

1.1 **Professional Educator Licensing and Standards Board**

1.2 **Proposed Permanent Rules Relating to Teacher Preparation Program and Unit**  
1.3 **Approval**

1.4 **8705.0100 PROGRAM AND UNIT APPROVAL.**

1.5 A. The board must evaluate a teacher preparation provider seeking approval as a  
1.6 unit to prepare persons for licensure in Minnesota for compliance with unit standards  
1.7 according to parts 8705.1010 and 8705.1100 and for compliance with program standards  
1.8 according to parts 8705.2000 to 8705.2600.

1.9 B. Licenses to teach in Minnesota may be granted to persons who complete  
1.10 approved programs leading to teacher licensure in Minnesota institutions approved by the  
1.11 Professional Educator Licensing and Standards Board to prepare persons for teacher licensure  
1.12 according to this chapter. The teacher preparation institution or provider must meet the  
1.13 standards under parts 8705.1000 and 8705.1100 or the procedures and requirements  
1.14 established under part 8705.1200 prior to being authorized to submit specific licensure  
1.15 programs for program approval under parts 8705.2000 to 8705.2600. An individual that  
1.16 completes an approved teacher preparation program is eligible to apply for a Tier 3 or Tier  
1.17 4 license pursuant to Minnesota Statutes, sections 122A.183 and 122A.184.

1.18 **8705.0200 DEFINITIONS.**

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

1.21 Subp. 2. [See repealer.]

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

2.1 Subp. 4. **Board.** "Board" means the Minnesota Professional Educator Licensing and  
2.2 Standards Board.

2.3 Subp. 4a. **Candidate.** "Candidate" means an individual working toward licensure in  
2.4 the teacher preparation program.

2.5 Subp. 4b. **Cooperating teacher.** "Cooperating teacher" means a teacher responsible  
2.6 for modeling effective instruction to the candidate, observing the candidate engaging with  
2.7 students throughout the field experience or student teaching, and providing feedback to the  
2.8 candidate based on these observations.

2.9 Subp. 4c. **Culturally responsive teaching.** "Culturally responsive teaching" means  
2.10 understanding and applying the cultural knowledge, prior experiences, frames of reference,  
2.11 and performance styles based on the lived experiences of students, including the effects of  
2.12 systemic and institutional racism to make learning experiences more relevant and effective  
2.13 for students.

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

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

2.19 Subp. 7. [See repealer.]

2.20 Subp. 7a. **Practicum.** "Practicum" means a candidate who is enrolled in a teacher  
2.21 preparation program, is seeking an additional license or an endorsement, and assumes teacher  
2.22 responsibilities to practice and demonstrate knowledge, skills, and dispositions necessary  
2.23 to teach the content aligned to the additional license or endorsement.

2.24 Subp. 7b. **Professional license.** "Professional license" means a license that is  
2.25 transferable to any school district, including a Tier 3 license, a Tier 4 license, a 5-year

3.1 professional license, or a professional license from another state; and that signifies that the  
3.2 teacher holding the license has met the applicable academic standards in chapter 8710.

3.3 **Subp. 8. Program completer.**

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

3.12 (1) is subject to testing requirements for the licensure field, regardless of  
3.13 passing status;

3.14 (2) is subject to the teacher performance assessment (edTPA) requirement  
3.15 as part of the licensing program, regardless of passing status;

3.16 (3) completes a student teaching placement;

3.17 (4) is enrolled in any licensure program, including endorsement fields; or

3.18 (5) receives a degree or certificate of completion regardless of whether a  
3.19 recommendation for licensure is given.

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

3.23 **Subp. 9. Related services.** "Related services" means ~~nonclassroom teaching~~ fields  
3.24 under the purview of the Professional Educator Licensing and Standards Board and governed

4.1 by parts 8710.6000 to 8710.6400, including school nurse, school counselor, school social  
4.2 worker, school psychologist, and speech-language pathologist.

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

4.5 Subp. 10a. **Student teaching.** "Student teaching" means when a candidate enrolled  
4.6 in a teacher preparation program assumes teacher responsibilities while working with a  
4.7 cooperating teacher and a supervisor to practice and demonstrate the knowledge, skills, and  
4.8 dispositions necessary to become a teacher. A student teaching experience includes  
4.9 observation, feedback, and evaluation from the cooperating teacher and supervisor.

4.10 Subp. 10b. **Supervisor.** "Supervisor" means an individual under the direction of the  
4.11 unit and responsible for supporting and evaluating the candidate during a student teaching  
4.12 or field experience.

4.13 Subp. 10c. **Teacher educator; instructor.** "Teacher educator" or "instructor" means  
4.14 the individual facilitating the delivery of a candidate's learning opportunities and assessments.

4.15 Subp. 11. **Teacher preparation program.** "Teacher preparation program" means a  
4.16 ~~college or university~~ program approved by the Professional Educator Licensing and Standards  
4.17 Board for the purpose of preparing individuals for a specific teacher licensure field in  
4.18 Minnesota.

4.19 Subp. 12. **Unit; teacher preparation program provider.** "Unit" ~~means an institution~~  
4.20 ~~or a defined subdivision of the institution, for example a college, department, or division,~~  
4.21 ~~which has primary responsibility for overseeing and delivering teacher preparation programs~~  
4.22 or "teacher preparation program provider" has the meaning given in Minnesota Statutes,  
4.23 section 122A.06, subdivision 8.

5.1 **8705.1010 UNIT STANDARDS.**

5.2 **Subpart 1. Standards for educational design and improvement.**

5.3 A. Standard 1. The unit must ensure its educational design for each program is  
5.4 based in research and best practices and includes an emphasis on practice-based experiences.

5.5 B. Standard 2. The unit must ensure its educational design for each program  
5.6 provides instruction on:

5.7 (1) content-specific methods that meets the scope of the licensure area;

5.8 (2) the teacher Code of Ethics; and

5.9 (3) implementing Minnesota birth through grade 12 academic standards, or  
5.10 if unavailable, national discipline-specific standards for lesson planning and teaching.

