



Minnesota
Board of Teaching

***TEACHER EDUCATION UNIT
EVALUATION***

PROCEDURES AND PROTOCOL

FOR CONDUCTING AN ONSITE UNIT REVIEW

***In compliance with rules adopted January 2016
Minnesota Rules Part 8705.1000 subpart 2-10.***

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PURPOSE

The Board of Teaching (BOT) collaborates with Minnesota higher education institutions to ensure the highest possible quality for programs offering teacher training. Before Minnesota teacher preparation programs within higher education institutions, and other providers, can be approved, the institutions/providers themselves must be approved. Since the early 1970's, institutional review procedures have required Minnesota institutions to prepare and submit for peer review a written self-study report responding to a set of standards adopted by the Board of Teaching in Minnesota Rules Part 8705.1000 subpart 2-10-(**Appendix B**). The BOT conducts on-site visits to every public, private, and for-profit Minnesota teacher preparation institution every 5-7 years to ensure the accuracy and completeness of these self-study reports and to verify the unit's compliance to the standards of Minnesota Rules Part 8705.1000 subpart 2-10.

Teacher licensure programs offered by providers that are not higher education institutions are evaluated and approved in accordance with MN statute 122A.245 and MN rule 8705.1200 for Alternative Route Providers.

TIMELINE FOR ON-SITE EVALUATION VISIT

Timeline	Details
Up to twelve months prior to review date	<p>(8705.1100 subpart 1 A)</p> <p>The dates of the on-site evaluation will be jointly agreed upon approximately 6-12 months prior to the unit's approval expiration date.</p>
Approx. five months prior to scheduled visit	<p><u>The Board of Teaching team chair</u> will contact the unit leader to set the date for a pre-visit meeting. The pre-visit takes approximately 2-3 hours and is the time to discuss expectations, logistics, and requirements of the upcoming onsite visit.</p>
Three months prior to the scheduled visit	<p>(8705.1100 subpart 1E)</p> <p><u>The Board of Teaching team chair</u> will forward to the institution a slate of potential team members for review and approval by the unit leader.</p>
Sixty days prior to the visit	<p>(8705.1100 subpart 1B, C)</p> <p>A written compliance report must be received by the Board of Teaching and sent to the designated team members sixty days prior to the scheduled on-site evaluation.</p> <p>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.</p> <p>(See 8705.1100 D for other ramifications of delay)</p>

Expenses Covered by BOT: 8705.1100 subpart 1 F.

The Board of Teaching assumes responsibility for most expenses of the Board of Teaching Team and reimburses its team members in accordance with state rules for meal and mileage costs.

Meals/Lunches: While on campus the team will either take lunch at the campus cafeteria or arrange with the unit leader for lunches to be brought in for a working lunch. When using campus facilities for meals, team members may pay for and submit expense forms to the state. The team needs to confer during the lunch break, so a private dining space is needed (or meals in the “work room” will suffice.)

Hotel Accommodations: The BOT chair of the evaluation team will ask the unit leader to suggest the hotel(s) in the area which might be best suited to accommodate the Team. The hotel must have a suitable “workroom” that can be reserved with internet service available. The chair should be informed of possible hotels six-nine months prior to the visit so that reservations can be made by the BOT staff. The expenses at the hotel are directly billed to the state.

Expenses Covered by the Institution:

Transportation & Parking: The team will travel from the hotel to campus (and back) on Sunday, Monday, and Tuesday. Depending on the parking situation on campus, the institution may shuttle the team to and from the hotel, or you may decide to furnish parking permits for the team. If partner school visits are planned, the institution will need to transport one or two team members to partnership school sites.

