



# Minnesota Board of Teaching

Minnesota Department of Education  
May 8, 2015  
Minutes

**Board members present:** A. Krafthefer, L. Woelber, M.F. Clardy, J. Bellingham, J. Baumann, K. Palmen, J. Grabowska, J. Barnhill, and E. Azer

**Board members absent:** L. Covington-Clarkson and D. O'Brien

**I. Call to Order:** The May 8, 2015, Minnesota Board of Teaching meeting was called to order by Chair, J. Bellingham, at 9:06 a.m. in Conference Center A, Room 13, at the Minnesota Department of Education. A quorum was present.

## II. Business Meeting

A. **Approval of Agenda:** J. Grabowska moved approval of the agenda with extreme flexibility. L. Woelber seconded the motion. The motion carried.

B. **Consent Agenda:** E. Azer moved approval of the consent agenda. J. Grabowska seconded the motion. The motion carried.

1. Minutes of the April 10, 2015 Board of Teaching meeting
2. Waiver Requests

School	Individual	Program
Anoka Hennepin – ALC	Amy Churack	Experimental Prog.
Howard Lake-Waverly-Winstead – ALP	Patty Diers	Experimental Prog.
Minneapolis – Contract Alternative and Care and Treatment Center	Ben Savitt Becky Clark Sarah Olson Joan Toohey	Experimental Prog. Experimental Prog. Experimental Prog. Experimental Prog.
Northeast Metro 916 – ALC	Harrison Schmidt	Experimental Prog.
Northland Community Schools – ALP	Stacey McKinney	Experimental Prog.

School	Individual	Program
Owatonna – Individualized Learning	Valorie Rose	Experimental Prog.
Richfield – ALP	Pamela Quiram	Experimental Prog.
Riverbend Ed District – ALC	Breanna Yerks Josef Warta	Experimental Prog. Experimental Prog.
Rochester – ALC	Kevin Lynch	Experimental Prog.
Rosemount-Apple Valley-Eagan – ALC	Debra Ferm	Experimental Prog.
St. Paul	Youa Lee	Hmong Language

3. Institutional Approvals:

- a. The following institutions were granted continuing unit approval:  
 Bethany College – through June 30, 2016  
 Carleton College – through June 30, 2018

4. Program Approvals

- a. Full Continuing Program Approvals:

The Board granted approval through June 30, 2017. Approval beyond June 30, 2017 is contingent on meeting program approval requirements via submitted Program Effectiveness Reports for Continuing Approval (PERCA) due January 1, 2017.

**University of Minnesota: Twin Cities**

Rule Number	Licensure Area	Program Level
8710.4050	Teachers of Agriculture Education 5-12	Post-Baccalaureate
8710.4050	Teachers of Agriculture Education 5-12	Baccalaureate
8710.3310	Middle Level Endorsement in Communication Arts and Literature Grades 5-8	Post- Baccalaureate
8710.3340	Middle Level Endorsement in General Science Grades 5-8	Post- Baccalaureate
8710.4525	Teachers of Keyboarding and Computer Applications K-12; ENDORSEMENT program	Post- Baccalaureate
8710.4700	Teachers of Physical Education Grades K-12	Post- Baccalaureate

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4825	Teacher /Coordinator of Work Based Learning Grades 9-12: Agricultural Careers, Endorsement Program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Arabic Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Latin or Greek Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Chinese Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: French Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: German Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Norwegian Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Ojibwe Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Hebrew Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Japanese Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Italian Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Polish Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Russian Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Spanish Conventional program	Post- Baccalaureate
8710.4950	Teachers of World Languages and Cultures K-12: Swedish Conventional program	Post- Baccalaureate
8710.4400	Teachers of English as a Second Language K-12 Conventional program	Post- Baccalaureate

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.3320	Middle Level Endorsement in Mathematics Grades 5-8	Post- Baccalaureate
8710.4650	Teachers of Instrumental and Classroom Music K-12	Baccalaureate
8710.4650	Teachers of Vocal and Classroom Music K-12	Baccalaureate
8710.5300	Teachers of Special Education: Developmental Adapted Physical Education K-12	Post- Baccalaureate