5.11 C. Standard 3. The unit must ensure its educational design for each program  
5.12 provides candidates with:

5.13 (1) instruction on the knowledge and skills needed to provide appropriate  
5.14 instruction to English learners to support and accelerate their academic literacy, including  
5.15 oral academic language and achievement in content areas in a regular classroom, as required  
5.16 by Minnesota Statutes, section 122A.092, subdivision 2, clause (5);

5.17 (2) culturally competent training in instructional strategies, including  
5.18 incorporating opportunities for candidates to learn about the role of teachers to disrupt  
5.19 patterns and systems of racism, privilege, and oppression, as required by Minnesota Statutes,  
5.20 section 122A.092, subdivision 2, clause (6);

5.21 (3) research-based best practices in reading that enable the candidate to teach  
5.22 reading in the candidate's licensure field, as required by Minnesota Statutes, section  
5.23 122A.092, subdivision 5;

6.1                   (4) the knowledge and skills needed to engage students with technology and  
6.2 deliver digital and blended learning and curriculum, as required by Minnesota Statutes,  
6.3 section 122A.092, subdivision 6; and

6.4                   (5) instruction and assessment on applying professional dispositions.

6.5                   D. Standard 4. The unit must implement a process for:

6.6                   (1) annually collecting and reviewing survey data from (i) candidates, (ii)  
6.7 program completers at the time they complete the program, (iii) program completers one  
6.8 year after completion, and (iv) the program completer's current supervisor at one year after  
6.9 completion;

6.10                  (2) annually reviewing field experiences, including professional dispositions  
6.11 and standards aligned to unit-determined areas of focus;

6.12                  (3) annually reviewing key assessment data, including at least one  
6.13 program-specific measure and standards aligned to unit-determined areas of focus; and

6.14                  (4) annually reviewing state examination and performance assessment scores.

6.15                  E. Standard 5. The unit must utilize an advisory group to engage in continuous  
6.16 improvement conversations, review data collected under this part, and provide  
6.17 recommendations on program improvement. Advisory group membership must include  
6.18 candidates, program completers, school partners, teacher educators, and representatives  
6.19 from the community.

6.20                  F. Standard 6. The unit must implement a process for analyzing data from standard  
6.21 4 for continuous program improvement and programmatic changes.

6.22                  Subp. 2. Standards for the designated school partnership.

6.23                  A. Standard 7. The unit must have at least one designated school partnership with  
6.24 a school or district that meets the standards in this subpart. The unit may have additional

7.1 partnerships with districts or schools to place candidates in field experiences, student  
7.2 teaching, or practicum experiences according to the standards in subpart 3.

7.3 B. Standard 8. The unit and designated school partner must maintain an agreement  
7.4 that addresses:

7.5 (1) the responsibilities held by the candidate during the student teaching  
7.6 placement;

7.7 (2) the responsibilities held by the designated school partner during the student  
7.8 teaching placement;

7.9 (3) the reasons why a candidate may be removed from the student teaching  
7.10 placement and a process for the removal;

7.11 (4) the type of student data that the designated school partner is authorized  
7.12 and willing to share with the candidate and unit regarding student achievement and progress;  
7.13 and

7.14 (5) the type of aggregated candidate data that the unit is authorized and willing  
7.15 to share with the designated school partner regarding candidate efficacy and survey data.

7.16 C. Standard 9. The unit must meet quarterly with the designated school partner  
7.17 to:

7.18 (1) evaluate data collected under subparts 1, 3, 4, and 5, including the impact  
7.19 of the partnership on student achievement and candidate achievement and the ability of the  
7.20 partnership to meet the goals of the school partner;

7.21 (2) assess feedback from candidates and cooperating teachers; and

7.22 (3) engage in decision-making processes regarding changes to design and  
7.23 implementation of teacher preparation programs.

8.1 Subp. 3. Standards for field experiences.

8.2 A. Standard 10. The unit must collaborate with each school partner to ensure that:

8.3 (1) each cooperating teacher paired with a candidate during student teaching  
8.4 and practicum:

8.5 (a) has at least three years of teaching experience and is not in an  
8.6 improvement process pursuant to Minnesota Statutes, section 122A.69;

8.7 (b) holds a professional license in the licensure area; and

8.8 (c) has at least three years' experience as the teacher of record in the  
8.9 licensure area; and

8.10 (2) each cooperating teacher paired with a candidate during field experiences:

8.11 (a) has at least three years of teaching experience and is not in an  
8.12 improvement process; and

8.13 (b) holds a professional license in the licensure area.

8.14 A unit may request a discretionary variance from one or more of the criteria in this  
8.15 standard by providing nontraditional criteria to demonstrate how the cooperating teacher's  
8.16 qualifications match the intent of the standard.

8.17 B. Standard 11. The unit must have a documented process for:

8.18 (1) identifying high quality cooperating teachers;

8.19 (2) assessing the quality of cooperating teachers, including to determine  
8.20 whether each cooperating teacher:

8.21 (a) models effective instruction that includes:

8.22 i. culturally responsive pedagogy; and

9.1 ii. alignment with birth through grade 12 academic standards; and

9.2 (b) models effective coaching strategies with candidates.

9.3 C. Standard 12. For candidates seeking an initial professional license, the unit  
9.4 must:

9.5 (1) provide a minimum of 150 field experience hours prior to student teaching  
9.6 that includes:

9.7 (a) at least 75 field experience hours that are aligned to the scope and  
9.8 content of the licensure field sought;

9.9 (b) experience with students who differ from the candidate in race,  
9.10 ethnicity, home language, and socioeconomic status; and

9.11 (c) experience with students with a range of exceptionalities, including  
9.12 students on an individualized education plan; and

9.13 (2) provide a minimum of 12 continuous weeks of student teaching, aligned  
9.14 to the licensure area, split into no more than two placements, that includes:

9.15 (a) at least 80 percent of the contracted school week of face-to-face  
9.16 student contact time with a continuous group of students;

9.17 (b) a minimum of four observations conducted by both the cooperating  
9.18 teacher and the supervisor;

9.19 (c) a minimum of three triad meetings with the cooperating teacher, the  
9.20 supervisor, and the candidate; and

9.21 (d) completion of a board-adopted teacher performance assessment.