Meals/Refreshments: The institution will assume responsibility for the optional Sunday reception/dinner. Team members provide a professional service, and always appreciate having soft drinks, coffee, and snacks in the workrooms, both on campus and at the hotel, to maintain momentum. The “state” has no provision/ability for providing team members with refreshments (other than meal reimbursement allocations). Additionally, to maximize the team’s time on

Monday and Tuesday morning we find it is best if the hotel used offers a breakfast buffet. If not, then having the college provide some type of “continental breakfast” choices in the workroom would be most efficient and appreciated.

Hotel Workroom: While the BOT will reserve the hotel workroom space, we are unable to pay for any refreshments for team members other than “meals”. So, if feasible, it would be appreciated if the unit could arrange for refreshments in the hotel workroom for the team on the Sunday and Monday evenings.

Required Support for Team Members: The unit should provide the team with access to several support services while the team is on campus. Please make plans to provide:

- Emergency telephone contact number for team members to share with family
- Access to student records while on campus (program related information)
- Arrangements for off-campus visits to partnership schools, if planned
- Copying and computer services and tech support on campus
- Support staff person to assist in scheduling follow-up interviews, if necessary (a “go to” person who is not the unit leader—who might be otherwise engaged in interviews)
- Suggestions for the selection of a nearby restaurant for a working dinner on Monday evening

The above details may be described and presented to the team members in a “Welcoming

Folder” on the teams’ arrival at the hotel on Sunday afternoon. This “Welcome Folder”, or set of materials, must also include the following documents:

- 1) A printed list of all exhibits, coded to BOT standards, used for a “sign off” by reviewers
- 2) Final interview schedule
- 3) A list of all individuals the institution anticipates will participate in group and/or individual interviews (This is used as an attendance record). This could alternatively be compiled by having support staff take attendance at sessions and sending the BOT chair a “final” attendee list at the visit’s conclusion.
- 4) Any updates that you would like us to know about
- 5) Contact information for key individuals including:
 - Unit leader contact information/ phone
 - Visit Coordinator contact information
 - Tech support person contact information
 - Admin Assistant’s desk phone, for emergency contact

The Evaluation Team:

A roster of proposed team members is provided to the unit leader for approval by the institution. Then final team membership is confirmed by the evaluation team chair (a BOT staff member). Team composition includes two representatives from higher education, and one representative from teacher practitioners. A Board of Teaching member may also participate as an observer of the process. The team is chaired by a non-voting BOT staff person(s).

EVALUATION TEAM RESPONSIBILITIES:

During the on-site evaluation visit, a team of evaluators will seek to verify the accuracy and completeness of the written compliance report prepared by the institution by interviewing stakeholders. Team members then meet together to discuss findings and reach consensus concerning the findings and recommendation. In addition to listing specific findings for each standard, the team recommends one of the following as the approval status of the institution: Initial Approval, Continuing Approval, Approval with Conditions, or Disapproval. A report of the team findings is sent to the unit leader within thirty days of the onsite review. The institution has thirty days in which to respond to factual errors or to submit additional information.

Team Findings and Approval Status: 8705.1100 subpart 2 A, B, C, D

Initial and Continuing Approval: The teams' approval recommendation, along with a summary of the findings and any additional information presented by the institution are forwarded to the Executive Director of the Board of Teaching for inclusion on the meeting agenda for Board action. The decision of the Board of Teaching regarding approval status of the institution to prepare persons for teacher licensure is forwarded by the Executive Director of the Board of Teaching to

the chief administrative officer of the institution and to the Dean and Chair of the college/department of education.

Approved with Conditions: If an institution is approved with conditions, the Board of Teaching states the conditions and establishes timelines for meeting the stated conditions. The chief administrative officer of the institution files a formal plan with the Executive Director of the Board of Teaching specifying how the institution proposes to meet the stated conditions. The Executive Director of the Board of Teaching monitors the implementation of the plan and determines when stated conditions have been met. Approval status of the institution will be reconsidered by the Board of Teaching upon verification by the Executive Director that stated conditions have been met. If stated conditions are not met within the established timelines, conditional approval is withdrawn by the Board of Teaching.

