



Minnesota Board of Teaching

Minnesota Department of Education
December 12, 2014
Minutes

Board members present: J. Bellingham, L. Woelber, M.F. Clardy, A. Krafthefer, J. Grabowska, E. Azer, D. O'Brien, J. Barnhill, and L. Covington-Clarkson

Absent: J. Baumann, K. Palmen

I. Call to Order: The December 12, 2014, Minnesota Board of Teaching meeting was called to order by Chair, J. Bellingham, at 9:09 a.m. in Conference Center A, Room 13, Minnesota Department of Education. A quorum was present.

II. Business Meeting

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

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

1. **Approve the November 14, 2014 Board of Teaching Minutes**

2. **Waiver Requests**

3. **Institutional Approvals**

None

4. **Program Approvals**

Initial Program Approval:

The following licensure programs are being recommended for **INITIAL** approval by reviewers who evaluated **Request for Initial Program Approval (RIPA)**

St. Catherine University

8710.3340 Middle Level General Science Endorsement grades 5-8 for elementary teachers
Baccalaureate and post baccalaureate

Full continuing Program Approval:

The following licensure programs are being recommended for **FULL CONTINUING APPROVAL through June 30, 2016.**

Approval beyond June 30, 2016 is contingent on meeting program approval requirements via submitted Program Effectiveness Reports for Continuing Approval (PERCA) reports due January 1, 2016.

College of St. Scholastica

8710.4750	Teachers of Science: Life Science 9-12 baccalaureate
8710.4750	Teachers of Science: General Science 5-8 baccalaureate
8710.4750	Teachers of Science: Chemistry 5-12 with General Science Baccalaureate
8710.4250	Teachers of Communication Arts and Literature baccalaureate
8710.3200	Teachers of Elementary Education K-6 baccalaureate
8710.4600	Teachers of Mathematics 5-12 baccalaureate
8710.4800	Teachers of Social Studies 5-12 baccalaureate
8710.4950	Teachers of World Languages: Spanish K-12 baccalaureate

Winona State University

8710.2000	Standards of Effective Practice for Collaborative Internship Secondary licensure program, nonconventional
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University of Northwestern St. Paul

8710.4250	Teachers of Communication Arts and Literature baccalaureate
8710.3310	Middle Level Endorsement for grades 5-8 Communication Arts and Lit baccalaureate
8710.4400	Teachers of English as a Second Language K-12 baccalaureate
8710.4700	Teachers of Physical Education K-12, baccalaureate

C. **Nonlicensed Community Expert Requests**

1. GROUP II – Community Experts – Renewals/Repeats December 2014

School	Individual	Course
St. Paul	Joseph Mollner	Communications Technology Careers and Construction Careers 7-12
St. Paul Conservatory Performing Art	Lisa Berman Charles Fraser Sarah Baumert Jennie Ward	Dance K-12 Theatre K-12 Dance K-12 Theatre K-12
Wabasso	Barbara Johnson	Family and Consumer Science 5-12
Yinghua Academy	Yi Ru Liou	Elementary Education Immersion K-6

L.Woelber moved to approve all renewal community expert requests. L. Clarkson seconded the motion. The motion passes.

2. GROUP I – First Time Community Experts

December 2014

School	Individual	Course
Achieve Language Academy	Ariel Larpenteur	Learning Disabilities K-12
Cambridge-Isanti	John Hornung	Autism Spectrum Disorders B-12
Crosslake	Robb Reed	Learning Disabilities K-12
El Colegio Charter	Roberto De La Riva	Social Studies 5-12
HOPE Community Academy	Patrick Rock	Academic and Behavioral Strategist K-12
ISD 917	Amy Grainger Carrie Swanson	Deaf or Hard of Hearing B-12 Autism Spectrum Disorders B-12
Minneapolis	Ahmed Abdi Michael Reynolds	English As A Second Language K-12 Business and Math 5-12
Minnesota Transitions Charter	Joshua Kennedy	Learning Disabilities and Emotional Behavior Disorders K-12
Minnetonka	Izaro Manzano Garcia	Elementary Education Immersion K-6
North Shore Community	Matti Erpedest	Environmental Education K-6
Prodeo Academy	Paris Kyles	Physical Education K-12
St. Cloud	Alexandra Yarbrough	English As A Second Language K-12
St. Paul	Christopher Runsewe	Learning Disabilities K-12
St. Paul Conservatory Performing Art	Justin Leaf Mathew Janczewski Brittany Radke	Dance K-12 Dance K-12 Dance K-12
Sejong Academy	Lee Skolasinski	Teachers of Computer/Keyboarding and Related Technology Applications K-6
Spring Lake Park	Deyanira Engfer	Elementary Education Immersion K-6
Star of the North Academy	Mohommed Abdelbaki	Arabic Language K-8
West Metro Education Program	Kenneth Maxey	College Prep 9-12