9.22 The 12 continuous weeks of student teaching does not count toward the 150 field  
9.23 experience hours.

10.1 D. Standard 13. For candidates who have demonstrated initial pedagogy and are  
10.2 seeking an additional license or an endorsement, the unit must:

10.3 (1) have a documented process for evaluating a candidate's prior experience  
10.4 including:

10.5 (a) experience aligned to the scope and content of the license or  
10.6 endorsement sought;

10.7 (b) experience with students who differ from the candidate in race,  
10.8 ethnicity, home language, and socioeconomic status; and

10.9 (c) experience with students with a range of exceptionalities, including  
10.10 students on an individualized education plan;

10.11 (2) provide a practicum aligned to the scope and content of the license or  
10.12 endorsement sought and that addresses gaps in prior experiences; and

10.13 (3) ensure each candidate receives a written evaluation by the supervisor  
10.14 during the course of the practicum that addresses the candidate's ability to meet the applicable  
10.15 standards in parts 8710.2000 to 8710.8080 and the candidate's professional dispositions.

10.16 E. Standard 14. For a candidate working as a teacher of record while completing  
10.17 a teacher preparation program to obtain an initial professional license, the unit must have  
10.18 a documented policy:

10.19 (1) requiring a cooperating teacher who holds a professional license in the  
10.20 licensure area to be available to work with the candidate;

10.21 (2) requiring a cooperating teacher who holds a professional license aligned  
10.22 to the scope of the licensure sought to be available in the school to work with the candidate  
10.23 to model effective practice and provide feedback; and

11.1 (3) requiring the candidate to participate in an instructional phase that provides  
11.2 intensive preparation and classroom experience that is commensurate with scope of licensure  
11.3 standards before the teacher candidate assumes classroom responsibilities.

11.4 F. Standard 15. The unit must:

11.5 (1) ensure each supervisor of field experiences and student teaching is  
11.6 qualified by:

11.7 (a) holding or having held a professional license aligned to the licensure  
11.8 field or scope of the license sought by the candidate, or is a current or former licensed  
11.9 administrator with oversight of teacher evaluation; and

11.10 (b) at least three years of experience as a teacher of record; and

11.11 (2) ensure each supervisor of field experiences and student teaching completes  
11.12 professional development in coaching strategies for adult learners.

11.13 G. A unit may request a discretionary variance from one or more of the criteria  
11.14 in standard 15 by providing nontraditional criteria to demonstrate how the supervisor's  
11.15 qualifications match the intent of the standard.

11.16 Subp. 4. **Standards for candidates.**

11.17 A. Standard 16. The unit must have a strategy for recruiting and retaining  
11.18 candidates that addresses state and district teacher shortage areas and racial and ethnic  
11.19 diversity.

11.20 B. Standard 17. The unit must maintain records of candidate progress through the  
11.21 program, including applicable learning opportunities and coursework, field experiences,  
11.22 and other program requirements.

11.23 C. Standard 18. The unit must make available to candidates, online or in print,  
11.24 the following information:

- 12.1 (1) a description of the requirements for admission into each program;
- 12.2 (2) a description of the completion requirements for each program;
- 12.3 (3) a description of the state requirements for licensure, including information  
12.4 about the completion of a board-approved performance assessment;
- 12.5 (4) the unit's procedures for receiving and responding to complaints and  
12.6 grievances from candidates and other constituencies;
- 12.7 (5) the unit's policies for substituting program requirements for prior learning  
12.8 experiences and coursework; and
- 12.9 (6) a description of the candidate's appeal process if not recommended for  
12.10 licensure.

12.11 D. Standard 19. The unit must monitor each candidate at a minimum of three  
12.12 identified checkpoints after admission to assess a candidate's achievement of standards in  
12.13 parts 8710.2000 to 8710.8080, and progress toward completing the program as aligned to  
12.14 assessments identified in the request for initial program approval (RIPA).

12.15 E. Standard 20. The unit must provide each candidate with individualized advising,  
12.16 which includes:

- 12.17 (1) discussing candidate achievement and progress toward completing the  
12.18 program; and
- 12.19 (2) counseling a candidate out of the program who is failing to evidence  
12.20 necessary professional dispositions or skills to be an effective teacher.

12.21 Subp. 5. **Standards for teacher educators.**

12.22 A. Standard 21. The unit must have a strategy for recruiting and retaining teacher  
12.23 educators with diverse backgrounds and experiences, including racially and ethnically  
12.24 diverse teacher educators.

13.1 B. Standard 22. The unit must ensure each content instructor is qualified by:

13.2 (1) at least a master's degree in the content area; or

13.3 (2) holding or having held a professional license in the licensure field and  
13.4 having at least eight years of experience as a teacher of record in the licensure field.

13.5 C. Standard 23. The unit must ensure each pedagogy instructor is qualified by:

13.6 (1) at least a master's degree in the field of education; or

13.7 (2) holding or having held a professional license and having at least eight  
13.8 years of experience as a teacher of record.

13.9 D. Standard 24. The unit must ensure each method instructor is qualified by:

13.10 (1) at least a master's degree in the content area and three years of experience  
13.11 as a teacher of record in the licensure field; or

13.12 (2) holding or having held a professional license in the licensure field and  
13.13 having at least eight years of experience as a teacher of record in the licensure field.

13.14 E. Standard 25. The unit must ensure each reading instructor is qualified by:

13.15 (1) a master's degree in reading, special education, or a literacy-related field;  
13.16 or

13.17 (2) holding or having held a professional license in reading, special education,  
13.18 or elementary education and having at least eight years of experience implementing  
13.19 comprehensive, research-based reading instruction with struggling readers.

13.20 F. Standard 26. The unit must ensure each instructor teaching the knowledge and  
13.21 skills needed to provide appropriate instruction to English learners to support and accelerate  
13.22 their academic literacy, including oral academic language and achievement in content areas

14.1 in a regular classroom, as required under Minnesota Statutes, section 122A.092, subdivision  
14.2 2, clause (5), is qualified by:

14.3 (1) a master's degree in English as a second language, literacy, or related  
14.4 field; or

14.5 (2) holding or having held a professional license in English as a second  
14.6 language and at least eight years of experience in the field of English as a second language  
14.7 as a teacher of record.

