
MACTE March 2026 Newsletter

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March 2026 Newsletter

The Minnesota Association of Colleges for Teacher Education (MACTE) publishes a newsletter monthly during the academic year. MACTE members with information or opportunities of interest to the broader teacher education community are invited to submit items for the newsletter. Please contact mactecommunication@gmail.com for more information.

MACTE Updates

MACTE Spring Meeting

Our spring conference will be held over Zoom on April 10, 2026. The day will combine the business meeting and professional development sessions, offering time for both important updates and shared learning. At a time of rapid change in educator preparation, coming together to collaborate, exchange ideas, and strengthen our collective voice is more important than ever.

Register Today

Spring Conference Keynote Speaker Announced

Annie McClellan from the University of Illinois will be the spring keynote speaker. Annie's work focuses on incorporating culturally responsive pedagogy and equity-centered education into an AI framework for developing classroom resources. The keynote will address the ethical use of generative AI in teacher planning, grounded in trauma-informed and culturally responsive practice and present a framework that Annie has developed during her doctoral studies.

Reminder: Submit Nominations for MEC and UMN Caucus President Elect

Institutional representatives will vote on MACTE Executive Committee members at the April 10th Conference. A new President-Elect will be chosen from the University of Minnesota Caucus. As we prepare for this important leadership transition, we invite members to submit nominations for these roles. Strong leadership is essential to advancing our shared mission and sustaining effective advocacy for educator preparation across the state.

Please consider nominating a colleague—or yourself—using the nomination forms below.

- [MEC Nominations](#) (all caucuses)
- [President Elect Nominations](#) (UMN caucus)

Unit Review Guidance Workgroup

PELSB is updating guidance for the unit review process. A workgroup consisting of MACTE members and PELSB staff will be meeting this spring to discuss these proposed changes. One or two more workgroup members are needed. If you are interested in being part of this conversation, please email Cari Maguire at maguire@umn.edu. We are especially looking for workgroup members with experience with the PELSB unit review process and/or members with site visits next academic year.

Special Education and Music Licensure Changes Approved by PELSB

At the February 20th PELSB meeting, the Board voted to start rulemaking for major changes to both special education and music education in Minnesota.

For special education, the new rules will delineate the requirements for a moderate/severe cross-categorical special education license. This new cross categorical license will replace current licenses in ASD, DD, EBD, and LD, thereby creating two main cross-categorical special education licenses in Minnesota. Low incidence licenses (DHH, BVI, PHD, and ECSE) will remain as they currently are.

For music, the Board voted to move from separate K-12 instrumental and K-12 vocal licenses to a single PK-12 music license with specialization embedded in the standards.

MACTE wants to ensure all members with special education and music licensure programs are aware that these changes are in process. PELSB will be sharing information about these coming changes and implications for teacher preparation programs at our April 10th virtual conference.

TeachMN Website

MEC encourages all MACTE members to create a profile on the TeachMN's website. More than 20 Minnesota TPPs have already created profiles on the site and the organization has given over 280 scholarships and application fee reimbursements to prospective teacher candidates. If your unit has not yet decided to be part of TeachMN, MEC encourages you to reach out to Angela Wanderlust (awunderlich@teachmn.org) for more information about how TeachMN can help promote your programs.

Legislative Updates

Committees are finalizing omnibus bills and processing key policy changes as we head toward the final stretch of the session. The legislature is on break the week of March 30th and adjourns May 18th. Throughout this session, MACTE remains focused on advocating for the teacher workforce, protecting teacher preparation funding, upholding rigorous licensure standards, and enhancing evidence-based reading instruction. [See our 2026 legislative priorities](#)

[information sheet here.](#)

Here are some of bills we are watching this session:

- Early Literacy Fieldwork ([HF 3421](#) / [SF 4011](#)): Aligned with the Read Act, this bill requires specific teacher candidates to complete fieldwork focused on structured literacy, with PELSB tasked with defining the rulemaking details.
- Tier 2 Licensure Expansion ([HF 3638](#) / [SF 3625](#)): Included in the K-12 omnibus bill, this PELSB priority would allow candidates in out-of-state programs not specifically approved by PELSB to qualify for a Minnesota Tier 2 license. MACTE is opposed to this provision ([see our position here](#)).
- Interstate Teacher Mobility Compact ([HF 3635](#) / [SF 3626](#)): This legislation would bring Minnesota into a multi-state compact, streamlining the licensure process for teachers moving to Minnesota from other member states.

