

Minnesota Association of Colleges for Teacher Education

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MACTE Minute September 13, 2017 MACTE Goals for Educator Preparation

The Minnesota Association of Colleges for Teacher Education (MACTE) is a voluntary organization of the 31 institutions of higher education that prepare teachers in the state of Minnesota. Our parent organization is the American Association of Colleges for Education (AACTE). AACTE provides a range of support services for MACTE as an organization and for individual institutions that chosen to have institutional AACTE membership. Benefits include information about government relations, communication, resources, and professional development (<http://aacte.org/membership/benefits>).

In June 2016, leaders of state chapters of AACTE, including representatives from MACTE, created a document advancing policy statements to enhance educator preparation. As described below, these policy goals focus on three broad areas that are important at state and national levels.

Respect for Educators as Professionals

National efforts in this area promote policies and procedures designed to ensure that all teachers have completed accredited, professional programs and that all teachers are thoroughly prepared for work with P-12 students. In the coming year, MACTE will continue to seek clarification, provide input, and hold decision makers accountable for ensuring high standards, rigor, and parity for all teachers and teacher preparation programs. Consistent with our own legislative priorities (<http://mnacte.org/macte-position-papers/>), we will attend to the tiered licensure system and expect its implementation to ensure that all Minnesota teachers have the knowledge, skills, and dispositions essential to supporting effective teaching and learning.

Strengthening the Educator Pipeline

AACTE recognizes how the decrease in numbers of individuals interested in becoming teachers has exacerbated the teacher shortage especially in some geographic regions and licensure fields. In addition and of great importance is the lack of diversity in the teacher workforce. MACTE has long held diversifying the teacher work force as a legislative priority and will continue to do so in the coming year. To address this issue, we partner with other organizations, implement programming at our individual institutions, and work together at state MACTE meetings and conferences. Our shared goal is to remove barriers to successful preparation. We look to the Board to encourage and to the state to support policies and strategies that assist teachers of color throughout their preparation and years of teaching. Competitive salaries and better working conditions for teachers are needed to make the field more interesting for people to enter and stay.

Improving Data Systems

National efforts seek to improve the availability and integration of data systems that allow institutions to access data for program improvement. MACTE joins our colleagues from other states in asking that data requests by the state recognize the resources required for implementation. State requests have overburdened state agencies and our own MACTE institutions. MACTE continues to participate fully and cooperate intensely in the development and implementation of data systems including EPPAS. MACTE expects the Board to evaluate the current standards—the standards of effective practice and the content standards—to make them meaningful and feasible. We too are working on that goal. The data systems should ensure that teachers receiving a Minnesota teacher license—including those prepared out of state—are held to the same high standards.

This year will be one of tremendous transition for the Board and for MACTE institutions. We look forward to working with you at each step along the way.