

MACTE – Minnesota Association for Colleges of Teacher Education ***2003/04 Accomplishments***

1. Communication: Communicate the impact of teacher education on the quality of teachers in Minnesota.

- ▶ *Measures of Teacher Quality in Minnesota (MTQM)*
 - Made a presentation to the Executive Committee of AACTE (11/03)
 - Launched the website (12/03)
 - Made presentation to the Board of Teaching (12/03)
 - Presented to the P-16 Council (1/04)
 - Filed Measures of Teacher Quality Report with the Secretary of the Senate and the Chief Clerk of the House of Representatives and with the Legislative Law Librarian (2/04)
 - Presented to the Senate Education Committee (3/04)
 - Presented to the joint Education Committees of the House of Representatives (3/04)
- ▶ Minnesota Board of Teaching (BOT)
 - Created the MACTE Minute
- ▶ Minnesota Legislature
 - Testified about proposed alternative licensure bills
 - House Higher Education Committee
 - House Education Policy Committee
 - Senate Education Committee
 - Membership contacted legislators
- ▶ St. Paul Pioneer Press Editorial
- ▶ Executive Committee Lunches
 - Minnesota Association School Administrators: Charlie Kyte
 - Minnesota Minority Education Project: Bruce Vandal

2. Research/Evidence: Determine the impact of teachers prepared in MACTE institutions on P-12 student achievement by initiating research and examining data.

- ▶ Phase III of MTQM
 - Collected data and reported to various constituencies
- ▶ Created the Faculty Survey
- ▶ Secure Additional Funding to Move to Phase IV (to be completed)

3. Collaboration: Deepen and extend partnerships to advance teacher quality.

- ▶ Minnesota Board of Teaching (BOT)
 - Representative at every BOT meeting
 - Standards and Rules Committee
 - Assessment Process Center
- ▶ Minnesota Department of Education (MDE)
 - Commissioner's Advisory Group
 - First Five Mentoring Advisory Group
 - Program Review Committee
 - Praxis Validation Committees
 - Teacher Recruitment Center Advisory Committee
- ▶ P-16 Council
 - Teacher Quality Subcommittee
 - Representatives Gene Pelowski, Mindy Greiling

4. Professional Development/Support: Collaborate with the P-16 educational community to provide professional development.

- ▶ P-12

- Involvement with statewide eMentoring system
- First Five Mentoring Advisory Group
- MDE/BOT Assessment Center
- Higher Education
- MACTE Continuing Education Committee

MACTE – Minnesota Association for Colleges of Teacher Education 2002/03 Accomplishments

Original Goal: "Define and provide evidence of teacher quality"

Accomplishments:

- 1) MTQM data base development. (The summary statements being drawn from the MTQM data is the next step – the “so what” to this data). All systems involved in teacher education have a vested interest in this data. Indicators of teacher quality are the focus of this tool rather than a specific definition of teacher quality. The items measured in the MTQM are the indicators selected. This data can be used to address criticisms of teacher education being made nationally.
- 2) MACTE brought forward to members various documents relating to the issues of the day related to k-12 and teacher education. (links to these reports can be made on the MACTE website to make it a “go-to” list for all MACTE members.)
- 3) MACTE models teacher quality in how it engages in collaborative ventures with other groups across the state. This was recognized nationally at the ACSR meeting.
- 4) MACTE sponsored two congresses where much attention was paid to the various definitions of teacher quality.

Original Goal: "Work with external alliances to advance Teacher Quality."

Accomplishments:

- 1) The MN P-16 Partnership is the prime example of this. MACTE is a part of this group as a contributing member and shares in the goal of aligning higher ed. and P-12. MACTE is also taking the lead in the study of teacher quality within this group through the teacher quality project. MACTE was a part of the leadership team that got this organization off the ground.
- 2) MACTE’s role on the BOT Council of Liaisons has been important and has changed how we interact with BOT. The major act of this group was to define Highly Qualified Teacher in MN. The BOT Assessment Task Force has also been important in MACTE’s building of external alliances. Also, these alliances have contributed to the recognition of MACTE as a voice for teacher education across the state.
- 3) Title II Task Force participation was instrumental in the definition of teacher completer. The work of this task force was done primarily by MACTE with one MDE person.
- 4) MACTE leadership has established relationships with state and federal policy makers. This effort has raised the perception of MACTE. The legislature requested information from MACTE via state law that demonstrates the sense of trustworthiness of our data and information. This is a notable change from the past.
- 5) JoAnne Van Aernum requested the help of MACTE in developing a process for program review. They see us as part of the process.
- 6) BOT helped fund the development of MTQM.
- 7) MEC invited to lunch Ed. MN, Reg Allen, Beth Aune, Deirdre Kramer, Richard Wassen, George Mauer to build bridges.

- 8) MACTE honored Richard Simms this year.
- 9) Statements were prepared for BOT for the public comment period and delivered by MACTE.
- 10) MACTE has accepted a liaison representative from Education Minnesota.
- 11) MACTE executive members had a meeting with the Commissioner of Education and are on her advisory group.

