

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. For a unit that is not accredited by a board-approved national education  
1.6 accreditation agency, the board must evaluate a teacher preparation provider seeking approval  
1.7 as a unit to prepare persons for licensure in Minnesota for compliance with unit standards  
1.8 according to parts 8705.1010 and 8705.1100 and for compliance with program standards  
1.9 according to parts 8705.2000 to 8705.2600.

1.10 B. Licenses to teach in Minnesota may be granted to persons who complete  
1.11 approved programs leading to teacher licensure in Minnesota institutions approved by the  
1.12 Professional Educator Licensing and Standards Board to prepare persons for teacher licensure  
1.13 according to this chapter. The teacher preparation institution or provider must meet the  
1.14 standards under parts 8705.1000 and 8705.1100 or the procedures and requirements  
1.15 established under part 8705.1200 prior to being authorized to submit specific licensure  
1.16 programs for program approval under parts 8705.2000 to 8705.2600. For a unit that is  
1.17 accredited by a board-approved national education accreditation agency, the board must  
1.18 evaluate a teacher preparation provider seeking approval to prepare persons for licensure  
1.19 in Minnesota for compliance with the following standards:

1.20 (1) part 8705.1010, subpart 1, item B, subitems (4) to (7);

1.21 (2) part 8705.1010, subpart 5, item E, subitem (2);

1.22 (3) part 8705.1010, subpart 6, items A and B;

1.23 (4) program standards according to parts 8705.2000 to 8705.2600; and

1.24 (5) at the time of approving a new national education accreditation agency,  
1.25 the board must do an alignment check between the standards of part 8705.1010 and the

2.1 national accreditation agency to determine if additional standards need to be evaluated by  
2.2 the board.

2.3 C. An individual that completes an approved teacher preparation program is  
2.4 eligible to apply for a Tier 3 or Tier 4 license pursuant to Minnesota Statutes, sections  
2.5 122A.183 and 122A.184.

2.6 **8705.0200 DEFINITIONS.**

2.7 *[For text of subpart 1, see Minnesota Rules]*

2.8 Subp. 2. [See repealer.]

2.9 *[For text of subparts 3 and 4, see Minnesota Rules]*

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

2.12 Subp. 4b. **Clinical experiences.** "Clinical experiences" means field experiences,  
2.13 student teaching, and practica.

2.14 Subp. 4c. **Cooperating teacher.** "Cooperating teacher" means a teacher responsible  
2.15 for modeling effective instruction to the candidate, observing the candidate engaging with  
2.16 students throughout clinical experiences, and providing feedback to the candidate based on  
2.17 these observations.

2.18 Subp. 4d. **Culturally responsive teaching.** "Culturally responsive teaching" means  
2.19 understanding and applying the cultural knowledge, prior experiences, frames of reference,  
2.20 and performance styles based on the lived experiences of students, including the effects of  
2.21 systemic and institutional racism to make learning experiences more relevant and effective  
2.22 for students.

2.23 *[For text of subpart 5, see Minnesota Rules]*

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

3.4 Subp. 6a. **Initial licensure program.** "Initial licensure program" means a program  
3.5 approved by the Professional Educator Licensing and Standards Board for the purposes of  
3.6 preparing individuals for their initial professional license based on teacher preparation.

3.7 Subp. 7. [See repealer.]

3.8 Subp. 7a. **Practicum.** "Practicum" means when a candidate is enrolled in a teacher  
3.9 preparation program, is seeking an additional license or an endorsement, and assumes teacher  
3.10 responsibilities to practice and demonstrate the knowledge, skills, and dispositions necessary  
3.11 to teach the content aligned to the additional license or endorsement.

3.12 Subp. 7b. **Professional dispositions.** "Professional dispositions" means the values,  
3.13 commitments, and professional ethics that govern how a teacher acts with students, families,  
3.14 colleagues, and communities.

3.15 Subp. 7c. **Professional license.** "Professional license" means a license that is  
3.16 transferable to any school district, including a Tier 3 license, a Tier 4 license, a 5-year  
3.17 professional license, or a professional license from another state.

3.18 Subp. 8. **Program completer.**

3.19 A. "Program completer" means a person who has met all the requirements of a  
3.20 an initial or additional state-approved teacher preparation program, including all those who  
3.21 are documented as having met such requirements. Documentation may take the form of a  
3.22 degree, institutional certificate, program credential, transcript, or other written proof of  
3.23 having met the program's requirements. In applying this definition, that an individual has  
3.24 or has not been recommended to the state for certification or licensure may not be used as

4.1 a criterion for determining who is a program completer. A program unit must include a  
 4.2 candidate as a program completer in data submissions if the candidate:

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

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

4.7 ~~(3)~~ (2) completes a student teaching placement or practicum; and

4.8 ~~(4)~~ (3) is enrolled in any licensure program, including endorsement fields;

4.9 ~~or~~.

4.10 ~~(5) receives a degree or certificate of completion regardless of whether a~~  
 4.11 ~~recommendation for licensure is given.~~

4.12 Additionally, to count a candidate as a program completer in data submissions, initial  
 4.13 program candidates must complete the state-required examinations and assessments (edTPA),  
 4.14 if applicable to the licensure area, regardless of passing status.

