

**MACTE Meeting
October 25, 2004**

Environmental Scan – Mike Miller

National perspective – Power point available

- Frame of contextual frameworks – making American education work.
- Three strategies: highly reliable teacher (won't let kids down – MACTE stance), highly reliable school (less focus on individual teachers – pressure school instead. Get rid of “bad” teachers. Rest of school make up for poor teacher.), highly reliable curriculum (teacher proof curriculum – NCLB)

2003-2004 Concerns

- Schools with needs – teacher supply, Professional Development, problem solving regarding NCLB
- Devaluing of teacher preparation – advocacy for test-out and by-pass
- Changing demographics of MN
- Commissioner striving for oversight/control. Consolidate power in the executive branch.
- Accountability and documenting worth. NCATE/BOT. How do we show we have value?

2004-2005 Concerns

- Challenges of diversity in faculty and students
- Budgets
- Politically inclined appear more convinced than ever that Teacher Education can't do the job.
- Policy makers are beginning to zero in on MN problems rather than focusing on national issues. This may be encouraging.

- New commissioner – Alice Seagren.
- Aligning pressures creating greater urgency
- Schools in need of partnership in the work of helping kids, families, and communities
- Greater willingness in HE to respond to needs
- Accountability and external jurisdiction issues aiming higher – test scores and performance aimed at HE. Affordability of HE is also an issue.

Licensure issues in MN

- Special education teachers are largest component of licensure variances – 1200
- Adding a license – securing content courses quickly and efficiently (481 science variances)
- Rural – 200-400 limited licenses of high need (especially in science, math, communication arts, business). Now hiring folks without licenses as well as those on variances. Hiring happens late in the summer. Significant concern for rural superintendents.

Teacher Retention – CSTP – Is there really a teacher shortage.

- Problem is in retention – not supply or retirement.
- 16% turnover nationally. Public 15% and Private 19% turnover – more leave the profession than move to another position. 13% leave low poverty; 20% leave high poverty.
- 40% leave after 1st year – no mentoring and induction 40%, some mentoring 28%, full mentoring 18%.

Education Trust – NCLB Trend Analysis

- Based on states with three year data
- Almost all scores in math and reading increased
- Almost all gaps decreased
- Gains not sufficient to be on schedule for 2014 goal
- Some use this as evidence that NCLB has made a difference in kids' learning.

Bush supports NCLB and accountability.

Kerry supports NCLB as well as other measures of success.

HS and HE Accountability – Education Trust

- Low general HS graduation rate, poor preparation for college, in general much lower for student of color and of poverty.
- College choices less challenging/prestigious for student of color of equivalent HS achievement.
- Higher education retention and graduation rates very poor, but better for some institutions
- Dramatic HE tuition increases (60% in 4-5 years) affecting affordability.

HS Initiative

- Data show failure of American high school
- Agenda of reform (small schools, etc.)
- Breaking Ranks II – 31 recommendations in three categories: collaborative leadership and professional learning community, personalized learning environment and Curriculum/instruction/assessment
- P-16 and MASSSP/MDE initiatives – principal leadership academies

Teaching commission Report (THE MN Agenda)

Who: Gerstner

What: Agenda to transform the teaching profession (highly reliable teacher and school), 4 recommendation package with every teacher being important. Put principal in charge and create conditions that support continuous learning within staff, Encourage smarter people to be teachers, Hold everyone to high test standards and do away with traditional teacher preparation, Increase pay for teachers based on performance. All 4 must be taken together.

So what: Gerstner announcement. Governor announcement, relationship to context.

Endorsed broadly.

Fork in the road with high stakes. A highly reliable teacher is at the center of this reform.

MN is the first state identified for a trial run. The governor is very much in support of this effort and additional money is tied to the support of this document.

Higher Education Reauthorization

- Progress is slow
- Being viewed as NCLB for HE.
- Title II is viewed as the tie to NCLB. Must keep in HEA.
- Some promising bills including load forgiveness and teacher development funding.

Bush focuses on accountability; Kerry focuses on affordability.

