



January 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 Staffing Update

The MACTE Executive Council is delighted to share news of a successful search for the organization's first Executive Director. After careful consideration of applications by a search committee consisting of representatives from each caucus, Cari Maguire has been offered the position, effective immediately. Cari's exceptional leadership, evident during her tenure as President of MACTE and subsequently as past-President, underscores her unwavering dedication to the prosperity of our shared profession, and bodes well for the future success of our organization.

Thank you to all who expressed interest in the new position, and congratulations to Cari.

Assessment and Accountability Discussions Continue

The MACTE Executive Committee has continued to participate in conversations about changes to the way PELSB conducts program-level oversight. The January 10th Deans and Directors Council meeting focused on this topic, with

MACTE leaders discussing the benefits and drawbacks of several possible assessment processes. MEC members have had further conversation with PELSB staff and board members about possible changes to the current PERCA review procedures.

MEC has sent a survey to all MACTE members, with the purpose of gathering input on this topic. If your unit has not yet completed the survey, please do so. MEC has asked for one survey form each unit. A summary of the survey response and the draft of MEC's proposal for program assessment and accountability will be shared with the MACTE membership at the February 9th conference. Feedback on this draft will be gathered and we hope all members will have representatives at the conference. If your unit did not receive a survey request, please contact Cari Maguire (maguire@umn.edu).

MACTE Winter Meeting: Register Today for the Virtual Meeting on February 9

Our [winter conference](#) will be held over Zoom on February 9, 2024. The day will combine the business meeting and professional development sessions. MACTE members will have the opportunity to offer feedback on draft recommendations for changes to program assessment and accountability processes. The theme of social and emotional learning in teacher preparation will continue, and role alike sessions will be held. The [winter conference agenda is now available](#).

Register Today

Minnesota's Computer Science Working Group Plan to be Released in February

The Education omnibus bill signed by Governor Walz in May, 2023 included the [CS Education Advancement Program \(Section 61, beginning on line 103.28\)](#). This bill seeks to address [Minnesota's standing as last in the nation](#) for computer science education. In accordance with the legislation, the [Minnesota Department of Education \(MDE\) organized the Computer Science Education Working Group](#). This group is charged with developing a state strategic plan for long-term and sustained growth of computer science education in all kindergarten through grade 12 school districts and charter schools.

The plan will be open for public comment in February, 2024. Cassise Sharber, Associate Professor of Learning Technologies at the University of Minnesota and MACTE Computer Science Education Working Group representative, will share this plan with the MACTE community at our February conference. Cassie will also hold a feedback session at the conference.

The computer science education plan will have several implications for teacher preparation programs, including the creation of a computer science teaching license, and the possible requirement to integrate grade-level and subject-area appropriate computer science instruction into licensure programs. We encourage all MACTE members to attend the February conference to receive updates on this important topic.

Experts Sought to Serve on State Taskforce and Advisory Groups for Special Learning Disability Diagnosis in Special Education.

In the last legislative session, the state legislature directed MDE to open rulemaking on the inclusion criteria for the SLD diagnosis in special education. A rule-making taskforce and several smaller subgroups have been formed to accomplish this task. There is currently very little representation from higher education in this group.

MACTE members who have expertise in this area and would be willing to serve on this taskforce or in an advisory capacity are needed. The following experts are especially needed:

- Members who hold the SPED license in SLD and/or who work in a SLD assignment
- School psychologists
- Members with expertise in MTSS in math interventions
- Experts in mathematics that have strong knowledge in math-specific learning disabilities
- Anyone with a special interest in learning disability criteria

If you are interested in serving in this effort, please contact Cari Maguire (maguire@umn.edu).

MACTE Job Board

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

Legislative Updates

Looking Ahead to the 2024 Legislative Session

The 2024 legislative session is scheduled to begin 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.

MACTE Legislative Priorities

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

1. Increase Minnesota teacher diversity through higher education investments
2. Paid student teaching to address Minnesota teacher shortages
3. Special education teacher preparation and the tiered licensure system
4. Maintain high quality standards for teachers, including teachers of reading
5. Reading and teacher preparation

Increase Teachers of Color Act 2024

There is an early draft of the Increase Teachers of Color Act. This draft is awaiting bill authors. MACTE will endorse ITCA 2024 and testify in support of provisions aligned to our priorities, including:

- 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

Paid Student Teaching

We created a list of [talking points](#) regarding paid student teaching. The lead education agencies (MDE, PELSB, MOHE) are all supportive of paid student teaching, however the message is that we should temper our expectations about this passing in 2024. Since 2024 is not a budget session, the legislature is unlikely to include such a high cost item. More information will be known after the February budget forecast. If this does not move forward in 2024, we will support it in 2025. Work we do this year garnering support and researching logistics of implementation will be helpful either way.

Read Act 2024

We are awaiting the introduction of the Read Act 2024 early in the session. A draft was shared with us and we are engaged with the bill author, Representative Edelson, in some recommended clarifications. There is one section that includes a required PELSB report about the reading audits. The language was vague and did not specifically connect to the standards and relevant licensure areas. We recommended the following:

- Name only the licensure areas that have required reading standards aligned to the Read Act (elementary, early childhood, special education)
- Add in alignment to the subject matter standards for reading
- Clarify that the purpose of the report would be to describe how the the subject matter reading standards are aligned to the Read Act
- Clarify that the purpose of the report would be to describe the final results of the PELSB Reading Audits and PERCA connected to the reading standards

There is also a provision that faculty teaching reading methods at state-approved teacher preparation programs in Minnesota would be eligible to receive training in structured literacy at no cost.

Finally, we recommended an addition to the bill to address our concern that Tier 2 teachers using the “experience pathway” for a Tier 3 license do not have to show evidence of meeting any standards. Our recommendation is to insert “the Professional Educator Licensing and Standards Board must require all elementary education, early childhood education and K-12 special education teachers issued a Tier 3 license through the experience pathway (122A.183) demonstrate evidence of meeting the subject matter standards for reading in administrative rule through coursework or the portfolio process.”

AACTE Updates

Biden-Harris Administration Announces \$47 Million in New Funding to Support School Infrastructure Investments

The Biden-Harris Administration announced eight new grant awards today totaling more than \$37 million over five years under the Supporting America’s School Infrastructure (SASI) program and one new grant for \$10 million over five years under the National Center on School Infrastructure (NCSI) program. This \$47 million investment, issued by the U.S. Department of Education (Department), bolsters the capacity of states to support school districts in improving school facilities with the goal of more equitable access to healthy, sustainable, and modern learning environments for all students. [Read more here.](#)

AACTE Resource Library

AACTE offers a variety of resources for member and public use. The Association’s peer-reviewed journal provides the latest research findings. [View the Resource Library.](#)

PELSB Updates

Licensure Changes

The 2023 state legislature made a number of changes to the laws governing teacher licensure, teacher preparation, and grant recipients. This update focuses on changes to eligibility requirements for Tier 2 applicants.

For more information about:

- changes to licensure exams, [please see this update](#).
- changes to Tier 4 licensure, [please see this update](#).
- the short-call substitute teacher pilot, [please see this update](#).
- new BA exemptions, [please see this update](#).
- new renewal requirement in American Indian History and Culture, [please see this update](#).

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