**St. Cloud State University**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4400	Teachers of English as A Second Language ENDORSEMENT program K-12	Post-Baccalaureate

**St. Catherine University**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4700	Teachers of Physical Education, K-12	Baccalaureate and Post-Baccalaureate
8710.3350	Teachers of Pre-Primary, Birth-PreK Endorsement	Baccalaureate and Post-Baccalaureate
8710.4900	Teachers of Visual Arts, Grades K-12	Baccalaureate and Post-Baccalaureate
8710.4950	Teachers of World Language and Culture, French, K-12	Baccalaureate and Post-Baccalaureate
8710.4950	Teachers of World Language and Culture, Spanish, K-12	Baccalaureate and Post-Baccalaureate

**University of Minnesota: Morris**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4250	Teachers of Communication Arts and Literature, Grades 5-12	Baccalaureate
8710.3200	Teachers of Elementary Education, Grades K-6	Baccalaureate
8710.4600	Teachers of Mathematics, Grades 5-12	Baccalaureate
8710.3310	Middle Level Endorsement – Communication Arts and Literature, Grades 5-8	Baccalaureate

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.3320	Middle Level Endorsement – Mathematics, Grades 5-8	Baccalaureate
8710.3340	Middle Level Endorsement – General Science, Grades 5-8	Baccalaureate
8710.3330	Middle Level Endorsement – Social Studies, Grades 5-8	Baccalaureate
8710.3350	Preprimary Endorsement, Age 3 – PreK	Baccalaureate
8710.4750	Teachers of Science, Chemistry, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, Earth and Space Science, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, General Science, Grade 5-8	Baccalaureate
8710.4750	Teachers of Science, Life Science, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, Physics, Grade 9-12	Baccalaureate
8710.4800	Teachers of Social Studies, Grade 5-12	Baccalaureate
8710.4650	Teachers of Music: Instrumental and Classroom Music, Grades K-12	Baccalaureate
8710.4650	Teachers of Music: Vocal and Classroom Music, Grades K-12	Baccalaureate
8710.4900	Teachers of Visual Arts, Grades K-12	Baccalaureate
8710.4950	Teachers of World Language and Culture, French, Grades K-12	Baccalaureate
8710.4950	Teachers of World Language and Culture, Spanish, Grades K-12	Baccalaureate

**Bethel University**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4250	Teachers of Communication Arts and Literature, Grades 5-12	Baccalaureate and Post-Baccalaureate
8710.3200	Teachers of Elementary, Grades K-6	Baccalaureate
8710.3310	Middle Level Communication Arts and Literature Endorsement, Grades 5-8	Baccalaureate
8710.3320	Teachers of Middle Level Mathematics, Grades 5-8	Baccalaureate
8710.3330	Middle Level Social Studies Endorsement, Grades 5-8	Baccalaureate

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4750	Teachers of Science, Chemistry, Grade 9-12	Post-Baccalaureate
8710.4750	Teachers of Science, General Science, Grades 5-8	Baccalaureate and Post-Baccalaureate
8710.4750	Teachers of Science, Life Science, Grade 9-12	Post-Baccalaureate
8710.4750	Teachers of Science, Physics, Grade 9-12	Post-Baccalaureate
8710.4800	Teachers of Social Studies, Grades 5-12	Post-Baccalaureate
8710.4900	Teachers of Visual Arts, Grades K-12	Post-Baccalaureate
8710.4950	Teacher of World Language and Culture, Spanish, Grades K-12	Baccalaureate