Disapproved: If an institution is disapproved, the Board of Teaching states the reasons for disapproval and, if needed, stipulates a termination date which accommodates persons currently enrolled in teacher licensure programs. An institution that is denied approval by the Board of Teaching is entitled to a hearing. A written request for a hearing must be filed by the institution with the Board of Teaching within 30 days from the date of the denial. Failure to do so constitutes a waiver of the right to a hearing.

The Institutional Report: 8705.1000 subpart 1

It is required that institutional reports are developed electronically. Electronic reports permit the linking of standards to evidence which serves the institution in the ongoing evaluation and modification of its programs. Access to such critical information enables the team of reviewers to make necessary preparations prior to arrive on site for the visit.

While the institution determines the actual format of the report it is suggested that a preface or introductory section providing a **brief historical and/or geographical profile of the institution be included**, emphasizing any program elements that particularly identify these licensure programs as unique and/or effective. This profile provides an opportunity for the institution to set the context of the visit for the visiting team and for Board Members who receive the report. The introduction should also provide the review team with an understanding of changes, developments, activities at the campus and state level which might influence the mission, directions, and delivery of teacher education programs on campus.

1. The college/department/unit must report how they comply with each standard of 8705.0100 subpart 2-10 in the written report and should identify evidence that it has amassed to demonstrate that it is meeting each standard. Some standards are multifaceted and the institution should give attention to each part or element of the standard in their response.
2. Standards must be supported by related, verifiable, evidence/documentation, and when possible, hyperlinks should be provided within the narrative. A comprehensive listing of all supporting documentation/evidence should be provided, arranged by Board standard. This listing is used by team members as a checklist to assure that all evidence is reviewed while onsite.
3. The Institutional Report should be sent to the evaluation team members a sixty days prior to the visit. Team members do a considerable amount of report reviewing prior to coming on site, and need time to fit this time- intensive work into their personal schedules.
4. Note: Many standards relate to a “comprehensive assessment system”. It is often most effective for the report to include evidence of this systematic process via a table, flow chart, or graphic organizer that includes checkpoints, timelines, standards assessed, and assessments used.
5. Note: The written report should also evidence compliance to two statutes: MN statute 122A.09 subd 4c and 4 f. **See Appendix A** for specifics. Compliance evidence for these two statutes can be included within the compliance report, or be provided via a supplemental document provided to the Team.

Exhibit Room: optional (See **Appendix B**) Preparing an electronic report provides the institution increased flexibility regarding the contents of the exhibit room. Most exhibits (supportive documentation) will be hyperlinked within the report, however, feel free to include

supportive, hard copy, materials in the exhibit room (examples might be: faculty publications, candidate portfolios, K-12 learner work samples). **All hardcopy exhibits must be coded to a standard(s) and be listed on the comprehensive listing of documentation provided by the unit.**

Campus Workroom

- During the onsite visit the team needs a workroom on campus for working and discussion purposes. This workroom/exhibit room can contain hardcopy supporting documents, but do not print off documents that are already embedded within the electronic report. The exhibit/work room needs to be reserved for the team's exclusive use during the visit days.
- The onsite exhibit/workroom should be one large workroom that will comfortably accommodate 5-7 individuals. **Interviews and meetings should not be scheduled to occur in this room during the visit.** Interviews with individual administrators/faculty/students can be scheduled in classrooms, conference rooms, and offices suitable for the size of the group.
- If you have hardcopy supportive documentation, such as minutes from meetings, application forms, evaluation forms, handbooks, samples of students' work, reports and documents, course and/or program evaluations, follow-up studies and findings/summaries, etc.) each must be clearly coded in accordance to the MN BOT standard(s) if it is provided to support a given standard. NOTE: do not duplicate documentation that you have provided via hyperlinks in the report itself.
- The institution should prepare an index listing all supporting documents by corresponding standard. (*Documents may be cross referenced to address more than one standard. For "hard copy" exhibits, a "cross reference" sheet indicating See exhibit (XYZ) should be included to direct the team member to exhibits used for more than one standard.*)
- Recently, most team members bring their own laptops to use while on site. However, the unit coordinator should ask the team members if they wish to be provided with a computer to use in the workroom while they are on site.
- The exhibit/workroom must have at least one computer connected to a printer with a process for how all team members can print from it. Other materials that might be useful are: note pads, post-its, markers, and pens, flash drive, power strips and cords, and tissues.

