

# MACTE

Minnesota Association of Colleges for Teacher Education

## Profession Ready — Prepared, Effective, Accountable



Prepared by:  
Minnesota Association of Colleges for Teacher Education  
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## Minnesota Educators Are Well Prepared

### Who Are We?

MACTE is a voluntary organization comprised of 31 educational institutions, representing the Minnesota State Colleges and Universities, the University of Minnesota campuses, and independent/private colleges. We are dedicated to providing leadership in the preparation and development of highly qualified professional educators. We celebrated our 41st anniversary in 2014.

### What Is Our Mission?

- 1) To clarify and address issues in teaching and learning;
- 2) To promote quality teacher preparation and development; and
- 3) To share the collective knowledge and data of all state-approved teacher education programs.

### With Whom Do We Partner?

MACTE works collaboratively with Minnesota schools, the Minnesota Board of Teaching, the Minnesota Department of Education, the State Legislature, Education Minnesota, and other education organizations to promote and assure teacher quality and student learning.

- ◆ Minnesota teacher education programs offer **many different pathways** to becoming a licensed teacher; **traditional, online, and accelerated post-baccalaureate options**.
- ◆ All preparation programs apply a **standards-based** approach that combines **extensive classroom experience** with **research-based pedagogy** to develop effective beginning teachers.
- ◆ The **minimum GPA required for admission** into teacher education programs varies by institution and program. Admissions are competitive and the average GPA of teacher education candidates admitted into programs is **3.34** for undergraduate programs and **3.65** for graduate programs.
- ◆ Teacher candidates spend on **average 733 hours working with P-12 students in field experiences and student teaching** while under the supervision of highly qualified school and college educators. A **full 12 weeks of supervised student teaching** is required.
- ◆ Teacher candidates are monitored and evaluated at multiple points and must demonstrate adequate progress and success with P-12 students in order to proceed to program completion. The **average GPA for teacher candidates who exit** undergraduate programs is **3.46** and for graduate programs the average GPA is **3.80**.
- ◆ All Minnesota preparation programs offer **coursework and clinical experiences** that provide candidates with opportunities to learn about, practice, use, and be assessed on their integration of content, pedagogy, and technology in teaching.
- ◆ Teacher candidates build understandings of diverse groups and students to improve their **effectiveness in teaching diverse populations** of students. Institutions must provide students with **experience in diverse P-12 classrooms** and provide instruction and practice in methods that are culturally responsive to increase student achievement for all learners.
- ◆ All candidates must demonstrate that they are able to use **formal and informal assessments** to evaluate and ensure continuous improvement for all learners.
- ◆ Minnesota teacher education programs use a variety of assessment procedures to document teacher effectiveness. Summative assessments at the end of the program are designed to **assure schools that the teachers they employ are qualified professionally and academically**.

## High Student Achievement

The most recent **NAEP scores** from Fall 2013 indicate that Minnesota posted the **highest scores ever** for 4<sup>th</sup> and 8<sup>th</sup> grade students in reading and math, with Minnesota 4<sup>th</sup> graders having the **highest math scores in the nation**.

## Reduced Achievement Gap

Minnesota has made real progress in **closing the achievement gap** for students of color and language diversity. The Minnesota State Department announced in Fall 2013 that 65% of our schools were on track to reduce the achievement gap by 50% in 2017 in math and 75% were on target to reduce the achievement gap by 50% in reading.

## Teacher Supply & Retention

In 2014, **4646 new teachers** were prepared and licensed. **Science and HS Math are no longer shortage areas** according to the 2014 MDE Supply and Demand Report. Regional shortages continue as well as shortages in Middle School Math, World Languages, ESL, and Special Education. Recent changes in licensure and programs seek to address these remaining shortages. Once well prepared and employed, **educators remain in classrooms as committed teachers**. **While the national attrition rate after five years is 50%, Minnesota's rate is only 33%.**



## Minnesota Prepared Educators Are Effective

Candidates who are recommended for licensure must demonstrate **mastery of academic content and teaching skills** by:

- ◆ Passing Minnesota **basic skills subtests** or comparable composite **ACT/SAT scores** measuring college level reading, mathematics and writing skills
- ◆ Passing Minnesota **licensing exams** in the content areas candidates will be licensed to teach and exams assessing pedagogical knowledge
- ◆ Demonstrating professional knowledge, skills and attitudes through completion of a **curriculum that meets Minnesota's rigorous Standards of Effective Practice** (there are 122 for pedagogy alone)
- ◆ Achieving **required course grades** in foundational knowledge and teaching methods
- ◆ **Maintaining required GPAs** in their program
- ◆ Successfully **demonstrating effective teaching skills in classrooms under the supervision** of highly qualified cooperating teachers and supervisors
- ◆ **Successfully completing the edTPA**, a week-long performance assessment to document and explain their teaching decisions during their student teaching prior to assuming a classroom as the teacher of record
- ◆ Providing **evidence in coursework and fieldwork of teacher effectiveness and P-12 student learning**

# Minnesota Preparation

## Programs Are Highly Accountable

The Minnesota State Board of Teaching (BOT) uses **rigorous, multiple measures** to assess equally rigorous **teacher preparation standards** set by the State Legislature and the BOT to grant approval of teacher preparations programs. The purpose of the program and unit approval process is to **guarantee that ALL approved programs demonstrate the required, high results expected in Minnesota** in three areas.

**Inputs:** Programs must provide effective instruction in content and essential teaching practices for all State Standards of Effective Practice. Candidates must have sufficient and diverse field experiences, sufficient resources, and highly qualified instructors and supervisors.

**Outputs:** Programs must maintain required pass rates for candidates on licensure exams and pass rates on the edTPA performance assessment. Programs must survey their candidates and the candidate's employer one year after graduation to report perceptions about the quality of the preparation the candidate received for the work they are doing.

**Continuous Improvement:** Each program reports progress on goals based upon the output data and outlines their plans for continuous improvement during the next two years.

Programs complete state accountability **reports every two years**. Programs either meet or do not meet standards and **those who do not meet standards are not approved to operate**. When a program is approved, it is like receiving an A in a rigorous course, but part of the grade requires the program to define how they will continue to improve. **Program approval status is part of the public record** at BOT meetings. Programs also complete extensive, federal reports each year to account for funds they receive. These **Title II reports are also public record and must be posted to the institution's website** for review by the public. At least half of Minnesota preparation institutions are also **nationally accredited by the Council for the Accreditation of Educator Preparation** (CAEP formerly TEAC and NCATE) with periodic examinations for approval. **MACTE also gathers data** from members to publically share our program availability for prospective students and program successes on our own web site through our **Minnesota Teacher Quality Measures (MTQM)**.



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