



September 2021 Newsletter

Welcome to MACTE's new newsletter. This monthly newsletter will be a hub for a variety of updates from the Minnesota state chapter, updates from The American Association of Colleges for Teacher Education (AACTE), and from the MACTE Executive Council on the state of teacher preparation in the state of Minnesota.

MACTE Updates

Fall MACTE Meeting will be VIRTUAL

To keep all attendees safe amid the delta variant surge, MACTE has moved the fall conference to Zoom and will once again compress the event into one day. The conference will be held on Friday, November 5th, with the business meeting in the morning and the collaboration sessions in the afternoon. The rate for the virtual conference will be \$25. Refunds were issued to registered attendees; no action is needed to attend at the reduced rate. If you choose not to attend the virtual meeting, please contact mactecommunication@gmail.com for a full refund. Any rooms contracted with the Crowne Plaza Plymouth as part of the room block have been cancelled on your behalf. We hope to return to an in-person format for our February meeting.

Conference Call for Proposals is Extended

MACTE has created a [three-year plan](#) to support the implementation of Minnesota's Due North Education Plan and our quarterly conferences will be a space where we come together for focused work on this plan. This year's conferences will focus on **Anti-bias Education**.

The call for proposals deadline is extended until October 8th. [Submit an online proposal today »](#)

[Register Today](#)

New MACTE Legislative Liaison Hired

The MACTE Executive Committee is happy to announce that Laura Mogelson (University of Minnesota, Twin Cities) has accepted the position of Legislative Liaison. Laura has been a member of the MACTE legislative liaison working group since 2020, and has been part of the team who stepped up to help support MACTE's legislative efforts as Cyndy Christ moved toward retirement. In her role as Director of the Multiple Pathways to Teaching Office at the University of Minnesota, Laura has experience in program leadership and in following and advocating for legislation that benefits teacher candidates. This experience as well as her work with Cyndy has prepared her well to lead our legislative team! If you are interested in collaborating in our engagement with the legislature during the upcoming session, please email Laura (mogelson@umn.edu). Laura may also call on member-experts as needed as issues come up. Welcome, Laura!

Legislative Session Recap

The 2021 Minnesota legislative season ended with a special session in July. Cyndy Crist continued to phase down her work as she moved toward retirement. MACTE legislative work group members Laura Mogelson, Kyena Cornelius, Sally Baas, Marcela Kostihova, and Rhonda Bonnstetter worked with Cyndy to monitor legislative activity as it relates to our work in teacher education as members of the Minnesota Association of Colleges of Teacher Education. This report provides a summary of the session and was prepared by Laura Mogelson. [See the full recap »](#)

Call for Special Interest Group - please share your expertise and interests

MACTE will use this information to call on subgroups as issues arise in the state. We may also reach out to members as part of our legislative action efforts. At the spring 2021 meeting, a [special interest group form](#) was shared. If you have not already, please indicate your interest in joining special interest groups by completing the interest form below.

[Special Interest Group Form](#)

Standards for Effective Practice Anti-Racist Recommendations Submitted to PELSB

Over the summer, a twenty-one member work group met to review the draft SEPs and offer suggestions for increasing a focus on anti-racism in the standards. The workgroup was convened by St. Thomas Dean of Education, Kathlene Campbell, with the support of consultants from Education First. The workgroup included participants from P-12 schools, community partners, and teacher preparation providers, including many MACTE members. Public listening sessions were also held. The [recommendations](#) were sent to PELSB on September 13.

AACTE Updates

MACTE President Cari Maguire and Legislative Liaison Laura Mogelson were joined by St. Thomas Dean of the School of Education, Kathlene Campbell, and University of Minnesota Dean of the College of Education and Human Development, Michael Rodriguez, to represent Minnesota in AACTE's annual Day on the Hill. The event was held virtually, and the MACTE group met with representatives from Senator Klobuchar's and Senator Smith's offices to advocate

for funding to support teacher preparation, including residency programs, Grow Your Own programs, and an increase to the TEACH grant.

