



March 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

Minnesota Teacher of the Year, Michael Houston, to speak at MACTE Conference

[Michael Houston](#), a mathematics teacher at St Paul's Harding High School, will deliver a keynote address to the MACTE community during our virtual conference on Friday, April 5th. Raised in a single-parent household by his mother with help from his grandparents, Houston was the first in his family to graduate from college, earning a bachelor's degree from Concordia University, St. Paul, and a master's degree from Hamline University. In addition to teaching at Harding, Houston also works as adjunct professor at Concordia, teaching math classes to prospective elementary teachers. Come hear Michael's inspiring message at our spring conference!

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

Our spring conference will be held over Zoom on April 5, 2024. In addition to keynote speaker, Michael Houston, the day will include the business meeting,

PELSB updates, role-alike sessions, and professional development opportunities. In addition to breakout sessions focused on social and emotional learning, we will hold breakout sessions about navigating the approval process for the new SEPs and site visits under the new unit standards.

Register Today

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

MACTE Voting Information

Voting for MEC members and the President Elect (Private Caucus only) will happen via email. We have moved to online voting with our change to a virtual spring conference. Nominees will have the opportunity to address their caucus during caucus sessions, and online ballots will be sent at this time. As per MACTE bylaws, each member institution's Chief Institutional Representative (CIR) and Institutional Representatives (IR) are allowed to vote. If you are a CIR or IR and will not be present at the MACTE conference, you are allowed to assign someone from your institution as a proxy. Please send the names of any proxy voter to mactecommunication@gmail.com by April 5th.

Urgent Request: Testifiers Needed for Increase Teachers of Color Act

A hearing for the 2024 Increase Teachers of Color Act (ITCA) is scheduled for April 2nd, and testifiers are needed to speak in support of the bill. 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.

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

Here is a summary of the 2024 ITCA provisions that will directly benefit our teacher candidates:

- 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.

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

Laura Mogelson, MACTE Legislative Liaison, tracks bills and provides testimony across the six committees - House Education Finance and Education Policy, House Higher Education, Senate Education Finance and Education Policy, and Senate Higher Education. MACTE has four legislative priorities we are advocating for this session. [The full list of priorities and details are available on this document.](#)

The House and Senate committees had until March 21 to 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. In April, we will likely have started the conference committee process and be able to share the omnibus bills from both bodies for K-12 and higher education. The omnibus bill is a large bill that is made up of the smaller bills and the larger education bill. These bills are heard in committee and then laid over for possible inclusion in the omnibus

bill rather than passing each bill separately. Below is a summary and information about some of the bills we have been tracking this session.

Increase Teachers of Color Act 2024

[HF4500](#) and [SF4107](#) had hearings in the Senate Ed Finance committee on 3/12 and House Ed Finance committee on 3/13. We provided the following testimony: [Senate letter](#) and [House letter](#). Here is a link to an article in the [Session Daily](#) about the House hearing. Hopefully readers of this newsletter also subscribe to updates from the Coalition, where there was a good write up of the hearings and time-stamped video of testimony. The 2024 Increase Teachers of Color Act builds upon the historic achievements of the 2023 session by focusing on establishing the Aspiring Teachers of Color Scholarship Program in statute and increasing funding for it along with increased investments for BIPOC Teacher Mentorship & Retention grants as well as the Collaborative Urban and Greater MN Educators of Color grant program. You can read a [summary of ITCA 2024 here](#).

PELSB and MDE Bills

Our focus on these bills has primarily been on the modification of Tier 1 and Tier 2 licensure for Special Education teachers to align to federal law. Laura testified at both the House Ed. Policy and Senate Ed. Policy meetings in March on this important issue. Here are links to the PELSB bills: [HF4361](#) and [SF4560](#); here are links to the MDE bills: [SF3567](#) and [HF3782](#). Written testimony was also provided in both the House and Senate ([House letter](#)). Other versions of this write up have been used in multiple hearings. Another note about the Governor's updated supplemental budget recommendations for the GYO grant programs administered by MDE. The recommendation is that districts be allowed to expand eligibility to community colleges and Tribal contract schools.

Paid Student Teaching

Representative Norris introduced a bill ([HF3803](#)) that had hearings in both Policy and Finance. Laura provided this [testimony](#) in Policy and this [testimony](#) in Finance. Following the Norris bill, there was also a bill we supported that was authored by Representative Urdahl ([HF3401](#)). Laura spoke in favor of Urdahl's bill and had the opportunity to provide clarification about the importance of student teaching and the reasons students pay for academic credit during student teaching.

Earlier in March, the Senate Higher Ed committee heard a bill ([SF3804](#)) that would be a "per-credit cost of tuition removal for student teachers." Our issue with this bill is that it is limited to the U of MN and MN State systems and it does not include post-bacc/graduate level teacher candidates. We testified in support of the intent (supporting student teachers), but against the details: [testimony](#). This was not introduced in the House.

READ Act

The READ Act from 2023 is being modified in 2024. There are two pieces that relate directly to our MACTE Legislative priorities and Laura has been engaged with stakeholders and the bill author in the House, Representative Edelson, in these changes. One of the updates includes codifying our work with PELSB and the "reading audits" into a report. The language for this report and which licensure areas it involves can be found here on the most recent version of the bill (the Senate version is the same): [HF3744.DE8](#) (line 16.1-16.19). Another provision included in this bill is the inclusion of funding for our faculty in evidence-based training on structured literacy from the regional literacy networks.

AACTE Updates



Washington Week: June 3-5, 2024

Teacher educators and other members from colleges and institutions nationwide are convening June 3 – 5 for AACTE 2024 Washington Week. This year's national advocacy event for educator preparation will take place at the Renaissance Arlington Capital View Hotel in Arlington, Virginia, and Capitol Hill. [Learn more on AACTE's website.](#)

Learn More About AACTE's History

In February 1948, AACTE held its founding meeting in Atlantic City, NJ, and adopted its constitution and bylaws. Over the course of its first three-quarters of a century, the Association experienced “The Start of Something Big” and through the decades, it reshaped teacher preparation, became a driving influence in the field, navigated turbulence and shifts in the landscape, and redefined its organizational purpose with a mission to revolutionize education. [View the digital timeline, documenting the historical milestones of AACTE's first “75 Years Leading a Profession.”](#)

PELSB Updates

Interim Conditional Approval Discretionary Variance Option

The Teacher Preparation Committee (TPC) will begin accepting discretionary variance requests for programs seeking to be placed on "interim conditional approval." Interim conditional approval status will allow a currently approved program to begin enrolling candidates in an updated course sequence aligned to the 2023 Standards of Effective Practice (SEP).

At this time, the TPC is prioritizing requests to be placed on interim conditional approval for programs that have already submitted for program approval in EPPAS using the 2023 standards.

Please submit *this [form](#)* for your program to be considered for interim conditional approval and run an updated course sequence aligned to 2023 SEP standards. To be considered at the April Teacher Preparation Committee meeting, please submit by EOD April 1. Contact Michelle Sandler with questions.

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