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

4.18 Subp. 9. [See repealer.]

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

4.21 Subp. 10a. **Student teaching.** "Student teaching" means when a candidate enrolled  
 4.22 in an initial licensure teacher preparation program assumes teacher responsibilities while  
 4.23 working with a cooperating teacher and a supervisor to practice and demonstrate the  
 4.24 knowledge, skills, and dispositions necessary to become a teacher.

5.1 Subp. 10b. **Supervisor.** "Supervisor" means an individual under the direction of the  
 5.2 unit and responsible for supporting and evaluating the candidate during clinical experiences.

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

5.5 Subp. 10d. **Teacher of record.** "Teacher of record" has the meaning given in part  
 5.6 8710.0310, subpart 1, item N.

5.7 Subp. 11. **Teacher preparation program.** "Teacher preparation program" means a  
 5.8 college or university program approved by the Professional Educator Licensing and Standards  
 5.9 Board for the purpose of preparing individuals for a specific teacher licensure field in  
 5.10 Minnesota.

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

5.16 **8705.1010 UNIT STANDARDS.**

5.17 Subpart 1. **Standards for program design and improvement.**

5.18 A. Standard 1. The unit must provide professional educator programs with a clear  
 5.19 and consistent conceptual framework threaded throughout the instructional program that is  
 5.20 research-based, results-oriented, and focused on the skills teachers need to be effective as  
 5.21 required by Minnesota Statutes, section 122A.092, subdivision 2, clause (1).

5.22 B. Standard 2. The unit must ensure each program provides effective instruction  
 5.23 on:

5.24 (1) content-specific methods that meet the scope of the licensure area;

6.1 (2) the teacher Code of Ethics;

6.2 (3) lesson planning, including the implementation of Minnesota academic  
6.3 standards, or, if unavailable, national discipline-specific standards for lesson planning and  
6.4 teaching;

6.5 (4) the knowledge and skills needed to provide appropriate instruction to  
6.6 multilingual learners to support and accelerate academic literacy, including oral academic  
6.7 language and achievement in content areas in a regular classroom setting, as required by  
6.8 Minnesota Statutes, section 122A.092, subdivision 2, clause (5);

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

6.13 (6) research-based practices in reading that enable the candidate to teach  
6.14 reading in the candidate's licensure field, as required by Minnesota Statutes, section  
6.15 122A.092, subdivision 5; and

6.16 (7) the knowledge and skills needed to engage students with technology and  
6.17 deliver digital and blended learning and curriculum, as required by Minnesota Statutes,  
6.18 section 122A.092, subdivision 6.

6.19 C. Standard 3. The unit must implement an assessment system with a process for  
6.20 annually collecting and reviewing data from:

6.21 (1) surveys, including those from:

6.22 (a) initial licensure program completers at the time of program  
6.23 completion;

6.24 (b) initial licensure program completers one year after completion; and

7.1                   (c) initial licensure program completers' supervisors one year after  
7.2 completion according to the requirements of Minnesota Statutes, section 122A.091,  
7.3 subdivision 1;

7.4                   (2) clinical experiences that reflect candidates' demonstration of skills and  
7.5 knowledge under parts 8710.2000 to 8710.8080 and enactment of professional dispositions;

7.6                   (3) multiple valid, reliable measures designed to monitor and evaluate  
7.7 candidate progress, program completer achievements, and program effectiveness that are:

7.8                   (a) implemented throughout the program;

7.9                   (b) content and program specific; and

7.10                  (c) aligned to unit-determined areas of focus; and

7.11                  (4) state examination and performance assessment scores.

7.12                  D. Standard 4. The unit's assessment system must include a process to engage its  
7.13 stakeholders, including candidates, program completers, school partners, teacher educators,  
7.14 and representatives from the community to:

7.15                   (1) systematically review data collected;

7.16                   (2) provide feedback and recommendations on unit-wide strengths and areas  
7.17 of improvement, which can include program-specific feedback and recommendations; and

7.18                   (3) provide feedback and recommendations on long-term plans specific to  
7.19 the unit's program offerings.

7.20                  E. Standard 5. The unit must implement a process for using the assessment system  
7.21 to inform unit and program improvement.

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

8.2 A. Standard 6. The unit must have at least one designated school partnership with  
8.3 a school or district that works collaboratively to align theory and practice and that meets  
8.4 the standards in this subpart. The unit may have additional partnerships with districts or  
8.5 schools to place candidates in clinical experiences according to the standards in subpart 3.

8.6 B. Standard 7. For the purpose of continuous improvement and shared  
8.7 accountability, the unit and designated school partner must maintain an agreement that  
8.8 addresses:

8.9 (1) the type of student data that the designated school partner is authorized  
8.10 and willing to share with the candidate and unit regarding student achievement and progress  
8.11 under Minnesota Statutes, section 13.05, subdivision 7;

8.12 (2) the type of aggregated candidate data that the unit is authorized and willing  
8.13 to share with the designated school partner regarding candidate efficacy and survey data  
8.14 under Minnesota Statutes, section 13.05, subdivision 7; and

8.15 (3) how the unit will solicit feedback and recommendations from candidates,  
8.16 supervisors, and cooperating teachers about the placement experience with the designated  
8.17 school partner.

