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**MACTE February 2023 Newsletter**

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**MACTE Executive Assistant** <mactecommunication@gmail.com>  
To: MACTE Executive Assistant <mactecommunication@gmail.com>

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# February 2023 Newsletter

Welcome to the MACTE Newsletter for the 2022-2023 academic year! This newsletter is sent once a month during the academic year to update the MACTE community about collaborative work, MACTE events, and information and opportunities relevant to teacher preparation in Minnesota.

## MACTE Updates

### Winter Meeting Recap

Thanks to all who attended MACTE's winter business meeting and collaboration! Over 120 MACTE members and guests attended the virtual conference, focused on mental health. Special thanks to keynote speaker, Becky Mendoza, President of the Minnesota Association of School Counselors. Her keynote address, What Do School Counselors Want Teachers to Know? shed light on the experiences of education professionals in schools right now and gave us ideas about how we can help prepare teachers to work with their school counselors and other members of the mental health team.

Other mental health focused break-out sessions highlighted classroom mindfulness and teacher self-compassion, early career teacher burnout and

stress, warning signs of mental illness in youth, family and community engagement, and building successful partnerships for student mental health.

Thanks to all attendees and a special thanks to all presenters!



## Spring MACTE Meeting will be VIRTUAL

Join us on April 21, 2023 for our business meeting and collaboration session. The business meeting will take place in the morning and the afternoon will feature collaborative learning. The theme of mental health in teacher preparation will continue. MACTE is currently seeking [proposals](#) for engaging presentations from teacher educators that address this theme. The conference planning committee will review and approve presenter applications. Both practical and researched-based presentations are encouraged.

The rate for the virtual conference is \$25. Please register today to claim your seat.

[Register Today](#)

## MACTE Op Ed Counterpoint

MACTE president, Cari Maguire, and members of PELSB's assessment and accountability workgroup co-authored a counterpoint opinion article about PELSB's decision to change the cut scores for the MTLEs. The article ran in the Minneapolis Star Tribune on Sunday, February 26th and can be viewed on the [Star Tribune Website](#).

## Collaborative Reading Work Continues

MACTE is working with ServeMinnesota/Americorps to create learning opportunities for reading methods courses that leverage the ServeMN Bridge2Read curriculum. These materials will be aligned to PELSB reading

standards and will be available to all MACTE members later this year. We are excited to be partnering with ServeMinnesota!

## MACTE Job Board

Promote your openings on the [MACTE Job Board](#). Contact [mactecommunication@gmail.com](mailto:mactecommunication@gmail.com) for more information.

## Past Issues of This Newsletter

In case you missed one of our past newsletters, we've archived every single one on our website.

Just [click here to see all past issues!](#)

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# Legislative Updates

Since our MACTE conference on 2/10, the legislature has shifted from hearing many reports from state agencies and some bills to many bills being heard and moved along each day. With the closure of the legislature for a few days during the snowstorm last week, committee meetings are going to be packed full of bills to discuss. Over 2000 bills have been introduced (not necessarily heard). Note that by 3/10/23 committees must act favorably on bills in the house of origin, so a lot will be happening over the next few weeks. A good page to bookmark if you want one place to find all the bills we are watching is the MACTE "MyBills" page: [https://www.leg.state.mn.us/mybills\\_public.aspx?g=B648C913](https://www.leg.state.mn.us/mybills_public.aspx?g=B648C913). Laura spoke on our behalf at four hearings the past two weeks (PELSB and ITCA bills) and will be testifying the week of 2/27 on two bills (PELSB). Below is a summary of the bills and topics we are watching.

## ITCA Bills

[E12 House: HF320 \(Hassan\)](#)

Description: Teachers of Color Act strengthened, percentage of teachers of color and American Indian teachers in Minnesota increased, world's best workforce requirements amended, reports required, and money appropriated.

Action: This has been heard in both the policy and finance committees. Of particular interest to us are increases in funding for CUGMEC & GYO and the

removal of testing requirements. This bill will be laid over for consideration to be included in the education omnibus bill.

