

CHAPTER 8705
BOARD OF TEACHING
TEACHER PREPARATION PROGRAMS

- 8705.0100 PROGRAM AND UNIT APPROVAL.
 8705.0200 DEFINITIONS.
 8705.0300 EVALUATION OF A TEACHER PREPARATION UNIT WITHIN AN INSTITUTION OF HIGHER EDUCATION.
 8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION.
 8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION UNITS.
 8705.1200 ALTERNATIVE ROUTE PROVIDERS.
 8705.2000 PROGRAM REVIEW PANEL (PRP).
 8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.
 8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.
 8705.2300 NONCONVENTIONAL PROGRAM APPROVAL (FORMERLY "EXPERIMENTAL").
 8705.2400 ALTERNATIVE PROGRAM APPROVAL.
 8705.2500 RELATED SERVICE LICENSURE FIELDS.
 8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND APPEALS.

NOTE: This chapter is effective January 1, 2016, and applies to all programs enrolling candidates on or after that date.

8705.0100 PROGRAM AND UNIT APPROVAL.

Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions approved by the Board of Teaching to prepare persons for teacher licensure according to this chapter. The teacher preparation institution or provider must meet the standards under parts 8705.1000 and 8705.1100 or the procedures and requirements established under part 8705.1200 prior to being authorized to submit specific licensure programs for program approval under parts 8705.2000 to 8705.2600.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.0200 DEFINITIONS.

Subpart 1. **Scope of definitions.** The terms used in this chapter have the meanings given them in this part.

Subp. 2. **Advanced academic preparation.** "Advanced academic preparation" means a minimum of a master's degree and content expertise in the licensure subject to be taught.

Subp. 3. **Assessment system.** "Assessment system" means a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate demonstration of standards, and managing and improving unit operations and programs.

Subp. 4. **Board.** "Board" means the Minnesota Board of Teaching.

Subp. 5. **Endorsement.** "Endorsement" means a licensure field that cannot be earned as an initial license.

Subp. 6. **Field experience.** "Field experience" means a school-based opportunity in which candidates may observe teachers and students, assist, tutor, instruct, or conduct research.

Subp. 7. **Institution.** "Institution" means a regionally accredited baccalaureate or postbaccalaureate degree-granting college or university.

Subp. 8. **Program completer.**

A. "Program completer" means a person who has met all the requirements of a state-approved teacher preparation program, including all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, that an individual has or has not been recommended to the state for certification or licensure may not be used as a criterion for determining who is a program completer. A program must include a candidate as a program completer in data submissions if the candidate:

- (1) is subject to testing requirements for the licensure field, regardless of passing status;
- (2) is subject to the teacher performance assessment (edTPA) requirement as part of the licensing program, regardless of passing status;
- (3) completes a student teaching placement;
- (4) is enrolled in any licensure program, including endorsement fields; or
- (5) receives a degree or certificate of completion regardless of whether a recommendation for licensure is given.

B. Notwithstanding item A, transfer candidates, including those prepared out of state, who have completed less than 50 percent of a licensure program's total requirements at the current institution should not be included.

Subp. 9. **Related services.** "Related services" means nonclassroom teaching fields under the purview of the Board of Teaching, including school nurse, school counselor, school social worker, school psychologist, and speech-language pathologist.

Subp. 10. **Scope.** "Scope" means the prekindergarten through grade 12 student age or grade span of the licensure field.

Subp. 11. **Teacher preparation program.** "Teacher preparation program" means a college or university program approved by the Board of Teaching for the purpose of preparing individuals for a specific teacher licensure field in Minnesota.

Subp. 12. **Unit.** "Unit" means an institution or a defined subdivision of the institution, for example a college, department, or division, which has primary responsibility for overseeing and delivering teacher preparation programs.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.0300 EVALUATION OF A TEACHER PREPARATION UNIT WITHIN AN INSTITUTION OF HIGHER EDUCATION.

Each Minnesota institution granting baccalaureate degrees, postbaccalaureate degrees, or both requesting approval to prepare persons for teacher licensure shall be evaluated for compliance to unit standards according to parts 8705.1000 and 8705.1100 and shall be evaluated for compliance to program standards according to parts 8705.2000 to 8705.2600.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION.

