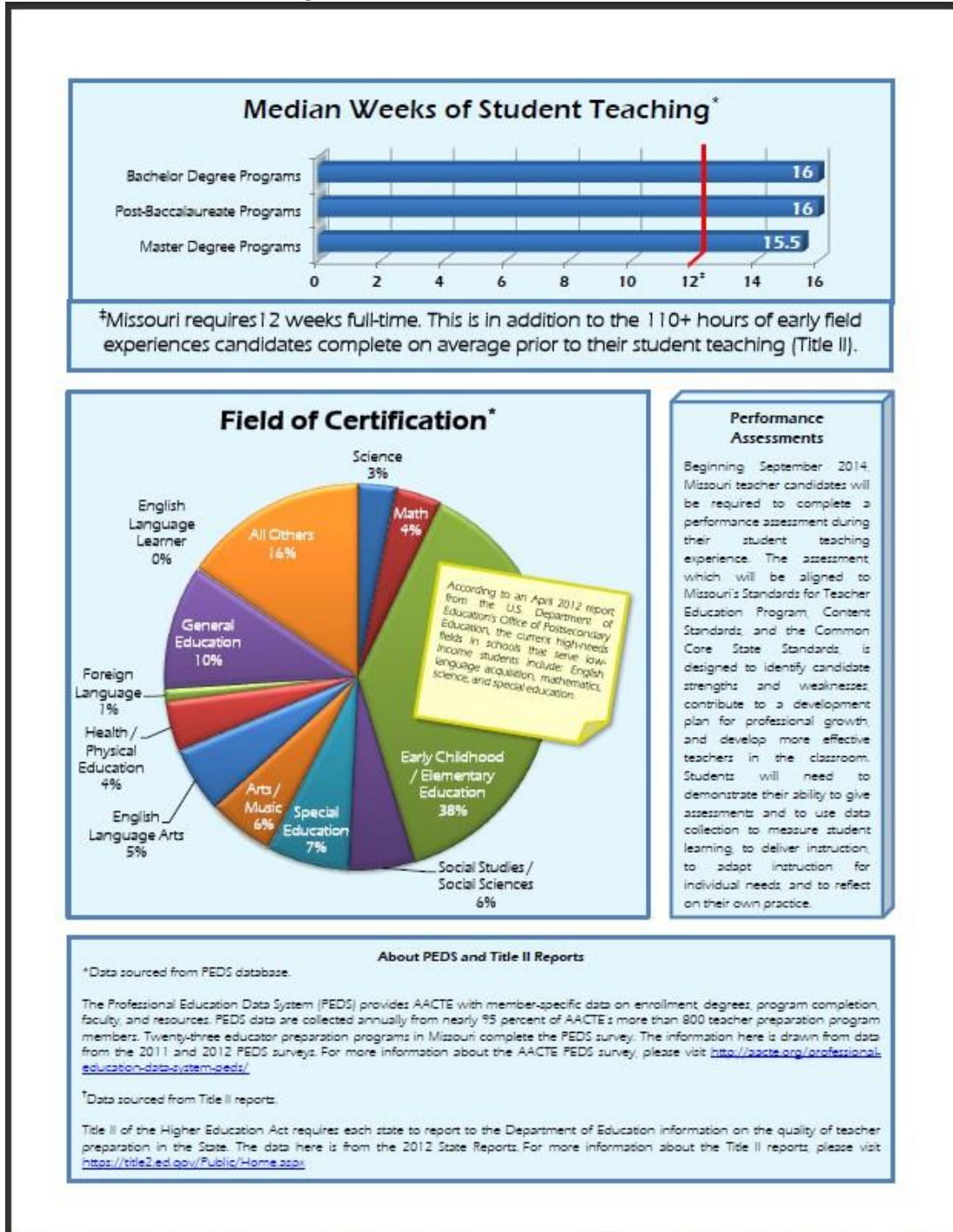
C. Tips for Hosting a Conference

1. Use the association's member database and web site for communicating dates and locations of state association conferences.
2. Assign someone (e.g., executive director, president-elect) to negotiate the contracts for hotel sites and to work with host higher education institutions for conferences held on campuses.
3. Plan and carry out logistical arrangements for the events, including mailings, web site announcements, registration, accommodations, meals and other provisions, and preparation of materials including conference evaluations.
4. Invite speakers, plan the program, develop an agenda, and post the agenda on the association web site.
5. Prepare and post online a biography for each speaker.
6. Seek and obtain sponsors to help fund and support events.
7. Monitor the budget, and ensure all accounts are settled in a timely manner.

