

MACTE Winter Meeting
Minneapolis North Hilton Hotel
January 28, 2002

Minutes

Welcome-Carol Anderson

- Carol Anderson presented an overview of where we've been this academic year and where we're headed.*
- She noted recent positive feedback she's received from practitioners that today's student teachers are better prepared than ever.*
- MACTE is continuing our shift from being reactors to being leaders in accountability.*
- Focus of today's meeting is to look for deeper understanding of outside perceptions of teacher Education.*
- Presented an overview of agenda and contents of packet.*

Updates & Reports

- Mike Tillman**
 - *Noted that the Board has selected a new Executive Director, George Maurer. He will begin in this role sometime on or before July 1, 2001.*
 - *Presented recommendations by Teacher Assessment Task Force.*
 - *Praxis II testing is progressing well. Board has authorized the Executive Director to waive a test if student takes the wrong test. Send Mike a memo. This process won't work for PPST because it's a state statute.*
 - *Council of Liaisons is meeting next on February 7th.*
 - *Mike discussed Report on Special Education Requirements for Minnesota Teacher Preparation Program.*
 - *SOAR for rule for approval of entities other than colleges and universities to prepare teachers. Noted that rules are same for all entities. Expressed the board's commitment to assuring that all teacher preparation entities are held to the same rules. The proposal has not yet been proposed for adoption yet. Earliest it could be proposed in February. Comment time will extend through April.*
 - *So far, the Board has not received inquiries about program approval from for-profit organization. Some institutions of higher education that have not yet been involved in teacher education have expressed an interest in doing so.*
- Beth Aune**
 - *Emphasized the importance of the role of our Grad. Standards Technicians. She encouraged institutions to give them as much support as possible.*
 - *Where are we with standards in Minnesota: Commissioner? Commissioner Jax will request rulemaking authority to revise the high standards. We don't need a wholesale revision, but do need to improve clarity, specificity, developmental progression, and rigor.*
 - *Grad. Standards Technicians will then need to revise rubrics to align with any changes.*
 - *She noted concern about math curriculum. We need to get information about new standards-based curricula. There will be a forum on this issue. If you'd like to invite math faculty and math educators to this forum, please have them contact Beth Aune.*
 - *She discussed a new initiative for using technology-based resources to improve school administrator's evaluation of teachers. Participants in Administrator's Leadership Forum*

will be trained to use software that is standards-based and put on a hand-held devise.

Can use model that comes with software (based on Charlotte Danielson's work) or can program a different model. MACTE members can see a demonstration at the Mini-Congress.

- She described new "Class" web site that has all education data. As faculty or students are doing research, this web site is where to go to access all statewide testing data. Can compare data across districts. The web site will also have revenue sources for districts. The site has been set up primarily for principals and superintendents to use.

Richard Wassen

- Teacher Licensing Office has been committed to speeding up licensing process, and the system seems to be working well.
- His office has switched from microfiche to scanning. This change has not only saved money, it has also improved speed of licensing new teachers. Eventually a web-based system will be developed, allowing teacher candidates to submit their applications on-line. Eventually finger prints will be submitted on-line (hopefully within the next two to three years).

Minnesota Environmental Scan-Mary Bents

- The PowerPoint program of this environmental scan can be accessed on the MACTE web site.

Small Group Conversations Reports

What is it that we do not understand about perceptions and images of education?

- Everyone has been a consumer of education.
- Need to know who owns education.
- Lack of depth by observers; some feel they've succeeded despite education. Higher education needs to be more knowledgeable about the system that teachers live in.
- Understanding context and nature of public perceptions. Need to know extent and source of negative comments. Are old views in line with recent changes?
- Need to understand legislative perspective is. What don't they understand? Where are they coming from? What teachers say about teacher education. Need to understand roots of perceptions.
- Public have questions about quality, authority and safety of public schools.
- What does public believe about testing?
- Education is perceived as a lower status profession.
- Battle between pedagogy and content.
- Who is it we're trying to share story with? What are their assumptions?
- How do we make that information evident?
- How to communicate complexities of education that go deeper than testing.
- Impact of isolated incidents—n of one.
- What are "their" indicators of how higher education is not doing their job well enough?
- How do they understand what we say about our programs?

What is it that needs to be communicated to demonstrate the quality and value of teacher education?

- We need to speak the language of our detractors (numbers and data).
- Need a consensus on purposes of education.
- Coherence of program and knowledge of students needs to be communicated.
- We need to articulate what professionalism is.
- We need to communicate expectations of students in teacher education better; our graduates are piece of artwork in progress.
- Enhance with teacher ed. Councils—data and expectations. Portfolios could help
- Be clearer about who, what, and why we are. Communicate ways that distinguish us from other market-based activities.
- Use the power of story and what that means to communicate what we're doing. Where has data gotten us this far? Stories can make a difference with different cultures.

