

Minnesota Association of Colleges for Teacher Education

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When legislators and the general public have questions about the rigor of teacher preparation here in Minnesota, where do you, as members of the Board of Teaching, go to provide this information? Where is a succinct document that can provide what inquiring minds want to know?

You have in your hands a new document that MACTE has just made available. We want to ensure that there is a consistent, clear message about approval and licensing processes for education programs on the BOT and Department of Education web sites. If the message is not posted anywhere, there is a public perception that there is no process for accountability, when in fact there is. It is a public process, and we need the Board and the Department of Education to make it easily accessible to the public. It should not just be imbedded in the PERCA Rule.

MACTE has been gathering data from our institutions for years, and that data is included in this document. Though critics are fixated on tests and scores that identify effective teaching, people need to understand that the holistic nature of teaching requires a myriad of knowledge and skills. The edTPA is one of the most time-intensive and detailed written exams a person could ever take. Candidates must complete this performance assessment and provide a detailed analysis of their teaching and the impact they have on the learners in their classroom. We need to make sure that discussions regarding the rigor of teacher preparation programs in Minnesota include conversations about the extensive work teacher candidates complete through the edTPA and the high expectations identified for this work. The edTPA is a complex measure and just like the other multiple measures used to assess the effectiveness of candidates, the edTPA cannot be aggregated into a single grade, rank, or score. However, work completed for the edTPA is a detailed and deep analysis of pre-service teachers' own teaching and their students' learning. It is educative and enables candidates to develop strong teaching skills and a deep knowledge of their own knowledge and skills.

We know we only have limited time to communicate with legislators and others who are questioning teacher preparation. The material we are providing you can provide a quick overview of the expectations for teacher candidates in Minnesota, and we would ask that you share this with legislators and others who are discussing education preparation.

Becoming a good teacher is more than completing a test - but we want Minnesotans to know that our teaching majors DO complete tests that are rigorous and that education programs in this state are holding our candidates to high standards. I would suggest that critics read a completed edTPA to view the specifics and the level of detail that a new teacher articulates in this assessment. Candidates describe their students' successes and struggles and speak about the work they are doing to help these young people succeed. These analyses of our teacher candidates are being overlooked – because our legislators cannot find this information.

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We will continue to suffer undue criticism until there are clear paths to the information that is needed by those discussing our teacher preparation programs. If we do not help our legislators find the data that identifies the high expectations for new teachers in MN, they will continue to impose new expectations upon us.

Please quash the misinformation and provide links to the expectations for teaching licensing that are in PERCA. This information should be in an easy-to-find link that identifies the high expectations for teachers who graduate in this state.

Please upload an edTPA from the pilot site work so everyone has available the clear analysis our future educations can provide regarding their teaching and their support for their learners' achievement.

Please prepare and upload a quick link with pertinent data and list the rigorous expectations for teacher licensure that are the hallmark of Minnesota. And then please share this information. Let's make sure those with questions have a clear understanding of the rigorous assessments that identify Minnesota's graduating teacher educators' ability to teach.

Thank you!

The MACTE Document: Profession Ready: Prepared, Effective, Accountable is available:
<http://mnacte.org/wp-content/uploads/2015/02/MACTE-Profession-Ready-Final-pdf..pdf>