IDEA Reauthorization

- Final authorization near
- Critical issues: definition of high quality for special education teachers
- Special education prep – in context of 12 % unlicensed – monitor discipline and due process. LDF definition moving from discrepancy to respond to treatment or teaching.

MACTE Response to Scan – Linda Distad – Power point available

Hierarchy of issues.

Severe: (action required immediately)

- Alternative pathways to licensure. Last legislative session – major focus. It will reemerge this year. Wide involvement including legislators, P-16 Partnership, MDE, Governor Pawlenty, BOT through Standards and Rules. Major need for mathematics, science and special education teachers and respects MN high standards. MACTE will bring forward to Standards and Rules a discussion piece around this issue. Do we want to propose a model that addresses the most pressing need areas? Do we want to propose a model outside the legislative process and within the board of teaching – keeps it more flexible.
- Achievement Gap – everyone is talking about it. We need to address the gap in all our preparation programs. Our Congress is devoted to the “heart” of this issue.
- Accurate data – Insist that statements are supported by MN data rather than national data. Push that.

High (Local significance -will require action in the near future)

- Value-added teacher education model. Creating a system that provides evidence that teachers are being effective. RFP announced.
- MTQM – make sure that accurate data are entered and maintained. BOT is supportive of this effort and pays \$3000 towards the cost of its operations.

Elevated (watch carefully – participate in committees as currently doing)

- Middle level praxis II tests
- Middle level licensure structure – in-state/out-of-state discrepancy
- Portfolio review process

- Mentoring Center
- Teacher Recruitment Center

Guarded level (needs further investigation – incorporate into programs as appropriate)

- Breaking Ranks II – High school document.

Low (no direct action from MACTE)

- Merit pay

Reports and Updates

MN MDE

Teacher Licensure – Richard Simms- Personnel Licensing (Teacher Quality) –Power Point available

- BOT and ETS – Working on system to reduce the problem for registration of multiple tests for elementary specialty: PLT, Elementary Education: content knowledge, Middle School level content specialty. Check the email and flyer that's been sent to CIR's. Review the process and get back to Richard with remaining problems. It won't help candidates from this fall, but it will help those beginning next term and the January administration. Candidates will be able to register for both the PLT and another test in same period for one test-sitting fee.
- Exploring need for additional fall testing dates. ETS will start an August administration in its regular cycle without the extra fee that is currently charged. This may begin as early as August 2005. Effective April 2004, when a candidate passes a test but has registered for the next administration of the test just in case they didn't, they are automatically refunded their money. MN is an anomaly because of the middle school requirement and ETS has to respond to us in a different way. The upshot is that MN students will be able to take all three tests in one day for one test-sitting fee. Two registration forms are needed.
- Reading licensure exam – not required at the moment. Is being pursued by JoAnn VanAernum.
- Richard appreciates the heads up contacts we make with him when the testing processes aren't working.

HOUSSE – Richard Simms

- MN Plan for HOUSSE. Copies available on the MDE web site and here at the registration table.
- Instructions for MN HOUSSE implementation are available.
- Licensed MN teachers – most MN teachers automatically meet HQ due to MN's strong licensure process and high standards. 96% of our teachers meet the standards.

- Licensure and HQ are separate requirements. HQ does not mean fully licensed, but a fully licensed teacher is HQ in their licensure area.
- Core Academic areas: math, LA, reading, science, social studies, arts – art and music.
- 2005-2006 Title I funded programs, All teachers of core academic subjects must be HQ.