14.8 G. A unit may request a discretionary variance from one or more of the criteria  
14.9 in standards 22 to 26 by providing nontraditional criteria to demonstrate how the teacher  
14.10 educator's qualifications match the intent of the standard.

14.11 H. Standard 27. The unit must monitor and assess each teacher educator at least  
14.12 once every three years using a teacher educator framework that models continuous  
14.13 improvement practices, and includes observations, candidate feedback, and school partner  
14.14 evaluations.

14.15 I. Standard 28. The unit must document for each teacher educator:

14.16 (1) completion of ongoing professional development opportunities, including  
14.17 professional development specific to the field of education focusing on research-based best  
14.18 practices;

14.19 (2) annual professional involvement in an early childhood, elementary, or  
14.20 secondary school setting aligned with Minnesota Statutes, section 122A.092, subdivision  
14.21 4, including but not limited to teaching, tutoring, supervising candidates in the field,  
14.22 completing observations, school-level consulting, and engaging with a professional learning  
14.23 community; and

14.24 (3) completion of periodic orientation on requirements in chapters 8705 and  
14.25 8710 and Minnesota Statutes, chapter 122A.

15.1 Subp. 6. Standards for unit and program oversight.

15.2 A. Standard 29. The unit must:

15.3 (1) meet the requirements in this part and parts 8705.1100, 8705.2100, and

15.4 8705.2200;

15.5 (2) administer all licensure programs as approved;

15.6 (3) ensure information submitted to the board as part of the unit approval

15.7 process and program approval process is not misleading, false, or fraudulent; and

15.8 (4) comply with state and federal data practices laws.

15.9 B. Standard 30. The unit must designate a leader responsible for:

15.10 (1) recommending candidates for licensure upon completion of the teacher

15.11 preparation program; and

15.12 (2) communicating with the board, including notifying the board of changes

15.13 to approved programs through the program reporting process and submitting licensure

15.14 program proposal applications and program effectiveness reports.

15.15 C. Standard 31. The unit must have sufficient financial and physical resources to

15.16 maintain licensure programs, support teacher educators, provide administrative support,

15.17 and meet all unit and program standards, including the ability to collect and analyze data

15.18 for continuous improvement.

15.19 ~~8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION~~

15.20 ~~UNITS UNIT APPROVAL.~~

15.21 Subpart 1. [See repealer.]

15.22 Subp. 1a. **Initial unit approval.** An organization must apply for initial unit approval

15.23 under the procedures in this subpart.

16.1           A. The applicant may submit its notice of intent to apply for initial unit approval  
16.2 at any time. The unit site visit must not be scheduled until at least six months after the notice  
16.3 is received.

16.4           B. Within 30 calendar days of submitting the notice of intent, the applicant must  
16.5 attend an informational meeting with board staff to review the approval process and jointly  
16.6 agree upon dates for the unit site visit.

16.7           C. At least 90 calendar days prior to the unit site visit, the applicant must provide  
16.8 a draft narrative report for board staff to review. Board staff must provide feedback on the  
16.9 draft narrative report and identify the provider's readiness as:

16.10           (1) "Not enough information was provided for the visit to take place as  
16.11 scheduled." The review may be postponed for up to one year and rescheduled at the  
16.12 convenience of the board;

16.13           (2) "More information is needed prior to the visit."; or

16.14           (3) "The visit is ready to take place as scheduled."

16.15           D. The applicant must provide a final narrative report, including supplemental  
16.16 evidence, for the unit review team to review no later than 60 days prior to the unit site visit.

16.17           E. A team of evaluators designated by the board staff must visit the applicant to  
16.18 verify evidence of the standards in this chapter. The review team must verify evidence  
16.19 submitted in the unit report, report their findings, and make a recommendation to the board  
16.20 regarding approval status of the unit.

16.21           (1) The review team must be facilitated by board staff. The review team must  
16.22 be comprised of at least three representatives and may include active or former teacher  
16.23 educators, active or former teachers, and active or former school administrators. The unit  
16.24 leader must provide input to board staff regarding the team membership. If agreement is  
16.25 not reached regarding team membership, the board staff shall appoint the team members.

17.1                   (2) Expenses of evaluators shall be reimbursed by the Professional Educator  
17.2 Licensing and Standards Board as permitted under state law or rule. Other incidental expenses  
17.3 incurred by the applicant, such as those relating to preparing reports; arranging meetings;  
17.4 and providing workrooms, supplies, and hospitality for the team while on site are the  
17.5 responsibility of the applicant.

17.6                   F. Within the written report of findings and recommendations, the review team  
17.7 must identify each standard under part 8710.1010, as:

17.8                   (1) Met: when the substance of a standard is evidenced through narrative,  
17.9 supplemental evidence, and interviews;

17.10                  (2) Met with Comment: when the substance of a standard is evidenced through  
17.11 narrative, supplemental evidence, or interviews, but the team is concerned with the level of  
17.12 depth the standard is met. The team provides a comment on the gaps;

17.13                  (3) Met as Planned: when the substance of a standard is currently not met,  
17.14 but clear and convincing evidence of plans to meet the standard prior to enrolling candidates  
17.15 is provided; or

17.16                  (4) Not Met: when all or part of a standard is not evidenced.

17.17                  G. The written report of findings and the recommendations of the review team  
17.18 shall be provided to the unit leader and to the Professional Educator Licensing and Standards  
17.19 Board. Within 30 days from receipt of the team's report and prior to board action, the  
17.20 applicant may submit to the board a written addendum for board review.

17.21                  Subp. 2. **Board determinations for initial approval decisions.** The board shall take  
17.22 one of the following actions based upon the ~~evaluation teams'~~ review team's written report  
17.23 of findings and recommendations, ~~as well as information provided by the unit in the an~~  
17.24 optional addendum, ~~the Professional Educator Licensing and Standards Board shall take~~

18.1 ~~one of the actions in items A to D~~ provided by the applicant, and the applicant's ability to  
18.2 achieve ongoing compliance with the standards in this chapter.

