

MACTE CHIEF INSTITUTIONAL REPRESENTATIVE MEETING

October 5, 2001

Compiled by Paul Deputy with special thanks to Helen Rallis

Opening Remarks by Carol Anderson:

- MACTE has grown since her first experience from a feeling of not being empowered to being called upon for input and recognized.
- We are going to move further ahead and continue to help shape the agenda.
- Conditions changed a lot. We've spent a lot of time doing curricula. It seems like we've been spending a lot of time responding to things. We are going to try to define goals for Teacher Education rather than just respond.
- We have history knowledge and research that we can use to shape the agenda. We prepare the best teachers MN and beyond.
- We are the leaders for Teacher Education. We are taking the lead. We will move forward, more than resolutely, with vigor, and we will lead with humility.
- Stacy Ernst was introduced, Learning a lot of things.
- Pam, Executive Assistant for 6 years, was thanked and honored and given a Plaque of appreciation for service from 1995-2001. She was with us when we didn't know what we wanted, together we figured out what an Executive Assistant could do and set for us a model. Pam has been with us through thick and thin.. Now she is at St. Mary's and in a different role.
- Stacy already learned much and will do well and help move us to the to next stage.
- New Member institutions introduced and the representative from each gave a brief statement
- Martin Luther College: John Isch of Martin Luther College stated that MLC started in 1884, graduated their first teachers 1886, and received its first state approval 2001. His comment "that we are charging ahead in the new century " delighted the group. The college is owned by a LutheranChurch body. They have 120-130 candidates each year. The have two programs. One is teacher education, mostly elementary, The other program is seminary. The staff is about 90.
- Metropolitan State: Deborah Zachery stated that they are celebrating their 30th anniversary. They have 88 new teacher candidates in Social Science, Math, Science and Communication Arts. Most are adult learners. She expressed appreciation and all the support and stated "I'll pay you back."

CIR Statement

CIRs were asked to make a comment and state how MACTE was a benefit to them and what they would like MACTE to do. The following is a synopsis of those comments. Nearly all express some kind of appreciation for MACTE. The consensus was that MACTE has been a beneficial professional experience of focusing on common goals and sharing vision and constraints. The good comments for the MACTE experience is summarized above. The essence of the statements are bulleted below by category.

Professional Benefits

- Facilitate growth of healthy professional relationships
- Focusing on common goals
- Sharing constraints, resources, institutional ways of doing things

- Connecting with other institutions and sharing
- Help with scans of state and national issues
- Networking
- Providing technical appreciation -- We are teachers
- The opportunity to give back professionally
- Working together through changes
- Understanding the political issues and what we are doing
- Knowing information that is behind the scenes
- Recognition and respect for individual teaching areas and specialties, such as the arts

Topics for professional sharing

- Technology for teaching and learning
- Integrating technology across the curriculum
- Assessment -- all aspects, especially an integrated plan
- Mentoring TE candidates
- Professional Development Schools
- Charter schools
- Professional development of practicing teachers
- Alternative licensure; involvement, guidance, upholding standards
- Developing leadership
- Credibility
- Having a collective voice, power in the whole
- Professional involvement

What MACTE can do

- Work with principals with regard to new licensure applications, supply, and need
- Work with various groups to promote understanding the new licensure standards
- Growing number of teacher educators. We need to help them understand what the field has to offer and mentor them through this
- MACTE can provide us with the national perspective
- Develop a voice at the federal level
- Influence legislators nationally
- Providing context for what we do
- Make an impact at the legislative level
- Continue working with organizations and associations
- Foster our professional image
- Communicate what Education is all about
- Continue to provide the MACTE voice on state TE issues
- Provide a special focus on licensing and changes that constantly occur
- Expand the MACTE voice to national issues
- P-12: Interact, listen, collaborate, work thought problems and issues
- Dealing with change and transition; the era ahead means big change for Education
- Establish professional level middle management to help legislature make

- decisions
- focused political advocacy
- Foster respect for each other and other professionals such as legislators
- Developing our leadership at the state and national level
- Out-of-box thinking and leadership

