

# INVOLVEMENT OF MINNESOTA TEACHER EDUCATION INSTITUTIONS WITH P-12 SCHOOLS

A Report to the Legislature Based on Survey Data  
from Minnesota Teacher Education Institutions and Faculty

As submitted by MACTE Minnesota Association of Colleges for Teacher Education

## ABSTRACT

FEBRUARY, 2004

In compliance with the Higher Education Bill of 2003, the Minnesota Association of Colleges for Teacher Education (MACTE) is submitting this report. The data for this report comes from two sources:

- (1) the Faculty Experience Survey of its twenty-nine member institutions and their teacher education faculties with questions specifically directed to the issues in the legislation, and
- (2) the Annual MACTE Institutional Report that MACTE conducts each fall of its member institutions.

There were 1159 surveys distributed and 865 returned resulting in a 75% response rate from individual faculty. The following are the results of the survey:

### Faculty Experience Survey

#### *Licensure Status of Faculty*

- ◆ 93% of faculty respondents have held or currently hold a teaching license in any state.
- ◆ 57% of faculty respondents currently hold a teaching license in Minnesota.

#### *Teaching Experience*

- ◆ 95% of faculty respondents have had teaching experience in P-12 schools.
- ◆ 42% of faculty respondents have had teaching experience within the last five years.

#### *College and Faculty Collaboration in P-12 Schools*

	% Respondents	Avg hrs 02-03
Faculty supervision of teacher educator candidates within school-based field experience	72%	133.4
Faculty work related to projects, grants, research and/or consultation	75%	116.6
Faculty work related to presentations, workshops, and/or sustained staff development	74%	67.8
Faculty work related to support for new teachers within Minnesota schools through mentoring and/or other support systems and networks	57%	47.5
Faculty service on district boards and/or committees	41%	39.2

### Annual MACTE Institutional Report

The Annual MACTE Institutional report had 100% return rate and provided extensive data on the measures of teacher quality. The entire report is available on the MACTE website <http://www.mnteacher.org>.

Minnesota teacher education programs are actively involved in P-12 schools through partnership schools and districts, and by including P-12 school practitioners in teacher education programs. These reciprocal relationships and the efforts of P-12 and higher education faculty strengthen both P-12 education and teacher education. P-12 partnerships include professional development schools, multifaceted partnerships, and friendships. Minnesota teacher education programs involve P-12 practitioners in their programs in order to enhance the quality of preparation through the involvement of people with special expertise, to seek input and ownership of pre-service and in-service curricula, and to provide special professional development opportunities for P-12 practitioners to refine their practices and to teach them to others.

Results of the survey conducted by MACTE indicate that the majority of teacher educators within Minnesota have held teaching licenses, have a high level of classroom experience, and are actively engaged with P-12 schools through collaborations and partnerships. These directly contribute to the academic achievement and healthy development of children and youth in Minnesota.

## MACTE

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