8710.xxxx: TEACHER LICENSURE PROGRAM APPROVAL

Subpart 1. In general. 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 part.

The teacher preparation institution or provider must meet the standards in this rule in addition to being authorized under Minnesota Rule 8710.xxxx (unit approval rule) to offer teacher licensure.

Subpart 2. Definitions. For the purposes of this part, the terms in this subpart have the meanings given them.

A. "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.

B. "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.

C. "Institution" means a regionally-accredited, baccalaureate or post-baccalaureate degree-granting college or university.

D. "Advanced academic preparation" means a minimum of a Master's degree and significant preparation in the licensure subject(s) to be taught.

E. "Scope" means the age or grade span of the licensure field.

F. “Field experience” means a school based opportunity in which candidates may observe teachers and students, assist, tutor, instruct, and/or conduct research.

G. “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, the fact 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. Transfer candidates who have completed less than 50% of a licensure program’s total requirements, at the current institution should not be included. The following candidates must be included in the data submitted:

1. Candidates subject to testing requirements for their licensure field, regardless of passing status.
2. Candidates subject to the edTPA requirement as part of their licensing program, regardless of passing status.

DRAFT

3. Candidates who complete a student teaching placement.
5. Candidates earning either an initial license or an additional license, including endorsement fields.
6. Candidates who receive a degree or certificate of completion regardless of whether a recommendation for licensure is given.

H. "Licensure endorsement" means a licensure field that cannot be earned as an initial license.

I. "Assessment system" means a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate attainment of competencies, and managing and improving unit operations and programs.

J. "Board" means Minnesota Board of Teaching.

Subpart 3. Written application required. A written, electronic application for approval, including initial and continuing approval, of a program must be submitted in accordance with the timelines established and published by the to the Board of Teaching.

Request for Initial Program Approval (RIPA): Application requirements for seeking approval for a new licensure program submitted by an approved MN institution or provider

1. The unit leader, on behalf of the institution or program provider, shall submit to the Board of Teaching an application for each new teacher preparation program for which approval is requested.

2. Programs that have submitted applications may not launch prior to approval by the Board of Teaching.

3. The application must include verification by the unit's Dean that sufficient financial, physical, human resources, and qualified faculty, have been dedicated to the program to sustain it if approved.

4. Program applications must provide the evidence specific to each of the following standards:
    a. Program development
        i. The program was developed in consultation with teachers and other school-based personnel, faculty members, and content experts.
        ii. Name and contact information for a faculty member, qualified by academic preparation in the content, who is responsible for the delivery of this program.

DRAFT

b. Standards of Effective Practice (SEP)
    i. The program provides candidates a professional sequence of courses based on the Standards of Effective Practice, Minnesota Rule 8710.2000, with a minimum of twenty semester credits.
    ii. The program application must demonstrate how each standard will be delivered and how candidates will be assessed on each standard.

c. Content Standards
    i. The program application must evidence that the content-specific licensure standards provided in Minnesota Rules 8710.3000-8080 are embedded in the content coursework.
    ii. The program application must demonstrate how each standard will be delivered and how candidates will be assessed on each standard.

d. Field Experiences and Student Teaching
    i. The application must evidence that the program incorporates a broad range of targeted and required field experiences prior to student teaching that provide candidates opportunities to demonstrate the indicators of professional dispositions and the required pedagogical and content skills and knowledge under Minnesota Rules 8710.2000-8080.
    ii. The program must evidence that it provides and requires experiences in the field aligned to the scope and content of the licensure field sought.
    iii. For **initial** teacher licensure, the program requires a student teaching period of a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).
    iv. Evaluation of teacher licensure candidates during student teaching placement must also include at least two triad conferences including the candidate, supervisor, and cooperating teacher.
    v. Evaluation of candidates seeking an **initial** teaching license must include the completion of the state approved teacher performance assessment during the student teaching placement.
    vi. For **endorsement** licensure, the program may determine the length of field experiences needed for each candidate to demonstrate mastery of the program competencies, statutes, and rules necessary to be recommended for endorsement licensure.
        1. The program must provide field experiences aligned to the scope of the licensure sought.
        2. The length of field experience may vary depending on the prior academic preparation and experiences of each candidate.
        3. A written evaluation by supervisor is required.
    vii. Applications for related services licensure programs under Minnesota Rule 8710.6000-6400 must evidence the incorporation of a broad range

