
MACTE February 2024 Newsletter

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

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February 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

MACTE Executive Committee (MEC) Nominations Sought

Please consider nominating a colleague (or yourself) to serve on the MACTE Executive Committee. It is the time of year when each caucus elects a member to serve on MEC. Many thanks to Larry Bryant (MN State), Marcela Kostihova (Private) and Stacy Ernst (UMN), whose terms are ending. MEC members serve for two years. You can [read more about the duties of the executive committee on MACTE's website](#)..

Nominations can be submitted via the form below leading up to the vote. Nominees will have time to speak briefly during caucus sessions at MACTE's spring virtual meeting on April 5th. Each member institution's CIR and IR will

receive an email with links to vote during the virtual meeting's caucus session. New MEC members will be announced shortly after the meeting.

MEC Nomination Form

Winter Virtual Conference Recap

Over 100 MACTE members participated in our winter virtual conference on February 9th. The conference included breakout sessions focused on social and emotional learning, discussion of the draft strategic plan for computer science education in Minnesota, legislative updates, PELSB updates, and role-alike sessions. In addition, MACTE's executive director presented MEC's draft recommendations for changes to program accountability and assessment procedures, and breakout groups discussed the plan and offered feedback.

It was wonderful to have such robust participation in the conference. We look forward to a well-attended spring conference for continued collaboration!

MACTE Spring Meeting: Register Today for the Virtual Meeting on April 5th

Our [spring conference](#) will be held over Zoom on April 5, 2024. The day will combine the business meeting and professional development sessions. The theme of social and emotional learning in teacher preparation will continue, and role alike sessions will be held. The conference planning committee is still in search of a few breakout sessions focused on social and emotional learning. Please consider presenting!

Submit a Proposal

Assessment and Accountability Discussions Continue

At the winter conference, MACTE's executive director presented MEC's draft recommendations for changes to program accountability and assessment procedures. These recommendations resulted from multiple discussions with deans and directors, PELSB staff and board members, and a survey of all

units. Breakout groups discussed the draft recommendations and additional feedback was gathered. MEC will make final adjustments to the plan at its March meeting, with the intention of submitting the recommendation to PELSB this spring. If your unit was unable to attend the conference and would like to review the draft recommendations, please contact Cari Maguire (maguire@umn.edu).

Collaborating to Fulfill New Department of Education Requirements

New USDOE requirements that take effect on July 1 require all institutions with distance education programs to determine for each state where students are located at the time of initial enrollment that: 1) the program is programmatically accredited if the state where the student is located requires it as a condition for employment, and 2) the program satisfies the applicable educational requirements for professional licensure or certification in the state where the student is located so that the student qualifies to take any licensure or certification exam that is needed to practice.

Many MACTE members have been tasked by their administrations with fulfilling these requirements. If your institution would like to participate in a collaborative conversation about how this can be done, please contact Amy Murzyn (amurzyn@css.edu)

The Minnesota Mentoring Network for Indigenous Special Education Teachers

The State Personnel Development Grant in collaboration with MDE Special Education Division is looking to get connected with American Indian educators and staff. The purpose of this collaboration is to create a supportive network of reciprocal mentorship groups, share updates about professional development opportunities, resources and tools. Benefits of participation include receiving Continuing Education Units and participating in professional conversations grounded in learning and growing together.

The long-term goal is focused on increasing the number and representation of American Indian licensed teachers, coordinators and administrators in Minnesota's special education workforce, in ways that support the retention of

these professional educators in the state special education workforce for the long term.

Individuals in all stages of Special Education career pathways are encouraged to fill out this survey and connect. This network includes those who are currently in a teacher preparation program, current Special Education teachers (all Tiers), SpEd teachers who may work in other capacities in education systems (ie: Administration, IHE Faculty, Adjunct faculty, etc.), and those at the community college level who will matriculate to a 4-year IHE. Also included are Speech and Language Pathologists, School Psychologists and those who have retired from the field.

For a variety of reasons, individuals who identify as American Indian may not be visible or present in your database(s). Therefore, we ask that you:

- Please forward this message and share freely the [survey link](#) to your entire staff and student population so that individuals can self-identify and complete the questions accordingly.

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.