Mary Bents: National and State Context

National Issues

- Nationally we must set standards high, but not so high that schools are empty.
- Trends
 - Accountability -- no child left behind
 - Alternatives (for profit and not-for-profit)
 - Need to be up front for on-line delivery, how to teach with technology
 - We are going to have to learn to work with Alternative licensing initiatives, they are coming
 - Competition issue is important: While we are collegial, competition can drive wedges as we look at bottom line.
- Political discussions at federal and state level:
 - Alternatives for certification,
 - School embedded professional development using more technology,
 - Teacher recruitment and support for a national clearing house
- Bush agenda:
 - Merit pay,
 - Troops to teachers,
 - Testing grades 3-8,
 - Reward states that enact teacher accountability.
- Political scene: business community has a lot to say and a lot of influence
- Influences: Sanders -- need to attend to what he is saying
- Themes: teacher quality, school leadership (connect with principals much more), and reading.
- Economic issues: where funding is coming from -- funding affects what we can do.
- Education developments: Shift in idea of schooling; what is it that the public wants from schools; what is the reality of what our teachers will be entering
- AACTE actions:
 - Highlighting promising practices
 - Keeping issues in front of people.
 - Monitor and understand education industry;
 - Examine new models of school leadership;
 - Describe our accountability models;
 - Facilitate discussions with NCATE and TEAC for a single approach to specialized education. (e.g. look at a TEAC model for continuous improvement
- We know a lot, have a lot to say,. We have a responsibility to share it nationally.

Minnesota issues

- Accountability: public reporting of test scores; schools re being held responsible, but we need to partner with them; teacher resting; Title II responses.
- Alternatives: teacher preparation - for profits, schools, partnerships, new approved programs)see BOT goals for 01-02 legislation (packet handouts).
- Calls for comment:
- *Reading: On pink sheet* = request for comments (by Oct 22nd). Teachers must have reading as part of license renewal.
- *License based on credentials: Purple sheet*: comments by Oct 9th. Allows the executive director of BOT to say someone may be licensed based on credentials presented directly to him. For science licenses, people do not need to have both 5-8 and 9-12. Unless you are doing 5-8 you do not need to take the science content test (because there isn't one for 9-12). [UM TC encourage their students to do both 5-8, 9-12]
- *Career and technical licenses: Blue sheet*: comment by Nov. 1st. About career and technical licenses. We said everyone who was called a teacher had to have a bachelor's license. The exception was for technical people who could have a temporary license but must get bachelor's degree within 5 years.
- *Teacher education happening outside of higher education: Yellow sheet*: comment by October 22nd. About teacher education happening outside of higher education. It's law. The yellow sheet is the BOT response. It appears that they are still asking that people still meet the same requirements. What isn't clear is how they (the places offering the alternatives) will be evaluated.
- Board Goals for FY 2002 (yellow sheet). These list the ongoing goals and commitments and the FY 2002 Task Goals and Commitments

Demand for quality

- MACTE activities - in our folders is a sheet summarizing what MACTE did last year.
- One of the things that didn't come up is the MN Alliance for Education. We need to work more on these connections.

On the agenda

- Assessment - our leadership role
- Using data to provide evidence
- How we use data for our programs

Accountability - Mike Miller

1. There is a complex accountability context -- external and internal. Internal: There are new providers. AACTE has chosen to open up to some of these. The philosophy is that by including them in the membership there is a degree of learning that can happen -- and also control. External is focussed on testing, on good and bad, putting high performers out for others to see, and others out of business

2. P-12 learning as a priority: seen as the primary work we should be about. This is internal and external focus. Within the latter it is seen by certain teacher educators as the only way to silence critics.
3. William Sanders: His stuff has incredible power. Political folks and educators are seeing it as a way to get things done.
4. Accreditation. Within the context of competition -- how do we position our profession so that we survive and flourish, we need to look at the role accreditation provides. TEAC is seen as an alternative to externally provided evaluation. It is formative. Critics of TEAC within teacher education say it can't be used as a quality marker within a political system because it's not evaluative enough. NCATE, through increased rigor is a political strategy. If we can get more institutions going for it, and if it is meaningful, then it will help salvage the profession. There is great trust that teacher education institutions are doing a good job, but we need to look at it as how it can help us. Miller says accreditation is helpful.

Title II Task Force Update - Linda Distad

A year ago we spent a lot of time and energy worrying about Title II. We reported it. We are approaching the end of the first reporting cycle. Richard Simms will provide the state's report to the US Dept of Education. We have received copies of the data that he reported (see beige and blue sheets in our packet). The secretary of the Dept of Ed will make a report to congress on April 7, 2002. This completes the first cycle.

Now we are entering the 2nd cycle: we need to be reporting our second cohort scores. Campuses should have received a letter in later June verifying the contact person. We needed to fax this into ETS. We need to report the scores of our completers. The timeline was sent to us by Richard when he sent us the data. The main thing is that we are working on the data entry and that we have the November deadline in mind.

Soon Joane McKay will be contacting us for information. We want to report the cost that is associated with the collection of this data (e.g .hiring of Title II coordinator).

Shaping the Future - What Next?

Systemic data collection:

- Internal data collection
- Praxis I and Praxis II -- Mandated/standardized
- P-12 outcomes

We need to look at how these data can be used to demo our accomplishment and to ensure the continuous improvement of teaching.

In small groups, consider all the data

- What data are we collecting?

- What we are doing with it?
- What decisions we are making based on the data?