18.3 A. The board may grant initial unit approval for a duration of two years to newly  
18.4 approved program providers to launch identified licensure programs and begin collecting  
18.5 candidate and program data. ~~No additional licensure program applications may be submitted~~  
18.6 ~~until the unit achieves continuing unit approval status.~~ Upon written request by the unit,  
18.7 initial unit approval may be extended for an additional two years. The board may require  
18.8 the unit to submit an interim report during the approval period to demonstrate compliance  
18.9 with standards identified as "not met" in the review team's written report.

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

18.15 C. ~~B.~~ The board may grant conditional unit approval for up to three years,  
18.16 contingent upon approval of annual compliance reports with supporting evidence addressing  
18.17 identified standards. If acceptable progress is not evidenced by the reports, the board may  
18.18 act to disapprove the unit. The board may grant approval on a conditional basis for a duration  
18.19 not to exceed two years. The board must identify standards that must be met in order for  
18.20 the unit to achieve approval. Prior to the expiration of the conditional approval, the unit  
18.21 must evidence meeting the identified standards, which must be reviewed at a one-day unit  
18.22 site visit specific to those standards. If, after ~~three~~ two years of conditional approval,  
18.23 standards remain unmet, the board must act to disapprove the unit and its programs. While  
18.24 on conditional unit approval status, the unit may not submit requests for approval of new  
18.25 licensure programs (RIPA). A conditionally approved unit may not enroll new candidates.

19.1 ~~D. C.~~ C. The board may disapprove the unit deny the application for unit approval.  
19.2 The board shall disapprove a unit must deny approval of an applicant that does not meet  
19.3 the requirements set forth in this part and part 8705.1000 and this part 8705.1010. The  
19.4 disapproval denial action must state the reasons for disapproval and stipulate a termination  
19.5 date which shall accommodate persons currently enrolled in licensure programs within the  
19.6 unit the denial. The organization may not enroll candidates. The organization may resubmit  
19.7 a notice of intent to apply for unit approval when at least six months have passed since the  
19.8 date of the denial action.

19.9 D. A unit under initial approval may seek continuing approval by hosting a  
19.10 supplemental one-day site visit after one or more licensure programs have been launched.  
19.11 During the supplemental site visit, the review team must determine whether the unit is  
19.12 meeting the standards identified as "Met with Comment," "Met as Planned," and "Not Met"  
19.13 during the initial approval process and provide a recommendation to the board. Continuing  
19.14 unit approval is valid for six years.

19.15 Subp. 2a. **Continuing unit approval.** A unit must apply for continuing unit approval  
19.16 to continue to offer teacher preparation programs to candidates under the procedures of this  
19.17 subpart.

19.18 A. The unit must attend an informational meeting with board staff at least 120  
19.19 days prior to the unit site visit to review the continuing unit approval process and jointly  
19.20 agree upon dates for the unit site visit.

19.21 B. The unit must provide a narrative report, including supplemental evidence, for  
19.22 the review team to review no more than 60 days prior to the unit site visit.

19.23 C. A team of evaluators designated by the board staff must visit the unit to verify  
19.24 evidence of the standards in this chapter. The review team shall verify evidence submitted  
19.25 in the unit report, report their findings, and make a recommendation to the board regarding  
19.26 the continuing approval status of the unit.

20.1 D. Review team members must identify standards in the written report of findings  
20.2 and recommendations as:

20.3 (1) Met: when the substance of a standard is evidenced through narrative,  
20.4 supplemental evidence, and interviews;

20.5 (2) Met with Comment: when the substance of a standard is evidenced through  
20.6 narrative, supplemental evidence, or interviews, but the team is concerned with the level of  
20.7 depth the standard is met. The team provides a comment on the gaps; or

20.8 (3) Not Met: when all or part of a standard is not evidenced.

20.9 Subp. 2b. **Board determinations for continuing approval.** The board shall take one  
20.10 of the actions in items A to C based upon the review team's written report of findings and  
20.11 recommendations, an optional summary of additional information provided by the unit, and  
20.12 the unit's ability to achieve ongoing compliance with the standards in this chapter.

20.13 A. The board may grant full continuing approval for a period of six years. The  
20.14 board may require the unit to submit an interim report during the approval period to  
20.15 demonstrate compliance with standards identified as "not met" in the review team's written  
20.16 report.

20.17 B. The board may grant approval on a conditional basis for a duration not to  
20.18 exceed two years. The board must identify standards that must be met in order for the unit  
20.19 to achieve full approval. Prior to the expiration of the conditional approval, the unit must  
20.20 evidence meeting the identified standards, which must be reviewed at a one-day unit site  
20.21 visit specific to those standards. If standards remain unmet after two years of conditional  
20.22 approval, the board must act to disapprove the unit and its programs. A conditionally  
20.23 approved unit may not enroll new candidates.

20.24 C. The board may disapprove a unit that fails to meet the requirements in this  
20.25 chapter and demonstrates an inability to achieve ongoing compliance. The disapproval

21.1 action must state the reasons for disapproval and stipulate a termination date that  
21.2 accommodates candidates currently enrolled in licensure programs within the unit. An  
21.3 organization may reapply for approval when at least six months have passed since the date  
21.4 of the disapproval action.

21.5 Subp. 3. ~~Interim conditional approval~~ **Other board actions.**

21.6 A. When amendments or additions to Minnesota statutes or to Professional  
21.7 Educator Licensing and Standards Board rules regarding teacher licensure requirements  
21.8 necessitate substantial unit or program revisions, the board may grant interim conditional  
21.9 approval to any currently approved unit and its currently approved teacher preparation  
21.10 programs upon receipt of official institutional assurances from the unit on a form established  
21.11 by the board that the new requirements will be met by their effective date. The unit or  
21.12 program shall be returned to initial or continuing approval upon full compliance with new  
21.13 requirements on a schedule determined by the board.