#### [E12 Senate: SF619 \(Kunesh\)](#)

Description: Teachers of Color Act modification and appropriation

Action: This has been heard in both the policy and finance committees. The areas of interest are the same as the House version. This bill will be laid over for consideration to be included in the education omnibus bill.

#### [Higher Ed House: HF381 \(Kozlowski\)](#)

Description: Increase Teachers of Color Act in higher education strengthened, pilot scholarship program for aspiring teachers of color made permanent, special revenue fund account established, teacher shortage loan repayment program provisions modified, and money appropriated. Three sections we are particularly supportive of are the Underrepresented Student Teacher Grant program, the Aspiring MN Educators of Color Scholarship program, and the Teacher Shortage Loan Repayment program.

Action: This was heard in the higher ed committee. This bill will be laid over for consideration to be included in the education omnibus bill.

#### [Higher Ed Senate: SF267 \(Fateh\)](#)

Description: Increase Teacher of Color Act in higher education strengthening. It's the companion to HF381.

Action: This one was also heard in the higher ed committee. This bill will be laid over for consideration to be included in the education omnibus bill.

## **PELSB Bills**

#### [E12 House: HF 1223 \(Hill\)](#)

Description: Tiered licensure changes made.

Action: This was heard in the policy committee. This is the bill that removes the "experience pathway" loophole from tier 2 to tier 3. The vote for this one to be referred to finance was split along party lines, with the democrats prevailing. It will be heard by the finance committee (date TBD). There is a senate companion bill ([SF 1477](#)) that will be heard on 3/2/23 by the senate policy

committee.

[E12 House: HF 1257 \(Hill\)](#)

Description: Barriers to teacher licensure removed, licensure requirements modified, and short-call substitute teacher pilot program established.

Action: This was heard in the policy committee and has been referred to the finance committee (date TBD). This is the one that has the testing requirement removed for people who have successfully completed a board approved teacher preparation program. The vote was split along party lines and is moving forward to finance. There is a senate companion bill ([SF 1473](#)) that will be heard on 3/2/23 by the senate policy committee.

[E12 House: HF 1268 \(Hill\)](#)

Description: Teacher licensure and teacher preparation program changes made.

Action: This is the bill that stipulates the make-up of PELSB. We were pleased to see the amendment pass that increases the number of TPP members from one to two. This one was referred to the finance committee (date TBD). There is a senate companion bill ([SF 1641](#)) that will be heard on 3/2/23 by the senate policy committee.

[E12 House: HF 1137 \(Sencer-Mura\)](#)

Description: Number of heritage language and culture teachers increased, and money appropriated.

Action: This was heard in the policy committee and has been referred to finance (date TBD). There is a senate companion bill ([SF 663](#)) that will be heard on 3/2/23 by the senate policy committee.

[E12 House: HF 1138 \(Sencer-Mura\)](#)

Description: Teacher residency grant pilot program established.

Action: This was heard in the policy committee and has been referred to finance (date TBD). There is a senate companion bill ([SF 1777](#)) that will be heard on 3/2/23 by the senate policy committee.

## Special Education Licensure Issue

Since the session began, we have had meetings with House and Senate members about our concerns regarding the OSEP memo from last year and our weak licensure rules for Special Education teachers in Minnesota. We recently sent an email to the chairs of the House and Senate committees about these concerns. As of yet, we haven't seen any proposed legislation to fix this problem. This is an active and ongoing issue we are working on.

## Reading

We are closely watching and listening to the conversations that are happening inside and outside the legislature. [HF 629](#) was introduced in the House Education Policy committee two weeks ago. There will be further discussion in the Policy committee meeting on 3/1/23. An amended version of the bill has been posted on the committee's web site and is linked here: [H0629DE5.pdf](#). The E12 senate companion bill ([SF 1273](#)) hasn't seen any action yet.