VI. APPENDIX

Appendix A. Sample Leave Behind

Some state chapters are using their state fact sheet as a leave behind, as in this example provided by the Missouri Association of Colleges for Teacher Education.





January 27, 2014

Dear Representative _____:

The members of the Kansas Association of Colleges for Teacher Education (KACTE) thank you for your leadership and service as a legislator in the Kansas House of Representatives. KACTE's purpose is to provide strategies and practices which are most effective in the preparation of teachers and other school professionals. KACTE promotes the exchange of ideas and views of member institutions, provides leadership in the continuing development of educator preparation in Kansas, and represents Kansas higher education with regard to educator preparation goals and policies. KACTE's membership includes 76 institutional representatives from 22 of the 24 public and private colleges and universities in Kansas. Last year, these institutions graduated 2,834 teachers.

What are the ingredients for preparing good teachers? Strong content knowledge leads the way. Elementary teachers must know the core subjects—literacy (encompassing reading, writing, speaking, listening, and language arts), mathematics, science, and social studies. They must also know music, art, and physical education. In contrast, middle and high school teachers focus on the subject area(s) they will teach. Their preparation is equal to or comparable to their peers who major in the content areas. Candidates are also prepared in general education, classroom management, pedagogy, assessment, integrating literacy strategies into teaching their content, technology, and adapting curriculum for diverse learners (e.g., students with disabilities and English language learners).

Sprinkled liberally throughout the undergraduate preparation is clinical experience—supervised time engaged in teaching responsibilities in an elementary or secondary classroom. One might think that the only field work is the student teaching during the student's last semester, but the reality in the colleges and universities across the state is multiple field experiences.

The student is supervised by both the cooperating teacher in whose classroom the student is placed and the teacher education faculty. The cooperating teacher is selected based on criteria established by the institution such as experience and a record of effective teaching. An effective teacher is the fruit of a partnership involving the student, the teacher educator, and the cooperating teacher.

KACTE requests the House of Representatives and the Senate convey to P-12 students the importance of becoming a teacher and the significance of quality teaching to the future of Kansas. We also invite you to visit a school, observe a student teacher, and discuss with the principal, cooperating teacher, and faculty supervisor the value of teacher preparation. We are ready to respond if you need additional information.

Again, thank you for your service. We hope you have a productive legislative session.

Sincerely,



Kenneth A. Weaver, KACTE President

**Model Constitution
Association of Colleges for Teacher Education**

PURPOSE

The purpose of the Association is to stimulate improvement in the education of professional school personnel in _____.

ARTICLE I - NAME

The name of this organization shall be the “ _____ Association of Colleges for Teacher Education.”

ARTICLE II - OBJECTIVES

The objectives of this Association shall be:

- i. To establish an effective voice for teacher education institutions at the state (regional) level on matters of policy related to teacher education.
- ii. To establish an effective communication system between the national AACTE and state (regional) units.
- iii. To provide a vehicle for teacher education institutions within a state (region):
 1. To assist the national organization in developing and defining positions on issues of importance to teacher education.
 2. To assist the national organization in coalescing support for national policy and activity.
- iv. To provide for the interaction of teacher institutions among themselves and with other organizations for the purpose of improving teacher education.

ARTICLE III - MEMBERSHIP

- A. **Regular Membership** All regionally accredited colleges and universities that are AACTE member institutions in _____ are eligible for membership. Functions for membership shall be exercised by institutional representatives appointed in accordance with provisions in the Bylaws.
- B. **Associate Membership** All other regionally accredited colleges and universities that are non-AACTE member institutions in _____ are eligible for membership. Functions of membership shall be exercised by institutional representatives appointed in accordance with provisions in the Bylaws.
- C. **Affiliate Membership** Institutions not eligible for regular or associate membership and that are not regionally accredited but that officially and publicly announce that the education or professional school personnel is one of their important institutional purposes will be eligible for affiliate membership in _____.