How do we:

- use the information that we already have for each category of data to address national and state issues.
- re-frame this into a context for continual improvement
- put this forward publicly?
- How do we take leadership to get where we want to go? How can MACTE use this to help each other

Determine:

- What pieces does the organization need to address in these issues?
- What are we going to do to help one another?

Reporting from groups

Group 1:

Goal: help institutions develop a systematic system that is helpful to the institution in seeking resources, improving programs.

- Need to develop an institutional audit: If we all knew what to look for, what to map out, then we could work together
- What is enough?
- To advance systems of P-12 learning. Collectively look at this and find out what we can do there
- Connect with principals, superintendents, teachers in gathering information

Group 2;

- We collect a lot of data, but don't always realize that we might be able to use it. Some is state wide, some is at the level of student preferences.
- We realize that at the level on decision king, sometimes decisions aren't made on basis of the data.
- Need to use the MACTE collective data to go to legislature; to use it in our role as advocated for teacher education

Group 3:

- How will we ever try to make connections between teacher prep and P-12 outcomes, and thus what are implications for our role? We talked about how we would establish data that we could feel is trustworthy, that would help us identify our role We think we need to create a statewide research consortium that would partner with P-12.

Group 4:

- Praxis tests and mandated stuff doesn't represent the quality of our programs. We need to figure out a way to do this.
- P-12 outcomes are wonderful, having accountability -- but the difficulty is the high stakes outcomes.
- Because of the structure of the profession, are we ready to accept the responsibility and accountability? Teachers don't own their curriculum. If they don't own it, how can we ask them to carry this accountability for us?

Group 5:

- On internal data collection, we are moving towards what it should be. It makes sense if we take the lead on what we as MACTE want to collect and report. We need to say what the data collection looks like, comprises, what it costs. Is there a common data base that we can establish? Needs to be meaningful to us. Cost can be shared by the institutions.
- Similar issue on validity test; Praxis I is not indicative when everyone is at 98%. Are we going to start raising the scores so some are low enough to be doing poorly? How do we use Praxis II?
- Need to keep it as meaningful as we can.
- On partnership, we need to look at pre-K - 16. Not look at it as us and them. Maybe we need to look at professional induction. How do you make an initial teacher a good teacher?
- Maybe we can look at specialized teaching areas next. We're putting out people who are under-prepared for working with specialized populations.
- Politically: if we are at the Pre-K-16 plus table we will be more powerful -- not fight over the crumbs.

Group 6:

- Talked about the typical things we are doing now - surveying cooperating teachers.
- How do we use the data? We need to use them! We are not doing this right now. We need to have both internal discussions and also use data for external discussions.
- Use it to look for areas of improvement. Commit to act on it (not just file it).
- Reframe - make changes based on it
- Make data available to all faculty.
- Drop the "view for venting" -- need to get beyond this. Adopt a view for change
- Make Title II small -- collect it and send it, but don't focus on data that we don't see as linked to our values.
- Strategies: make a matrix of what we are all doing at our institutions, so we can share and learn from each other.

Group 7:

- Internal data -- what the benchmarks and data are
- How we might use portfolios, how we keep track of qualitative data and evaluative. How we analyze it and use over time (e.g. rubrics)

- How can we realistically collect information.
- How do we work with our students on P-12 outcomes.
- Whether or not using national board processes or questions to get our students to think about P-12 learning
- When to collect data. Do we need P-12 outcomes midrange, at student teaching, at end. Can we do this with our students and have it mean something (we just did sampling. Can we just sample and not do everyone?)

Other:

- We need to have a memo to the American public that says, "This is what teacher education does."
- Can we collect data on how the curriculum is changing because of testing? Is it possible to do this?

Walter Roberts - BOT Representative

Thank all of you for your input, your responses in higher education. The voice of higher education is very strong. The board is working hard to try to do a better job of listening to the different constituencies. We have now established a council of liaisons. The process of who will be the reps is still ongoing. There are reps from different constituents. 3 are from higher education.

Questions/comments/concerns:

Q: Can you give us a reading on the BOT 's attitude to higher education?

A: Very strong. Because of the voices that have spoken to BOT. We have tried to take a lot of it to heart. We hear a lot of different opinions, so we need to take these all into consideration. All are faced with issues that have to be addressed (K-12, higher education).

Q: Could you comment on how board members are informed -- how you find out? How are conversations informed?

A: Information we get comes from a wide variety of sources. Communications that come from individuals and institutions is shared with the staff. Information may come directly to board members. We encourage you to do this. Each one of us is then touched. We are also hoping the council of liaisons sends this information out. Each one of you should send this information out. My sense is that wasn't done until recently. It is just as important that you know what we are doing as it is that we know what you are doing.

Q: My concern is with depth of understanding before you make decisions. Are there professional development opportunities within the board? The issues are amazingly complex.