J. Grabowska moved to approve all of the first time community expert requests with the exception of Cross Lake (Reed) and St. Paul (Runsewe). L. Clarkson seconded the motion. The motion was carried.

J. Grabowska moved to approve the request for Cross Lake (Reed). L. Woelber seconded the motion. The motion carried.

J. Grabowska moved to approve the request for St. Paul (Runsewe). L. Woelber seconded the motion. The motion carried.

D. **Discretionary Variance Requests**
December 2014 Discretionary Variance Requests

School	Individual	Course
Minneapolis	Rita Farah	Arabic Language K-12

J. Grabowska made a motion to approve the request for Minneapolis. M.F. Clardy seconded the motion. The motion carried.

Bemidji State University

Judy Olson from Bemidji State University requested a variance for 4 teacher candidates who live in the state of Wyoming. Wyoming cohort candidates will be allowed to complete the testing and program requirements under their existing program and may be recommended for MN Licensure prior to June 30, 2015.

J. Grabowska made a motion to approve the request for Bemidji State University. E. Azer seconded the motion. The motion passes.

E. Azer made a motion for Bemidji State University to seek RIPA approval for the Wyoming cohort's special education program. Clardy seconded the motion. All were in favor with the exception of D. O'Brien. The motion passed.

Judy thanked the board for their time and noted she will ask for assistance in submitting the future RIPA.

E. **Public Comment:**

Mary Beth Noll, Professor at St. Cloud State University, presented the MACTE minute and following her presentation, thanked the board.

"At the previous BOT meeting on November 14, Developmental/Adaptive Physical Education (DAPE) institutions and candidates presented testimony regarding issues related to the Special Education (SPED) Core. During that meeting, one of the board members referred to an earlier meeting's testimony that revealed how the SPED Core also creates undue licensure complications for candidates pursuing Early Childhood Special Education (ECSE) licensure. Today, I would like to reiterate briefly the need to examine the SPED Core literacy requirements for these two licensure areas. In addition, I would like to focus upon how the SPED Core is affecting higher education licensure approval for *all* special education licensure programs.

The SPED Core includes standards that are (a) applicable to all special education teachers and (b) meet the statutory requirements regarding comprehensive scientifically based reading instruction. Teacher preparation programs are required to include a range of 15-20 semester credits, with typical courses including special education foundations, legal and professional issues in special education, behavior management, communication/collaboration, assessment of needs/academic instructional methods, and a minimum of one reading course with a practicum. The concept of a special core is an important one, but one that has created issues with regard to licensure approval.

Issue 1: The reading standards that are part of the SPED Core are not applicable to the DAPE license, as indicated at the November BOT meeting, The reading/literacy standards from the content area should be accepted to demonstrate literacy competence,

Issue 2: ECSE teacher candidates face many of the same licensure challenges as DAPE teacher candidates. The reading standards for ECSE require candidates to demonstrate mastery of the same reading standards as K-age 21 special education teachers, even though the ECSE scope of practice is birth to age 6. Having candidates meet the literacy standards for Early Childhood educators (scope of practice to

age 8) is more logical and also eliminates undue licensure obstacles and cost disincentives for ECSE candidates who are desperately needed to address teacher shortages.