**St. Mary's University**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4250	Teachers of Communication Arts and Literature, Grades 5-12	Baccalaureate
8710.3200	Teachers of Elementary, Grades K-6	Baccalaureate
8710.3360	Teachers of World Language and Culture, Spanish, K-8	Baccalaureate
8710.4600	Teachers of Mathematics, Grades 5-12	Baccalaureate
8710.3310	Middle Level Communication Arts and Literature Endorsement, Grades 5-8	Baccalaureate
8710.3320	Middle Level Mathematics Endorsement, Grades 5-8	Baccalaureate
8710.3340	Middle Level Science Endorsement, Grades 5-8	Baccalaureate
8710.3330	Middle Level Social Studies Endorsement, Grades 5-8	Baccalaureate
8710.4750	Teachers of Science, Chemistry, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, General Science, Grades 5-8	Baccalaureate
8710.4750	Teachers of Science, Life Science, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, Physics, Grade 9-12	Baccalaureate
8710.4800	Teachers of Social Studies, Grades 5-12	Baccalaureate
8710.5850	Teachers of Special Education: Autism Spectrum Disorder, Grades K-12	Post-Baccalaureate

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.5600	Teachers of Special Education: Emotional Behavior Disorder, Grades K-12	Post-Baccalaureate
8710.5700	Teachers of Special Education: Learning Disabilities, Grades K-12	Post-Baccalaureate
8710.4650	Teachers of Music: Instrumental and Classroom Music, Grades K-12	Baccalaureate
8710.4650	Teachers of Music: Vocal and Classroom Music, Grades K-12	Baccalaureate
8710.4950	Teacher of World Language and Culture, Spanish, Grades K-12	Baccalaureate

**University of Northwestern St. Paul**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.3000	Teachers of Early Childhood, Birth – Grade 3	Baccalaureate
8710.3200	Teacher of Elementary Education, Grades K-6	Baccalaureate
8710.4500	Teachers of Health Education, Grades K-12	Baccalaureate
8710.4600	Teachers of Mathematics, Grades 5-12	Baccalaureate
8710.3320	Middle Level Mathematics Endorsement, Grades 5-8	Baccalaureate
8710.3330	Middle Level Social Studies Endorsement, Grades 5-8	Baccalaureate
8710.3350	Preprimary Endorsement, Birth – PreK	Baccalaureate
8710.4800	Teachers of Social Studies, Grades 5-12	Baccalaureate
8710.4650	Teachers of Music: Instrumental and Classroom Music, Grades K-12	Baccalaureate
8710.4650	Teachers of Music: Vocal and Classroom Music, Grades K-12	Baccalaureate
8710.4900	Teachers of Visual Arts, Grades K-12	Baccalaureate
8710.4950	Teacher of World Language and Culture, Spanish, Grades K-12	Baccalaureate

**St. Olaf College**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4250	Teachers of Communication Arts and Literature, Grades 5-12	Baccalaureate

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4400	Teachers of English as a Second Language, Grades 5-12	Baccalaureate
8710.4600	Teachers of Mathematics, Grades 5-12	Baccalaureate
8710.4750	Teachers of Science, Chemistry, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, General Science, Grades 5-8	Baccalaureate
8710.4750	Teachers of Science, Life Science, Grade 9-12	Baccalaureate
8710.4750	Teachers of Science, Physics, Grade 9-12	Baccalaureate
8710.4800	Teachers of Social Studies, Grades 5-12	Baccalaureate
8710.4650	Teachers of Music: Instrumental and Classroom Music, Grades K-12	Baccalaureate
8710.4650	Teachers of Music: Vocal and Classroom Music, Grades K-12	Baccalaureate
8710.4320	Teachers of Theater, Grades K-12	Baccalaureate
8710.4900	Teachers of Visual Arts	Baccalaureate
8710.4950	Teacher of World Language and Culture, Latin, Grades K-12	Baccalaureate
8710.4950	Teacher of World Language and Culture, French, Grades K-12	Baccalaureate

**Southwest Minnesota State University**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4400	Teachers of English as a Second Language, Grades K-12	Baccalaureate
8710.3000	Teachers of Early Childhood, Birth – Grade 3	Baccalaureate
8710.3200	Teachers of Elementary Education, Grades K-6	Baccalaureate
8710.3350	Preprimary Endorsement, Birth – PreK	Baccalaureate
8710.4725	Teachers of Reading, Grades K-12	Baccalaureate

The Board granted approval through June 30, 2016 to the following program(s). Approval beyond June 30, 2016 is contingent on meeting program approval requirements via submitted Program Effectiveness Reports for Continuing Approval (PERCA) due January 1, 2016.