DRAFT

of supervised clinical experiences providing opportunities to demonstrate the required skills and knowledge of their specific field.

e. Faculty Qualifications
   i. Program faculty assigned to instruct and assess the subject matter content shall have advanced academic preparation to teach the content.
   ii. All faculty who are assigned to teach content-specific methods courses must have advanced academic preparation and have at least two academic years of P-12 teaching experience in that content area.
   iii. All faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of experience teaching within the scope of the program(s) they are supervising.

f. Assessment Processes
   i. The program application must demonstrate a uniform, operational assessment system applied to all candidates with key assessments, including performance assessments, that are aligned to identified pedagogical and content standards under Minnesota Rule 8710.2000-8080, used to determine candidates' attainment of standards and monitor candidate progress at a minimum of four checkpoints.
   ii. The program application must demonstrate a plan to systematically collect, analyze, and use aggregated candidate competency data to evaluate program effectiveness and make program improvements.
   iii. For continuing program approval, the application must evidence that the planned assessment system will provide aggregated data aligned to the reporting components of assessment of:
      1. planning and assessment skills
      2. instructional skills and engaging students
      3. ability to assess student learning
      4. impact on student learning
      5. knowledge and understanding of academic language
   iv. The program application must demonstrate 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.
   v. Assessment of teacher candidate performance includes data about the performance of the students they teach.

DRAFT

Request for Initial Program Approval (RIPA): Review process

1. RIPA applications will be initially reviewed by trained content experts and Board staff.
2. 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.
3. If, after the second review, one or more standards remain unmet, the application will be reviewed by the Board's Program Review Panel.
4. The PRP will provide a review and make a recommendation to the Board regarding whether to approve the program. PRP findings will be provided to the program liaison. If the application is not approved, an application for the same licensure area may not be submitted for a period of time established by the Board of Teaching.

Request for Initial Program Approval (RIPA): Approval decisions and duration

1. Initial approval
    a. RIPA applications that are recommended by reviewers or PRP may receive approval for up to two years to launch the program and to begin to collect candidate and program efficacy data.
    b. Annual reports are required to demonstrate fidelity to the program plan and to validate an operational assessment system.
    c. If after two years the program has less than ten program completers, another two years of "initial approval" may be granted.
    d. If after four years of "initial program approval" there are less than ten program completers, the Board may act to provide approval based on data and information provided by the program or may place the program on probationary approval status for one additional year before disapproving the program.

2. Continuing approval
    a. May be granted when data from a minimum of ten program completers is available, submitted, and approved through the continuing approval reporting process
    b. Continuing approval status may be granted for up to two years to align with the unit's regular reporting cycle.
    c. Low-volume programs
        i. Programs with less than 10 graduates across the 2-year reporting window must report participation (# of candidates). If there are still less than 10 by the 2nd reporting cycle, performance data must be reported. A provision could be included within the approval status categories that a need for a "Continuous Improvement Plan" approval could not be assigned due to low volume across 2 cycles (4 years).
        ii. Across 2 cycles (4 years) low volume would not trigger status of Continuous Improvement; beyond that (3rd cycle; 6 years), opportunity for low volume programs to provide data over time and/or across similar

DRAFT

fields/ licensure programs in addition to other indicators of program efficacy.

3. Probationary approval
    a. May be granted for one year to programs lacking evidence of fidelity to the program application as initially approved.

NOTE: The language provided on pages 11-12 is proposed as additional clarification and specification that would be embedded directly within each content-specific licensure rule.

Program Effectiveness Reports for Continuing Approval (PERCA): Application requirements for seeking approval for an approved licensure program submitted by an approved MN institution or provider

1. To maintain continuing approval of each licensure program the unit leader, on behalf of the institution or program provider, shall submit to the Board of Teaching biannual program effectiveness reports.