Subpart 1. **Written application required.** A written, electronic application for approval, including initial and continuing approval, of a unit must be submitted to the board 60 days prior to a scheduled on-site visit and must include the requirements in subparts 2 to 10.

Subp. 2. **Professional, pedagogical, and content studies.** The unit must provide professional, pedagogical, and content studies that include the following:

A. the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice;

B. the unit provides and assures that candidates complete a professional sequence of courses based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080;

C. the unit provides and requires candidates in teacher preparation programs to have completed a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs at their institution not preparing persons for teacher licensure;

D. the unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence of the licensure field;

E. the unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a process for assessing those expectations;

F. the unit's programs instruct candidates to use Minnesota kindergarten through grade 12 student academic standards, or, if unavailable, national discipline-specific standards for lesson planning and teaching;

G. the unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions;

H. the unit's programs were developed in collaboration with academically qualified faculty, along with licensed, experienced school personnel in the content area, and other stakeholders;

I. the unit's programs require candidates to complete coursework in methods of teaching the content and scope for which they are preparing to be licensed;

J. the unit's programs evidence culturally responsive curricula; and

K. the unit's programs evidence direct training in the expectations published in the Minnesota Code of Ethics for professional practice and related Minnesota Statutes.

Subp. 3. **Field experience.** The unit must demonstrate field experiences that include the following:

A. the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license;

B. the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought;

C. the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds;

D. the unit has a process for and establishes collaborative school partnerships for field experience placements;

E. the unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments;

F. the unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through grade 12 student academic standards in their teaching;

G. for initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000 to 8710.8080; and

H. related services licensure programs incorporate a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of their specific field under parts 8710.6000 to 8710.6400.

Subp. 4. **Candidate selection.** The unit must demonstrate a candidate selection process that includes the following:

A. multiple criteria and assessments are identified and used to admit candidates who demonstrate potential for professional success in teaching;

B. plans, policies, and practices for admission and retention of a diverse candidate pool; and

C. a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or postbaccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support decisions made.

Subp. 5. **Candidate advising.** The unit must demonstrate a candidate advising process that:

A. provides appropriate and accurate academic and professional advisement at a candidate's admission and throughout the candidate's professional education program;

B. assures that candidates have access to accurate published information describing the teacher preparation programs' requirements, including information about state-required teacher licensure examinations;

C. has a defined student appeals process including a published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c); and

D. ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services.

Subp. 6. **Monitoring candidate progress and demonstrating standards.** The unit must have a defined process to monitor candidate progress and demonstration of standards that includes the following:

A. maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences, and other program requirements;

B. monitoring and assessing candidates' attainment of standards of parts 8710.2000 to 8710.8080 at a minimum of three identified checkpoints after admission throughout the professional education sequence;

C. a uniform, operational assessment system applied to candidates in all licensure programs which identifies key assessments, including performance assessments;

D. evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach;

E. evidence that assessment of teacher candidate performance includes data about the performance of the students they teach; and

F. an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Board of Teaching.

Subp. 7. **Monitoring program effectiveness.** The unit must demonstrate monitoring program effectiveness that includes the following:

A. the unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes;

B. the unit has a process to collect and evaluate aggregate data as required by parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval;

C. the unit has an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation; and

D. the unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assists with the ongoing evaluation and improvement of programs.

Subp. 8. **Qualifications and assignment of faculty.** The unit must demonstrate qualifications and assignment of the professional education faculty that include the following:

A. the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments;

B. the unit verifies that faculty assigned to teach in the education program are actively engaged in professional organizations, other education-related endeavors at the local, state, or national levels, and

ongoing involvement in prekindergarten through grade 12 schools in accordance with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (f);

- C. the unit actively recruits and has plans, policies, and practices for hiring diverse faculty;
- D. each licensure program has a faculty member designated as the program leader who is qualified by advanced academic preparation and who has responsibility for understanding current Board of Teaching licensure standards and expectations for that licensure program;
- E. the unit provides support for faculty to engage in professional development to enhance intellectual and professional vitality to ensure that they model effective delivery of instruction;
- F. the unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data;
- G. the unit demonstrates that faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content;
- H. the unit ensures that all faculty who are assigned to teach content-specific methods courses have advanced academic preparation, and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area and scope;
- I. the unit ensures that all faculty who supervise student teaching must have a minimum of a master's degree and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise; and
- J. the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.