Original Goal: "Serve as a support system for teacher education."

Accomplishments:

- 1) Host congresses and design sessions that provide professional in-service for teacher education faculty.
- 2) Provide a vehicle for BOT to convey information and network with teacher education.
- 3) The MACTE website provides links to important reports that faculty need to understand.
- 4) Provides the coordinated focus within teacher education and presents it publicly.
- 5) Helps teacher education people from each college to know who to talk with about teacher ed. issues at other institutions. The caucuses are examples of this. So is the directory of members.
- 6) MACTE stresses collaboration over competition amongst MACTE members in contrast to the competitive focus of others in our institutions. We have created a culture where ideas are shared and help is given willingly as opposed to secrets kept quiet for a competitive edge.
- 7) Alliances established nationally support teacher education in general. MACTE sees itself as a player because of our relationships on national committees where we have shared our practices and become exemplars for others.
- 8) Our MTQM data collection system is becoming a part of our culture and is used in a supportive way for teacher education in general.

***MACTE – Minnesota Association for Colleges of Teacher Education
2001/02 Accomplishments***

MACTE committed to providing leadership in promoting continuous improvement of teacher education through assessment.

- Fall 2001 Congress sessions focused on strategies and purposes for assessment of our candidates, our graduates and our programs.
- Winter 2002 Congress focused on the nuts and bolts of selected assessments processes and member-selected assessment issues.

MACTE developed Measures of Teacher Quality in Minnesota (MTQM) on-line data tool to collect and report how the 28 teacher preparation institutions in Minnesota contribute to and assure the quality of Minnesota's teachers

- An on-line tool was developed by Stacy and David Ernst

- MACTE members submitted data and provided feedback on design and content of the MTQM.

MACTE served as a resource for its members in the implementation of the Praxis II requirement and the new licensure rules in their first mandatory year.

MACTE provided leadership through the Title II Task Force working with CFL on the continuing development of Title II reporting

MACTE is represented by three members on the BOT Assessment Task Force making recommendations to the BOT on issues of assessment of teachers.

MACTE is represented by three members on the BOT Council of Liaisons.

MACTE participated in the development of a Minnesota P-16 partnership.

MACTE membership includes every college and university with BOT approved programs in teacher education in Minnesota adding two new member institutions in this year; Martin Luther College and Metropolitan State University.

MACTE supported leadership development of members through:

- Teacher Education Congress planning committee
- Summer Leadership Retreat
- Increased opportunities for state leadership

MACTE has input into national decisions through MACTE members serving on:

- The National Board of AACTE
- The AACTE Board Executive Committee
- AACTE committees
- National teacher education organizations and groups
- The Advisory Council of State Representatives (ACSR) Executive Committee and Chair

MACTE has established a relationship with Education Minnesota

MACTE has enhanced its relationships with CFL, Personnel Licensing and the Minnesota Board of Teaching through lunch meetings of the executive committee with members and representatives.

MACTE attends and offers input at monthly BOT meetings.

MACTE – Minnesota Association for Colleges of Teacher Education 2000/01 Accomplishments

MACTE continued to expand its vision of teacher education to include national as well as state issues by inviting national speakers to each of the Teacher Education Congresses: Tom Switzer from the University of Northern Iowa and David Imig from AACTE.

MACTE evolved its communication with others through: Work with the Minnesota Alliance for Education, joining 12 other education organizations in a statement for the Recruitment and Retention of Educators;

Collaborations with CFL to inform licensure officers, deans, faculty and others from member institutions about testing implementation, transition processes, and ways to support students through the process;

- Continuing to participate in the Education Commissioner's Education Organization Leaders group;
- Responding to newspaper and other media requests for information;
- Member observation/participation at Board of Teaching meetings;
- Work with legislators.

MACTE served as a resource for members through the process of program approval under new licensure rules.

MACTE increased efforts to communicate with member institutions through the use of the MACTE web site and listserv.

MACTE provided leadership for teacher education in response to the Title II policy through: The work of the Task Force on Title II in collaboration with CFL staff to coordinate successful Title II state guidelines for reporting.

- Information was provided to help institutions prepare institutional reports
- Member institutions shared information on how to report test data
- A statewide meeting was coordinated with MACTE and CFL to provide information for Title II reporting.

MACTE continued to expand the number of individuals involved in organizational work by having representation several state-level task forces, providing a voice for teacher education on policy issues. A Task Force on program rules for Career and Technical Education provided input to the Board of Teaching.

- A Task Force on review of the process of program approval provided information to the BOT in their required response to the legislature.

- Task Force groups addressed central work of the organization: Assessment; Title II; Technology; and Building a Profession.
- Several MACTE members served on the Validation Panels as part of the implementation process for the statewide teacher tests.

MACTE has input at the national level through individuals who are faculty at MACTE institutions serving on the national board of AACTE;

- on AACTE committees
- on other national teacher education groups/organizations
- the Advisory Committee of State Representatives, whose current chair-elect is from Minnesota.

MACTE has recommitted itself to high quality teacher preparation, assessment to improve programs, and ethical and responsible leadership in teacher education.