**Martin Luther College**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4800	Teachers of Social Studies Grades 5-12	Post-Baccalaureate

Rule Number	Licensure Area	Program Level
8710.4950	Teachers of World Languages and Cultures K-12: Spanish Conventional program	Post- Baccalaureate
8710.3360	Teachers of World Languages and Cultures K-8 ENDORSEMENT: Spanish Conventional program	Post- Baccalaureate
8710.3310	Middle Level Endorsement in Communication Arts and Literature: Grades 5-8	Post- Baccalaureate
8710.3200	Teachers of Elementary Education K-6	Post- Baccalaureate

**University of Minnesota: Twin Cities Collaboration with Teach for America (TFA), Alternative Program**

Chair Bellingham requested removal of this program approval item from the Consent Agenda and add it as an agenda item for discussion later in the meeting. J. Barnhill moved to approve the University of Minnesota: Twin Cities Collaboration with Teach for America (TFA) agenda item. J. Grabowska seconded the motion. K. Palmen abstains. The motion passes.

Dr. Deborah Dillon (University of Minnesota: Twin Cities) and Anil Hurkadli (Teach for America) thanked the Board for the opportunity to speak on the program and quality of their students. They are very pleased with how the program has unfolded and added the recent cohort represented 49% of persons of color or with a Pell grant. Candidates have performed well in the program, have received support from all and are committed to teach for the long term.

b. Request for Initial Program Approval (RIPA):

The Board granted approval to the following programs:

**Bemidji State University**

Rule Number	Licensure Area	Program Level
8710.5600	Teachers of Special Education: Emotional Behavioral Disorders Natrona program	Post baccalaureate
8710.5700	Teachers of Special Education: Learning Disabilities Natrona program	Post baccalaureate

**Winona State University**

Rule Number	Licensure Area	Program Level
8710.5050	Teachers of Special Education: Academic Behavioral Strategist	Post baccalaureate and baccalaureate

c. Program Approval/Extensions:

The Board granted an extension of continuing approval through June 30, 2016 for the listed licensure program(s) contingent upon submission of an application for the

same field (s) for “non-conventional program” approval.

The non-conventional program application must be submitted via the EPPAS system no later than September 30, 2015 to be included on the agenda for the February 2016 meeting of the Program Review Panel.

**University of Minnesota: Twin Cities**

<b>Rule Number</b>	<b>Licensure Area</b>	<b>Program Level</b>
8710.4000	Teachers of Special Education: Initial Licensure Program and Endorsement Licensure Program	Post baccalaureate
8710.3100	Teachers of Parent Education	Post baccalaureate

**C. Nonlicensed Community Expert Requests**

1. New Nonlicensed Community Experts

**GROUP I – First Time Community Experts May 2015**

<b>School</b>	<b>Individual</b>	<b>Course(s)</b>
Kittson Central	Edward Lehrke	Technology 5-12
Litchfield	Hannah Barrick	Parent and Family Education – Adult
Mastery School	Joshua Daramola	Emotional Behavior Disorders K-12
Minneapolis	Katelyn Knight	Elementary Education and Bilingual Education K-6
Minnesota Internship Center	Carey Garius	Academic and Behavioral Strategist K-12
New Discoveries Montessori Academy	Michele Lozwick	Elementary Education K-6 Montessori
Sauk Rapids – Rice	Qian Zhang	Chinese Language K-8
St. Paul	Clementine Grellier-Grimaud	Elementary Education Immersion K-6

L. Woelber made a motion to discuss New Discoveries Montessori Academy (Lozwick). J. Grabowska seconded the motion. The motion passes.