The review of individual licensure programs:

Specific licensure program review is a separate process: PERCA (Program Effectiveness Reporting for Continuing Approval), and therefore content programs will not be evaluated during the onsite unit review unless it is a requirement for a program that has a Board designated "Improvement Plan".

Oral Report of Findings:

When the team has finalized their decisions, the team chair will provide an oral exit report summarizing the teams' findings on each standard. The exit report takes about 15 minutes. The reporting session is not a time for questions and/or discussion. On Monday evening (late) or Tuesday morning, the Team Chair will be able to inform the unit leader about the time that the team will be able to provide an oral report of findings. The audience for the oral exit report is whomever the unit wishes to invite but must include the unit leader.

A draft of the written report of findings will be forwarded to the unit leader in approximately thirty work days. Corrections to factual errors in the Team Report should be forwarded to the BOT Chair within thirty days of receiving the draft report.

The Final Team Report, along with any written response submitted by the institution, will be sent to the Board of Teaching for final action at their next scheduled meeting. Based on the team report, and institutional response, the Board of Teaching will take action on approval status of the institution. The unit head will be notified when the Board will take action.

Other Information:

Within the week of the visit's conclusion, the unit leader should email to the team chair:

- 1) A final list of all persons interviewed containing the names, titles and relationship to the institution
- 2) An electronic copy of the exhibit/document list, aligned to BOT unit standards, to be included in the final team report.

Additional Reporting Requirements:

Appendix A

At the time of the Board of Teaching's onsite institutional review, the team will confirm that the institution is in compliance with **MN Statutes 122A.09 subd. 4 (c) and (f)** (statute is copied below the line for your reference)

- 1) **Institutions must evidence that subd 4 (c)** is addressed by having this dispute resolution option published in student handbooks, or advising guides, websites, or similar public postings where students would likely look for such "appeal" information.
- 2) **Institutions must evidence subd 4 (f)** reporting education faculty's recent experiences in public schools. This information should be included in the required "faculty qualifications chart" that is provided for download on the BOT- EPPAS website (see Appendix D below). It is expected that the unit leader maintain a comprehensive record of these school-based experiences for each unit faculty member over time. However, in the chart used for the report, only one example per individual is needed. If the team needs additional examples of "recent experiences in public schools" for particular faculty members, the unit leader will be asked to provide the additional examples during the site visit.

MN Statute 122A.09 DUTIES.

Subdivision 1. **Code of ethics.** The Board of Teaching must develop by rule a code of ethics covering standards of professional teaching practices, including areas of ethical conduct and professional performance and methods of enforcement.

Subd. 2. **Advise members of profession.** The board must act in an advisory capacity to members of the profession in matters of interpretation of the code of ethics.

Subd. 3. **Election of chair and officers.** The board shall elect a chair and such other officers as it may deem necessary.

Subd. 4. **License and rules.** (a) The board must adopt rules to license public school teachers and interns subject to chapter 14.

(b) The board must adopt rules requiring a person to successfully complete a skills examination in reading, writing, and mathematics as a requirement for initial teacher licensure. Such rules must require college and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the skills examination, including those for whom English is a second language.

(c) The board must adopt rules to approve teacher preparation programs. **The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.**

(d) The board must provide the leadership and shall adopt rules for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. The board shall implement new systems of

teacher preparation program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes.