8.18 C. Standard 8. The unit must meet a minimum of four times per year with the  
8.19 designated school partner. Over the course of the year, the unit and designated partner must:

8.20 (1) evaluate the effectiveness of the partnership to meet mutually beneficial  
8.21 short- and long-term goals with data collected under subparts 1 to 5;

8.22 (2) assess feedback from candidates, supervisors, and cooperating teachers;  
8.23 and

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

9.3 **Subp. 3. Standards for clinical experiences.**

9.4 **A. Standard 9. The unit and each school partner must maintain an agreement that**  
9.5 **addresses:**

9.6 (1) the responsibilities held by the candidate during the placement;

9.7 (2) the responsibilities held by the school partner during the placement; and

9.8 (3) the grounds for removing a candidate from the placement and a process  
9.9 for the removal.

9.10 **B. Standard 10. The unit must collaborate with each school partner to ensure that:**

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

9.13 (a) has at least three years of teaching experience as a teacher of record  
9.14 in the licensure area;

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

9.16 (c) is not on an improvement plan;

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

9.18 (a) has at least two years of teaching experience;

9.19 (b) holds a Tier 2, Tier 3, or Tier 4 license aligned to the assignment;

9.20 and

9.21 (c) is not on an improvement plan; and

10.1                   (3) each cooperating teacher receives training that addresses the cooperating  
10.2 teacher's role, program expectations, candidate assessments, procedures, and timelines.

10.3                   C. Standard 11. The unit must have a documented process for identifying  
10.4 cooperating teachers who:

10.5                   (1) model effective instruction that includes:

10.6                   (a) culturally responsive pedagogy; and

10.7                   (b) alignment with Minnesota academic standards; and

10.8                   (2) have had training on effective coaching strategies with candidates.

10.9                   D. Standard 12. For candidates seeking an initial professional license, the unit  
10.10 must:

10.11                   (1) provide a minimum of 100 field experience hours prior to student teaching  
10.12 that includes:

10.13                   (a) at least 60 field experience hours that are aligned to the scope and  
10.14 content of the licensure field sought;

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

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

10.19                   (2) provide a minimum of 12 weeks of face-to-face student teaching that:

10.20                   (a) is aligned to the scope and content of the licensure field sought;

10.21                   (b) is split into no more than two placements where each placement is  
10.22 with a continuous group of students and for continuous weeks in alignment with the school  
10.23 calendar and day;

11.1 (c) includes at least 80 percent of the contracted school week of  
11.2 face-to-face student contact time;

11.3 (d) includes ongoing observations with actionable feedback to ensure  
11.4 growth and attainment of standards with a minimum of four observations conducted by the  
11.5 cooperating teacher;

11.6 (e) includes ongoing observations with actionable feedback to ensure  
11.7 growth and attainment of standards with a minimum of four observations conducted by the  
11.8 supervisor;

11.9 (f) includes a minimum of three triad meetings with the cooperating  
11.10 teacher, the supervisor, and the candidate for clear and consistent communication;

11.11 (g) includes a written evaluation by the supervisor that addresses the  
11.12 candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's  
11.13 professional dispositions; and

11.14 (h) includes completion of a board-adopted teacher performance  
11.15 assessment (edTPA).

11.16 The 12 weeks of student teaching does not count toward the 100 field experience hours.

11.17 E. Standard 13. For candidates who have completed licensure via portfolio, have  
11.18 completed or are in the process of completing a state-approved initial licensure teacher  
11.19 preparation program, and are seeking an additional license or endorsement, the unit must:

11.20 (1) have a documented process for evaluating a candidate's prior clinical  
11.21 experiences including:

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

- 12.1 (b) experience with students who differ from the candidate in race,  
12.2 ethnicity, home language, and socioeconomic status; and
- 12.3 (c) experience with students with a range of exceptionalities, including  
12.4 students on an individualized education plan; and
- 12.5 (2) design a practicum experience that addresses any gaps in prior experience  
12.6 listed in subitem (1) and that:
- 12.7 (a) aligns to the scope and content of the license or endorsement sought;
- 12.8 (b) is a minimum of 80 hours with a continuous group of students and  
12.9 consecutive days aligned with the school calendar;
- 12.10 (c) provides observations with actionable feedback to ensure growth and  
12.11 attainment of standards with a minimum of two observations by the cooperating teacher;
- 12.12 (d) provides observations with actionable feedback to ensure growth and  
12.13 attainment of standards with a minimum of two observations by the supervisor;
- 12.14 (e) includes a minimum of one triad meeting with the cooperating teacher,  
12.15 the supervisor, and the candidate for clear and consistent communication; and
- 12.16 (f) includes a written evaluation by the supervisor that addresses the  
12.17 candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's  
12.18 professional dispositions.
- 12.19 F. Standard 14. For a candidate working as a teacher of record while completing  
12.20 a teacher preparation program to obtain an initial professional license, the unit must:
- 12.21 (1) ensure the candidate completes the requirements in Standard 12;
- 12.22 (2) require a cooperating teacher who holds a professional license in the  
12.23 licensure area sought to be available to work with the candidate; and

13.1                   (3) require a cooperating teacher who holds a professional license aligned to  
13.2 the scope of the licensure sought to be available in the school to work with the candidate  
13.3 to model effective practice and provide feedback.