21.14 B. If board staff identify three violations for recommending candidates for  
21.15 licensure, the unit standards in violation are considered "not met." Within 60 days of receiving  
21.16 notification of the third violation, the unit must submit evidence to the board regarding how  
21.17 the violations were resolved and how the unit will achieve ongoing compliance. The board  
21.18 may change the unit's approval status to conditional approval for the remainder of the unit's  
21.19 approval period or until the unit can provide evidence that they are in compliance with the  
21.20 standards.

21.21 C. An organization may apply for restricted approval to provide one or more  
21.22 programs designed to meet a subset of licensure standards. A unit with restricted approval  
21.23 may not recommend candidates for licensure. An organization must apply for restricted unit  
21.24 approval in the same manner as set forth in subpart 1. During the informational meeting,  
21.25 board staff and the applicant must identify which standards in part 8710.1010 apply.

22.1 Subp. 4. **Revocation or suspension of approval.** The Professional Educator Licensing  
22.2 and Standards Board may revoke or suspend the approval of a teacher preparation unit when  
22.3 the board determines that an approved ~~institution or unit~~ has clearly violated ethical or legal  
22.4 practices or board rules. An organization that has its approval revoked may reapply for  
22.5 approval after two years.

22.6 Subp. 5. **Appeal of board decision.** Decisions by the Professional Educator Licensing  
22.7 and Standards Board regarding approval status of a unit to prepare ~~persons~~ candidates for  
22.8 teacher licensure may be appealed by the unit pursuant to Minnesota Statutes, chapter 14.

22.9 **8705.2000 PROGRAM REVIEW PANEL (PRP).**

22.10 The Professional Educator Licensing and Standards Board shall establish a program  
22.11 review panel (PRP) as a standing committee of the board to assist with program review and  
22.12 approval processes. PRP membership shall include representation from organizations  
22.13 including, but not limited to, the Professional Educator Licensing and Standards Board,  
22.14 Minnesota Association of Colleges for Teacher Education, ~~the Minnesota Department of~~  
22.15 ~~Education, and Education Minnesota,~~ and representatives from alternative pathway providers.  
22.16 The PRP will consult with content experts as needed. PRP members will recuse themselves  
22.17 from reviews of their current or former unit or programs or other perceived conflicts of  
22.18 interest. Professional Educator Licensing and Standards Board staff will facilitate the work  
22.19 of the PRP and serve as nonvoting members. The PRP will make recommendations to the  
22.20 board regarding approval of licensure programs referred to them. The PRP will review the  
22.21 following programs:

22.22 A. programs flagged by board staff within the PERCA ~~system~~ process under part  
22.23 8705.2200, ~~including low-volume programs;~~

22.24 B. programs ~~with an existing approval status of:~~ flagged by board staff within the  
22.25 RIPA process under part 8705.2100;

23.1 ~~(1) approved with continuous improvement focus; and~~

23.2 ~~(2) probationary; and~~

23.3 C. ~~new programs, including;~~ with an existing status of probationary; and

23.4 ~~(1) all noneconventional;~~

23.5 ~~(2) all alternative; and~~

23.6 ~~(3) standard programs flagged by review.~~

23.7 D. programs seeking a discretionary variance of the requirements in this chapter.

23.8 **8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.**

23.9 Subpart 1. **Application required.** An application for initial approval of a program  
23.10 must be submitted in accordance with the timelines and procedures established and published  
23.11 by the Professional Educator Licensing and Standards Board.

23.12 Subp. 2. **Request for initial program approval (RIPA).** ~~The following are the~~  
23.13 ~~application requirements for seeking approval for a new licensure program submitted by~~  
23.14 ~~an approved Minnesota institution or provider.~~ The request for initial program approval  
23.15 (RIPA) must be submitted according to the procedures in this subpart.

23.16 A. The unit leader, ~~on behalf of the institution or program provider,~~ or designee  
23.17 shall submit to the board an application for each new teacher preparation program for which  
23.18 approval is requested through the online educator preparation provider application system  
23.19 (EPPAS).

23.20 B. Programs that have submitted applications may not begin enrolling candidates  
23.21 prior to approval by the board.

24.1 C. ~~The application must include Verification by the unit's dean or administration~~  
24.2 The unit must verify that sufficient financial, physical, human resources, and qualified  
24.3 ~~faculty~~ teacher educators, have been dedicated to the program to sustain it if approved.

24.4 D. Program applications must include all requirements in subitems (1) to (6).

24.5 (1) The application must provide evidence of the following program  
24.6 development standards:

24.7 (a) ~~the program was developed in consultation with licensed and~~  
24.8 ~~practicing teachers in the subject area and other school-based partners, qualified faculty,~~  
24.9 ~~and content experts; and~~ a summary of the program development process, including name  
24.10 and contact information for individuals engaged in program development, including the  
24.11 designated school partner, teacher educators, content instructors, and practicing teachers in  
24.12 the licensure field; and

24.13 (b) the name and contact information for a ~~faculty member~~ the designated  
24.14 program leader, qualified by academic preparation in the content, who is responsible for  
24.15 delivery of this program and is qualified as a methods instructor for the content.

24.16 (2) For initial licensure programs, the application must provide evidence of  
24.17 teaching and assessing the standards of effective practice (SEP) under part 8710.2000,  
24.18 including:

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

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

25.1 (3) For initial and additional licensure programs, the application must provide  
25.2 evidence of teaching and assessing content standards for one or more licensure programs  
25.3 under parts 8710.3000 to 8710.8080, including:

25.4 (a) the program provides candidates with a sequence of ~~courses~~ learning  
25.5 opportunities based on the specific content standards of one or more licensure program  
25.6 under parts 8710.3000 to 8710.8080, ~~consistent with credit requirements of existing~~  
25.7 ~~board-approved programs~~ including field specific methods instruction; and

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

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

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

25.16 (b) the program provides and requires ~~experiences in the field~~ experiences  
25.17 aligned to the scope and content of the licensure field sought ~~and with diverse populations~~  
25.18 ~~of learners~~, as required in part 8705.1010, subpart 3;

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

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

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

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

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

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

26.11 ~~iii. a written evaluation by a supervisor is required;~~

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

26.14 ~~(h) applications for related services licensure programs under parts~~  
26.15 ~~8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and~~  
26.16 ~~supervised field experiences providing opportunities to demonstrate the required skills and~~  
26.17 ~~knowledge of the candidate's specific field.~~

