



MACTE April 2024 Newsletter

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April 2024 Newsletter

Welcome to the MACTE Newsletter for the 2023-2024 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

Election Results - President Elect and New MEC Members

At MACTE's spring conference, Keri DeSutter (Minnesota State University, Moorhead) was elected to serve as President-Elect, alongside MACTE President Darrell Stolle (Concordia College). Cari Maguire completed her term as past-president. Additionally, new MEC members were elected from each MACTE caucus. Karen Colum (Minnesota State University, Mankato) and Kala Kopitski (Southwest Minnesota State University) were elected to represent the Minnesota State Caucus. Stacy Ness (Walden University) was elected to represent the Private Caucus. Eric Torres (University of Minnesota Duluth) was elected from the University of Minnesota Caucus.

Much gratitude to Larry Bryant (MN State) and Marcela Kostihova (Private) who have completed their full two year terms as MEC members, and extra gratitude to Stacy Ernst (UMN) who has finished two back-to-back terms on MEC!

Thank you to all for your willingness to commit your time and energy to MACTE! As Darrell shared at the spring meeting, "a strong MEC is a strong MACTE."

Spring Meeting Recap

Thanks to everyone who attended MACTE's spring business meeting and collaboration. Over 90 people joined us virtually on Friday, April 5. The meeting began with an inspiring keynote speech from [Michael Houston](#), Minnesota's teacher of the year. The day included focused sessions on social and emotional

learning through networking conversations centered on how we can apply this year's learning with our teacher candidates. Thanks to all for the collaborative spirit and shared resources around this topic.

New Dues Structure for Next Year

At the spring meeting, the 2024-2025 budget was approved. This budget included the new dues structure that was discussed and underwent a vote of affirmation at our fall conference. The new structure adds a 22% increase to dues to support staffing changes. A [letter explaining the increase](#) was created by MEC to support units in their budget processes and in their communication with their administration. If you have any questions about the budget or the new structure, please contact MACTE treasurer Athena Novack at novack@csp.edu.

Save the Date: Fall MACTE Conference

Our [fall business meeting and collaboration](#) will be held in person on Thursday October 24th, 2024 (business meeting) and Friday, October 25, 2024 (collaboration) at the Crowne Plaza In Plymouth. In the 2024-2025 academic year, MACTE will again hold one in-person conference in the fall and two virtual conferences in the winter and spring. Winter and spring conference dates will be announced in the fall.

Summer 2024 Newsletter Hiatus

Congratulations on the end of the 2023-24 academic year! The MACTE Newsletter will be on summer break in May, June, and July. We will return in August. The MACTE Executive Committee wishes you all a restful summer!

The Minnesota Mentoring Network for Indigenous Special Education Teachers

MACTE is excited to share this tremendous mentorship opportunity for American Indian special education professionals in Minnesota. Please forward the following information to your entire staff and student population so that individuals can self-identify.

Govinda Budrow from Fond du Lac Tribal and Community College will serve as the facilitator. For additional information, contact her at govinda.budrow@fdltcc.edu.

**INDIGENOUS
SPECIAL EDUCATION TEACHERS
Mentoring Network**

What?
The objective of this collaboration is to build a strong network where students can support each other through mentorship groups. We'll share updates, opportunities for professional growth, useful resources, and general information.

Our ultimate goal is to increase the number and representation of American Indian licensed teachers, coordinators, and administrators in Minnesota's special education field. We want to ensure that these professionals feel supported and encouraged to stay in their roles for the long term.

Why?
American Indian special education teachers encounter distinct challenges that may result in burnout. Establishing connections through a mentoring network offers responsive support to address these obstacles. By coming together, teachers can find strength in unity, earn Continuing Education Units, and engage in professional conversations grounded in learning and growing together.

Who
Are you an American Indian in Special Education? Join us! Open to all stages: teacher prep, current teachers (all Tiers), other SpEd roles (Administration, IHE Faculty, etc.), community college students, transitioning to 4-year IHE, Speech and Language Pathologists, School Psychologists, and retirees.

