

Minnesota Association of Colleges for Teacher Education

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Responding to the National Council on Teacher Quality's Review of Teacher Preparation Programs.

Members of the Minnesota Association of Colleges for Teacher Education (MACTE) met on February 18, 2011 to consider their response to requests for information on teacher preparation practices that some member institutions had received from *U.S. News & World Report* and the National Council on Teacher Quality (NCTQ). Noting widespread national concern over the purpose and methods that would be used by NCTQ to “rate” teacher preparation programs, MACTE representatives took the following position.

1. MACTE believes in quality research. State and national standards for teacher preparation are founded on the wisdom of practice as well as on research guided by theoretical frameworks, clearly identified protocols that can be replicated, reliable and valid measures of performance, and data-based research findings that invite professional, public scrutiny and discussion. MACTE’s teacher preparation programs are founded on quality research. MACTE faculty follow these same guidelines as they conduct quality research on teaching and learning.

2. MACTE believes in professional teacher preparation standards. Professional standards are grounded in research and established by organizations representing practitioners and researchers. Since 1999 Minnesota teachers have been prepared using INTASC (Interstate New Teacher Assessment and Support Consortium) standards. Broadly recognized and accepted throughout the education community, these standards will continue to inform the design and assessment of Minnesota’s teacher preparation programs. MACTE supports the development and use of professional teacher preparation standards by all institutions that prepare teachers for Minnesota’s schools.

3. MACTE believes in accountability for teacher education programs. MACTE members meet recognized, professional standards set by state and national professional education organizations. MACTE members regularly report to Minnesota’s Board of Teaching in compliance with standards for each licensure program they offer. Our members invest institutional resources to annually gather, summarize, and report institution, program, and candidate data in accord with state-mandated timelines. MACTE institutions commit additional resources to national accountability measures required under Title II of the Higher Education Act. Most MACTE institutions voluntarily comply with additional accountability measures imposed by one of the two nationally recognized accrediting organizations for teacher education, the National Council for the Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC). MACTE members are committed to meaningful accountability.

4. Demands from NCTQ for information from MACTE members violate MACTE’s core beliefs. The review envisioned by NCTQ, to be published by *US News and World Report*, fails to meet standards for quality research. MACTE institutions already commit significant resources to assess their licensure programs following widely recognized professional, national, and state teacher preparation standards. Consequently, MACTE will not participate in the NCTQ review as presently conceived.