[Learn More](#)

Legislative Updates

Action Item - Testifiers for Increase Teachers of Color Act

Link for Testifiers: <https://forms.gle/gGJNHK6yMJ3jqZEU9>

MACTE endorses the 2024 Increase Teachers of Color Act (ITCA). We are awaiting hearings on the bill and have a call to action for testifiers. If you have alumni or current students who have been supported by ITCA or may be supported by the increase in funding, please ask them to testify. Student and teacher voices are definitely the **most impactful** at the legislature.

Here is a summary of the 2024 Increase Teachers of Color Act provisions that align to our legislative priorities:

- Support the investment and creation of the Minnesota Aspiring Teachers of Color Scholarship Program to provide financial assistance to eligible undergraduate and graduate students who are preparing to become teachers, have demonstrated financial need, and belong to racial or ethnic groups underrepresented in the state's teacher workforce.
- Support increases in funding to the Minnesota Underrepresented Student Teacher Grant program in shortage areas, a high demand program that provides direct support to future teachers of color.
- Support increases to the CUGMEC grant program, a scholarship program that provides direct support to future teachers of color.
- Add IHE eligibility to the PELSB Teacher Mentorship and Retention of Effective Teachers Grant

MACTE Legislative Priorities

MACTE has four legislative priorities we are advocating for this session. The full list of priorities and details are available on this [document](#). Priorities include:

1. Minnesota Teacher Diversity
2. Paid Student Teaching
3. Tiered Licensure and Special Education Teachers
4. Reading and Teacher Preparation

2024 Session Update

The 2024 legislative session began February 12. By March 22, committees in both bodies must act favorably on bills that are not major appropriation or finance bills. By April 19, committees in both bodies must act favorably on major appropriation and finance bills. The Legislature must complete its work by May 20.

The first couple of weeks of the session have primarily been focused on MOHE and MDE agency updates at committee meetings in both the House and Senate. We are expecting PELSB's update and their bill introduction in early March. At the K-12 hearings, they've also focused on updating School Resources Officer legislation from last session. Last week, we provided

testimony on student teaching related legislation. You can read the bill and our [testimony here](#). While the bill that was introduced is not one we support fully, we are hopeful that there is interest. The hearing included a robust discussion by senators about including private non-profit providers and adding graduate level preparation, both of which we testified in support of. We are also closely watching the “READ Act 2.0” bill. The hearing on this bill is expected in early March and we’ve been engaged with the bill author on recommendations. Related to our Special Education priority area, there is a bill we are watching that would provide district funding for the creation of apprenticeship programs to meet the demands of the shortage. Lawmakers are eagerly awaiting the budget forecast that is to be released this week to see if there is any chance of funding items proposed during this policy session.

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.](#)

AACTE Coaching

AACTE understands the multifaceted demands facing deans, department chairs and senior leaders today and is committed to providing tailored coaching solutions that empower you to lead successfully.

Embark on a journey of transformative leadership with AACTE Coaching. Let AACTE partner with you to strengthen skills, navigate challenges, learn new tools and realize your full potential as you shape the future of excellence in teacher education. [Learn more about AACTE Coaching.](#)

AACTE Connect360

AACTE is pleased to announce Connect360, its new online community, is now available for members! AACTE Connect360 is the premier connection circle for engaging and collaborating to advance educator preparation. It offers you unique opportunities to increase social interactions and build long-term relationships with fellow AACTE members, and to make your voice heard on important issues in education. [Join AACTE Connect360.](#)

PELSB Updates

Fiscal Year 2025 Teacher Mentorship & Retention of Effective Teachers Grant Materials are Now Available

The Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) was appropriated for \$3.5 million dollars by the Minnesota legislature for state fiscal year 2025, for distribution by Minnesota's Professional Educator Licensing and Standards Board (PELSB).

Application materials for state fiscal year 2025 and an updated Question & Answer document have been posted on [PELSB's Grants page](#).

An information session will be held at 4:30pm on March 26, 2024.

The virtual information session held on Tuesday, March 26 at 4:30pm will be offered via Web Ex. Please use [this link](#) to join the session. To join by phone +1-415-655-0003 United States Toll 1-855-282-6330 United States Toll Free Access code: 2499 588 9288

The timeline for application submission follows:

- Feb 6: Application materials and FAQ posted on PELSB's website
- March 26: Information Session (see time and link above)
- April 5: Intent to Submit is due via [this form](#)
- April 19: Applications are Due by 4:30pm Central Standard Time
- Awards notifications will go out in late May/early June

Please contact Laura Dyer at laura.dyer@state.mn.us with any 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