Portfolio Review – JoAnn Van Aernum, Jan Kellner – Power Point available

- Standards-based process based on meeting standards of professional knowledge and subject matter, identified in the BOT rules: teachers teaching out of field, non-licensed personnel.
- Description: thoughtfully designed presentation of documents evidencing how an applicant meets the knowledge, skills, and competencies required for licensure. Two additional definitions. Three common threads: provides evidence of competency, thoughtfully designed demonstration of experience, meets required standards. This process is not a shortcut or a scrapbook. Evidence must be carefully selected to show competency.
- Purposes: Provides state an alternative pathway to licensure for those who have not completed an approved program.
- This process may not lead to licensure in another state.
- Eligibility: 5 year teaching license or BA in content area and teaching experience.
- Acceptable evidence: academic preparation, profession development, teaching or related experiences, and membership in professional organizations.
- Process: apply for a MN license first to generate transcript analysis. Not for people who are currently enrolled in or have partially complete a teacher education program. Submit notice of intent to apply. This sets in motion the review process which takes place over 90 days.
- Approved – move through licensure process.
- Disapproved – one year to resubmit with deficiencies addressed. If time runs out, they start this process over.
- 20 portfolios have been received to date. Most in ABE and dance/theatre. 10 have been approved.
- This is viewed as an alternative pathway to licensure based on the standards currently in place.
- Reviewers: Currently MDE content specialists plus a portfolio advisory commission to consider what to do when numbers get bigger. When content specialty is needed, MDE specialists connect with content specialist.
- Portfolio exemplars will be available in the future: hard copy and electronically.
- All tests are required.

PEPER – JoAnn Van Aernum, Jan Kellner – professional education program evaluation reports.

- We all have CD's.
- Also available on the BOT web site.
- Don't use the PEPER grids for new program approval. There is a RIPA grid for this.

- No more paper applications will be taken. All must be submitted electronically.
- Susan Johnson: stronger statement about identifying the primary place within which standards are addressed rather than multiple places throughout the program. JoAnn VanAernum concurred that this was the case. Reviewers have asked for indications of primary points for ease of review. Additional evidence can be included but indicate where the primary places are.

BOT – George Maurer

- George will resign from the executive director position as of January 7, 2005. Applications are being taken for the position. The position was advertised in the October 24 Tribune. Applications are due by November 5 in order to make a recommendation at the November board meeting. The goal is to have someone on site to be brought up to speed to make the transition smooth.
- Board Retreat – a facilitator help them develop a mission, vision, and goals for 2004-2005. This was done because the make--up of the board has changed and diversified. George felt they needed a statement to help them move forward in a unified manner. The Board approved the goals in October and the information is now posted on the web. George encourages us to communicate with him on the goals.
- Non-renewable license is up for review and comment. Several comments have come in that 3-year process with renewal each year based on evidence of working towards licensure. The commissioner believes it should be renewed in 5 years with no annual review. After 5 years, could they then go through the alternative pathways process and avoid teacher licensure standards entirely.
- Keyboarding license is being worked on.
- Dance/theatre people are meeting this week to talk about splitting out the license.
- Science issues – should the license look more like social studies, generalist approach. The MDE is putting forward a proposal to allow for teachers licensed in one area of science to take a test in another area and gain licensure in that area. It is hoped that this can be handled outside the legislative arena.
- Mental health continuing education will be approved as stands in all likelihood. Licensure renewal will contain these requirements.
- ASL licensure is not possible because there are no programs available. BOT is working with them.
- ABCTE was presented at the retreat. The BOT has not addressed the issue again.

Break – 10:55-11:10

Higher Education Rep to BOT – Deirdre Kramer

- What the BOT is trying to do is make the system work.
- The question on the table is to determine whether the BOT is relevant. Are we taking the BOT for granted? That is not something we should do.
- The governor does not support the BOT. He could eliminate it with the stroke of a pen.
- 5 items: Goals – flexibility and standards in the same vision statement; that took a lot of work and is good. Communication – The BOT has perhaps been perceived