A: The make up of all public boards is members of the public. Each member comes

with their particular perspective. That's why it's important for all the members to hear from you -- it increases their awareness. We do have inservices. We had one from ETS.

Q: Does the board formally or informally recognize MACTE as the voice of teacher education? We do not speak for our individual institutions. So you understand this?

A: Yes. Very well. MACTE is a constituent group that comes before us. MACTE's representation is of higher education. We understand that the forces at play with what the different institutions have to deal with in higher education are different than the way things are done in the private sector. We try to keep in perspective all of the groups.

Q: What about supporting people who are not licensed?

A: Any time we put teachers who are not qualified in classrooms it is not in the best interest of kids. But there are a lot of factors. Part of it is shortage, part is geography -- there are shortages in some areas (e.g. special education). We look at what efforts have been made to fill the position with someone who is qualified. On a personal level, with any rule, if there is a back avenue, then it can be used. No rule should be iron clad. There will always be extenuating circumstances in some instances. On the books there may be enough people to fill the positions, but that doesn't mean people are going to go where teachers are needed.

Q: Is it a requirement for a school district, if they have an application from a licensed person that they hire that person before they look at a community expert.

A: I think schools can still request a variance from the state. There is nothing that prevents an administrator at a local level making a decision about one individual being better than another. There is wiggle room there. It also has to do with the bargaining unit in a district. If they don't object, we don't have information that would be helpful [Carol: the BOT doesn't regulate that. They give permission to the district as an extenuating circumstance]. The responsibility ultimately lies in the district for the staff they choose for their students. It is our responsibility to review the credentials so we make sure individuals are as closely qualified as possible.

Q: How many years can a person get a community expert license?

A: There isn't a limit. We have to go by the statute. It could be a bad law. We have tried to do our best to get districts to encourage their people to get licenses

Q: Do you hear things about what higher education could be doing differently?

A: Among the board, no. My sense is the board knows the task and the challenges that face higher education. All of us have to jump through some hoops that we would rather not do. Why don't we want to? Not because we are lazy or want to be left in our ivory towers. But there are forces out there that we need to respond to. Sometimes we can learn by listening to them. I know it has been very difficult in Higher Ed. because

of the changes that have occurred in licensure. I hope that some of this won't be repeated.

Q: About board goals. One is to increase the number and quality of teacher education programs. What do you mean by this? Can you comment on the new rule

A: If you are an approved teacher education program, you must meet the standards. Any institution has to meet these. The rule that is proposed about the other entities (it was a legislative move) had a link with higher education but the legislature took this link out. The language that is proposed is very clear that these other entities have to meet the same standards. This is a safeguard. I encourage you to read these and make any comments.

Q: So is the language about increasing the numbers ?

A: There is no active agenda to go out and solicit other groups like Sylvan. I know there are for profit corporations out there that are willing to do this.

Organizational Goals/Task Forces/Action Planning

Potential task forces:

1. Institutional Assessment Support
2. Compiling data to tell our story
3. Telling our stories
4. Developing the profession

Discussion:

Concern: getting the data out and reporting it well

Technology Sub-Group

- Pam Griffin - St. Mary's University
- DeBorah Zackery - Metropolitan State
- Betty Aune - College of St. Scholastica
- Helen Rallis - University of Minnesota, Duluth
- Louise Wilson - Bethel College
- Anne Kauffman - Augsburg

Discussion:

- To become a rudder to institutions that have PT3 grants
- It's a 2 way street -- there are amazing things that are going on on campuses that we can learn from. We need to share -- to help everyone, not just those who are ahead (PT3) but also those who are behind. Example: there are 9 of us who have PT3 grants. What about helping those who don't have them

- Working on a licensure or specialty in technology for our programs.
- Look at integrating standards of effective practice and ISTE standards
- Doing some surveying in what technology is out there
- Put a strand in the January congress to show what PT3 folks are doing

Goals:

1. To provide opportunities for the membership to integrate technology into their programs (one immediate task would be to help the PT3 group convene)
2. Work with P-12 schools. Find out what's out there for them to be using.
3. Work on a licensure or specialty in technology for our programs.
4. What does technology mean in terms of the standards of effective practice

Clay Keller - CFL Office of Special Education

Clay is the state person working on state recruitment and retention.

We share a lot of similarities in our missions and visions; in many ways we share interests. We can connect with each other, especially in the area of special education shortages.

Examples:

- Area of recruitment: we want more people in special education, and especially people from under-represented groups.
- People who are recruited need preparation -- and that's through you. E.g Project LEAD.
- Increasing training opportunities for emerging areas e.g. UMD ASL.

We are stronger when we collaborate -- working together. So far it has been a monologue. We (CFL) need to listen. Please contact me. We can meet with you individually or as a group.