## Governor's Bill

We are still waiting for the education funding to be released from the Revisor! Perhaps by the time you read this newsletter it will be published. A 400+ page summary of priorities is available here: <https://mn.gov/mmb-stat/documents/budget/2022-23-biennial-budget-books/governors-recommendations-january/education.pdf>. A special note on the paid student teaching provision, we have spoken with MDE about putting protections in place for our student teachers if the paid student teaching provision passes and gets funded. We are very supportive of universal paid student teaching and are watching this closely. There still aren't details yet on the literacy related pieces in the bill (BOLD literacy plan, "literacy labs", collaborating with higher education). The GYO expansion is also interesting to us as are increases in funding for licensure shortage areas.

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# AACTE Updates

**Toolkit for Local Advocates: Teaching Diverse and Inclusive Curricula Materials and Defending Diversity, Equity, and Inclusion**

For a comprehensive list of actionable resources that can be used to address attacks on Critical Race Theory/ Diverse and Inclusive Curricula, AACTE is excited to share a Toolkit for local advocates developed by the Leadership Conference on Civil and Human Rights' Education Task Force, on which AACTE serves as a coalition member. This toolkit includes a wide range of resources including advocacy letters, messaging materials, op-eds, information on lists of state bills, a critical race theory reading list, and culturally responsive lesson plans.

[Download the Toolkit](#)

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## PELSB Updates

### Middle Level Endorsement Resolution to Add Flexibility for Student Teaching and Practicum

Preparation providers have new flexibility to place candidates within the 5-8 scope aligned to the content of the license sought for student teaching and practicum placements for the middle level endorsement licenses. [This resolution](#) suspends enforcement of the requirement that teacher preparation providers place candidates in grade 5 or 6 for student teaching for candidates who hold a secondary license or place candidates in grade 7 or 8 for candidates who hold an elementary license. Chapter 3 of the [Teacher Preparation Manual](#) reflects these updated clinical experience requirements for middle level candidates.

### Reading Audit during Program Review

All Early Childhood, Elementary, Special Education, and Reading programs seeking Board approval this academic year will be audited for compliance with reading requirements. Those audits will be forwarded to the Program Review Panel to make recommendations to the Board.

Programs not scheduled for review until 2023 or 2024 may choose to have programs audited at this time for guidance purposes with no Board action taken at this time. Those who opt for audits will receive feedback on missing components, program strengths, and recommended resources. If you are

interested in having your reading methods experiences audited, either indicate that what is uploaded in EPPAS is up-to-date or email your reading methods syllabi (and if needed, other supporting documents) to Michelle Sandler.

To facilitate this review process, please refer to the updated guidance in [Appendix D](#) to format your syllabi/course experience documentation.

## **4615 Update (SEPS, license-specific rules, tiered licensure)**

PELSB will continue to provide updates around this rulemaking effort and will supply corresponding implementation guidance in coming months, including matrices with options of demonstrating content standards through a major aligned to the content area (when applicable), courses, or the standard learning opportunities and assessments. There are not yet templates for the proposed SEPs or content areas, but we do hope to make those available soon.

As you plan updates to syllabi and courses/experiences, be mindful of the recent guidance around syllabi design to facilitate the review process: [Appendix D](#).

For DAPE, immediately after 4615 is adopted, the Special Education Core and MLTE Core Skills test will not be required. After 4615 is adopted, PELSB will encourage TPPs to reach out to candidates who have completed DAPE programs and who have been unable to pass the MTLE Core Skills exam.

Please visit PELSB's rulemaking webpage (<https://mn.gov/pelsb/board/rulemaking/licensing-academic-standards/>) for more information about this project, including the current status. Proposed rules are not effective prior to adoption.

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## **Resources**

### **New Unit Leader Training**

On January 19, 2023, PELSB hosted a training for Unit Leaders. For those who were unable to attend the training, the [recording can be found here](#). While this training was designed with new unit leaders in mind, all were welcome to attend. We provided an overview of the [Teacher Preparation Manual](#), discussed

the overall roles and responsibilities of a unit leader, offered general tips for working with PELSB and we allowed time for providers to ask questions.

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**Our mailing address is:**

Minnesota Association of Colleges for Teacher Education  
86 Pleasant St SE, 110 Wulling Hall  
Minneapolis, Minnesota 55455

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