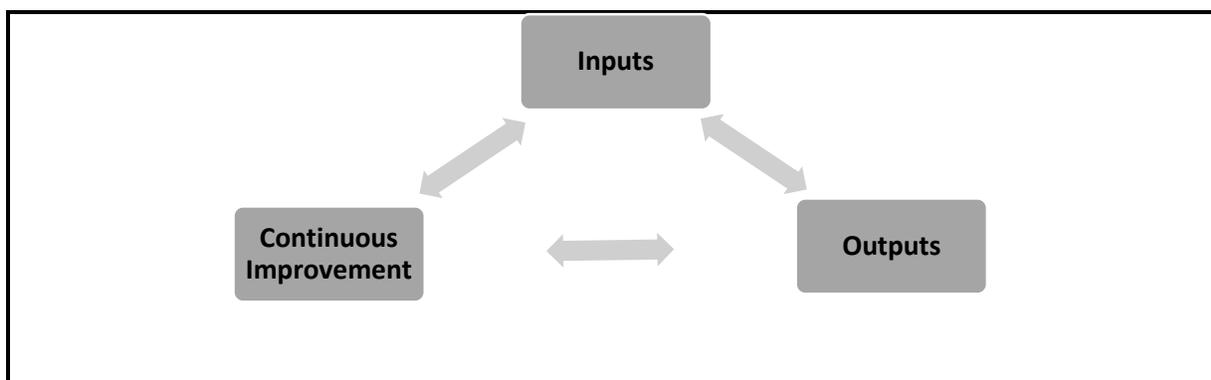


MACTE Minute – September 13, 2014

Collaboration for Continuous Progress Makes a Difference

In my role as President for MACTE, I have had many opportunities to meet leaders of teacher preparation programs from many states. We have increasingly been sharing our concerns for the contrived national rhetoric about failing schools, ineffective teachers, and the need for punitive accountability measures to assure reform. I am disheartened by the decision making and leadership models of other states who seek to evaluate, judge, and dismiss teachers, teacher candidates, schools, or teacher preparation programs using measures that are not justified by the body of research. I feel blessed that Minnesota seeks to assure diverse, well-prepared teachers by closely examining the measures we use; their purpose, validity, reliability, bias, and unintended consequences. I admit that I feel blessed to be from Minnesota where collaboration for continuous progress has become our guiding principal.

There will be many opportunities for us to affirm our commitment to this guiding principal in the next year. The Minnesota PERCA model reflects three stages of collaboration for effective measurement and improvement of programs: inputs, outputs, and continuous improvement.



You will note that in this systems representation of the PERCA model, each stage informs and provides a feedback loop to the other. Each of these stages must also be informed by the body of research which forms the context within which the system operates. MACTE affirms the upcoming adoption of PERCA, affirms the collaborative process by which the rules were developed, affirms the ongoing collaboration to clarify expectations for programs and units through a supporting rubric and manual, affirms the ongoing evaluation of measures at all three stages to assure effective feedback and decision making, and will collaborate to support and monitor the peer review process. There are some areas within each stage where our collaborative work may lead us in this next year.

Inputs – The Standards of Effective Practice (SEPs) need to be aligned to the revised INTASC standards – a daunting task to be sure, but one which is much needed. There are specific areas of preparation that have come to the attention of the legislature (ie. college and career ready, problem-based or experiential learning, Montessori) where we may need to find the fit to our existing SEPs or add requirements or endorsements. Since new research indicates that pedagogical methods and quality of field experiences are the two areas of preparation that statistically impact effectiveness in the field and retention, these two areas are worthy of our attention. Finally, how can we use information from our

outputs and continuous improvement efforts as feedback to improve our pedagogical methods and field experiences.

Outputs – A commitment to using representative measurements that have been designed for the purpose for which they are used, that are valid, reliable, unbiased, and fair should continue to govern our collaborative conversations about outputs. Licensure tests that have no correlation to the effectiveness of teaching such as the MTLE basic skills tests remain questionable at best as output measures. Alternative tests such as the ACT/SAT were not designed to measure teacher effectiveness but to predict if students would have a 50% chance of achieving a B- GPA as a freshman in college. The alternative tests that will be considered are subject to the same racial and linguistic biases as have been found in the MTLE Basic skills. Although it might seem reasonable to choose a cut score based upon averages, the variation in averages across the nation and across races and income levels must also be examined to assure that we are not institutionalizing another biased examination. To compound bias issue, the ACT/SAT add the bias of gender because the tests are biased toward males who are more willing to guess on timed tests. MACTE will continue to collaborate with the BOT to watch the MTLE content and pedagogy exams to understand the consequences of changes in cut scores as well as feedback from the test provider.

The edTPA standard setting process is underway and we have been impressed with the collaborative process. MACTE will actively support our institutions' examination of edTPA results to help them discuss how this measure can guide continuous improvement plans. The new use of student and employer surveys affords us the opportunity to use data that is both quantitative and qualitative and provides information about how our candidates perform in their first year of teaching..

Are there other measures that we can examine collaboratively in the future that would inform program approval such as attrition rates, aggregate Minnesota student performance and the impact on closing the achievement gap, evidence of the cultural competence of teacher candidates. MACTE will continue to collaborate with the BOT to find representative measures and work with stakeholders and legislators to understand the unintended discriminatory consequences of inappropriate measures.

Continuous improvement –Research continues to inform us that multiple measures are needed to assure improvement. Evaluation based upon one measure leads to mismeasurement. The continuous improvement focus in PERCA supports our collaborative efforts to examine data, research effective interventions, develop realistic goals and plans for improvement, and share and report successes. It also assures that when decisions are made about the continuation of programs or the licensing of candidates, that multiple measures provide the compelling evidence. When a single measure leads to a consequential decision to restrict employment, a career, or program operation, the validity and reliability of that measure must be impeccable. When the preponderance of evidence leads to the same conclusion, the reasonableness of decisions is heightened. MACTE will actively collaborate on the additional PERECA safeguards of clarified expectations in rubric form, a peer review process, careful examination and monitoring of the output measures, and a focus on continuous improvement not judgment.

Naturally there will be bumps in the road as we implement PERCA and address the other strategic issues coming our way, but we can approach the bumps with confidence that our guiding principle of collaboration for continuous improvement will assure the respectful and successful environment within which effective decisions can be made.