13.4                   G. Standard 15. The unit must ensure each supervisor:

13.5                   (1) is qualified by one of the following:

13.6                   (a) holding or having held a professional license aligned to the licensure  
13.7 field or scope of the license sought by the candidate and at least three years of experience  
13.8 as a teacher of record;

13.9                   (b) being a current or former licensed E-12 administrator with oversight  
13.10 of teacher evaluation; or

13.11                   (c) being a current or former E-12 administrator with documented  
13.12 experience in teacher evaluation;

13.13                   (2) completes professional development in coaching strategies for adult  
13.14 learners; and

13.15                   (3) has training on the program requirements and evaluation procedures for  
13.16 candidates.

13.17                   Subp. 4. Standards for candidates.

13.18                   A. Standard 16. The unit must implement an effective data-informed strategy for  
13.19 recruiting and retaining candidates to address state and district teacher shortage areas,  
13.20 including racial and ethnic diversity.

13.21                   B. Standard 17. The unit must maintain records of candidate progress through the  
13.22 program, including applicable learning opportunities and coursework, field experiences,  
13.23 and all program requirements.

- 14.1 C. Standard 18. The unit must make available to candidates, online or in print,  
14.2 the following information:
- 14.3 (1) a description of the requirements for admission into each program;  
14.4 (2) a description of the completion requirements for each program;  
14.5 (3) a description of the state requirements for licensure, including information  
14.6 about the completion of a board-approved performance assessment;  
14.7 (4) the unit's procedures for receiving and responding to complaints and  
14.8 grievances from candidates and other constituencies;  
14.9 (5) the unit's policies for substituting program requirements for prior learning  
14.10 experiences, coursework, teaching experience, and credit by examination, including the  
14.11 disallowance to substitute for the components of Standard 2, requirements of Standard 12,  
14.12 subitem (2), Standard 13, subitem (2), and Standard 14, except for standards approved  
14.13 through restricted programs;  
14.14 (6) a description of the candidate's appeal process if not recommended for  
14.15 licensure;  
14.16 (7) cost information, including information about financial aid; and  
14.17 (8) unit and program accreditation status.
- 14.18 D. Standard 19. The unit must monitor each candidate at a minimum of three  
14.19 identified checkpoints, including at entry, midpoint through the program, and exit, to assess  
14.20 a candidate's achievement of standards in parts 8710.2000 to 8710.8080, and progress toward  
14.21 completing the program as aligned to assessments identified in the request for initial program  
14.22 approval (RIPA) or program effectiveness report for continuing approval (PERCA).
- 14.23 E. Standard 20. The unit must provide each candidate with individualized advising,  
14.24 which includes:

15.1 (1) discussing candidate achievement and progress toward completing the  
15.2 program, including documentation of completion; and

15.3 (2) counseling a candidate out of the program who is failing to evidence  
15.4 necessary professional dispositions or skills to be an effective teacher.

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

15.6 A. Standard 21. The unit must implement an effective data-informed strategy for  
15.7 recruiting and retaining teacher educators with diverse backgrounds and experiences,  
15.8 including racially and ethnically diverse teacher educators.

15.9 B. Standard 22. The unit must ensure each teacher educator is able to show  
15.10 expertise for teaching assignments and a minimum of one of the following:

15.11 (1) a master's degree or higher in any field and at least 18 graduate credits in  
15.12 the teacher educator's area of instruction; or

15.13 (2) a bachelor's degree and at least five years of experience as a teacher of  
15.14 record with a professional license and evidence of one of the following:

15.15 (a) national board certification; or

15.16 (b) 125 professional development hours focused on working with teacher  
15.17 candidates in the area of instruction.

15.18 C. Standard 23. The unit must ensure each teacher educator of field-specific  
15.19 methods instruction, including reading methods, meets one of the following qualifications:

15.20 (1) Standard 22, subitem (1), with three years of experience as a teacher of  
15.21 record and a professional license aligned to the scope and content area of instruction; or

15.22 (2) Standard 22, subitem (2), with seven years of experience as a teacher of  
15.23 record and a professional license aligned to the scope and content area of instruction.

16.1 D. Standard 24. The unit must monitor and assess each teacher educator at least  
16.2 once every three years using a teacher educator framework that models continuous  
16.3 improvement practices and includes observations and candidate feedback.

