

MACTE Winter Meeting
February 24, 2003
 9:00-3:30

MINUTES



National Context

- ❖ Mary Bents' PowerPoint presentation is available on-line at the MACTE web site at: www.gac.edu/Groups/MACTE/resources.html

State Updates

- ❖ **George Maurer** spoke to issues of the impact of ESEA (aka NCLB) on licensing.
 - The Board has moved to approve people 90 days *as soon as the application for licensure documentation is in* to avoid giving non-licensed community expert licenses to applicants who are within weeks of completing a teacher education program.
 - Elementary teachers do not need a reading license. If they want to teach reading more than 50% of their class, will need reading license. This is to assure that people are teaching within their field.
 - The Board had to change the current system for awarding variances. To be considered "highly qualified" individuals teaching out of their licensure area can be awarded a variance for one year. In second and third year, must document enrollment in a program leading to licensure. The Board is looking at e-folio as a way to document that.
 - Looking at a temporary, limited license. Need to find another term because it won't work under NCLB. Perhaps an entry license. Proposing that that be for one year only with no second license.
 - General Academic Subjects does not exist as a license. This situation presents a challenge for staff in care and treatment centers, charter schools, alternative learning centers, and juvenile facilities. A task force with MACTE representation is working toward reaching a resolution.
 - Middle school licenses. ESEA requires that all middle school teachers must have a content major to be "highly qualified". The Board can define what a major would be. This is the next issue to be resolved.
 - The goal was to get someone on staff to provide some leadership for alternative pathways to license. Although interviews were held, the hiring freezing for state employees has stopped that process.
 - Minnesota is on the list of supporters of ABCTE only because they came once to talk to George in October of 2002. George's position is that a teaching license should say the same thing no matter how someone gets there. Commissioner Jax was very supportive of the idea of ABCTE. ABCTE is likely to come back to Minnesota because that is the political agenda right now. A battle can be avoided by having a procedure for alternative pathways to licensure in place. The new commissioner will be very involved in the issue with a very strong voice.

- ❖ **Richard Simms** shared information on continuing approval and programs to prepare more teachers of the visually impaired and business.
 - The Board has identified a team to look at what continuing approval will look like. MACTE members on the team include Mike Miller, Roberta Schreve, and Kate Steffens.
 - Kathy Manley and Clay Keller (SPED) have been working with Richard Wassen to develop a consortium of colleges that can deliver a program where there is a high need such as visually impaired. Another consortium involving Winona State and Minnesota State University at

- Mankato is working well is related to business education to move that license forward.
- PPST—The Board is looking at the consequences of increasing the math score. He articulated the rationale for not “grand parenting” candidates who were already in a program and had passed at 169. It was felt that they gave enough time for candidates to prepare for that. We need to get the word out to students because if they earned a 169, their score report will indicate that they had passed and they will believe they are okay.
 - ❖ **Richard Wassen** shared the organizational chart for the Minnesota Department of Education formally known as the Department of Children, Families, and Learning.
 - Unlike Christine Jax, the new Commissioner is well versed in what goes on in P-12 education. She will soon begin visiting schools around the state. Under the new organizational chart, she will be deeply involved in what goes on in teacher preparation.
 - All managerial positions were eliminated. Those positions will now be filled by Directors. One of Richard’s jobs will be to work with the BOT to develop a plan to demonstrate that the state meets the ESEA regulations. There will be a lot of discussion and systems set up to look at how teachers are prepared, if they are qualified, and whether or not students are achieving.
 - Richard asked us to please include all documentation when we submit applications for individuals who met the standards with non-standard program or exceptions, please include documentation so they don’t have to call us. Review of licensed teachers who are coming from other states that have non-traditional paths to licensure take an inordinate amount of time to sort through.
 - ❖ **Beth Aune** shared more information on the organizational chart and other changes in the department.
 - There are things missing from organizational chart that continue to exist. Another organizational chart will come out in about a month. The current one was for managerial positions only.
 - Programs and grants were cut as part of the “unallotment” process.
 - The new commissioner is very supportive of the P-16 Partnership which bodes well for us.
 - The current administration has several priorities; one is to change the way that schools and teachers are funded and a second is the development of new clear, rigorous standards, A third is technology and a fourth is finding funding sources.
 - In a few months a new web site will come out that is more user friendly. The CLASS web site name will go away though that information will be folded into the new web site. The intent of this web site will to be one of the most powerful in the country.
 - MEAP unit is being reorganized.
 - Standards development process is under way. 80 people selected to be on one of 8 standard subcommittees on reading and math standards. They will recommend their standards by March 3. The Commissioner is adamant that staff only facilitate and do not give input. She wants the community to feel like it has ownership in the standards. Staff will have one to two days to edit the standards and check out articulation. Public hearings will be held around the state to get public feedback beginning the 7th of March. The final document will be put forth on March 31st for implementation during the next school year. There will be efforts to create standards for science, geography and history. Committee members were asked to look at the standards from different states before they came to meet with each other and make a decision about which state framework they liked or to decide on their own framework.
 - Grad Standards Technician meetings have been put on hold until the standards completed.
 - Reading First grant will focus on curriculum development and professional development, which are high priorities for the new Commissioner.
 - The expectation is that the Profiles of Learning will be appealed and new standards will be approved. This is a new process that eliminates the rule making process requiring only that the legislature approve them. There is the intent that legislation will follow to ensure that the standards are kept dynamic and responsive to changes.
 - Many legislators are concerned about the kinds of standards that will be replacing the Profiles. We can count on the new standards being much more specific and stripped of