(e) The board must adopt rules requiring successful completion of an examination of general pedagogical knowledge and examinations of licensure-specific teaching skills. The rules shall be effective on the dates determined by the board but not later than September 1, 2001.

(f) The board must adopt rules requiring teacher educators to work directly with elementary or secondary school teachers in elementary or secondary schools to obtain periodic exposure to the elementary or secondary teaching environment.

(g) The board must grant licenses to interns and to candidates for initial licenses.

(h) The board must design and implement an assessment system which requires a candidate for an initial license and first continuing license to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels.

(i) The board must receive recommendations from local committees as established by the board for the renewal of teaching licenses.

(j) The board must grant life licenses to those who qualify according to requirements established by the board, and suspend or revoke licenses pursuant to sections [122A.20](#) and [214.10](#).

The board must not establish any expiration date for application for life licenses.

(k) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in the areas of using positive behavior interventions and in accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.

(l) In adopting rules to license public school teachers who provide health-related services for disabled children, the board shall adopt rules consistent with license or registration requirements of the commissioner of health and the health-related boards who license personnel who perform similar services outside of the school.

(m) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further reading preparation, consistent with section [122A.06, subdivision 4](#). The rules do not take effect until they are approved by law. Teachers who do not provide direct instruction including, at least, counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel are exempt from this section.

(n) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in understanding the key warning signs of early-onset mental illness in children and adolescents.

End of statute

Written Compliance Report

APPENDIX B

The written compliance report must address all standards of rule 8705.1000 subparts 2-10. A preface/introduction is also suggested to provide the institutional “context/history/mission” and any other relevant information.

It is expected that all standards of MN rule 8705.1000 subparts 2-10 will be fully met. **The Board of Teaching approval actions are in MN rule 8705.1100 subpart 2** and copied below.

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.

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
8705.1000 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;	<p>Conceptual framework document Theoretical model</p> <p>Evidence of theory linked to coursework (evidenced in syllabi)</p> <p>Evidence from curriculum committee discussions</p>
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;	<p>PERCAs for SEP and Content: course sequences and matrices Advising Guides/handbooks/catalog Process for verifying program completion prior to recommendation University record system</p>
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;	<p>Advising guides</p> <p>College catalog of requirements/liberal arts requirements</p> <p>Student handbooks for licensure programs Data management system that logs such data</p>
D.	the unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence of the licensure field;	<p>Entrance/Exit criteria from handbook/catalog</p> <p>Data from key content assessments reported in PERCA</p> <p>Data from faculty and co-op teacher assessments</p>

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	Possible sources of evidence & things to consider
E.	the unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a process for assessing those expectations;	Assessments related to dispositions Student handbook with expectations specified Evidence of how candidates that do not meet expectations are counseled
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;	Evidence of where/how that is taught and required (lesson plan template? Unit plan assignment?) Assignments that demonstrate use of MN academic standards in lesson planning
G.	the unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions;	Evidence of where that is taught and assessed (unit plan? Syllabus/ simulation?) Student teaching evaluation rubric; or assignment rubric Key assessments
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;	Advisory Body membership and minutes Program advisory body membership
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;	PERCA reports
J.	the unit's programs evidence culturally responsive curricula; and	Identify specific courses University policies approved HR courses that are required
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.	What course addresses this and how? Syllabus "direct training" means more than a "handout".

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
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;	Tracking system to record individuals' field hours and placements The system must be able to differentiate unique expectations required for each licensure field Student teaching handbook that lists practicum hour expectations by content program
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;	A document that explains the process and who monitors compliance. Field placement handbook/publications
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;	Same as "A" above
D.	the unit has a process for and establishes collaborative school partnerships for field experience placements;	Contracts Agreements with roles specified Explanation of collaboration/expectations
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;	A document that explains who checks credentials/ job description for co-op teachers
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	Criteria for co- operating teachers/schools