J. Grabowska moved to approve all first time community expert requests with the exception of New Discoveries Montessori Academy (Lozwick). K. Palmen seconded the motion. The motion passes.

L. Woelber made a motion to approve New Discoveries Montessori Academy (Lozwick). J. Grabowska seconded the motion. The motion passes.

2. Renewal Nonlicensed Community Experts

**GROUP II – Community Experts – Renewals/Repeats May 2015**

School	Individual	Course(s)
Goodridge	Elroy Johnsrud	Technology K-6 (nonlicensure area)
Lakes International Language Academy	Roberto Izquierdo	Elementary Education Immersion K-6
	Gregoria Munoz	Elementary Education Immersion K-6
	Jie Ni	Elementary Education Immersion K-6
	Victor Pintado	Elementary Education Immersion K-6
	Francesca Massana	Elementary Education Immersion K-6
	Ying Qui	Elementary Education Immersion K-6
Minneapolis	Hinahumwa Hungiapuko	Physics, Chemistry, and Earth Science 9-12
St. Paul Conservatory Performing Art	Samuel Johnson	Dance K-12

J. Baumann moved to approve all of the renewal/repeat community expert requests.  
K. Palmen seconded the motion. The motion carried.

**D. Discretionary Variance Requests**

1. Discretionary Variance Requests

**University of Minnesota: Duluth -- Variance to Enable Licensure of the May Integrated Elementary with ABS Program Graduates**

J. Grabowska made a motion to approve the discretionary variance request for the University of Minnesota: Duluth to recommend IESE candidates of the May 2015 cohort for licensure, prior to the finalization of the Integrated Elementary and Special Education

program approval). K. Azer seconded the motion. The motion passes.

- E. **Public Comment**- Individuals wishing to address the board must sign up prior to the Call to Order and may speak for 3-5 minutes. Individuals have a limit of 4 minutes and the Chair will notify the speaker with 20 seconds remaining.

Daniel Sellers, the Executive Director at MinnCAN, spoke of the Board of Teaching mission and asked for new rules and processes for candidates trained in other states who want to teach in Minnesota. Mr. Sellers reported that 2011 decisions to streamline processes have not yet been accomplished and the issue is impacting more schools and teachers. Last month, MinnCAN has aired radio and print ads for raising the concern about out of state teachers. Mr. Sellers cited the recent MDE Supply and Demand Report (appendix), detailing that superintendents are frustrated with the training obstacles for out of state teachers. Mr. Sellers encouraged all to read the MDE Supply and Demand Report and added we are providing a disservice to many teachers who publicly voice their frustration. MinnCAN has gathered 350 signatures from parents who are calling for leadership. As a result of this issue, the Board currently has a lawsuit in district court.

Rhea Walker presented the MACTE Minute highlighting a recommendation to review the standards for licensure in three areas: 1.) Number and Consistency of Standards, 2.) InTASC (Interstate Teacher Assessment and Support Consortium) Alignment, and 3.) Lack of Ongoing Review. MACTE recommends that the Board of Teaching create and implement a review schedule that will allow for changes and refinements of the standards with the goal of creating a clear, even, and up-to-date set of standards to guide our programs. (A link to the MACTE Minute can be found on the Board of Teaching website.)

Kirk Schneidawind, Executive Director with the Minnesota School Boards Association (with Bill Kautt) addressed the Board regarding out of state licensing issues. He noted that MSBA represents 332 school boards and that school boards are the hiring agency for well qualified teacher candidates. He acknowledges that there are a number of legislative proposals in the House and Senate this year and would like to see some urgency around licensure and shortage issues. Some school districts typically have 300 teaching candidates and now are hoping for “a” candidate. He added that there needs to be an aggressive approach to hiring teachers from out of state, especially for the northwest and southwest regions of greater Minnesota. “We now have a teacher evaluation process to evaluate teachers annually. Some of the biggest obstacles for candidates are in math...; can’t we provide an unlimited time test in math?” Mr. Schneidawind suggested that legislation needs to provide solutions for districts. While they don’t want to lose the quality aspect, he reported that there is a quiet crisis for which they need a proactive solution.