- Need to be clearer and more concise about what we communicate; keep it simple.
 - Being a teacher is not mindless task. Teaching skills and effectiveness evolve over time.
 - Teaching is a transformational process, not just an informational one.
 - That the BOT is already licensing highly knowledgeable community experts and strongly encouraging them to pursue licensure.
- What (to the detractors) would we have to be doing to convince them we've been doing our job?*
- Speak the language of those we want to communicate with. Gather data about their language so we can show our effectiveness better.
 - Prepare candidates to speak for themselves regarding what they have gained.
 - Clarify what our job is.
 - Show outcomes more about than talk about them.
 - Document what we do and how we're effective.
 - Redefine purpose of schools to seek common purpose.
 - Develop the ability to give short answer.
 - Raise reading and math scores.
 - Provide people who can think.
 - Short sound bytes. Repeat until they get it.
 - Have teachers talk to parents about what they learned from their teacher education programs.
 - Gathering, organizing evidence that fits the assumptions of detractors. Use newer technologies to show what teachers do.
 - Research differences between certified and not certified teacher effectiveness.
 - Research longevity and effectiveness of licensed vs. unlicensed teachers
 - Get parents to be advocates of certified, well-prepared teachers.
 - Articulate what we've really done in the last five years to respond to changing characteristics of students, changing expectations of schools and changing expectations of teachers.

Discussion with Title II Work Group

- April 8th State submits to the Department its annual report on teacher licensure. Asked for update on performance of students in state
- State report available on www.title2.org or www.title2.ets.org
- No inquiries at CFL about title II data. Only one institution received inquiries after they made a press release.
- What are our experiences and knowledge of how Title II data is used on our campus?
 - *One institution did a press release that resulted in a newspaper article. No others have had any inquiries.*
 - *Validity of scores is still an issue.*
- Does Title II require the reporting of completers' performance on Praxis II examinations?
 - *Some states require that, e.g. Kentucky. That is result of process that was already in motion before Title II requirements.*
 - *BOT has decided not to do anything with data until they see how our students perform. 2003 will be first year we report Praxis II data. Decision about licensing or program requirement is needed with BOT.*
 - *Assessment Task force looked at requesting the rule for Praxis I be rethought.*
 - *The Task Force also proposed doing some test equating. Are there other tests that could provide us with similar information, e.g. SAT scores?*
- Can colleges require the passing of Praxis II examinations as program requirements?
 - *A concern was expressed that completers might not have Praxis II scores. How will that affect pass rates?*

- *If passing Praxis II is a program requirement, will it negatively impact new Americans who are teacher education candidates?*
 - *Response: Praxis II not intended to tell us who will be most impressive teachers; additionally, rationale for legislature deciding about Praxis I included safeguards for new Americans or second language learners.*
 - *Can individual or institution find out where student did well or not so well? Answer: Students get a copy of that information. Institutions do not. Institutions may get it in institutional summaries.*
 - *BOT has been adamant about not using individual scores as comparative information so school districts cannot use for hiring purposes.*
- What would be the advantages or disadvantages to requiring Praxis II examinations as a program requirement, rather than a licensure requirement?
- *A lengthy discussion occurred about pros and cons for the Task Force to consider when making their recommendations about Praxis II as program requirement or license requirement.*

Ways to Develop Preparing Quality Teachers for Minnesota Schools.

- Telling our Story Task Force:** David Jackson. Mike Miller, Maureen Prenn, Susan Johnson.
with Jean Leicester as Executive Board liaison.
- Institutional Assessment Task Force:** Kate Steffens, John Isch, Vicki Olson, Jack Reynolds, Therese Kiley with Scott Moats as Executive Board liaison.
- MACTE Executive Board** to get the template put together and on the MACTE web site. *We still need to discuss issue of funds for publishing our report. If we keep it strictly on web site, we can download it as needed. Cost would be for editing and work time. There is something to be gained by having a slick, professional document.*

Business Meeting

- It was moved that two task forces (*Telling our Story and Institutional Assessment*) coordinate the data gathering process for *Preparing Quality Teachers for Minnesota Schools*. Carried. The Executive Board will prepare the template for each institution to use and put it on the MACTE web site.
- Affiliate memberships.

Issues.
Would it open the door for Sylvan and other for-profit organizations? Would this be a bad thing?

AACTE's position is to allow it because institutions need to work with these organizations. Also, non-preparing institution membership is also allowable.

We need to be inclusive and proactive. Affiliate memberships could broaden our communication base.

Another solution is to have liaisons to agencies that join our conversations. We may need to distinguish between liaisons and affiliates.

We need to think in terms of organizations or institutions rather than individuals as members.

We may even want to rethink over the long term about what the categories are so school district voices might be included.

Set standards for affiliate membership.

Think about parts of meeting open to affiliates and parts not. Reserve time just for higher education institutions.

Differentiate roles of affiliate vs. liaison.

Need to develop a process for how an organization could get membership approval.

Provide some information about organizations that seek affiliate membership (purpose, agenda, etc.) that might inform our decision about allowing membership.

- Referred issues to Executive Board to discuss then put forth a proposal for decision at spring meeting.
- Nominations for President and Executive Board Membership.
 - * JoAnne McKay as MnSCU Executive Board member for one more year.
 - * Paul Deputy (for one more year) and Pat Avery (for two years) as U. of M. system Executive Board members.
 - * Linda Distad for President and Scott for Executive Board member from private colleges and universities for two-year term.