Moving the Profession Forward While Living Through a Pandemic

Virtual Spring Statewide Meeting and Collaboration
Friday, April 16, 2021 | 9:00 a.m. – 3:30 p.m.

[Meeting Links Available After Registration]

8:00 - 9:00 am	**Dean's and Director's Breakfast Meeting** [by invitation only]
9:00 - 9:15 am	**Business Meeting Welcome** **Rhonda Bonnstetter**, MACTE President
9:15 - 9:30 am	**Budget Report** **Athena Novack**, MACTE Treasurer
9:30 - 10:00 am	**Legislative Report** **Cyndy Crist**, MACTE Legislative Liaison
10:00 - 10:15 am	**The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota** **Paul Spies,** Co-founder
10:15 - 10:30 am	Break
10:30 - 11:45 am	**Professional Educator Licensing and Standards Board** PELSB Staff
11:45 - 12:00 pm	**GoReact Introduction** **Devin Porter**, Account Executive
12:00 - 1:00 pm	**Caucus Meetings + Lunch** U of M Caucus Moderator: Stacy Ernst MN State Caucus Moderator: Rhonda Bonnstetter Private Caucus Moderator: Kristin Conrad
1:00 - 1:55 pm	**Unit Rule Impact** Cari Maguire, MACTE President Elect
2:00 - 2:55 pm	**Breakout Sessions** *See Page 2 for session descriptions*
3:00 - 3:30 pm	**GoReact: Continue the Conversation**
3:30 pm	Adjourn

2:00 - 2:55 pm Breakout Session Descriptions

Session 1: GoReact Video Observation: Supporting Students & Developing Teachers During a Pandemic

Devin Porter, GoReact & **Keri DeSutter**, Minnesota State University-Moorhead

Come see how many educator preparation programs are using video observation and assessment to maximize learning experiences, increase touchpoints, and ultimately build competency and confidence with their teacher candidates.

Session 2: The Transition to the Science of Reading in Higher Ed and K-12 Settings

Abbey Payeur, Bethel University; **Erin Gillett**, Minnesota State University Moorhead, **Amy Schulting**, MN Department of Education; and **Lisa Silmser**, Anoka-Hennepin School District

The purpose of this session is to better equip faculty to teach literacy methods grounded in the research on the science of reading. Our presentation will briefly review the state statutes regarding dyslexia, after which we will provide an overview of three models that capture the science of reading: the Simple View of Reading, the 4-Part Processor model, and Scarborough's Reading Rope. These models will help professors understand how reading is acquired and how to make deeper revisions to the syllabi of literacy courses. Nancy Young's Reading Ladder will be discussed, showing that structured literacy practices benefit the vast majority of students, not just students with dyslexia. We will emphasize the importance of partnering with local school districts as they explore structured literacy practices that our practicum students and student teachers are learning in higher education. During this session, we will compare typical literacy practices with structured literacy practices, per research by Louise Spear-Swerling. Lastly, we will look at a syllabus template from Mount St. Joseph's University and show examples of ways to revise or strengthen literacy syllabi.

Session 3: Education for Good: Outreach Service to K-12 Schools, School Districts, HBCU, and Universities

Suzanne Wesson, Walden University; **Kisha Walker,** Walden University; **Tina Marshall-Bradley**, Walden University; **Diane Penland**, Walden University; and West Texas School District

Walden University strives to share the knowledge gained through 50 years of expertise in distance and online learning. With the mission of social change, an initiative recently started to support K-12 schools, school districts, HBCU, and universities transition to distance teaching and learning due to the sudden disruption caused by the pandemic. Darrell Luzzo, Walden's senior vice-president and general manager, leads the initiative with a 10-person launch team. One of the many facets created with this initiative was a partnership with a West Texas K-12 school district. Four of the Walden team members consulted with each of the four campus principals to provide resources and workshops to strengthen the delivery of education and support for students, parents, teachers, staff, and the community while adjusting to pandemic restrictions. This presentation will share the collaborative process and planning used to develop the partnership and support from the beginning. We will share examples of presentations on mindfulness, and samples of resources created to meet the specific requests of the principals for their individual campuses will be shared. A wide range of topics includes mindfulness, technology, examples of incorporating writing in content areas, 21st-century digital tools, local, state, and national resources for families.