ARTICLE IV - LIAISON RELATIONSHIPS

Liaison relationships may be established with associations and agencies with an interest in the preparation of professional school personnel.

ARTICLE V - OFFICERS

The officers of the Association shall be a President, President-Elect, and a Treasurer and such other officers as may be deemed necessary to be elected in accordance with the Bylaws.

ARTICLE VI - BOARD OF DIRECTORS

The Board of Directors shall be elected by institutional representatives in accordance with the requirements set forth in the Bylaws.

ARTICLE VII - MEETING

The Association shall hold an Annual Meeting and such other meetings as may be called by the Board of Directors.

ARTICLE VIII - RULES OF ORDER

The rules of parliamentary procedure contained in Robert's Rules of Order (latest revision) shall govern the deliberations of this Association.

ARTICLE IX - NONPROFIT STATUS

The Association of not organized for profit and no part of its funds shall inure to the benefit of any member or individual.

ARTICLE X - AFFILIATION

The Association shall be affiliated with the American Association of Colleges for Teacher Education in accordance with policies established by its national Board of Directors. The policies shall include but not be limited to the following:

A. For purposes of obtaining affiliation the state unit membership shall consist of at least two thirds of the AACTE member institutions in the state.

B. Continuance of affiliation shall be contingent upon:

1. Maintaining a membership of at least two thirds of the AACTE member institutions in the state.
2. Assurance that the voting rights of comprehensive (regular) members comprise at least 51 percent of the total voting rights for the state unit.
3. Submission to the national Board of Directors of an Annual State Activity Report to include a review of program and fiscal activities and a certification of membership within the state unit.
4. Biennial review by the AACTE Board of Directors.

ARTICLE XI - AMENDMENTS

Proposed amendments to the Constitution shall be submitted in writing to the state Board of Directors by institutional representatives; such proposed Amendments must be mailed to all member institutions at least two weeks before the meeting at which they are to be voted upon; if approved at the meeting, they shall then be sent to all authorized institutional representatives by mail ballot, with a two-thirds majority of the ballots cast and approval of the national Board of Directors necessary for acceptance.

ARTICLE XII – BYLAWS

Bylaws may be adopted or amended by the Board of Directors subject to a majority vote of institutional representatives from the regular membership at a regular or special meeting and approval of the national Board of Directors.

The foregoing Constitution was adopted _____, through unanimous action by the following institutions:

The Constitution was accepted by letter by the following institutions:
[list]

**MODEL STATE BYLAWS
ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION**

ARTICLE 1 - MEMBERSHIP

A. Regular Members

Section 1 – Eligibility

All regionally accredited colleges and universities which are members of AACTE in _____ engaged in the preparation of professional school personnel, including paraprofessionals who have contact with children in the teaching-learning process, and which have state program approval are eligible for membership. Member institutions are responsible for the selection of institutional representatives, number to be determined as set forth in Section 2.

Charter members will be received until the time application is made to the AACTE Board of Directors for affiliation. After that, those interested in membership should submit an application to the state Board of Directors at least two months before the next Annual Meeting.

Section 2 - Number of Representatives

1. The number of representatives of each regular member institution shall be at least two.
2. Each institution will designate one of its representatives as chief institutional representative.

Section 3 - Voting Membership

All institutional representatives from regular member institutions are voting members.

Section 4 - Membership Year

The membership year shall be from January 1 to December 31.

Section 5 - Dues

The dues for regular membership shall be _____; with voting privileges.

B. Associate Members

Section 1 - Eligibility

All other regionally accredited colleges and universities in _____ that are non-AACTE member institutions will be eligible for associate membership in _____. Each associate member will have one institutional representative. Application should be made to the State Board of Directors at least two months before the Annual Meeting. A majority vote of regular member institutional representatives present at the Annual Meeting is required for acceptance.

Section 2 - Membership Year

The membership year shall be from January 1 to December 31.

Section 3 - Dues

The dues for associate membership shall be \$ _____ per year with voting privileges on all except national Associational matters.