Issue 3: The standards in the SPED Core are duplicated in each SPED categorical licensure area. The attached two-page, two-sided handout illustrates how SPED Core standards are duplicated for two SPED licenses in 2 of the 4 subject matter standards. Although the wording for the standards may not be identical across licenses, the intent is the same. This duplication can be found for all four subject matter standards for all special education licenses.

Issue 4: The SPED Core was created to apply to all special education license areas. If this is indeed the concept of the SPED Core, institutions should not be required to upload to EPPAS a separate and different core for each license and the 62 literacy standards that are a part of each SPED Core.

Issue 5: Special education teacher preparation programs have experienced difficulty in differentiating and documenting SPED Core and SPED licensure-specific credit requirements in EPPAS. EPPAS allows credits to be counted either for the Core or for the content, but not both. However, this does not reflect the reality that programs include SPED Core courses as part of the licensure-specific courses. Because programs are not able to count SPED Core credits as part of the content credits, they are not able to meet the minimum credit thresholds as currently specified in EPPAS. This results in significant delays when programs are seeking licensure approval.

Issue 6: Special education is the *only* license area with a core. Why is the SPED Core necessary when these standards are also reflected in licensure-specific content standards? Minnesota special education licensure standards are rigorous, comprehensive, and well defined. These licensure standards, in combination with the Standards of Effective Practice, ensure that future special education teachers meet the highest standards.

It is generally acknowledged that Minnesota exceeds the Council for Exceptional Children's professional standards for beginning special education teachers. Thus, we can be assured that our special educators have the knowledge and skills to implement research based, ethical, and effective practices. Please consider the issues raised by this MACTE Minute for SPED and ECSE as you examine decisions about DAPE. These excess regulations exacerbate the already problematic shortage of SPED teachers in the state of Minnesota."

Erin Doan assured Mary Beth and MACTE that a task force with rule making for SPED will reconvene to provide updates and explore issues.

J. Bellingham thanked Mary Beth for her report.

III. Unfinished Business

A. Board Meeting Election

L. Woelber moved to approve the following nominees: Board chair – John Bellingham, Board vice-chair – Lesa Covington-Clarkson, and Executive Committee - Erin Azer and James Barnhill. J. Grabowska seconded the motion. The motion passed.

B. Discussion of Legislative Platform

J. Barnhill and D. O'Brien, co-chairs of the Legislative Committee, reported six issues for the board to address in future meetings: 1) teacher professional ethics, 2) budget, 3) relicensure standards and processes, 4) community experts, 5) teacher shortages in rural in Minnesota) and 6) state funded mentorship programs.

J. Grabowska reported he attended the MSBA Delegate Assembly and they continue to address teacher shortages, nonlicensed community experts, and budget issues.

A. Krafthefer noted the P20 workgroup is also working on relicensure issues and would like to see a proposal that includes a Certificate of Additional Professional Studies (CAPS) as part of the relicensure process.

J. Bellingham asked the Legislative Committee to prepare a platform to present at the January meeting and the agenda item will require Board action for adoption.

C. Proposed Licensure Requirement Changes for DAPE

L. Clarkson moved that the Board of Teaching adopt the resolution regarding requirements for the licensure of teachers of Developmental and Adapted Physical Education:

WHEREAS, Developmental and Adapted Physical Education has been designated as a teacher shortage area in the State of Minnesota by the U.S. Department of Education; and

WHEREAS, the Board of Teaching has identified and seeks to respond to licensure barriers within MN Rule 8710.5300 for MN Teacher Preparation Programs and candidates seeking licensure in Developmental and Adapted Physical Education; and

WHEREAS, MN Rule 8710.5300, subpart 2 (B) requires applicants for Developmental and Adapted Physical Education (DAPE) licensure to hold or apply and qualify for a valid Physical Education teaching license; and

WHEREAS, MN Rule 8710.5300, subpart 2 (C), currently requires an applicant for a Developmental and Adapted Physical Education teaching license to demonstrate the Core Skills of Special Education in part 8710.5000; and