2. Program effectiveness reports must evidence compliance with Minnesota Statute §122A.09, Subdivision 4(d) and provide aggregated program data from the following:
    a. State adopted content knowledge exams aligned to the licensure field
    b. State adopted pedagogy exams aligned to the scope of the licensure field
    c. State approved teacher performance assessment aligned to identified standards of Minnesota Rule 8710.2000

3. Program effectiveness reports must also provide:
    a. First year teacher survey data findings, including a summary of data analysis including strengths, areas for improvement, and response rates from locally determined surveys aligned to the SEPs of program completers after one year of teaching experience
    b. Administrator survey data findings, including a summary of ongoing data analysis including strengths, areas for improvement, and response rates from locally determined surveys aligned to the SEPs of administrators employing program completers at the end of the first year of classroom teaching
    c. Evidence that aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including licensure examinations, surveys, performance assessments, and others
    d. Evidence that the unit has used aggregated data to assess how well the program continues to meet program standards, to develop continuous improvement plans and goals, and to monitor program efficacy over time

DRAFT

e. Constituent groups, including representatives from partner schools, public school teachers in the content field, and faculty with content expertise, combined with unit faculty, collaborate in the regular and systematic evaluation of this program

4. Changes to approved programs: Changes to an approved licensure program must be accurately reported to the Board of Teaching through the biennial reporting process. The Board will review changes to verify continued compliance to program standards. If the changes are determined to be substantive, a Request for Initial Program Approval will be required.

Program Effectiveness Reports for Continuing Approval (PERCA): Review procedures and approval decisions

1. Board-adopted standards and criteria will be uniformly applied to all programs. Program reports that fall outside the standards and criteria will be sent to the Program Review Panel (PRP) for additional review. Program faculty will be notified prior to PRP review and provided an opportunity to provide written clarification.

2. The PRP will make a recommendation to the Board regarding whether to approve the program.

3. Based on the findings of the PERCA submission and recommendations of the PRP as applicable, the Board of Teaching will make one of the following program approval decisions:

   A. **Continuing approval** is granted when the program report provided evidence that the program meets adopted performance standards, statutory and rule requirements, and evidences that candidates have attained competency of licensure standards.

      a. Duration: Two years

   B. **Continuing approval with continuous improvement focus** is granted 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 contingent on the Board's approval of a unit developed improvement plan to address the identified standards that were not met. The improvement plan must be approved by the Board and must include an action plan with timeline that leads to full compliance within two years. Evidence of executing the plan and full compliance to all standards must be submitted for approval in the subsequent PERCA report.

      a. Duration: Two years

DRAFT

b. Program must address the focus area in the Tier 3 Continuous Improvement portion of the PERCA report, including evidence of progress in the identified area(s) in the subsequent reporting cycle.
c. This status will not be assigned to a program solely on the basis of low volume for up to 6 years.

C. **Probationary approval** is granted when a program effectiveness report does not evidence compliance to Board criteria

a. Duration: Up to two years
b. 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 progress report, the Board may grant a second one-year extension of probationary approval prior to discontinuing the identified program.
c. Students enrolled in a formerly approved program that is placed on probationary approval must be notified of the program's status.
d. Probationary status may result in federal (Title II) implications.

D. **Discontinued program** status is granted when the Board determines that required standards for program approval remain unmet after completing the probationary approval period. The program will be discontinued and the Board will establish a timeline to accommodate candidates already in the program.
a. No new students may be admitted into this program after the date the Board acts to discontinue the program.
b. The provider must submit to the BOT a list of candidates enrolled in the program and their expected graduation dates.
c. The provider must individually notify those candidates in writing of the program's discontinuation and their program completion options. The program provider will be responsible for placing candidates in other programs after the discontinuation date.
d. Discontinued programs may not be resubmitted for approval for three years from the date of discontinuation.

E. **Voluntary discontinuation of an approved licensure program:** To voluntarily discontinue an approved licensure program the unit leader must:
a. Submit a letter signed by the unit or program provider's administration to the Executive Director of the Board of Teaching, including:
i. Brief rationale for dropping the program
ii. Last date when new candidates will be allowed to enter the program
iii. Last date when enrolled candidates may complete the program
iv. List of candidates presently enrolled that MAY BE recommended for licensure if they successfully complete the program before the termination dates

DRAFT

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

Program Review Panel (PRP): The Board shall establish a PRP as a standing committee of the Board to assist with program approval review processes.