teaching processes.

- Local districts can choose to keep the Profiles if they wish, but when the Minnesota Academic Standards are accepted, districts will be accountable for those, also. When Profiles are repealed, districts will no longer have a Profiles of Learning requirement. It will be districts' choice if they require their students to meet the requirements for Profiles.
- BSTs are still with us.

MACTE Updates

- ❖ See handouts in your folder
- ❖ Carol Anderson gave clarifications about specific parts of the MTQM. She mentioned that we are seeking funding sources to complete and maintain the tool. Any suggestions are welcomed.

Action Planning

- ❖ Suggestions for areas needing action and make suggestions about what needs to be done, by whom, and by when.
 - Alternative Routes (J. Reynolds, V. Nassif, J. Glasgow, V. Olson, J. McKay, D. Kramer, T. Kiley, J. Kuechle)
 - ▶ Have conversations among BOT, MACTE and DOE regarding the parameters of meeting the standards. For example, clarify the role of higher education, the latitude re candidates, and processes.
 - Data Collection (S. Johnson, M. Bents, E. Van Wie, J. Leicester, L. Baker, S. Moats, M. Solid)
 - ▶ Enhance the data we are already gathering to include information such as Longevity of teachers in the classroom, categories included in ***No Dream Denied.***
 - ▶ This work should be done by the MTQM Task Force with assistance from S. Johnson, E. Van Wie, M. Bents, and J. Leicester
 - ▶ Present a progress report at the spring MACTE meeting.
 - Mentoring and retention (Issues generated:
 - ▶ Work loads/release time for university faculty to work in P-12 schools.
 - ▶ “Mentoring” teams—planning and reflection with veteran teachers, university professors and new teachers. Enhancing partnerships
 - ▶ Identify why teachers stay and why they go.
 - ▶ Research-driven instruction: Peer relations. Self-check/analysis.
 - ▶ Cognitive coaching models (staff development dollars, support structures)
 - ▶ P-15 = win/win
 - ▶ Alternative teaching options: “guest lecturers”, featured presentations, thematic approaches.
 - Middle School (M. Prenn, B. Schuler, S Horn, G. Guidera)
 - ▶ Meet with Minnesota Middle School Association to seek common ground (our group will set up the discussion).
 - ▶ Provide a session at MACTE meeting (03/04) to present a discuss middle school practices.
- ❖ Carol Anderson was asked by members to set up a meeting with George Mauer and Richard Wassen and someone from special education.

Nominations for Executive Committee

- Judy Kuechle for the University of Minnesota system
- DeBorah Zachery for MnSCU system
- Mike Miller, Roberta Kaufman, and Pam Griffen for the private colleges and universities.