- as on the fringes; more communication channels and partnerships need to be pursued. ABCTE – came to the meeting in August; not impressive; BOT is not interested in embracing their work; pressure comes from MDE to listen to them and some board members want to, but as a whole the majority is not in favor of ABCTE. Flexibility in licensure has to happen. Executive Directory change is very significant; we are encouraged to apply as people who understand both teacher education and k-12. The board can appoint its director or go through a hiring process. If we do nothing else today, we need to think about who we know who might be good at this and then recommend they apply. BOT needs a fast track process that produces a good executive director quickly.
- 5 of 7 members will be rotated off the board in December. Pawlenty will appoint folks to it. The two new members are definitely Pawlenty supporters. Three of the five positions must be for teachers, one must be for a school board member, and one as a school administrator. There is a process for new appointments on the secretary of state website or contact John Bern in Pawlenty's office. The composition of the members sitting on the board are very important. We need good new, supportive members.
 - Deirdre feels very much that she is walking a fine line between flexibility and standards. She feels she needs to continually ask herself, who can be trusted. However, we can't get stuck feeling frustrated and defensive. We have to recognize that this is a political game that must be played and understood.

Conduct Reviews – Nancy Triplett

- Please find somebody good to be the BOT executive director.
- The only automatic disqualifier for licensure in MN is a felony conviction for criminal sexual conduct. Every other situation is reviewed individually. Background checks are run on all new applications. Everyone should put down all convictions. If problems show up in background checks, it will raise red flags for the applicant. Consideration is given as to how long ago the violation occurred, what it was, and the circumstances surrounding it.
- Laws can change faster than students can finish programs. Therefore, NT's office won't tell students whether or not their conviction will be a problem. Students have to make that decision and take that risk themselves. The make-up of the BOT also changes; these changes change the likelihood of being approved for licensure. Students currently on probation for criminal violation should wait until their probation is over and they can prove their seriousness of intent and purpose. The Board examines disorderly conduct charges specifically to determine what the conduct was. Decisions are made accordingly.
- DUI's/DWI's are a major problem. Students need to understand that they are a big deal in terms of licensure. Theft convictions are also a big deal; it is defined by the legislature as immoral conduct. Currently licensed teachers can have licenses revoked if they are found to have a theft conviction.
- We need to be sure we have training for boundary issues, classroom management, and special education compliance. BOT needs to know who offers this sort of training so they can direct people to appropriate programs.

- Dispositions are important, especially as regards young students who aren't yet ready to take on the adult role of teacher. How much "water" will our attempts hold at stopping licensure of those we determine not ready? As long as students are apprised ahead of time of the requirements, they typically stand up in court.

K-12 Initiatives – Beth Aune

- MN High School Initiative. A team of educators convened by MDE studied the issue of HS's and determine the need for spending time on the improvement of high schools. Breaking Ranks and Beyond: three key documents to incorporate into our programs - Breaking Ranks II report, Research of Fred Neuman on the components of successful high school improvement – authentic pedagogy, MN MMEP 2004 The State of Students of Color in MN. Neuman's research summary: school culture and structures, interplay between these two impacts school capacity that directly affects the quality of classroom instruction that directly affects student achievement. High school reform is a hot topic in rural education and administrative groups. The goals for this HS initiative: rigorous academic achievement, personalized learning environment including careers for all, and high quality principal and teacher leadership. MACTE has good representation on the initiative.
- Teaching Commission report. What is our feedback on these initiatives? Beth asks that we send her feedback. It is essential to consider how these issues are addressed in MN rather than painting MN to be just like the national picture. Are there issues emerging legislatively related to these recommendations? The governor proclaimed that there would be initiatives resulting from inclusion in working with the Teaching Commission. MDE is encouraged to look carefully at all the recommendations and consider potential impacts of raising pay for some rather than all. If flexibility is the key for licensure, teachers must be supported in order to succeed with students. This might mean stronger mentoring programs for alternatively licensed people. The message is that current teachers aren't bright, according to the governor. This spreads ill will. Beth says that Pawlenty has tried to say that it may not be true in MN. Mixed messages are being made regarding standards for traditional teacher education along with the idea that there ought to be easier ways for people to get into classrooms. If standards matter, they matter for everyone. Premium pay for teachers in certain disciplines create ineffective hierarchies and privileges that aren't warranted.

12-1p.m. lunch.

Caucuses –Meet back as a group of the whole before moving into caucuses.