### III. Unfinished Business

- A. DAPE Resolution -- **Regarding program requirements for 8710.5300 Teachers of Special Education: Developmental Adapted Physical Education (DAPE)**

**WHEREAS:** MN rule 8710.5300 Subpart 2 B and C requires DAPE programs to be an endorsement for licensed teachers of physical education; and requires DAPE programs to address the Special Education Core standards of 8710.5000 (SPED CORE).

8710.5300 Subp. 2.B. hold or apply and qualify for a valid Minnesota physical education teaching license; 8710.5300 Subp. 2C. demonstrate core skill requirements in part 8710.5000; and

**WHEREAS:** MN rule 8710.5000 subpart 1B (SPED CORE) requires DAPE programs to include instruction in elementary reading methods:

8710.5000 Subpart 1 B. A candidate recommended for licensure in special education shall meet the statutory requirements regarding comprehensive scientifically based reading instruction required by Minnesota Statutes, section 122A.09, subdivision 4, paragraph (e), and as specified in **part 8710.3200**, subpart 3, items C to F (8710.3200 Teachers of Elementary program rules).

**WHEREAS:** MN statute 122A.18 subdivision 2a: states that programs preparing teachers for classroom teaching licensure, which includes teachers of physical education, must require candidates to complete coursework in teaching reading:

MN statute 122A.18 subdivision 2a: All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate's content areas. Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. These colleges and universities also must prepare candidates for initial licenses to teach prekindergarten or elementary students for the assessment of reading instruction portion of the examination of licensure-specific teaching skills under section 122A.09, subdivision 4, paragraph (e).

Board-approved teacher preparation programs for teachers of elementary education must require instruction in the application of comprehensive, scientifically based, and balanced reading instruction programs that: teach students to read using foundational knowledge, practices, and strategies consistent with section 122A.06, subdivision 4, so that all students will achieve continuous progress in reading; and teach specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels to become proficient readers.

**WHEREAS:** On December 12, 2014 the Board acted to enter into rulemaking to amend the 8710.5300 DAPE rules to allow the “reading in the content methods course” required in Board approved licensure programs for MN Rule 8710.4700 Teachers of Physical Education to also meet the “reading methods” training requirement of 8710.5000 Special Education Core for DAPE programs (subpart 1B).

**WHEREAS:** the Minnesota Board of Teaching has the authority to provide for variance to its rules pursuant to Minnesota Statutes 14.055; and

**THEREFORE** be it resolved that, as of this date, the Board of Teaching will allow teacher licensure programs for 8710.5300 SPED: Developmentally Adapted Physical Education, and associated SPED CORE 8710.5000 to substitute the “reading in the content area course” that is required in Board approved “Teachers of Physical Education” programs (8710.4700) to meet the reading requirements for Teachers of Special Education: CORE program requirement of 8710.5000 subpart 3B.

E. Azer made a motion to approve the DAPE Resolution. M.F. Clardy seconded the motion. The motion passes.

B. Legislative Updates – E. Doan

Ms. Doan reviewed the House and Senate side-by-side proposed legislation pertaining to the Board of Teaching. (The document is available on the Board of Teaching website).

The bills are currently being reviewed by conference committee. Article 2 and 12 contained the majority of licensure matters.

Article 2, page 9 – educator excellence: on page 14. Section 10:

The House directs the BOT to require passing a college level skills exam and this is not represented in senate version. The Senate version included the Board supported provision to allow passing scores on “Board approved” skills exams to assist candidates trained in other states. The Senate version also allows for four temporary 1 year licenses for those who have not passed the skills exam – allowing candidates 1 more year for a limited license. An option in senate version, will allow any testing accommodations that candidates were allowed to use in their high school and college careers.