1. PRP membership shall include representation from organizations including, but not limited to the Board of Teaching, MACTE, MDE, and Education Minnesota.
2. PRP members will recuse themselves from reviews at current or former IHE/ program or other conflicts.
3. BOT staff will facilitate the work of the PRP and serve as non-voting members
4. The PRP will review the following programs:
    a. Programs flagged within the PERCA system
    b. Programs with an existing approval status of:
        i. Approved with Continuous Improvement Focus
        ii. Probationary
    c. New programs, including:
        i. All nonconventional
        ii. All alternative
        iii. Standard programs flagged by external review
5. The PRP will make recommendations to the Board of Teaching regarding approval of licensure programs.

Low-volume programs: Programs with less than 10 individuals across a two-year reporting window must report participation (# of candidates). If there are still less than 10 by the second reporting cycle, performance data must be reported. Across two cycles (4 years) low volume would not trigger status of Continuous Improvement; beyond that (3rd cycle; 6 years), opportunity for low volume programs to provide data over time and/or across similar fields/ licensure programs in addition to other indicators of program efficacy.

Related Service Fields: Related service licensure fields set forth in Minnesota Rule 8710.6000-6400 will not be subject to the program reporting requirements set forth in this part. Ongoing program approval for these programs will be based on national accreditation status for these programs.

Nonconventional program approval (formerly "Experimental"): Programs may be approved according to this section when a program voluntarily chooses to deviate from a standard or standards under this part.

1. The application for a nonconventional program must include:
    a. Evidence of all program requirements set forth in this part, notwithstanding (b);
    b. Identification and citation of the Board standard(s) from which the program seeks exemption; and

DRAFT

    c. Program defense for the request, including research base, rationale, and collaboration efforts with P-12 school partners.
2. All nonconventional program applications will be reviewed by the Program Review Panel.
3. Based on the findings of the PRP, approval may be granted in the same manner as Nonconventional programs are subject to the same approval decisions and duration as new licensure programs under section -- (RIPA).

Alternative program approval: In accordance with Minnesota Statute §122A.245, the Board may approve alternative route teacher preparation.

1. The application for an alternative program must include:
    a. Evidence of all program requirements set forth in this part, notwithstanding (b);
    b. Identification and citation of the Board standard(s) from which the program seeks exemption;
    c. Program defense for the request, including research base, rationale, and collaboration efforts with P-12 school partners; and
    d. Evidence of meeting all statutory requirements set forth in §122A.245.
4. All nonconventional program applications will be reviewed by the Program Review Panel.
5. Based on the findings of the PRP, approval may be granted in the same manner as Nonconventional programs are subject to the same approval decisions and duration as new licensure programs under section -- (RIPA).

Appeal of board decision. Decisions by the Board of Teaching 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.

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

DRAFT

***As noted on page 6:* The language provided below is proposed as additional clarification and specification that would be embedded directly within each content-specific licensure rule.**

K-6 programs: Candidates must have a broad range of targeted field based experiences, of a minimum of 150 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under 8710.2000 and this rule.

Across the combination of student teaching and other field-based placements, candidates must have experiences at both the primary and intermediate elementary levels.

For initial teacher licensure, the student teaching period must be a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).

5-12 programs: Candidates must have a broad range of targeted field based experiences, of a minimum of 150 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under 8710.2000 and this rule.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level (grades 5-8) and high school (grades 9-12) levels.

For initial teacher licensure, the student teaching period must be a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).

Early Childhood programs: Candidates must have a broad range of targeted field based experiences, of a minimum of 150 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under 8710.2000 and this rule.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: infant/toddler, preschool, grades K-3.

For initial teacher licensure, the student teaching period must be a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).

DRAFT

Special Education K-21 programs: Candidates must have a broad range of targeted field based experiences, of a minimum of 150 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under 8710.2000 and this rule.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the disability area at three levels in the disability area: Grades: K-4, 5-8, and 9-12.

For initial teacher licensure, the student teaching period must be a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).

Special Education Early Childhood programs: Candidates must have a broad range of targeted field based experiences, of a minimum of 150 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under 8710.2000 and this rule.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching in the disability area at three levels: infant/toddler, preschool, K-grade 1.

For initial teacher licensure, the student teaching period must be a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).

K-12 programs: Candidates must have a broad range of targeted field based experiences, of a minimum of 150 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under 8710.2000 and this rule.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: grades: K-6, 5-8, and 9-12.

For initial teacher licensure, the student teaching period must be a minimum of twelve continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least two times by qualified faculty supervisors in collaboration with the cooperating teacher(s).

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