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

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

26.22 ~~(b) all faculty who are assigned to teach content-specific methods courses~~  
26.23 ~~must have advanced academic preparation and have at least one academic year of~~

27.1 ~~prekindergarten through grade 12 teaching experience in that content area within the scope~~  
27.2 ~~of the license; and~~

27.3 ~~(e) all faculty who supervise student teaching must have advanced~~  
27.4 ~~academic preparation and have at least one academic year of prekindergarten through grade~~  
27.5 ~~12 teaching experience. Teaching experience must be within the scope of the programs they~~  
27.6 ~~are supervising.~~

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

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

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

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

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

27.21 ~~i. planning and assessment skills;~~

27.22 ~~ii. instructional skills and engaging students; and~~

27.23 ~~iii. ability to assess student learning;~~

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

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

28.6 (5) The application must provide evidence of its program type. Program types  
28.7 include:

28.8 (a) "Classroom-based," defined as a licensure program designed for  
28.9 on-site learning where more than 80 percent of standards are met in a shared physical space.

28.10 (b) "Online," defined as a licensure program designed for distant learning  
28.11 where more than 80 percent of standards are met through a virtual format. Candidates must  
28.12 complete field experiences and student teaching in a face-to-face format.

28.13 (c) "Hybrid," defined as a licensure program designed for a combination  
28.14 of classroom-based and online learning, where 20 to 80 percent of standards are met in  
28.15 shared physical spaces and the remaining are met in a virtual format.

28.16 (d) "Residency," defined as a district-serving teacher education program  
28.17 that pairs a rigorous full-year classroom apprenticeship with cohort-based learning  
28.18 opportunities. A residency program provides candidates with both the underlying theory of  
28.19 effective teaching and a year-long, in-school residency in which they practice and hone  
28.20 their skills and knowledge alongside a cooperating teacher in a high-need classroom.  
28.21 Candidates receive financial support as they learn to teach.

28.22 (e) "Dual," defined as two licensure programs offered simultaneously  
28.23 where the standards are integrated in learning opportunities. A program approved as dual  
28.24 cannot recommend a candidate for only one of the licensure areas.

29.1 (f) "Transfer," defined as a licensure program that meets only a subset  
29.2 of licensure standards and does not recommend candidates for licensure. This program type  
29.3 is only available to units approved as restricted units.

29.4 (g) "Degree," defined as a licensure program that grants credit and has  
29.5 the ability to lead to an accredited degree.

29.6 (h) "Nondegree," defined as a licensure program that does not grant  
29.7 credit or have the ability to lead to an accredited degree.

29.8 (i) "Other," a provider can request recognition of additional licensure  
29.9 program types. The board must approve or deny the request.

29.10 (6) The application must identify a process for continuous improvement that  
29.11 includes:

29.12 (a) identification of three key assessments used to assess all candidates  
29.13 and identify areas to track for program efficacy. Each assessment must monitor no more  
29.14 than ten specific substandards in part 8710.2000 or content standards;

29.15 (b) attestation that all candidates must attempt board-approved content  
29.16 and pedagogy exams prior to recommendation, for data on program efficacy;

29.17 (c) attestation that all candidates must submit a complete board-approved  
29.18 performance assessment prior to recommendation, for data on program efficacy; and

29.19 (d) attestation that the implementation of the battery of board-adopted  
29.20 surveys must be provided for candidates, program completers at completion and one year  
29.21 after completion, and the program completer's current supervisor one year after completion.

29.22 Subp. 3. **Initial review process.**

29.23 A. RIPA applications will be initially reviewed by trained content experts and  
29.24 board staff according to timelines and consistent with standards adopted by the Professional

30.1 Educator Licensing and Standards Board. If ~~all~~ the applicable standards in parts 8710.2000  
30.2 to 8710.8000 that align to the licensure area are verified and there are no requests for a  
30.3 discretionary variance of standards in part 8710.1010, the application will be recommended  
30.4 to the board for approval.

30.5 B. If a program application does not meet ~~all~~ the applicable standards in parts  
30.6 8710.2000 to 8710.8000 that align to the licensure area in the initial review, the findings  
30.7 will be returned to the applicant for clarification and resubmission.

30.8 C. If, after the second review, any applicable standards remain unmet, the  
30.9 application will be forwarded to the board's program review panel (PRP).

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

30.14 Subp. 4. **Approval decisions and duration.**

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

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

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

30.23 (2) If, after ~~two~~ three years, the program has ~~less~~ fewer than ten program  
30.24 completers, another ~~two~~ three years of "initial approval" shall be granted. If, after ~~four~~ six  
30.25 years of "initial approval," there are ~~less~~ fewer than ten program completers, the board may

31.1 act to provide continuing approval based on performance data and other information provided  
31.2 by the program or may grant approval with a continuous improvement focus under part  
31.3 8705.2200, subpart 3, item ~~C~~ B, subitem (2).

31.4 **8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.**

31.5 Subpart 1. **Application required.** An application for continuing approval of a program  
31.6 must be submitted in accordance with the timelines and procedures established and published  
31.7 by the Professional Educator Licensing and Standards Board.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32.23 A. An approved Minnesota preparation provider must seek continuing approval  
32.24 of a program every three years by submitting a program efficacy report for continuing  
32.25 approval (PERCA) that includes the following:

33.1 (1) aggregated data and analysis from surveys of recent program completers  
33.2 and program completers one year after completion, including response rate;

33.3 (2) aggregated data and analysis from program completers' current supervisor  
33.4 surveys one year after completion, including response rate;

33.5 (3) aggregated data and analysis of the three key assessments identified as  
33.6 part of the RIPA application process, including the specific standards being assessed, and  
33.7 state required examinations and performance assessments;

33.8 (4) a summary of program-specific feedback from an advisory group as  
33.9 required by standard 7 of part 8705.1010;

33.10 (5) demonstrated progress on previously reported program-specific goals;  
33.11 and

33.12 (6) identified measurable program-specific goals for continuous improvement  
33.13 reflecting analysis of subitems (1) to (5).

