

MACTE Minute - March 2021

Earlier this week, MACTE sent feedback to PELSB on Draft 2 of the Standards of Effective Practice. We would like to highlight two of the suggestions in that feedback today.

First, we encourage the board to make changes to the way that reading standards are organized. For most licensure areas, we would like to see these standards moved out of the content area standards and into the Standards of Effective Practice. Right now, we have an overwhelming number of often overlapping and sometimes identical standards to track across many content areas. We believe that the SEP rulemaking offers an opportunity to streamline this process by articulating a smaller number of updated and focused reading standards that describe what all teachers in all content areas need to know about reading. We want to stress that we are not suggesting that these reading standards in the SEPs would replace the reading standards for elementary teachers, for special education teachers, or for other teachers for whom teaching reading is a major focus of their work. However, for general education teachers, we believe that this change would be very useful.

Another important suggestion that MACTE offered in our response to the draft standards encourages the board to add a section to the Standards of Effective Practice that names justice-oriented and antiracist practices as a focus area. The subcommittee currently has equity as a crosscutting theme in the draft standards. However, we feel that this is so important that it needs to be both a crosscutting theme and its own subpart. Adding a clear focus on justice offers PELSB an opportunity to lead the country in articulating what all teachers need to know and be able to do to dismantle institutional racism and to create schools that meet the needs of all students.

We were happy to hear that the rulemaking subcommittee plans to move the program content standards in R4615 forward, but take more time on to work on the SEPs. MACTE fully supports this. The Standards of Effective Practice are probably the most impactful set of standards that this board creates because they touch *every single teacher* prepared in this state. It is crucial that adequate time is taken to develop these standards.

Although MACTE members have been appreciative of the feedback sessions that PELSB has hosted, we encourage the board to utilize the expertise in this state not only in giving feedback on proposed standards, but also in developing the standards to begin with. We believe that the standards focused on reading and justice should be developed by experts working in schools, in the community, and in higher education. We also believe the English language development and technology standards need to be created with more input from experts. We hope that PELSB will consider forming expert workgroups in each of these areas to propose standards.

The final Standards of Effective Practice will affect the preparation of teachers in this state for years to come and, therefore, will influence the education of children in the state for years to come. The stakes are incredibly high. We believe that being more inclusive of people with experience and expertise is critical. MACTE members are ready to work with PELSB to help in this effort.