Subp. 9. **Unit leadership.** The unit must designate a unit leader who assumes the following responsibilities:

- A. the unit leader has responsibility for implementing current Board of Teaching requirements and approval processes;
- B. the unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure;
- C. the unit leader facilitates ongoing communication and collaboration with unit and arts and sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to ensure that content standards are being taught and assessed as approved;
- D. the unit leader facilitates ongoing communication and collaboration with prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs;
- E. the unit leader is responsible for arranging training for cooperating teachers that addresses their role, program expectations, candidate assessments, procedures, and timelines;
- F. the unit leader provides periodic orientation to Board of Teaching standards, both unit and program-specific, to all unit faculty, including adjuncts and part-time instructors, to ensure program integrity and consistency;
- G. the unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities;
- H. the unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to the Board of Teaching for approval;

I. the unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process;

J. the unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs; and

K. the unit leader has a monitoring process in place and is responsible for ensuring that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for licensure.

Subp. 10. **Unit governance and resources.** The unit must demonstrate governance and resources that include the following:

A. responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of education;

B. the unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions;

C. the unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs;

D. the unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies, and materials;

E. the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and delivery of the program over time;

F. the unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community;

G. candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship;

H. candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship;

I. the unit has sufficient faculty, administrative staff, support, and technical staff to ensure consistent delivery and quality of programs and to comply with all board reporting requirements to maintain unit and program approval; and

J. the unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION UNITS.

Subpart 1. **Evaluation procedures.** Compliance reports submitted for unit approval shall be evaluated as follows.

A. The dates of the on-site evaluation will be jointly agreed upon approximately 12 to 18 months prior to the unit's approval expiration date.

B. A written compliance report must be received by the Board of Teaching 60 days prior to the scheduled on-site evaluation.

C. If the compliance report, including supplemental evidence, is not received 60 days prior to the scheduled on-site evaluation date, the review will be postponed up to one year and rescheduled at the convenience of the board.

D. If the unit's continuing approval expires during this postponement period, the unit will be placed on conditional approval status.

E. A team of evaluators designated by the Board of Teaching shall visit the unit to verify evidence of the Board of Teaching standards as set forth in the compliance report, report their findings, and make a recommendation to the Board of Teaching regarding approval status of the unit. The visiting evaluation team, chaired by a board staff person, shall include representatives from teacher preparation programs and licensed and practicing teachers, and may also include a Board of Teaching member. The size of the team will be determined relative to the size of the unit and its programs. The unit leader shall provide input to board staff regarding the team membership. If agreement is not reached regarding visiting team membership, the Board of Teaching shall appoint the slate of team members.

F. Expenses of evaluators shall be reimbursed by the Board of Teaching as permitted under state law or rule. Other incidental expenses incurred by the unit, such as those relating to preparing reports; arranging meetings; and providing workrooms, supplies, and hospitality for the team while on campus, shall be the responsibility of the institution.

G. The written report of findings and the recommendations of the on-site evaluation team shall be provided to the unit leader and to the Board of Teaching. Within 30 days from receipt of the evaluators' report and prior to board action, the institution may submit to the Board of Teaching a written addendum containing corrections to factual errors.

Subp. 2. **Board of Teaching approval decisions.** Based upon the evaluation teams' written report of findings and recommendations, as well as information provided by the unit in the optional addendum, the Board of Teaching shall take one of the actions in items A to D.

A. The board may grant initial unit approval for a duration of two years to newly approved program providers to launch identified licensure programs and begin collecting candidate and program data. No additional licensure program applications may be submitted until the unit achieves continuing unit approval status.