MTQM Training/Update

MTQM Sub-committee Update – Susan Johnson

Data Entry Presentation/Training – David and Stacy Ernst

Questions and Answers

Business Meeting

Caucus Reports

Approve Goals

Approve Budget

Caucus Discussion

New Jersey model has been referenced repeatedly by MDE. Their proposals are likely to be heavily influenced by this model. It is important for us to determine what we think of this model. In caucuses, we will discuss the model with as open a mind as possible. For each of the 8 items we have room to make a recommendation different from the NJ model, indicate points that could be compromised on, and raise questions we still have.

After caucuses have met to discuss the model and make recommendations, individual input was gathered. Some consensus arose around the following:

- Item #1 – Principals alone should not recommend candidates for licensure. A mentor team sharing the decision should recommend. HE should be involved in this decision as part of the team.
- Item #3 – Expand the internship to 2 or 3 years.
- Item #4 – Mentor team for each intern teacher to include at least master teacher and HE supervisor.
- Item #5 – HE must be involved. Districts should not be permitted to “go it alone”.
- Item #6 – If tests are required, all candidates must take and pass them.
- Item #7 – Both traditional and alternative pathway programs should be tied to standards.
- Item #8 – Alternative route programs should only be in areas of identified high need.

MTQM Training Session

Phase IV

- Focus this year is on alternative formats for licensure
- Provide clearer picture of differences between individuals prepared initially and through endorsements (already licensed).

Check what MTQM links people to on individual campuses to make sure it is the appropriate page and that page provides good information.

Data must be entered into MTQM by November 12 so that information can be analyzed and reported in a timely fashion to the BOT in December.

Data entered this year is for all teacher licensure programs – initial and endorsement programs.

Data entered last year remains and can be changed to reflect the differences. At the bottom of the page is a verify button that must be clicked when changes are made in order to ensure the changes are entered.

Every year number of completers needs to be revised to reflect current information. This year the completers are split out graduate and undergraduate.

Whenever a new program is added to an institution, that institution needs to add it to their MTQM data.

Program format section – this is new and extremely important to Phase IV.

Inclusive dates for data collection are the same as for AACTE – July 1, 2003-June 30, 2004. This should also reflect only the data for education departments/programs.

What steers potential students to the MTQM web site? When it is done, MTQM will be linked to MDE and BOT. We may also be linked to Ed Minnesota.

Congratulations to all on the MTQM Task Force and thanks for all the work over the past several years and phases.

Business Meeting:

MEC wants to be sure the membership affirms the MACTE goals for 2004-2005. They were presented to the group for discussion and approval.

Four goals:

- Communication: Communicate the impact of teacher education on the quality of teachers in MN. Ensure a clear and accurate message is delivered.
- Research/Evidence: Initiate research and data collection efforts to support data-based decisions in response to current teacher education issues.
- Collaboration: Enrich partnerships to advance teacher quality.
- Professional Development/Support: Address the need for professional development of teacher educations.

Question: When MEC needs quick responses to quick turn around items, how can this be done? Subject line in email message: Quick Response Needed. MEC is encouraged to think about “Survey Monkey” to also be used. In the meantime, email with subject line Quick Response Needed will be format used.

MACTE Minute is being made at each MACTE meeting. Deirdre says it is helpful to the BOT in their discussion. CIR’s will be emailed a copy of the MACTE Minute. CIR’s are encouraged to send back suggestions for possible MACTE minute topics.

Third, there are always reports coming out to be addressed. If MACTE put up a discussion board on particular articles would anyone use it? NO. It won't be done. However, documents will be posted on the MACTE web site and CIR's will be notified of its posting; also, power points from today's meeting will be posted. Would we consider a "good news" space on the web site for information from all participating institutions? Maybe.

MACTE Goals were moved and approved for 2004-2005.

Treasurer's report:

- Currently membership is paid by all but two institutions.
- However, 5 MnSCU institutions aren't identified as having paid.
- \$11,400 has been taken in for this meeting and congress.
- \$2000 MEC members monthly meetings for food and travel.
- \$24,942 currently in the bank. More is there but not documented from the bank yet through a statement. Our accounts stand at about \$35,000.