16.4 E. Standard 25. The unit must require and document for each teacher educator:

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

16.8 (2) completion of 30 hours in a three-year period of professional involvement  
16.9 in an early childhood, elementary, or secondary school setting aligned to the area of  
16.10 instruction that must include teaching, tutoring, supervising candidates in the field,  
16.11 completing observations, school-level consulting, or engaging with a professional learning  
16.12 community, as required under Minnesota Statutes, section 122A.092, subdivision 4; and

16.13 (3) completion of periodic orientation on requirements in chapters 8705 and  
16.14 8710 and Minnesota Statutes, chapter 122A.

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

16.16 A. Standard 26. The unit must:

16.17 (1) meet the requirements in this part and parts 8705.1100, 8705.1500,  
16.18 8705.2100, and 8705.2200;

16.19 (2) administer all licensure programs as approved;

16.20 (3) ensure information submitted to the board as part of the unit approval  
16.21 process and program approval process is not misleading, false, or fraudulent;

16.22 (4) comply with state and federal data practices laws; and

16.23 (5) maintain a data infrastructure that enables storing, tracking, and reporting  
16.24 to meet state and federal annual data submission requirements.

17.1 B. Standard 27. The unit must designate a leader responsible for:

17.2 (1) recommending candidates for licensure upon completion of the teacher  
 17.3 preparation program; and

17.4 (2) communicating with the board, including notifying the board of changes  
 17.5 to approved programs through the program reporting process and submitting licensure  
 17.6 program proposal applications and program effectiveness reports.

17.7 C. Standard 28. The unit must have financial and physical resources to maintain  
 17.8 licensure programs, support teacher educators, provide administrative support, and meet all  
 17.9 unit and program standards, including the ability to collect and analyze data for continuous  
 17.10 improvement.

17.11 Subp. 7. Standards for school counseling programs. Standard 29. For a school  
 17.12 counseling program accredited by the board, the unit must demonstrate compliance with  
 17.13 all applicable entry-level Council for Accreditation of Counseling and Related Education  
 17.14 Program (CACREP) standards for a school counseling program including:

17.15 A. the learning environment;

17.16 B. a professional counseling identity;

17.17 C. professional practice;

17.18 D. program evaluation; and

17.19 E. school counseling standards.

17.20 **8705.1100 ~~EVALUATION AND APPROVAL OF TEACHER PREPARATION~~**  
 17.21 **~~UNITS~~ UNIT APPROVAL.**

17.22 Subpart 1. [See repealer.]

17.23 Subp. 1a. Initial unit approval. An organization must apply for initial unit approval  
 17.24 under the procedures in this subpart.

18.1 A. The applicant may submit its notice of intent to apply for initial unit approval  
18.2 at any time.

18.3 B. Within one month of the receipt of the notice of intent, board staff must schedule  
18.4 an informational meeting with the applicant to review the approval process and jointly agree  
18.5 upon dates for the unit site visit.

18.6 C. At least 12 months prior to the unit site visit, the applicant must provide a  
18.7 self-study, including supplemental evidence, for review. At least one month prior to the  
18.8 unit site visit, the applicant must submit an interview schedule to board staff.

18.9 D. The review team must review the submitted self-study and supplemental  
18.10 evidence and provide feedback on areas of deficit at least six months prior to the unit visit.  
18.11 The provider may provide a supplemental narrative and additional evidence to address  
18.12 deficit areas at least one month prior to the unit site visit and may not provide additional  
18.13 evidence after this time. The review team must visit the applicant to verify evidence of the  
18.14 standards in this chapter, report their findings, and make a recommendation to the board  
18.15 regarding approval status of the unit.

18.16 E. Within the written report of findings and recommendations, the review team  
18.17 must identify each standard under part 8705.1010, as:

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

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

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

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

19.2 F. Within one month of the site visit, board staff must provide the written report  
19.3 of findings and recommendations to the unit leader. Within one month of receipt of the  
19.4 review team's report and recommendations, the applicant may respond to factual errors.

19.5 Subp. ~~2~~ 1b. Board determinations for initial approval decisions. The board must  
19.6 take one of the following actions based upon the ~~evaluation teams'~~ review team's written  
19.7 report of findings and recommendations, as well as information provided by the unit in the  
19.8 optional addendum, the Professional Educator Licensing and Standards Board shall take  
19.9 one of the actions in items A to D provided by the applicant, and the applicant's ability to  
19.10 achieve ongoing compliance with the standards in this chapter.

19.11 A. The board may grant initial unit approval for a duration of two years to newly  
19.12 approved program providers to launch identified, approved licensure programs and begin  
19.13 collecting candidate and program data. ~~No additional licensure program applications may~~  
19.14 ~~be submitted until the unit achieves continuing unit approval status.~~ Upon written request  
19.15 by the unit, initial unit approval may be extended for an additional two years. The board  
19.16 may require the unit to submit an interim report during the approval period to demonstrate  
19.17 compliance with standards identified as "Met as Planned" and "Not Met" in the review  
19.18 team's written report.