B. The board may grant continuing unit approval for five or seven years to already approved program providers. Institutions with full national accreditation from the Council for Accreditation of Educator Preparation may be granted a seven-year approval duration. Institutions without full national accreditation from the Council for Accreditation of Educator Preparation shall be granted a five-year approval duration.

C. The board may grant conditional unit approval for up to three years, contingent upon approval of annual compliance reports with supporting evidence addressing identified standards. If acceptable progress is not evidenced by the reports, the board may act to disapprove the unit. If after three years of conditional approval standards remain unmet, the board must act to disapprove the unit and its programs. While on conditional unit approval status, the unit may not submit requests for approval of new licensure programs (RIPA).

D. The board may disapprove the unit. The Board of Teaching shall disapprove a unit that does not meet the requirements set forth in part 8705.1000 and this part. The disapproval action must state the reasons for disapproval and stipulate a termination date which shall accommodate persons currently enrolled in licensure programs within the unit.

Subp. 3. **Interim conditional approval.** When amendments or additions to Minnesota Statutes or to Board of Teaching rules regarding teacher licensure requirements necessitate substantial unit or program revisions, the board may grant interim conditional approval to any currently approved unit and its currently approved teacher preparation programs upon receipt of official institutional assurances on a form established by the board that the new requirements will be met by their effective date. The unit or program shall be returned to initial or continuing approval upon full compliance with new requirements on a schedule determined by the board.

Subp. 4. **Revocation or suspension of approval.** The Board of Teaching may revoke or suspend the approval of a teacher preparation unit when the board determines that an approved institution or unit has clearly violated ethical or legal practices or board rules.

Subp. 5. **Appeal of board decision.** Decisions by the Board of Teaching regarding approval status of a unit to prepare persons for teacher licensure may be appealed by the unit pursuant to Minnesota Statutes, chapter 14.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.1200 ALTERNATIVE ROUTE PROVIDERS.

In accordance with Minnesota Statutes, section 122A.245, the Board of Teaching may approve alternative route teacher preparation providers that meet board-adopted procedures and requirements.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2000 PROGRAM REVIEW PANEL (PRP).

The Board of Teaching shall establish a program review panel (PRP) as a standing committee of the board to assist with program review and approval processes. PRP membership shall include representation from organizations including, but not limited to, the Board of Teaching, Minnesota Association of Colleges for Teacher Education, the Minnesota Department of Education, and Education Minnesota. The PRP will consult with content experts as needed. PRP members will recuse themselves from reviews of their current or former unit or programs or other perceived conflicts of interest. Board of Teaching staff will facilitate

the work of the PRP and serve as nonvoting members. The PRP will make recommendations to the board regarding approval of licensure programs referred to them. The PRP will review the following programs:

- A. programs flagged within the PERCA system under part 8705.2200, including low-volume programs;
- B. programs with an existing approval status of:
 - (1) approved with continuous improvement focus; and
 - (2) probationary; and
- C. new programs, including:
 - (1) all nonconventional;
 - (2) all alternative; and
 - (3) standard programs flagged by review.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.

Subpart 1. **Application required.** An application for initial approval of a program must be submitted in accordance with the timelines and procedures established and published by the Board of Teaching.

Subp. 2. **Request for Initial Program Approval (RIPA).** The following are the application requirements for seeking approval for a new licensure program submitted by an approved Minnesota institution or provider.

- A. The unit leader, on behalf of the institution or program provider, shall submit to the board an application for each new teacher preparation program for which approval is requested.
- B. Programs that have submitted applications may not begin prior to approval by the board.
- C. The application must include verification by the unit's dean or administration that sufficient financial, physical, human resources, and qualified faculty, have been dedicated to the program to sustain it if approved.
- D. Program applications must include all requirements in subitems (1) to (6).
 - (1) The application must provide evidence of the following program development standards:
 - (a) the program was developed in consultation with licensed and practicing teachers in the subject area and other school-based partners, qualified faculty, and content experts; and
 - (b) the name and contact information for a faculty member, qualified by academic preparation in the content, who is responsible for delivery of this program.
 - (2) The application must provide evidence of teaching and assessing the standards of effective practice (SEP) under part 8710.2000, including:

(a) candidates with a professional sequence of courses based on the standards under part 8710.2000, consistent with credit requirements of existing board-approved programs; and

(b) evidence of how the program will provide opportunities for candidate learning and assessment specific to each standard.