There are many opportunities for MACTE members to stay apprised of national advocacy efforts through AACTE. Consider signing up for AACTE's [Action Alerts](#) to help our national organization advocate for quality teacher preparation.

PELSB Updates

Discretionary variances needed for COVID disruptions during student teaching

By administrative rule, student teaching must occur face-to-face and in continuous weeks. If schools or classrooms shift to an online delivery format, or if teacher candidates miss a week or more of their placement due to COVID or the need to quarantine, a discretionary variance will be needed. PELSB has created a simplified path to these variances.

Information from PELSB was sent in the following email. (Please note the September 30th deadline!):

COVID-Related Discretionary Variance Templates Available:

At its meeting this afternoon, the Teacher Preparation Committee (TPC) recommended approval of three COVID-related discretionary variance requests. Additionally, the TPC provided guidelines for staff to move future, similar COVID-related variance requests to the Board's consent agenda.

The TPC set guidelines around requests to vary the requirements that initial licensure student teaching is "face-to-face" and that each placement is for "continuous weeks." Upon request, the TPC is recommending approval for student teaching to include up to 4 weeks of distance or virtual learning if a student teacher's school or district shifts to a virtual model in response to COVID.

Additionally, upon request, the TPC is recommending to waive "continuous weeks" for candidates who need to quarantine for COVID; candidates only need to make up for the weeks missed if they have not met the state minimum of 12 weeks of initial licensure student teaching (or 14 weeks if seeking more than one professional license under 2021 rule). Preparation providers that meet these criteria may complete and return the student teaching [discretionary variance form](#).

The TPC also set guidelines similar to those approved in the 2020-2021 academic year for alternative field experiences. Preparation providers who can demonstrate that they have been unsuccessful in finding field experience placements in alignment with rule may request that experiences be in non-school settings and/or that alternative experiences be allowed. Preparation providers may complete and return the [field experience discretionary variance form](#).

If you would like to have your discretionary variance(s) on the consent agenda for the October 8th PELSB meeting, submit to Michelle Sandler no later than noon on Thursday, September 30th. Requests submitted after that time will go to the Board in November.

To understand why a request is required for this rule variation, refer to "[Let's Compare: Resolutions and Discretionary Variances](#)."

If your request does not align with what was approved, you may submit a separate [discretionary variance request](#) for review at the November 1 Teacher Preparation Committee.

edTPA

After two academic years in which the edTPA requirement was suspended due to the pandemic, PELSB has decided to revert to the requirement this year. All teacher candidates must complete the edTPA, though passing the assessment is not a requirement for licensure. As before, units will submit candidate pass rates when they complete their PERCAs.

Updates to PELSB's FAQ document issues on September 17, 2021

An updated [Frequently Asked Questions](#) is now available and posted on the [PELSB website](#) for quick reference.

All new and revised questions are identified by "answered on September 17, 2021" or "revised on September 17, 2021." Some new and revised questions were answered around:

- Effective dates
- PERCA Reporting
- Clinical Experiences
- Teacher educator qualifications
- Program design and improvement
- Unit and program oversight
- National accreditation

For 2021 rule, visit <https://www.revisor.mn.gov/rules/8705/>.

For 2014, rule refer to [8705 - MN Rules Chapter](#).

Please continue to submit all questions about R4576 to our [R4576 Unit and Program Rule Question Box](#).

Fall 2021 PERCA Submissions

A new [ADEPT form](#) is now available for early adopters of 2021 unit and program rule. A [recording of the webinar for fall 2021 PERCA submissions](#) is available. Please remember to address all previously assigned focus areas. Contact Michelle Sandler with questions.

National Accreditation Update

National accreditation is an additional, separate measure of a provider's ability to provide quality teacher preparation. While national accreditation is not required by the Board, providers that have obtained accreditation from a board-approved

national accreditation agency are eligible to meet a subset of the required unit standards.

On July 16, 2021, the Board [approved CAEP](#) to allow providers that hold CAEP accreditation to be waived from reporting to PELSB on a subset of standards.

On September 17, 2021, the Board acted to table the decision on whether to approve AAQEP as a board-approved national accreditation agency until June 2022.



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