Section 11: Senate bill directs the BOT and BOSA with MACTE and universities to collect and report data; requires BOT and BOSA update and post performance data which will also require resources that have not been appropriated. The Senate version directs teacher prep programs to publish summary data on their own website.

Cyndy Crist from MACTE shared that they spent a lot of time on this issue with Representatives Urdahl and Erickson. MACTE met with them to sort thru this as well as with Senator Patricia Torres Ray; it would be helpful to be clear on purpose of collecting data. A shared purpose of the data is still unresolved. Meetings were held to share information with Senator Torres Ray; a 4 year graduate rate is problematic as it does not apply to post bac programs, or alternative preparation programs.

Page 17, section 15: Teacher support personnel and qualifications

Again, the intent to allow for a Board approved skills exam is to broaden possibilities for basic skills exams. Everyone is working to ensure that there are qualified teachers in the classroom though differing opinions enter into the proposed strategies to determine what qualified means and how to measure effectiveness.

The Senate file would allow the BOT to grant 2 year provisional licenses; Educator Licensing and board staff support this. The hope is for this to also apply to candidates from other states.

Section 16 – Both House and Senate have proposed the Board suggested language to add sex crimes to the reasons for revocation of a teaching license without a hearing.

Section 17 – licensure via portfolio.

These provisions have been subject to many questions. The bill would require BOT to notify candidates of their determination and provide remediation, although portfolios would be submitted to Licensing. Both licensing and BOT support this but need to have resources/staff to support this.

Section 18 –applicants trained in other states:

The Senate version of these requirements is more helpful as it requires the Board to publish the criteria for licensing candidates trained in other states and would not require time and resource intensive rulemaking. House language provides the ability to license teachers based on experience and exams only.

Member Jim Barnhill shared his thoughts that the changes proposed were important for everyone to recognize as the provisions for restricted and provisional licenses provide greater flexibility with high standards as is being called for.

Section 19, page 21. Changes for alternative providers of teacher preparation programs House version of this change allows non-profit organizations to work, can partner with or consult with teacher prep programs to provide teacher training. The language used to include school districts as a required partner.

Section 20 – requires non-traditional means for evaluating both the qualifications of candidates and the qualifications of university faculty. Teacher preparation faculty would only be required to have a B.A. level education. A 7 year rulemaking initiative that resulted in new Board rule that becomes effective January 1, 2016 requires all faculty to have a master’s degree or higher. This statutory change would be in opposition to rules just passed.

Section 21 – BOT to issue licenses

Again present is the idea of a college level skills exam, one of the factors that has been a struggle for MN candidates as they take the current basic skills exam. The level of math required has been especially high and while it promotes high standards, it doesn’t allow for the diversification of the profession as passing the exam is impacted by the opportunity gaps in PK-16 education.

Section 22 – School districts and charter schools to allow community experts

This proposed change is met with a key question – Who will verify the attempt by districts to obtain licensed teachers in the content field. School districts and charters would notify parents prior to the start of the school year. The bill requires districts to report back to the BOT on their hiring of Community Experts.

Article 12

A highlight was the Senate proposals to fund employment of agriculture teachers to teach during the summer months when crops are growing.

Fiscal concerns are present regarding the idea of establishing an account to capture fees charged by Educator Licensing to fund the work of all 3 entities (Licensing, BOT and BOSA) involved in the licensing of teachers and administrators. If the change passes, it would mean extreme budget cuts for all 3 agencies.

Appropriations for the BOT include the house proposal of \$618K annual budget (return to 2008 level of funding); \$130K for rulemaking specifically and \$25K for establishing interstate agreements. The Senate has proposed \$1million in the first year and \$718K for the second year. \$300K additional in the first year of the biennium would be appropriated for establishing advanced certificates of professional study. This would mean that the BOT operating budget would remain equal to what was received this year.