(3) The application must provide evidence of teaching and assessing content standards for one or more licensure programs under parts 8710.3000 to 8710.8080, including:

(a) the program provides candidates with a sequence of courses based on the specific content standards of one or more licensure program under parts 8710.3000 to 8710.8080, consistent with credit requirements of existing board-approved programs; and

(b) evidence of how the program will provide opportunities for candidate learning and assessment specific to each standard of the identified licensure program.

(4) The application must provide evidence of the following field experiences and student teaching standards:

(a) the program requires a range of planned and supervised field experiences prior to student teaching that provide candidates with opportunities to demonstrate the unit's indicators of professional dispositions and the required pedagogical and content skills and knowledge under parts 8710.2000 to 8710.8080;

(b) the program provides and requires experiences in the field aligned to the scope and content of the licensure field sought and with diverse populations of learners;

(c) for initial teacher licensure, the program requires a student teaching period of a minimum of 12 consecutive weeks, full time, face-to-face, which may be split into two placements;

(d) qualified faculty supervisors and cooperating teachers each provide documented formative feedback multiple times, including at least two triad conferences including the candidate, supervisor, and cooperating teacher;

(e) evaluation of candidates seeking an initial teaching license includes the completion of the state-approved teacher performance assessment during the student teaching placement;

(f) for licenses added to an initial license, the program may determine the length of field experiences needed for each candidate to demonstrate program standards necessary to be recommended for an additional license as follows:

i. the program must provide field experiences aligned to the scope of the licensure sought;

ii. the length of field experience may vary depending on the prior academic preparation and experiences of each candidate; and

iii. a written evaluation by a supervisor is required;

(g) for middle-level endorsement fields, the program requires a student teaching period of a minimum of four continuous weeks, full time, face-to-face; and

(h) applications for related services licensure programs under parts 8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of the candidate's specific field.

(5) The application must provide evidence of the following faculty qualifications standards:

(a) program faculty assigned to instruct and assess the subject matter content must have advanced academic preparation in the content;

(b) all faculty who are assigned to teach content-specific methods courses must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area within the scope of the license; and

(c) all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience. Teaching experience must be within the scope of the programs they are supervising.

(6) The application must provide evidence of the following assessment processes standards:

(a) a uniform, operational assessment system applied to all candidates with a minimum of three key assessments, including performance assessments, that are aligned to identified pedagogical and content standards under parts 8710.2000 to 8710.8080, used to determine candidates' attainment of standards and to monitor candidates' progress;

(b) the assessment system collects data to monitor candidate progress at a minimum of three checkpoints, including entry, advancement through the program, and exit;

(c) a plan to systematically collect, analyze, and use aggregated candidate competency data to evaluate program effectiveness and to make program improvements;

(d) in preparation for seeking continuing program approval, the planned assessment system will provide candidate competency data for the following board-adopted performance assessment components:

- i. planning and assessment skills;
- ii. instructional skills and engaging students; and
- iii. ability to assess student learning;

(e) a plan to systematically obtain and analyze feedback from graduates, employers, school partners, and other stakeholders on the performance of graduates for use in program evaluation; and

(f) assessment of teacher candidate performance includes data about the performance of the students they teach.

Subp. 3. Review process.

A. RIPA applications will be initially reviewed by trained content experts and board staff according to timelines and consistent with standards adopted by the Board of Teaching. If all standards are verified, the application will be recommended to the board for approval.

B. If a program application does not meet all standards in the initial review, the findings will be returned to the applicant for clarification and resubmission.

C. If, after the second review, any standards remain unmet, the application will be forwarded to the board's program review panel.

D. The PRP will provide a review and make a recommendation to the board regarding whether the program application meets the standards. If the application is not approved by the board, an application for the same licensure area may not be submitted for a minimum of one year from the time of board action.

Subp. 4. Approval decisions and duration.