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

19.24 C. B. The board may grant conditional unit approval for up to three years,  
19.25 contingent upon approval of annual compliance reports with supporting evidence addressing  
19.26 identified standards. ~~If acceptable progress is not evidenced by the reports, the board may~~

20.1 ~~act to disapprove the unit.~~ The board may grant conditional approval for a duration not to  
20.2 exceed two years. The board must identify standards that must be met in order for the unit  
20.3 to achieve initial approval pursuant to item A. Prior to the expiration of the conditional  
20.4 status, the unit must evidence meeting the identified standards, which must be reviewed at  
20.5 a focused unit site visit specific to those standards. If, after ~~three~~ two years of conditional  
20.6 approval, standards remain unmet, the board must act to disapprove the unit and its programs.  
20.7 While on conditional ~~unit approval~~ status, the unit may not submit requests for initial program  
20.8 approval (RIPA) of new licensure programs (RIPA) according to part 8705.2100. If the unit  
20.9 has already submitted one or more RIPA, the review process must be paused until the unit  
20.10 is granted initial approval status pursuant to item A. A conditionally approved unit may not  
20.11 enroll candidates.

20.12 ~~D. C. The board may disapprove the unit.~~ The board shall disapprove a unit that  
20.13 ~~does not~~ may deny unit approval if an applicant fails to meet the requirements set forth in  
20.14 ~~part 8705.1000 and this part~~ this chapter. When considering denial, the board must consider  
20.15 the nature and severity of the unmet requirements. The ~~disapproval~~ denial action must state  
20.16 the reasons for ~~disapproval~~ and stipulate a termination date which shall accommodate persons  
20.17 ~~currently enrolled in licensure programs within the unit~~ the denial. The organization may  
20.18 not enroll candidates. The organization may resubmit a notice of intent to apply for unit  
20.19 approval when at least six months have passed since the date of the denial action.

20.20 D. A unit under initial approval may seek continuing approval by submitting an  
20.21 updated self-study 24 months after one or more licensure programs have been launched.  
20.22 During the supplemental site visit, the review team must determine whether the unit is  
20.23 meeting the standards identified as "Met with Concern," "Met as Planned," and "Not Met"  
20.24 during the initial approval process. If the unit has made changes to standards previously  
20.25 found to be "Met," the review team must evaluate whether those standards continue to be  
20.26 met and provide a recommendation to the board.

21.1 Subp. 2. [Renumbered subp 1b]

21.2 Subp. 2a. Continuing unit approval.

21.3 A. Continuing approval is valid for six years for a unit that is not accredited by a  
21.4 board-approved national accreditation agency. A unit must apply for continuing unit approval  
21.5 to continue to offer teacher preparation programs to candidates by scheduling an  
21.6 informational meeting with board staff, jointly agreeing upon the dates for a unit site visit,  
21.7 and then following the procedures under subpart 1a, items C and D. To maintain continuing  
21.8 unit approval, the unit must submit a midcycle self-study.

21.9 B. Review team members must identify standards in the written report of findings  
21.10 and recommendations as:

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

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

21.16 (3) Not Met: when all or part of a standard is not evidenced through narrative,  
21.17 supplemental evidence, and interviews.

21.18 Subp. 2b. Continuing unit approval for units with board-approved national  
21.19 education accreditation. Board approval must align with the approval cycle of the  
21.20 board-approved national accrediting agency. A unit with board-approved national education  
21.21 accreditation must follow the procedures of this subpart.

21.22 A. The unit must notify board staff if it plans to pursue accreditation by a  
21.23 board-approved national education accreditation agency.

22.1 B. The date of the on-site evaluation with the board-approved national education  
22.2 accreditation agency must be jointly agreed upon at least 12 months prior to the unit's  
22.3 approval expiration date.

22.4 C. The unit must submit a written compliance report to board staff that includes  
22.5 components of part 8705.0100, item B.

22.6 D. Board staff must participate in the unit site visit and report findings for the  
22.7 required state standards identified under part 8705.0100, item B.

22.8 E. The unit must notify board staff if there are any changes to its approval status  
22.9 with the board-approved national education accreditation agency.

22.10 Subp. 2c. **Board determinations for continuing approval.** The board shall take one  
22.11 of the actions in items A to D based upon the review team's written report of findings and  
22.12 recommendations, and the unit's ability to achieve ongoing compliance with the standards  
22.13 in this chapter.

22.14 A. The board may grant continuing approval for a period of six years for units  
22.15 without board-approved national accreditation or for up to ten years to align with  
22.16 board-approved national education accreditation. The board may award continuing approval  
22.17 if a unit demonstrates that all requirements under part 8705.1010 are met. The board may  
22.18 require the unit to submit an interim report during the approval period to demonstrate  
22.19 compliance with standards identified as "Not Met" in the review team's written report. If  
22.20 the requirements of the interim report are not met, the board may move the unit to continuing  
22.21 approval with focus areas.

22.22 B. The board may grant continuing approval with focus areas if one or more  
22.23 subparts under part 8705.1010 are not met, if there are unit-wide data concerns, or if  
22.24 requirements of interim reports were not met. Failure to correct the focus areas by the next

23.1 review results in probationary approval or disapproval. The unit is identified as "at risk of  
23.2 being classified as low performing" for federal Title II reporting.