33.14 ~~D. B. Changes to an approved licensure program must be accurately reported to~~  
33.15 ~~the Professional Educator Licensing and Standards Board through the biennial reporting~~  
33.16 ~~process. When the primary placement of a standard is changed, the program must report~~  
33.17 ~~the revised learning and assessment opportunities. The board shall review changes to verify~~  
33.18 ~~continued compliance with program standards. When the revised primary placement of~~  
33.19 ~~standards significantly change program implementation, the application must be resubmitted~~  
33.20 ~~as a request for initial program approval under part 8705.2100.~~

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

33.23 A. PERCA applications must be initially reviewed by board staff. Applications  
33.24 must be provided to the program review panel for review when:

34.1                   (1) less than 70 percent of candidates meet board-approved thresholds on  
34.2 state required examinations or performance assessments. If a licensure program had fewer  
34.3 than ten candidates during the review period, a unit may combine similar licensure programs  
34.4 or multiple academic years to bring the candidate level to ten or more;

34.5                   (2) continuous improvement data and analysis under subpart 2, item A,  
34.6 subitems (1) to (5), identify a concern either in program data of the unit's continuous  
34.7 improvement analysis; or

34.8                   (3) significant program changes to learning opportunities or assessments have  
34.9 been made.

34.10                The PRP and board staff shall make a recommendation to the board regarding whether  
34.11 to approve the program.

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

34.15                (1) The board shall grant continuing approval for ~~two~~ three years when the  
34.16 program report provides evidence that the program meets adopted performance standards,  
34.17 statutory and rule requirements, and evidences that candidates have attained competency  
34.18 of licensure standards. For federal Title II reporting, the program is identified as "effective."

34.19                (2) The board may grant continuing approval with continuous improvement  
34.20 focus for ~~two~~ three years when the program report revealed that one or more standards,  
34.21 rules, or candidate performance measures were not in compliance with board criteria.  
34.22 Continuing program approval status is granted with board-identified areas of focus for  
34.23 continuous improvement. The continuous improvement portion of the PERCA report must  
34.24 include evidence of progress in the identified focus areas in the subsequent reporting cycle.  
34.25 The board must make the status of approval with continuous improvement focus and the

35.1 identified focus areas publicly available on the board's website. Based on evidence of  
35.2 progress specific to the focus areas, the board may grant an additional two years of continuing  
35.3 approval with continuous improvement focus. For federal Title II reporting, the program is  
35.4 identified as "at risk of low performing."

35.5 (3) The board may grant probationary approval for up to two years when a  
35.6 program does not demonstrate acceptable progress on focused continuous improvement  
35.7 plans. Probationary approval authorizes the program to continue with one year to demonstrate  
35.8 progress on identified unmet standards, rules, or candidate performance measures. After  
35.9 one year, and based on a written progress report, the board may grant a second one-year  
35.10 extension of probationary approval prior to discontinuing the identified program. Students  
35.11 enrolled in a formerly approved program that is placed on probationary approval must be  
35.12 notified of the program's status. Probationary status may result in federal reporting or  
35.13 financial aid implications or may impact other accreditations. For federal Title II reporting,  
35.14 the program is identified as "low performing."

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

35.23 **Subp. 4. Voluntary discontinuation.**

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

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

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

36.7 **8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND APPEALS.**

36.8 Subpart 1. **Interim conditional approval.** When amendments or additions to  
36.9 Minnesota statutes or to Professional Educator Licensing and Standards Board rules regarding  
36.10 teacher licensure requirements necessitate substantial unit or preparation program revisions,  
36.11 the board shall grant interim conditional approval to any currently approved unit and its  
36.12 currently approved teacher preparation programs upon receipt of official institutional  
36.13 assurances on a form established by the board that the new requirements will be met by  
36.14 their effective date. The unit or program ~~shall be~~ is returned to its former status upon full  
36.15 compliance with new requirements on a schedule determined by the board.

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

36.19 Subp. 3. **Appeal of board decision.** Institutions may appeal decisions by the board  
36.20 regarding approval status of an institution or preparation program to prepare persons for  
36.21 teacher licensure ~~may be appealed by the institution~~ pursuant to Minnesota Statutes, chapter  
36.22 14.

36.23 Subp. 4. **Discretionary variance.** The board may grant a discretionary variance to  
36.24 authorize an applicant or unit to meet a requirement in this chapter in a manner other than  
36.25 as specified in rule or to waive the requirement entirely when application of the requirement

37.1 would result in undue hardship. An applicant or unit may request a discretionary variance  
37.2 by using a form developed by the board. To apply for a discretionary variance, the applicant  
37.3 or unit must:

37.4 A. identify the requirement for which the variance is requested;

37.5 B. describe why adherence to the particular rule requirement would impose an  
37.6 undue burden or hardship; and

37.7 C. describe the alternative practices or measures in place to protect the rights and  
37.8 learning opportunities of candidates and students and the rationale.

37.9 The board shall review discretionary variance requests. If the discretionary variance request  
37.10 is denied, the board shall provide the reason for the denial. The board may attach conditions  
37.11 to granting the variance if it is determined that conditions are needed to protect the rights  
37.12 of candidates and students.

37.13 **REPEALER.** Minnesota Rules, parts 8705.0200, subparts 2 and 7; 8705.0300; 8705.1000;  
37.14 8705.1100, subpart 1; 8705.1200; and 8705.2300, are repealed.

37.15 **EFFECTIVE DATE.** (a) Organizations seeking initial unit approval or initial program  
37.16 approval must meet the standards in this chapter effective January 1, 2021. Organizations  
37.17 may choose to meet the standards set forth in this chapter prior to January 1, 2021.

37.18 (b) A unit must meet the standards set forth in parts 8705.1010 and 8705.1100 by the  
37.19 date of the unit's first site visit occurring on or after July 1, 2022. The unit may choose to  
37.20 meet the standards in this chapter prior to July 1, 2022.

37.21 (c) A unit must meet the standards set forth in parts 8705.2000 to 8705.2200 for each  
37.22 program seeking continuing approval by the date of the program's first PERCA submission  
37.23 occurring on or after July 1, 2020.