

Minnesota Association of Colleges for Teacher Education

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MACTE Minute – March 2020

This month, MACTE would like to provide feedback on the proposed changes to the Standards of Effective Practice, or SEPs. The first draft of the Licensing and Academic Standards changes, R4615, has a complete rewrite of the SEPs, with portions coming from a variety of sources. One of those sources is the current INTASC standards. An initial inspection found that the INTASC standards were used as a foundation for 51 of the 63 standards in the current draft.

Our MACTE membership has asked PELSB staff to consider adopting the INTASC standards as Minnesota's Standards of Effective Practice. Some reasons expressed are:

- The INTASC standards have a well-developed set of Learning Progressions; "These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across three developmental levels" (2013, CCSSO). The INTASC standards contain 15 key themes that are integrated across the document in the form of knowledge, dispositions, and performance.

- The INTASC standards have a solid research base aligned to best practices in teaching.

- The INTASC standards are aligned to a variety of national standards and frameworks, including the National Board of Professional Teaching Standards, the National Council for the Accreditation of Teacher Education (NCATE, now CAEP), and the edTPA (Educative Teacher Performance Assessments). These frameworks are already embedded within Rule and practice:

- The proposed unit rule standards allows teacher preparation programs to align to approved national accrediting bodies,

- National Board standards are included as an indicator in the unit rule draft.

- Additionally, all candidates for initial licensure in Minnesota are required to complete the edTPA as the board-approved performance assessment.

It would be logical then, to have alignment with these frameworks for the Standards of Effective Practice as well.

- The INTASC standards are used in many states. Adopting them for Minnesota would ease transition for professionals moving from out of state by

- Increasing reciprocity of teacher licenses with other states

- Allowing new teacher preparation hires be ready day one, rather having to learn a new set of standards when taking a Minnesota position; this could also assist in increasing diversity within our preparation programs.

Minnesota's Board of Teaching, PELSB's predecessors, chose to develop our own teacher licensure tests, rather than to use a nationally normed test for assessment of candidate's knowledge of content and pedagogy. We have not seen that this has brought any benefits, but it has cost candidates moving out of state a good deal of money when they have to take nationally normed tests to earn a license in another state. Teachers prepared out-of-state are also incurring additional costs when they have to take Minnesota's licensure tests, since passing the nationally normed licensure tests is not recognized here. We ask PELSB to consider how designing a Minnesota-specific set of Standards of Effective Practice will result in standards that are measurably better for our candidates and teacher preparation programs than the INTASC standards. MACTE encourages the board to consider adopting either the INTASC standards in full, the 10 broad standards/progressions, or the 15 broad themes if the desire is to lower the overall number of standards while encompassing current practices.