

Minnesota Association of Colleges for Teacher Education

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MACTE Minute, November 2019

MACTE members were actively involved in a review of the first draft of the changes to the Standards of Effective Practice at our fall conference in October. MACTE Executive Committee members led caucus discussions and captured notes on what was new, what was missing from the current SEPs, and questions on how we would share the desired knowledge with our teacher candidates. There was also some discussion on how we could assess candidate learning in some areas.

We were interested to learn that the new SEPs had foundations in the 15 rubrics of the edTPA and in the high leverage teaching practices from Teaching Works. MACTE appreciates the efforts to streamline the number of standards, but noted that the 'collapsed' version sometimes made the language in a standard even more dense, with hard-to-measure objectives. Members noted that models used in other states had more concise language, and questioned whether Minnesota needed so many more standards than other national or state exemplars? Some current nationally recognized texts on teacher preparation programs describe high impact practices in 9-12 chapters, with a half-dozen critical practices being at the center of 'effective practice' (Darling-Hammond and Oakes, 2019).

Some concerns were expressed that SEPs for all teacher licensure candidates have emphases that statutorily have been focused on particular areas of licensure; for example, new SEP language about dyslexia. This needs to be resolved for programs to be in compliance; in the statute, it is targeted at particular program areas, not all of teacher preparation.

Some ongoing concerns with the unit rule revisions are in the areas of faculty qualifications, particularly for those teaching methods courses. One additional concern surrounded who can be on the Program Review Panel; MACTE and Education Minnesota are no longer listed, only 'teacher preparation providers'. We question how this membership would be determined? Currently PRP members are elected from MACTE membership, since we have representation from educator preparation programs across the state. We believe that alternative preparation providers should also have membership on the PRP, and we ask for a model for PRP membership that would be representative of all preparation programs in the state.

Another concern relates to the implementation of the Student Teaching grants through the Office of Higher Education. Candidates of color have shared experiences where they have submitted their application on time, but were not able to receive funds because the money had already been dispersed. Our understanding of the intention of the grant was that funding should go to candidates of color first, and then any remaining funds could be dispersed to those in high needs areas, etc. We feel that the current implementation may need to be re-visited to ensure that it meets the requirements of the legislation and the needs of our candidates.

We want to take this opportunity to thank you again for the important work that you do as members and staff of this board, and we look forward to working with you collaboratively on these and other issues in the future.

Darling-Hammond, L., & Oakes, J. (2019). *Preparing teachers for deeper learning*. Cambridge, MA: Harvard Education Press.

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