WHEREAS, MN Rule 8710.5300, subpart 3 subject matter standard requires candidates for Developmental and Adapted Physical Education licensure to demonstrate knowledge and skills in: foundational knowledge of special education, referral, evaluation, planning and programming, instructional design, teaching and ongoing evaluation, communication and collaboration; and

WHEREAS, the current requirements of MN Rule 8710.5300 have been found to be duplicative and to impose course requirements above and beyond what is needed for Developmental and Adapted Physical Education teaching assignments; and

WHEREAS, MN§ 122A.09 Subd. 9 gives the Board authority to adopt rules subject to the provisions of chapter 14 to implement sections 122A.05 to 122A.09, 122A.16, 122A.17, 122A.18, 122A.20, 122A.21, and 122A.23;

THEREFORE, The Executive Director of the Board of Teaching is authorized and directed to sign and to give the Notice of the Board's Intent to Adopt Rules using Alternate Notices of whether a hearing will be held. The Executive Director must give this notice to all persons who have registered their names with the Board for that purpose. The Executive Director must also publish the Notice in the State Register. Furthermore, the Executive Director is authorized and directed to do anything else needed to complete this Notice.

If there are fewer than 25 outstanding hearing requests, the Executive Director of the Board of Teaching is authorized and directed to sign the Order Adopting Rules and to do anything else needed to adopt these rules without a hearing.

If there are 25 or more outstanding hearing requests, the Executive Director of the Board of Teaching, is authorized and directed to act as the Board's representative at the hearing and do anything else needed to adopt these rules with a hearing. This includes authority to sign the Order Adopting Rules if there are no modifications to the rules other than modifications approved by the Board.

J. Barnhill seconded the motion. The motion and resolution passes.

IV. New Business

**A. American Indian Teacher Education: Needs & Opportunities
Dennis Olson, Jr., Director of American Indian Education, MDE**

J. Bellingham welcomed Dennis to speak on his work with teacher prep programs/grant programs for students, teacher training programs, work with American Indian tribal, charter and public schools, parents, teacher recruitment/retention, schools outside of Minnesota, and current legislation to improve programs.

Dennis thanked the board for the opportunity to report.

J. Bellingham called for a 5 minute recess at 10:26 a.m.

The meeting reconvened at 10:36 a.m.

**B. Teacher Evaluation Implementation Update
Tyler Livingston, Specialist, Educator Evaluation, MDE**

J. Bellingham introduced and thanked Tyler for coming.

Tyler provided general updates of initiative, timeline, history, and what we've learned so far with handouts.

J. Bellingham added that he was a representative on the task force for the state model and that Tyler has been doing a great job. He thanked Tyler for attending today's meeting.

C. Improving Teacher Preparation: Proposed Federal Teacher Preparation Regulations

Erin Doan reported the federal regulations that are being proposed in Minnesota to rate teacher prep programs. Any Minnesota program receiving federal assistance will provide an annual report card to the general public. There is a comment period for federal rules until February 2, 2015 and any public member or board member can comment prior to their adoption. The comment session is open through January 2015. The link for further information is on the U.S. Department of Education's website: [Improving Teacher Prep. US Dept of Ed.](#)

Kitty Ford referred to a handout from the U.S. Department of Education on Improving Teacher Preparation: Building on Innovation and noted several inaccuracies in content.

Board members are encouraged to comment individually or collectively, however, the greater number of comments, the greater the impact.

V. Reports

A. Minnesota Department of Education

Richard Wassen, Director/Educator Licensing reported that Hue Ngyuen is the new Assistant Commissioner, replacing Kevin McHenry, and hopes to introduce her at the February meeting.

Richard is finishing a state report on teachers/supply/demand that is due January 15, 2015; changes are expected. He is currently working on a report to US DoE regarding the designation of teacher shortage areas which will be posted on the licensure website when they are confirmed at the federal level.

In an effort to support implementation of streamlined processes for out of state candidates, Educator Licensing has purchased a subscription to a national database that provides review and evaluation of out-of-state course descriptions immediately. This product

provides a significant gain in productivity and advantage to both candidates and staff at a yearly cost of \$6,000.