C. Affiliate Members

Section 1 - Eligibility

Institutions not eligible for regular or associate membership and that are not regionally accredited but that officially and publicly announce that the education of professional school personnel is one of their important institutional purposes will be eligible for affiliate membership in _____. Each affiliate member will have one institutional representative. Application should be made to the state Board of Directors at least two months before the Annual Meeting. A majority vote of regular member institutional representatives present at the Annual meeting is required for acceptance.

Section 2 - Membership Year

The membership year shall be from January 1 to December 31.

Section 3 - Dues

The dues for affiliate membership shall be \$ _____ per year with no voting privileges.

ARTICLE II - VOTING RIGHTS OF MEMBERS

A. Regular Members. Regular members will have full voting privileges on all matters.

B. Associate Members. Associate members will have voting privileges on all except national Associational matters.

C. Affiliate Members. Affiliate members will have no voting privileges.

ARTICLE III - OFFICERS

Section 1 - Elective Officers

There shall be three elective officers: President, President-Elect, and Treasurer, and such other officers as may be deemed necessary. These officers shall be elected annually from authorized representatives of regular member institutions. In addition, the President shall be an official institutional representative to the national AACTE. They will be elected in time to take office by March 1.

Section 2 - Officers' Term of Office

- a. The President shall preside at Board Meetings, the Annual Meeting, and at special meetings; shall serve as a member of the Board of Directors; and shall serve as the state liaison representative to AACTE. The President will be responsible for the development of policy and shall submit an operational budget. The immediate Past President shall serve as a member of the Board of Directors.
- b. The President-Elect shall serve as Program Chairperson to plan for the Annual Meeting. The President-Elect will succeed to the presidency if for any reason the President cannot fulfill the duties of that office. The President-Elect will serve as a member of the Board of Directors.
- c. The Treasurer will be bonded and will supervise all monies paid into and out of the General Fund, will prepare a financial report for presentation at the Annual Meeting of the state unit, and will serve as a member of the Board of Directors.

ARTICLE IV - BOARD OF DIRECTORS

Section 1 - Composition

The Board of Directors shall consist of _____ voting members; the President, President-Elect, Treasurer, Past President, and such other institutional representatives from regular member institutions as shall be deemed necessary.

Section 2 - Term of Office

The terms of office of the Board of Directors shall be _____.

Section 3 - Power and Duties

The Board of Directors shall develop and implement policy and must approve the budget and plans for the Annual Meeting. The Board shall be responsible for verification of eligibility for membership and shall maintain a list of all members and current institutional representatives.

The Board may appoint an Executive Secretary and such other staff as may be necessary to carry out the business of the association.

The Board shall appoint annually an Audit Committee of members who will be responsible for auditing all accounts for the year.

The Board shall also annually appoint a Nominating and Elections Committee of members whose responsibility is to prepare a slate of candidates for all vacant elective offices.

Other committees may be appointed as needed.

Section 4 - Executive Committee of the Board

An Executive Committee of the Board of Directors may be established to carry on the business of the Association between meetings.

Section 5 - Meetings of the Board of Directors

The Board shall hold _____ regular meeting each year and special meetings as necessary on dated to be established by the Board.

ARTICLE V - ANNUAL MEETING

There shall be an Annual Meeting of the Association at a time and place to be determined by the Board of Directors.

ARTICLE VI - FINANCES

Section 1 - Fiscal Year

The fiscal year of the Association shall be from January 1 through December 31.

Section 2 - General Fund

The General Fund of the Association shall consist of the income from the receipt of dues from members and any other income which may accrue to the Association.

Section 3 - Budget

An annual budget must be presented by the President and approved by the Board of Directors.

Section 4 - Disbursement of Funds

All monies paid to the General Fund of the Association shall be supervised by the Treasurer. Monies shall be disbursed according to the approved annual budget. All non-budgeted expenditures must be approved by the Board of Directors.

Section 5 - Financial Reports

An annual report of the General Fund, including income and expenditures for the fiscal year, shall be prepared by the Treasurer for presentation at the Annual Meeting and submission as part of the Annual State Activity Report to AACTE.