A. RIPA applications that are recommended by reviewers or the PRP shall receive approval for up to two years to launch the program and to begin to collect candidate and program efficacy data needed for continuing approval.

B. A program with initial approval will submit reports for continuing approval on the same reporting cycle as the unit.

(1) Continuing approval shall be granted when a program effectiveness report and data from a minimum of ten program completers is approved through the continuing approval reporting process.

(2) If, after two years, the program has less than ten program completers, another two years of "initial approval" shall be granted. If, after four years of "initial approval," there are less than ten program completers, the board may act to provide continuing approval based on performance data and other information provided by the program or may grant approval with a continuous improvement focus under part 8705.2200, subpart 3, item C, subitem (2).

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.

Subpart 1. **Application required.** An application for continuing approval of a program must be submitted in accordance with the timelines and procedures established and published by the Board of Teaching.

Subp. 2. **Program effectiveness reports for continuing approval (PERCA).** The requirements in items A to D are necessary for seeking continuing approval of an approved licensure program offered by an approved Minnesota institution or provider.

A. To maintain continuing approval of each licensure program, the unit leader, on behalf of the institution or program provider, shall submit to the board biennial program effectiveness reports.

B. Program effectiveness reports must provide aggregated program data from the following:

(1) for all licensure programs: state-adopted content knowledge exams aligned to the licensure field;

(2) for initial licensure programs: state-adopted pedagogy assessments aligned to the scope of the licensure field, including the state-approved teacher performance assessment; and

(3) for endorsement programs: three locally determined key assessments aligned to identified standards.

C. Program effectiveness reports must provide evidence of continuous improvement efforts, including:

(1) for initial licensure programs: use of first-year teacher survey data, including a summary of findings and analysis including program strengths, areas for improvement, and response rates from locally determined surveys aligned to the standards of effective practice of program completers after one year of teaching experience;

(2) for initial licensure programs: use of school administrator survey data, including a summary of findings and analysis including program strengths, areas for improvement, and response rates from locally determined surveys aligned to the standards of effective practice of administrators employing program completers at the end of the first year of classroom teaching;

(3) for endorsement programs: use of data from candidate performance evaluations provided by cooperating teachers;

(4) for all programs: evidence that aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, surveys, performance assessments, and others;

(5) for all programs: demonstration of progress on previously reported plans and goals;

(6) for all programs: evidence that the program has used data to further develop continuous improvement plans and goals; and

(7) for all programs: evidence that constituent groups, including representatives from partner schools, practicing public school teachers licensed in the content field, and faculty with content expertise, combined with unit faculty, collaborate in the regular and systematic evaluation of this program.

D. Changes to an approved licensure program must be accurately reported to the Board of Teaching through the biennial reporting process. When the primary placement of a standard is changed, the program must report the revised learning and assessment opportunities. The board shall review changes to verify continued compliance with program standards.

Subp. 3. Program effectiveness reports for continuing approval (PERCA); review procedures and approval decisions.

A. The PRP shall make a recommendation to the board regarding whether to approve the program.

B. Based on the findings of the PERCA submission and recommendations of the PRP as applicable, the board shall make one of the program approval decisions in subitems (1) to (4).

(1) The board shall grant continuing approval for two years when the program report provides evidence that the program meets adopted performance standards, statutory and rule requirements, and evidences that candidates have attained competency of licensure standards.

(2) The board may grant continuing approval with continuous improvement focus for two years when the program report revealed that one or more standards, rules, or candidate performance measures were not in compliance with board criteria. Continuing program approval status is granted with board-identified areas of focus for continuous improvement. The continuous improvement portion of the PERCA report must include evidence of progress in the identified focus areas in the subsequent reporting cycle. Based on evidence of progress specific to the focus areas, the board may grant an additional two years of continuing approval with continuous improvement focus.

(3) The board may grant probationary approval for up to two years when a program does not demonstrate acceptable progress on focused continuous improvement plans. Probationary approval

authorizes the program to continue with one year to demonstrate progress on identified unmet standards, rules, or candidate performance measures. After one year, and based on a written progress report, the board may grant a second one-year extension of probationary approval prior to discontinuing the identified program. Students enrolled in a formerly approved program that is placed on probationary approval must be notified of the program's status. Probationary status may result in federal reporting or financial aid implications or may impact other accreditations.