Richard thanked the board. J. Bellingham thanked Richard for his work.

B. Staff

PERCA Reporting Update – JoAnn Van Aernum

The following is a status report on program review and re-approval as of 12-4-2014.

CYCLE ONE REPORTERS:			
The following institutions' program reports (PERCA) were due May 1, 2014.			
At the January 9, 2015 meeting the Board will take action to disapprove programs that have not evidenced compliance via PERCA reporting.			
Institution	Reporting Status	Program Status	
Augsburg College	Completed	All reapproved	
Bethany College	Not completed	RIPAS submitted and approved; 9 PERCAs not submitted	
Capella University	Completed	All reapproved	
College of St. Scholastica	Not completed	RIPAS submitted and approved; 3 PERCAs not submitted	
Concordia University St Paul	Not completed	RIPAS submitted and approved; 28 PERCAs not submitted	
Gustavus Adolphus	Completed	All reapproved	
Hamline University	Completed	All reapproved	
Martin Luther	Not completed	RIPAS submitted and approved; 49 PERCAs not submitted	
Metropolitan State	Completed	All reapproved	
Moorhead State	Completed	All reapproved	
North Central	Completed	All reapproved	
St. Cloud State	Completed	All reapproved	
University of MN: Duluth	Not completed	Some RIPAS submitted and approved; 24 PERCAs not submitted	
University of MN: Crookston	Completed	All reapproved	
Walden University	Completed	All reapproved	
Winona State	Completed	All reapproved	

CYCLE TWO REPORTERS:

The following institutions' program reports (PERCA) are due December 31, 2014.

Institution	Reporting Status	Program Status	
Bemidji State	Some RIPAS submitted	PERCAs not submitted	
Bethel University	RIPA phase almost complete (missing only one)	PERCAS not submitted	
Carleton	Nothing submitted		
College of St Benedict	RIPA phase complete	PERCAS not submitted	
Concordia Moorhead	RIPA phase complete	PERCAS not submitted	
Crown College	RIPA phase complete	PERCAS not submitted	
MN State Univ: Mankato	RIPA phase complete	PERCAS not submitted	
St. Catherine Univ	RIPA phase complete	PERCAS not submitted	
St. Mary's Univ	RIPA phase almost complete	Most PERCAS submitted	
St. Olaf	15 RIPAs submitted 12.4.14	PERCAS not submitted	
St. Thomas	RIPA phase complete	PERCAS not submitted	
Southwest State	Nothing submitted		
University of MN: Twin Cities	A few RIPAS submitted	PERCAS not submitted	
University of MN: Morris	RIPA phase complete	PERCAS not submitted	
University of Northwestern SP	RIPA phase complete	Some PERCAS submitted	

J. Barnhill noted that institutions all have been made aware of their status well in advance of posted deadlines. J. Bellingham stated that the Executive Committee agreed that notice will go out to institutions to insure the understanding of the importance regarding compliance with reporting deadlines.

Erin Doan reported that the bi-annual report to the governor's office is due this year and will be forthcoming. Also, ACT-SAT scores set will be coming out next week and implemented in educator licensing January 1, 2015. Lastly, rules for PERCA will be published on Dec 15th in the state register.

C. Board Chair

J. Bellingham thanked the board, on behalf of J. Barnhill, E. Azer and L. Clarkson, for the re-election. He also thanked the board for their confidence and efforts through a year with many adventures. He added that we will continue to lobby for funding and take on important issues and act more quickly, but with deep thought and conversation. The board will continue to build relationships with the governor, commissioners, and all stakeholders. Mr. Bellingham also encourages board members to participate in program approval site visits. Those interested should contact JoAnn Van Aernum. Finally, John thanked the board of teaching staff and all constituents for their hard work.

VI. Closed Session for Licensure Matters

There were no licensure matters.

VII. Adjourn: J. Grabowska made a motion to adjourn and L. Clarkson seconded the motion. The meeting adjourned at 12:15 pm.

Respectfully,

Lori Rosenthal, Recorder

Next meeting date: January 9, 2015 – MDE Conference Center A, Room 13