Grant Funding Eligibility ([HF 1959](#)): This House bill seeks to expand eligibility for state grant funding to include all PELSB-approved teacher preparation programs.

AACTE Updates

AACTE's David Slykhuis Testifies in House Hearing on Building an AI-Ready America

AACTE member David Slykhuis, Ph.D., testified before the House Subcommittee on Early Childhood, Elementary, and Secondary Education during a hearing titled “Building an AI-Ready America: Teaching in the AI Age,” emphasizing the urgent need for educator preparation, consistent policy guidance, and sustained professional development as artificial intelligence becomes embedded in K–12 classrooms.

Slykhuis, who also serves as chair of the National Technology Leadership Summit, underscored that AI is not a future concept. It is already widely used in schools. Teachers are leveraging AI to draft lesson plans, differentiate reading materials, and design assignments. Students are using AI tools to generate

written work, images, music, and even access tutoring support.

He explained that while the technology shows promise, particularly in supporting differentiated instruction, it also presents challenges. He cautioned against inappropriate uses, such as grading essays, where AI systems can demonstrate bias and inconsistency. Currently, use of AI varies widely from classroom to classroom and district to district, leaving educators without clear guardrails. [Read more on EdPrepMatters.](#)

Update on 2025 Lawsuit to Protect Federal Funding for Educator Programs

Last year, AACTE, the National Center for Teacher Residencies (NCTR), and the Maryland Association of Colleges for Teacher Education (MACTE) — came together to challenge the abrupt and unlawful cancellation of federal grants by the U.S. Department of Education that support educator preparation programs across the United States.

We brought this case on behalf of institutions, faculty, and innovative preparation programs, and the future educators they serve, who are essential to strengthening the educator workforce. These grants represent critical federal investments in partnerships among colleges and universities, school districts, and communities that are working to prepare highly effective educators — particularly in high-need subject areas and underserved communities.

From the outset, our goals were clear: to defend the programs and institutions that rely on these funds, to preserve essential supports for aspiring educators, and to ensure the federal government honors its commitments to the field. The litigation challenged the termination of this critical support and reinforced the importance of sustained federal investment in educator preparation. [Continue reading the letter.](#)

Federal Support for Systemic Approaches to Educator Workforce Development & Design

To address chronic teacher shortages, long-term sustainability gaps in preparation programs, and weakening federal accountability structures, AACTE has developed reform framework, *A Call to Action: Federal Support for Systemic Approaches for Educator Workforce Development and Design*, which

outlines four specific federal levers for change and is endorsed by major national organizations.

[Download Now](#)

PELSB Updates

Upcoming Board Meetings: April 17, May 15, and June 26

Board [meeting agendas are available for public viewing on their website](#), organized by meeting date. Board meeting minutes are posted after approval by the Board the following month. When available, links to Board meeting recordings are posted. Documents available online are limited to the current and previous fiscal year. [View materials and learn more about PELSB's meetings here.](#)

Data, Reports, & Dashboard

The Professional Educator Licensing and Standards Board regularly releases data and reports on teacher licensure & employment, teacher preparation programs, and other initiatives. Use the Data page to find raw data from school years 2020-2024. Use the Reports page to find PELSB's most recently released reports. If these pages do not provide the data you require, please complete this form and email it to DataRequest.PELSB@state.mn.us.

Resources & Opportunities

We Want Your Insight: Help Shape the New Minnesota STEM Teacher Center

[SciMathMN](#) is a statewide nonprofit that brings together Minnesota's STEM

community to promote equitable and accessible STEM learning, empower lifelong learning, and inspire informed community action. Since 1993, the organization has worked to support rigorous and engaging STEM education for all Minnesota students through advocacy, resources, and collaborative statewide initiatives.

As we continue building the new Minnesota STEM Teacher Center website, SciMathMN is seeking feedback from those who know the needs of emerging educators best—pre-service faculty and pre-service educators. Your input is essential in shaping a platform that is practical, relevant, and aligned with Minnesota’s evolving STEM education goals.

We want to better understand what tools, materials, and supports would be most useful for teaching, planning, coursework, and preparing future educators. Whether you’re looking for instructional examples, clinical practice support, assessment guidance, or clarity around Minnesota’s academic standards, your feedback will directly inform how we design and prioritize new resources.

Your insights are crucial in helping us build a user-friendly, high-impact STEM resource for Minnesota’s educator preparation programs. We have a lot of giveaway gifts to show our appreciation for your time taking this survey.

Take the Survey Today!

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