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
	instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through grade 12 student academic standards in their teaching;	Partnership agreement specifics If placing candidates in private schools, assurance that the co-op teacher uses Pre-12 student academic standards in teaching and is licensed
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	Advising guides by subject area Catalog Handbooks Field placement record keeping system
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.	Same as "G" above
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;	PERCA admission criteria Evidence that admission criteria is met via student files Handbooks for Ed Unit Catalog: admissions requirements website
B.	plans, policies, and practices for admission and retention of a diverse candidate pool; and	Unit plan/goals/practices for recruitment What are the retention efforts? Effects?
C.	a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or post-baccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support	A document stating who this group is; their role, when they meet; criteria for accepting prior coursework/experiences

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
	decisions made	<p>We need to record a specific person's name as the "contact" for the unit when a potential candidate wishes to have their prior coursework evaluated</p> <p>minutes of decisions made</p> <p>example decisions made by the group from students' files</p>
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;	<p>Website</p> <p>Handbooks</p> <p>Catalog</p> <p>Advising guides/online systems</p> <p>Faculty advisor training activities/minutes/agenda</p>
B.	assures that candidates have access to accurate published information describing the teacher preparation programs' requirements, including information about state-required teacher licensure examinations;	<p>Website</p> <p>Handbooks</p> <p>Advising guides</p> <p>Access to advisers</p> <p>Unit emails to candidates</p>
C.	has a defined student appeals process including a published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c); and	<p>Evidence that the unit or institution has an appeals process established</p> <p>AND evidence that this statute is published on an appropriate web location and in handbooks / catalogs</p>
D.	ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services	<p>Website</p> <p>Documents available to students</p>
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:		

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
A.	maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences, and other program requirements;	<p>Data management system that contains consistent information on all licensure candidates</p> <p>Evidence of how required coursework/field hours/assessments /requirements are recorded when completed to show process to candidate/advisers/faculty</p>
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	<p>Evidence of a process to monitor each candidate's attainment of skills prior to student teaching.</p> <p>Often a flow chart helps with this.</p> <p>How is this assured? Who? When? What criteria?</p> <p>Meeting minutes Actions resulting from such assessment- related to student supports or counseling out</p>
C.	a uniform, operational assessment system applied to candidates in all licensure programs which identifies key assessments, including performance assessments;	<p>Chart of key assessments Demonstration Website Aggregated data reports (as examples) Identification of the types of assessments required</p>
D.	evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach;	<p>Focus on "content"; provide evidence of USE OF THE DATA to demonstrate candidate competence in the content</p> <p>Links to the key assessment descriptions</p>

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
		Links to the data
E.	evidence that assessment of teacher candidate performance includes data about the performance of the students they teach; and	Template for unit or lesson design Data reports showing candidate performance data for this standard EdTPA rubric scores
F.	an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Board of Teaching.	PERCA exit criteria Catalog Advising guides Student handbook Graduates' files/records
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;	Meeting minutes that show this as a focus Research findings Evidence of program improvement decisions based upon aggregate data analysis Report of evaluation findings/goals Report of improvement plans/timelines
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;	Document explaining the unit's ability/process/system/ and timeline for preparing for ongoing program efficacy reporting (PERCA)
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	The plan/process Who does it How the feedback is used by

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
	evaluation; and	the unit Faculty Meeting minutes Advisory Body meeting minutes
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	Membership roster Member responsibilities defined Meeting minutes Resulting actions/goals
<p>Subp. 8. Qualifications and assignment of faculty. The unit must demonstrate qualifications and assignment of the professional education faculty that include the following:</p> <p><i>NOTE: Unit MUST download the “Faculty Qualifications Chart” found on the EPPAS website, and provide that information as a link in the institutional report. The expectation is that the chart has been regularly updated between onsite visits.</i></p>		
A.	the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments;	Unit leader’s process for assuring this Published criteria for faculty teaching in a licensure program What is the process for assigning faculty to courses? Is this checked each semester? How is it recorded Use of required BOT faculty chart Current vitae need to be on file with unit leader (not linked in report)
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	Completed “chart” for this purpose (provided by Board of Teaching on EPPAS)

