

MACTE Minute – September 2020

MACTE is the Minnesota Association for Colleges of Teacher Education, and we are the state chapter of the American Association for Colleges of Teacher Education, or AACTE. Our chapter represents all of the 4-year teacher preparation programs in Minnesota, comprising 30 universities and over 800 teacher preparation licensure programs. MACTE would like to take this opportunity to note some interesting facts about our members:

- We produce over 98% of the teacher licensure candidates in Minnesota.
- Our programs are not all traditional licensure programs; our members host “alternative” (non-traditional) preparation programs, non-conventional programs, transfer pathways, Grow Your Own, and residency models.
- Our associate membership includes two-year community college programs that were recently approved by PELSB to offer foundation coursework in teacher preparation as part of the Transfer Pathways initiative.
- As a state chapter, we have made it a priority to work in collaboration with the Coalition to Increase Teachers of Color and American Indian Teachers, the MN Education Equity Partnership, and others to increase the number of teachers of color and American Indian teachers in Minnesota.

One of the strengths of Minnesota’s approach to alternative and/or non-traditional pathways to teacher preparation is that all programs are required to meet the same high standards. This is not the case in many other states. This has led to difficulties with aligning to standards for many alternative preparation programs working through the program approval process with PELSB staff and the Program Review Panel, or PRP. These are the same difficulties that MACTE members experience too when working to align non-conventional programs to current rule, as current rule was not written to include “non-traditional” pathways. We recognize this challenge, and support inclusive change as we all meet high standards to prepare effective teachers.

The Program Review Panel was developed as part of PERCA, and its membership was defined in rule to include PELSB staff and representatives from stakeholder groups, including MACTE, Education Minnesota, and teacher preparation providers. The role of the PRP is to do that joint work in reviewing program applications and making their recommendations to the Teacher Preparation Committee, who provides an additional review and a final recommendation to the full board for their decision. MACTE supports the proposed language in unit rule that would include equitable representation from all teacher preparation providers including representatives from approved alternative preparation programs on the PRP, along with education organizations as stakeholders. At a time when the need for teachers is dire, we all must work collaboratively and without bias to learn from each other. We have much to offer each other as we all strive to design new pathways to teaching and to continuously improve our programs in alignment with state standards, whether those pathways are traditional, non-traditional, residency, transfer, Grow Your Own or alternative preparation.