#### **IV. New Business**

##### **A. University of Minnesota/TC – Language Program**

Chair Bellingham welcomed Dr. Deborah Dillon, Dr. Susan Rannet and Dr. Karla Stone, from the College of Education and Human Development at the University of Minnesota, who presented an overview report on, “Preparing World Language and ESL Teachers at the University of Minnesota: Twin Cities.” They asked the Board for the Second Languages and

Culture Program (World Languages and ESL) to be reclassified as a non-conventional post-baccalaureate program.

This report does not require action at today's meeting and will be on next month's agenda for action. Chair Bellingham thanked them for the presentation and called for a 15 minute recess at 10:13 a.m.

## V. Reports

### A. Minnesota Department of Education:

1. Hue Nguyen, Assistant Commissioner presented the MDE report stating the teacher equity plan is on track for June 1<sup>st</sup> with a draft of the report going to the steering committee last week. The advisory committee will meet next wed to review draft. An initial review of the plan by the equity access support network says the plan was very strong. MDE is still working on the progress with monitoring and public reporting. After next week, the plan should be finalized with a final draft going to committee members for review.

Ms. Nguyen reported the finance committee is also meeting during the final days of the legislative session with hopes to pass bills on early learning scholarships and Q comp funding. One of the proposed bills changes how teacher license fees are collected with a change from all fees going into a general fund to all fees deposited in an Educator Licensing fund. It was noted that licensure fees have not be increased in a decade.

Lastly, it was announced that Richard Wassen, Educator Licensing Executive Director is retiring in July. MDE is in the process of setting up his replacement and the position will be posted soon.

### B. Staff:

1. RFP Update - E. Doan

The RFP was published on April 27<sup>th</sup> in the State Register, the deadline for questions was this week, and the responses will be published May 12<sup>th</sup>. Final steps in the process include May 27<sup>th</sup> as the deadline for all proposals is May 27<sup>th</sup>, a possible evaluation in mid-June, and recommendations with action may be announced at board retreat in July. The RFP is available for viewing in Novus and will be posted on the Board website.

Audit update: Board members and stakeholders will have an opportunity to meet the legislative audit team at the June 2015 meeting. An overview of the questions at hand was published, as well as a legislative roundtable discussion to allow the public and committee questions or concerns to assist the auditor with the scope of the project or to determine items for investigation. Items for discussion will include candidates trained in other states, the role of Educator Licensing and Board member assignments.

Four Board positions are waiting for appointment by the Governor and will hopefully be announced at the June meeting.

J. Barnhill, chair of the Legislative Committee, presented a letter that will be sent to the House and Senate members in Committee in response to the Senate Omnibus bill, hiring out-of-state teacher candidates, Board approved skills exams, Community Expert permissions and a request for increased financial resources.

C. Board Chair

1. Announcement of Retreat Dates

Chair Bellingham announced the Board Retreat will be held on July 9 and 10 at MDE in CC-13.

He thanked Board members, staff, guests and visitors for the continuation of collaborative hard work.

**VI. Closed Session for Licensure Matters**

At 11:29 a.m., E. Azer made a motion to move into closed session. K. Palmen seconded the motion. The motion passes.

J. Baumann made a motion for E. Azer to serve as chair during closed session. K. Palmen seconded the motion. The motion passes.

J. Baumann made a motion to approve the Findings of Fact, Conclusions of Law, Order and Memorandum to suspend the teaching licenses of John A. Klinke for a period of two years. J. Barnhill seconded the motion. The motion passes. A. Krafthefer and J. Bellingham abstained.

J. Baumann made a motion to reappoint J. Bellingham as chair. K. Palmen seconded the motion. The motion passes.

K. Palmen made a motion to move out of closed session. E. Azer seconded the motion. The motion passes.

**VII. Adjourn**

K. Palmen moved to adjourn the meeting, J. Baumann seconded the motion. The motion passes and the meeting adjourned at 11:42 a.m.

Respectfully submitted,

Lori Rosenthal, Recorder

Next meeting: Friday, June 12, 2015 at 9:00 a.m., MDE CC-13