(4) The board may grant discontinued program status when the board determines that required standards for program approval are unmet. The program will be discontinued and the board will establish a timeline to accommodate candidates enrolled in the program. No new students may be admitted into a discontinued program after the date the board acts to discontinue the program. The provider must submit to the board a list of candidates enrolled in the program and their expected graduation dates. The provider must individually notify those candidates in writing of the program's discontinuation and their program completion options.

Subp. 4. Voluntary discontinuation.

A. For a unit to voluntarily discontinue an approved licensure program, the unit leader must submit a letter signed by the unit or program provider's administration to the executive director of the board, including:

- (1) a brief rationale for dropping the program;
- (2) the last date when new candidates will be allowed to enter the program; and
- (3) a list of candidates presently enrolled with expected completion dates.

B. Reapproval of a licensure program in item A at any point in the future will require the submission of a request for initial program approval application.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2300 NONCONVENTIONAL PROGRAM APPROVAL (FORMERLY "EXPERIMENTAL").

Programs may be approved according to this part when a program seeks to deviate from a standard or standards within part 8705.1000.

A. The application for a nonconventional program must include:

- (1) identification and citation of the board's unit approval standards set forth in part 8705.1000 from which the program seeks exemption;
- (2) evidence of compliance with all remaining program requirements in one or more licensure programs under this chapter and parts 8710.2000 to 8710.8080;
- (3) program defense for the request, including research base, rationale, and collaboration efforts with prekindergarten through grade 12 school partners; and
- (4) submission for approval for new licensure programs (RIPA) evidencing standards in part 8710.2000 and one or more content fields in parts 8710.3000 to 8710.8080.

B. All nonconventional program applications shall be reviewed by the program review panel.

C. Nonconventional programs are subject to the same approval decisions and duration as standard licensure programs.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2400 ALTERNATIVE PROGRAM APPROVAL.

A. In accordance with Minnesota Statutes, section 122A.245, the Board of Teaching may approve a two-year field-based alternative route teacher preparation program.

B. The application for an alternative program must include:

(1) identification and citation of the board standards from which the program seeks a variance;

(2) evidence of all remaining program requirements set forth in this chapter;

(3) program defense for the request, including research base, rationale, and collaboration efforts with prekindergarten through grade 12 school partners; and

(4) evidence of meeting all statutory requirements in Minnesota Statutes, section 122A.245.

C. All alternative program applications shall be reviewed by the program review panel.

D. Nonconventional programs are subject to the same approval decisions and duration as standard licensure programs.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2500 RELATED SERVICE LICENSURE FIELDS.

Related service licensure fields set forth in parts 8710.6000 to 8710.6300 are not subject to the program reporting requirements in this chapter. Program approval for these licensure fields is based on either national accreditation status or another state board licensure as cited in the respective rules of parts 8710.6000 to 8710.6300.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*

8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND APPEALS.

Subpart 1. **Interim conditional approval.** When amendments or additions to Minnesota Statutes or to Board of Teaching rules regarding teacher licensure requirements necessitate substantial unit or preparation program revisions, the board shall grant interim conditional approval to any currently approved unit and its currently approved teacher preparation programs upon receipt of official institutional assurances

on a form established by the board that the new requirements will be met by their effective date. The unit or program shall be returned to its former status upon full compliance with new requirements on a schedule determined by the board.

Subp. 2. **Revocation or suspension of approval.** The board may revoke or suspend the approval of a teacher preparation unit or program when the board determines that an approved institution or unit has clearly violated ethical or legal practices or board rules.

Subp. 3. **Appeal of board decision.** Decisions by the board regarding approval status of an institution or preparation program to prepare persons for teacher licensure may be appealed by the institution pursuant to Minnesota Statutes, chapter 14.

Statutory Authority: *MS s 122A.09*

History: *39 SR 822*

Published Electronically: *August 4, 2015*