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
	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;	A document with a plan described Effects of the plan?
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;	PERCA reports (updated)
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;	A document with what support is available and how to tap into that resource. List of unit professional development offerings available to faculty Professional development plans Examples of publications/scholarly work Expectations of faculty that teach in the unit regarding modeling effective delivery of instruction (Peer review? Evaluations by students?)
F.	the unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data;	Document of expectations, how often, by whom? Candidate feedback route?
G.	the unit demonstrates that faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content;	Document explaining how this is assured (faculty contracts? Hiring criteria?)
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	Keep faculty chart updated <u>Report needs to have link</u>

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
	prekindergarten through grade 12 teaching experience in that content area and scope;	<p><u>to vitae for faculty who teach methods courses; vitae must show compliance to this standard</u></p> <p>How does unit leader verify this requirement?</p>
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	<p>Job posting Field Experience Handbook Partnership Agreements</p> <p><u>Report needs to have link to vitae for faculty who supervise student teachers; vitae must show compliance to this standard</u></p>
J.	the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.	<p>Position description for education faculty, or policy; vitae that show expertise/training in these areas</p> <p>Faculty evaluation criteria</p> <p>Information from faculty evaluation</p>
<p>Subp. 9. Unit leadership. The unit must designate a unit leader who assumes the following responsibilities:</p>		
A.	the unit leader has responsibility for implementing current Board of Teaching requirements and approval processes;	<p>Job description Unit handbook</p>
B.	the unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure;	<p>Job description Unit handbook</p>

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
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;	Meeting minutes Copies of emails Website information Plan for periodic syllabi review to assure fidelity
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;	Meeting minutes Emails or other communications Partnership agreements/expectations for partners
E.	the unit leader is responsible for arranging training for cooperating teachers that addresses their role, program expectations, candidate assessments, procedures, and timelines;	Minutes/agenda from training sessions/meetings
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;	Minutes /agenda from training or inservice
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;	A plan and minutes from meetings about the plan/unit goals Actions taken resulting from the plan that ensure program vitality
H.	the unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to the Board of Teaching for approval;	EPPAS log on credentials for submitting PERCAs
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; .	A document about the unit's process for reporting changes to approved licensure programs so that those changes are promptly reported in EPPAS by the unit leader
J.	the unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs; and	Link to the data management system that houses this information

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
		Identify the licensing officers
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.	Same as "J" above plus how are the MTLE exams verified?
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;	Chair's job description document Organizational chart
B.	the unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions;	Chair's job description document Evidence of role in hiring faculty/promotion./retention decisions/committee membership roster
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;	Meeting minutes Curriculum development process and unit leader's role Budget document and allocation of resources
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;	Budget comparison to other departments/schools at the institution Physical facilities in comparison of other departments/schools at the institution Technology support-what is provided
E.	the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and	Faculty load statistics

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	Possible sources of evidence & things to consider
	delivery of the program over time;	Comparison to faculty load in other schools/depts. at the institution
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;	<p>Document explaining how faculty responsibilities are equate to "load"</p> <p>Document of how advising, assessment of candidates, program leadership, time in P-12 schools are factored into their work load and relationship to work load for other depts./schools/colleges</p> <p>A completed Board of Teaching Faculty Qualification Chart is required</p>
G.	candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship;	<p>Link to institutional library resources;</p> <p>Identify curriculum library resources available</p>
H.	candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship;	<p>List of training opportunities</p> <p>Websites</p> <p>Syllabi which evidences use of educational tech</p>
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	Document showing comparison to support for other schools/departments
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.	<p>Timeline for surveys/feedback</p> <p>Minutes from meetings to discuss this information</p> <p>Link to survey data</p>

RULE #	Unit Standards of MN Rule 8705.1000 subp. 2-10	<u>Possible sources of evidence & things to consider</u>
		Aggregated data from surveys

Examples of Exhibits and Supportive Documents

APPENDIX C

The advantage of an electronic report is that most supporting documentation can be hyperlinked within the institutional report. Examples of evidence to consider can be found in the list below (as well as in the document labeled Appendix B). In the event that you have exhibits that are not digitized, please include them in the exhibit room as “hard copy” exhibits. All exhibits must be categorized and referenced to the Board of Teaching (BOT) standards (2A, 2B, etc.)