23.3 C. The board may grant probationary approval for a duration not to exceed two  
23.4 years if the nature and severity of "Not Met" standards threaten the viability of a unit to  
23.5 prepare candidates for licensure. The board must identify standards that must be met in  
23.6 order for the unit to achieve continuing approval. Prior to the expiration of the probationary  
23.7 approval, the unit must evidence meeting the identified standards, which must be reviewed  
23.8 at a one-day unit site visit specific to those standards, which must be reviewed at a focused  
23.9 unit site visit specific to those standards. While under probationary approval, the unit may  
23.10 not submit RIPAs according to part 8705.2100. If the unit has already submitted one or  
23.11 more RIPA, the review process must be paused until the unit is granted continuing approval  
23.12 status. A unit under probationary approval may not enroll new candidates. If standards  
23.13 remain unmet after two years of conditional approval, the board must act to disapprove the  
23.14 unit and its programs.

23.15 D. The board may disapprove a unit that fails to meet the requirements in this  
23.16 chapter and demonstrates an inability to achieve ongoing compliance. The disapproval  
23.17 action must state the reasons for disapproval and stipulate a termination date that  
23.18 accommodates candidates currently enrolled in licensure programs within the unit. An  
23.19 organization may reapply for approval when at least six months have passed since the date  
23.20 of the disapproval action.

23.21 Subp. 3. [See repealer.]

23.22 Subp. 4. [See repealer.]

23.23 Subp. 5. [See repealer.]

23.24 Subp. 6. **Requirements for restricted units.** An organization may apply for restricted  
23.25 approval to provide one or more programs designed to meet a subset of licensure standards.

24.1 A unit with restricted approval may not recommend candidates for licensure. A unit with  
24.2 restricted approval must meet the standards in part 8705.1010, subpart 1, item C, subitems  
24.3 (2) and (3); item D, subitems (2) and (3); and item E; subpart 3, items A, B, subitems (2)  
24.4 and (3), C, and G; subpart 4; subpart 5, items A, B, D, and E; and subpart 6. Under subpart  
24.5 4, item B, a restricted unit must demonstrate how it consistently, completely, and accurately  
24.6 tracks candidates' field experiences as they relate to the requirements of part 8705.1010,  
24.7 subpart 3, item D, subitem (1), units (a), (b), and (c). Units with restricted approval must  
24.8 have an assessment system that can track candidates.

24.9 Subp. 6a. **Initial approval process for restricted units.** An organization must apply  
24.10 for restricted unit approval under the procedures of this subpart.

24.11 A. The applicant may submit notice to apply for initial restricted unit approval at  
24.12 any time.

24.13 B. The applicant and board staff must jointly agree upon dates for the unit site  
24.14 visit approximately three to six months prior to the visit.

24.15 C. At least three months prior to the site visit, the applicant must provide input  
24.16 regarding review team members. One month prior to the visit, the applicant must submit a  
24.17 site visit schedule to board staff and the self-study and supplemental information to the  
24.18 Professional Educator Licensing and Standards Board staff and the review team.

24.19 D. The review team may conduct interviews remotely to verify evidence of the  
24.20 applicable standards. The review team must report findings and make a recommendation  
24.21 to the board regarding the approval status of the unit.

24.22 E. Within the written report of findings and recommendations, the review team  
24.23 must use the terms identified in subpart 1a, item E, subitems (1), (2), (3), and (4).

24.24 Subp. 6b. **Board determinations for initial restricted units.** Based on the review  
24.25 team's written report of findings and recommendations, and the applicant's ability to achieve

25.1 ongoing compliance with the applicable standards, the board must take one of the actions  
25.2 described under subpart 1b with restricted approval.

25.3 Subp. 6c. **Continuing restricted unit approval process.** Continuing restricted approval  
25.4 is valid for six years. A unit must apply for continuing restricted unit approval by  
25.5 demonstrating compliance with requirements of subpart 6 and under the procedures of  
25.6 subpart 6a, items B, C, and D. Within the written report of findings and recommendations,  
25.7 the review team must use the terms identified in subpart 1b, item D.

25.8 Subp. 6d. **Board determinations for continuing restricted units.** Based on the  
25.9 review team's written report of findings and recommendations, and the applicant's ability  
25.10 to achieve ongoing compliance with the applicable standards, the board must take one of  
25.11 the actions described under subpart 2c with restricted approval.

25.12 Subp. 7. **Unit review teams and expenses.**

25.13 A. The review team for unit site reviews under part 8705.1100 and midcycle  
25.14 reviews under part 8705.1500 must be comprised of at least three representatives for  
25.15 nonrestricted units and two reviewers for restricted units. The review team may include  
25.16 active or former teacher educators, active or former teachers, and active or former school  
25.17 administrators. The unit leader must provide input to board staff regarding the team  
25.18 membership. If agreement is not reached regarding team membership, the board staff shall  
25.19 appoint the team members.

25.20 B. Expenses of the review team members shall be reimbursed by the Professional  
25.21 Educator Licensing and Standards Board as permitted under state law or rule. Other incidental  
25.22 expenses incurred by the applicant, such as those related to preparing reports, arranging  
25.23 meetings, and providing workrooms, supplies, and hospitality for the team while on site are  
25.24 the responsibility of the applicant.