How
Participate in this short survey
<https://forms.office.com/r/TGBGvCY9MU>

Govinda Budrow from [Fond du Lac Tribal and Community College](https://www.fonddulac.edu/) will serve as the facilitator. For more information, contact govinda.budrow@fdltcc.edu.

Legislative Updates

MACTE has four legislative priorities we are advocating for this session. The full list of priorities and details are available on this [document](#). The Legislature must complete its work by May 20, so the next few weeks are going to be very busy. Laura Mogelson, MACTE Legislative Liaison, tracks bills and provides testimony across committees, including House Education Finance and Education Policy, House Higher Education, Senate Education Finance and Education Policy, Senate Higher Education, and the conference committees that form at the end of the session. The conference committee is a committee made up of members from each house appointed to reconcile the differences between two versions of a bill that has been passed by both bodies.

In the Higher Education committees, we are tracking the establishment of the Aspiring Teachers of Color Scholarship Program, a priority for both MACTE and the Coalition to Increase Teachers of Color and American Indian Teachers. The Higher Education has not yet scheduled their first conference committee meeting or the side-by-side versions of their omnibus bills. You can read a [summary of ITCA 2024 here](#).

The House and Senate have started the conference committee process for the K-12 Education Policy omnibus bill. The work of the committee started with an overview of each of the articles. Senator Cwodzinski kicked it off with everyone sharing what books the committee members and staff were all reading for fun, the most entertaining part of the meeting! They then started their side-by-side comparisons of the House and Senate versions. Where there are differences of substance, they will eventually discuss them and come to agreements. There are also wording and date discrepancies that must be resolved. Later, they will start the process of hearing amendments and voting on those. Eventually, it will be finalized into the bill that they bring to a vote in the full House and Senate floor sessions and then to the Governor.

One of the provisions in the Policy bill we have been watching closely has been the modification of Tier 1 and Tier 2 licensure for Special Education teachers to align to federal law. Read here to see this language [Education Policy – Teachers](#) (start on line 32.9 on the left hand side). The two versions are lined up well, with most discussion likely being amendments from those opposed to the modifications.

In K-12 Education Finance committees in the House and the Senate, we have been tracking and testifying on updates to the READ Act, a paid student teaching pilot, and CUGMEC increases. The CUGMEC increase is in the Senate version only right now. There were a number of committee hearings that Laura attended regarding the paid student teaching pilot, a bill that was laid over for possible inclusion in their omnibus. While we are supportive of the concept of paid student teaching, we were disappointed that all of our member institutions were not able to be included in the proposed pilot. The proposed pilot is only in the House version ([see starting on line 63.18 here](#)). All of these differences will all be addressed when the K-12 Education Finance conference committee is formed.

AACTE Updates



Save the Date: AACTE 2025 Annual Meeting will be February 21-23, 2025 in Long Beach, California

The American Association of Colleges for Teacher Education (AACTE) is the leading voice on educator preparation. AACTE's member institutions and programs prepare the greatest number of professional educators in the United States and its territories, including teachers, counselors, administrators, and college faculty. [Join your peers at the 2025 AACTE Annual Meeting in Long Beach. The 2025 Conference theme is Beyond the Horizon: Charting the Course for Educator Preparation.](#)

Federal Policy and Legislation

AACTE maintains a constant presence on Capitol Hill and with the current administration to advocate on behalf of the educator preparation profession. For updates on current federal policies and AACTE's legislative priorities, [view the bimonthly members-only policy newsletter.](#)

PELSB Updates

PELSB-Approved Job Board Updates

Beginning March 25, the posting period for all new EdPost job listings will be seven (7) days. Unfortunately, this timeline does not align with posting requirements for positions that may ultimately need to be filled by a teacher holding a Tier 1 license or an out-of-field permission. For positions needing to be posted for a minimum of 15 days, districts will need to have three EdPost ID

numbers. For positions needing to be posted for a minimum of 60 days, districts will need to have nine EdPost ID numbers. [Learn more on PELSB's website.](#)

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