SAMPLE SUPPORTIVE DOCUMENTS to consider as “evidence”:

- Course syllabi for all professional education courses
- Catalogs and other printed documents describing general education, specialty/content studies, and professional studies
- Mission statement of the institution and unit
- Policies on governance and operations of the unit
- Description on the unit, including organizational charts
- Minutes and membership of advisory, policy, and governing groups that impact on professional education
- Fiscal records and budgets for the unit and comparable units
- Long-range plans
- Policies, practices, and budget/expenditures related to acquisitions for library, media resources, and technology
- Due process policies and practices.
- Agenda, participants, and products of meetings, workshops, and/or training sessions related to curriculum
- Program evaluation summaries and actual documents (over time)
- Schedule of classes offered in professional education
- Samples of student work from initial teacher preparation and advanced programs
- Follow-up studies of graduates conducted since the last on-site review
- Unit and program evaluations conducted since the last on-site review
- Student teaching/field experience handbooks
- Faculty and student handbooks
- Policies related to field experiences, student teaching, and other clinical experiences
- Descriptions of pre-student teaching field and clinical experiences
- Written agreements with local schools for student teaching placement and collaborative projects
- Student teaching placement records (at least 2 years)
- Descriptions of sites for field-based experiences
- Policies and criteria for admission and retention
- Policies and/or descriptions of advising and monitoring procedures
- Document showing faculty advising loads/training opportunities
- Transcripts for current candidates and recent graduates/student files available
- Candidate competencies expected by completion of programs/exit criteria
- Assessment plans and measures used to ensure that candidates are ready to enter the profession

- Summaries of performance assessments for faculty
- Faculty vitae that includes information on the following:
 1. Academic degrees, including in what subject area(s)
 2. Professional experiences: specifically teaching in K-12 schools. The years of service and the grade levels and subjects taught in K-12 schools
 3. Teaching and administrative load for the past two semesters
 4. Current professional and academic association memberships
 5. Current/related professional assignments and activities
 6. Publications
 7. Papers presented
 8. Other scholarly activity
- Document detailing the qualifications and selection procedures for cooperating teachers and college/university supervisors
- List of supervisors and assignments, it is helpful if this is in chart format with an indication of the supervisor's K-12 teaching experience noted for the team's review.
- Faculty handbook
- Policies for faculty evaluation and related instruments
- Faculty/staff directory
- Faculty loads for advising, teaching, and supervising, service in schools
- Faculty identified as full time college, part-time unit full time college, adjunct and part-time
- Records of faculty involvement in associations, on campus committees, and other professional activities
- Samples of faculty publications
- Record of meetings, workshops, and/or training sessions for cooperating teachers

Don't forget, a list of all the exhibits aligned to BOT standards is required for the BOT Team Final Report.

Template for interview schedule

[Click link for template](#)

MN Rule 8705.0100-2600 Unit and Program Rules: effective January 2016

[Click link for document](#)

Or type in this address:

<https://www.revisor.mn.gov/rules/?id=8705nk> for rule

Cross reference of “New” unit standards to “Old” unit standards

[Click link for document](#)

EPPAS website where the “Faculty Qualifications Chart” is available for download

Note: the Unit Leader will have the passwords needed to access this website

<http://mn.gov/board-of-teaching/preparing-teachers/program-approval/index/>

[End of “GUIDE”](#)