



May 2022 Newsletter

Welcome to MACTE's 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

Legislative Update

The 2022 session of the Minnesota Legislature ended with little legislation passed or funding appropriated by their deadline of midnight on Sunday, May 22nd. Throughout the session, we monitored bills and provided testimony aligned to our [Legislative Priorities](#) in House and Senate E-12 and Higher Education committees. This year was an even-numbered year and not a budget year, but with the huge surplus and American Rescue Plan funds, the legislature had the opportunity to make decisions on both policy and spending. Because it was not a budget year, there was no threat of the government shutting down if legislation did not pass. As of Friday, May 27th at noon, no decision had been announced about the possibility of a special session being called. With the entire legislature (House seats, Senate seats, and Governor) up for election this fall, the focus seems to be on the campaign trail. However, [this Session Daily](#) post says a session is “probable.” I guess we will see what

happens. If they don't return, the money will remain unspent and decisions on spending will be pushed to the 2023 session.

The E-12 House omnibus bill had many provisions and funding including literacy, Special Education, English Learners, & mental health. It included increases in funding for Grow Your Own, elimination of content and pedagogy exams for program completers, policy changes, and a CUGMEC funding increase. The Senate version was limited to a focus on literacy and (eventually) Special Education funding. In the end, there were also compromises on some policies. There were four offers traded back and forth between the House and the Senate. On the final day of the session, Senator Chamberlain-R held the gavel and did not call a meeting to make compromises and decisions. Unless the Governor calls a special session, no additional funding will be spent on E-12 education. [This article](#) explains the importance of the "cross-subsidy" for Special Education that they did find some agreement on in the end.

The Higher Education conference committee came close to compromising on their omnibus bill. There was a shared agreement to increase funding for shortage areas including scholarships and student teaching stipends. However, the bill didn't make it past the finish line, so no action will be taken this session unless they call a special session.

How teachers are prepared to teach reading has also become the focus of attention this session, with both the House and the Senate talking about the "Science of Reading." The argument is whether teacher preparation is doing enough in preparing teachers around structured literacy instruction and the 5 pillars of scientifically-based reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). The Senate honed in on teacher preparation providers and PELSB regarding the complex problem of the reading achievement gap in Minnesota. The chair of the Senate committee, Senator Chamberlain-R, favors an approach requiring that teacher candidates receive training in the Language Essentials for Teachers of Reading and Spelling (LETRS). Related to this legislation and concern, a group of stakeholders from MACTE, MDE, and PELSB have met three times this spring to discuss a more proactive and constructive approach to the problem. We will continue to stay closely engaged and monitor any actions that come out of the conversations with this group.

Though not directly connected to the bills we have been watching this session, but vitally important, the House did pass a policy-only omnibus health and human services bill. It was sent to the governor for signature. Here is [a link](#) to the Session Daily article about this bill.

2022-2023 MACTE Conference Structure & Focus

After gathering input from deans, directors, and spring conference attendees, the MACTE Executive Committee has decided that the 2022-23 conference and collaboration schedule will feature one in-person conference in the fall and two virtual conferences for the winter and spring. The virtual conferences over the course of the pandemic have been well received, and the reduced cost and time demands offered by this format have allowed participation from a greater number of MACTE members. Virtual conferences will also help us navigate any continuing uncertainty around Covid surges.

We hope to have robust participation in-person at the fall conference! This will be our one opportunity to gather and connect as a community. Please save the date (October 27-28) and plan to attend, learn, and connect with special interest and role-alike groups.

Future MACTE conference dates:

- Fall conference: October 27-28, 2022 in person at the Crowne Plaza in Plymouth
- Winter Conference: February, 2023. Virtual (Final date will be set at MEC's summer retreat)
- Spring conference: April, 2023. Virtual (Final date will be set at MEC's summer retreat)

Call for Proposals & Recommendations

As we move into the second year of our Due North Response Plan, the focus of our conference presentations will be on mental health. We are interested in presentations that focus on all aspects of mental health as it relates to schools, students, teachers and staff. Trauma-informed teaching practices, teacher mental health, and intersectional approaches that examine how multiple forms of inequity influence mental health are topics we hope to explore next year.

Please consider submitting a proposal for our fall conference. (Use link below.) If you are aware of an educator or organization doing good work in this area who might be interested in presenting, please email Krista Overby (mactecommunication@gmail.com). MACTE is able to offer small stipends for invited presentations by non-MACTE members.

[Submit a Proposal](#)

Standards of Effective Practice and Upcoming Hearing

PELSB has moved to the final stages of adoption for rulemaking project 4615, which includes the Standards of Effective Practice (SEPs). The virtual hearing has been scheduled for Wednesday, August 24, 2022. [The final draft for the proposed rules](#) can be found on PELSB's website. (The proposed SEPs begin on page 36.)

Throughout the rulemaking process, MACTE members and MACTE as an organization have offered feedback to PELSB on rule drafts. We appreciate PELSB's attention and responsiveness to our feedback.

The final proposed SEPs include an important focus on anti-racist and culturally responsive teaching practices. Please consider submitting feedback in support of the new SEPs, especially in support of the anti-racist and culturally responsive emphasis. It is important that PELSB receives input from those who support these proposed standards. Comments can be submitted via email to PELSB.rules@state.mn.us. Comments must be submitted by 4:30 on June 6th.

Situation Analysis Survey is Open

MACTE is working on a report that summarizes the efforts that its members have made to recruit and retain BIPOC teacher candidates. Surveys have been sent to MACTE teacher educators who were identified by their institution's leadership as having been engaged in these efforts. If you received a survey link, please take the time to complete the survey. If you did not receive a link but work or have worked at a MACTE institution and are interested in completing the survey, please contact Krista Overby (mactecommunication@gmail.com).

Summer 2022 Newsletter Hiatus

Congratulations on the end of the 2021-22 academic year! The MACTE Newsletter will be on summer break in June and July. We will return in August. The MACTE Executive Committee wishes you all a restful summer!

AACTE Updates

Washington Week, State Leaders' Institute, and Day on the Hill

Join AACTE in person for its annual Washington Week June 6-8. This year's theme is "Educating the Future: Policy and Advocacy as Levers of Change."

More information about the conference can be found on [AACTE's website](#).

AACTE Opposes Efforts to Silence Educators and LGBTQ+ Students

On behalf of AACTE, President and CEO Lynn M. Gangone issued a statement in response to recent legislation meant to oppress educators and students, including legislation specifically targeting transgendered and gender non-conforming students. [Read more.](#)

PELSB Updates

Title II Update: IPRC Submission Open

The submission of the Institution and Program Report Card (IPRC), which had been delayed, is now open. You can now access the data collection website, and the deadline for submissions will be Thursday, June 30, 2022.

To log in, go to <https://title2.ed.gov/> and select "Submit Reports" in the upper right-hand corner of the webpage. Your username and password remain the same. To recover a username or password, select "[Forgot your username or password?](#)" and enter your email.

To Add a User, email title2@rti.org with Name, Title, Institution, Phone, and Email.

If you have specific questions related to report requirements, logging in, account reactivation or training and resources , please email title2@rti.org.

Frequently Asked Questions

All revised answers are highlighted in the [updated FAQs](#) (also available on the PELSB website on the [Teacher Preparation Manual page](#)).

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

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