26.1 **8705.1500 MIDCYCLE UNIT REVIEW.**

26.2 Subpart 1. **Submission required.** Submission of a midcycle self-study is required for  
26.3 all units that are not approved by a board-approved national education accreditation agency.  
26.4 Units with board-approved national accreditation with "Not Met" and "Met with Concern"  
26.5 standards must submit a midcycle self-study specific to the requirements of subpart 2, item  
26.6 B. To maintain continuing unit status, the unit leader must submit a midcycle self-study.

26.7 Subp. 2. **Midcycle self-study.** The requirements of items A to D are necessary for  
26.8 seeking continuing unit approval for units without board-approved national accreditation.  
26.9 Any unit with unresolved "Not Met" or "Met with Concern" standards must submit a  
26.10 self-study specific to item B.

26.11 A. The self-study must describe major changes at the unit and any impact of those  
26.12 changes to unit standards. The overview must also address how the unit is complying with  
26.13 state and federal initiatives.

26.14 B. If the unit had any standards that the review team found to be "Not Met" or  
26.15 "Met with Concern," the unit must provide a narrative explaining action steps taken and  
26.16 evidence of how the unit demonstrated compliance with those standards.

26.17 C. The self-study must include a narrative with supplemental evidence that  
26.18 demonstrates:

26.19 (1) how a recommending unit meets the requirements of Standard 2 and at  
26.20 least one unit-determined area of focus with effectiveness and the inclusion of data required  
26.21 by Standards 3, 7, and 19; or

26.22 (2) how a restricted unit meets at least one unit-determined area of focus with  
26.23 effectiveness and the inclusion of data required by Standard 3, subitems (2) and (3), and  
26.24 Standard 19.

27.1 D. The unit must submit an updated narrative and evidence for Standard 5 and  
27.2 Standard 8, subitem (3), to demonstrate how data, the designated school partner, and advisory  
27.3 group have informed the unit's continuous improvement work and measurable goals.

27.4 Subp. 3. Midcycle self-study review procedures and approval decisions.

27.5 A. Midcycle self-studies must be initially reviewed by board staff. Submissions  
27.6 must be provided to the unit review panel when:

27.7 (1) the unit and programs do not show evidence of compliance with state and  
27.8 federal initiatives;

27.9 (2) there are major changes at the unit that adversely affect how standards  
27.10 are met;

27.11 (3) the self-study does not clearly demonstrate that standards previously found  
27.12 as "Not Met" or "Met with Concern" are "Met";

27.13 (4) continuous improvement data, including data submitted for the purposes  
27.14 of the report as required by Minnesota Statutes, section 122A.091, identify a concern in  
27.15 unit effectiveness or operations; or

27.16 (5) the unit has not used data and advisory group feedback to create effective  
27.17 unit-wide or programmatic changes.

27.18 B. The unit review team and board staff must make a recommendation to the  
27.19 board whether to approve the unit.

27.20 C. Using board-identified criteria and unit review panel recommendations, the  
27.21 board must make one of the unit approval decisions in part 8705.1100, subpart 2b.

27.22 **8705.2000 PROGRAM REVIEW PANEL (PRP).**

27.23 The Professional Educator Licensing and Standards Board ~~shall~~ must establish a program  
27.24 review panel (PRP) as a standing committee of the board to assist with program review and

28.1 approval processes. PRP membership ~~shall~~ must include representation from organizations  
 28.2 and individuals including, but not limited to, the Professional Educator Licensing and  
 28.3 Standards Board, ~~Minnesota Association of Colleges for Teacher Education, the Minnesota~~  
 28.4 ~~Department of Education, and Education Minnesota~~ teacher preparation providers, licensed  
 28.5 teachers, and school districts. The PRP will consult with content experts as needed. PRP  
 28.6 members will recuse themselves from reviews of their current or former unit or programs  
 28.7 or other perceived conflicts of interest. Professional Educator Licensing and Standards  
 28.8 Board staff will facilitate the work of the PRP and serve as nonvoting members. The PRP  
 28.9 will make recommendations to the board regarding approval of licensure programs referred  
 28.10 to them. ~~The PRP will review the following programs:~~

28.11 ~~A. programs flagged within the PERCA system under part 8705.2200, including~~  
 28.12 ~~low-volume programs;~~

28.13 ~~B. programs with an existing approval status of:~~

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

28.15 ~~(2) probationary; and~~

28.16 ~~C. new programs, including:~~

28.17 ~~(1) all nonconventional;~~

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

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

28.20 **8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.**

28.21 *[For text of subpart 1, see Minnesota Rules]*

28.22 Subp. 2. **Request for initial program approval (RIPA).** The following are the  
 28.23 ~~application requirements for seeking approval for a new licensure program submitted by~~

29.1 ~~an approved Minnesota institution or provider.~~ The request for initial program approval  
29.2 (RIPA) must be submitted according to the procedures in this subpart.

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

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

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

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

29.13 (1) The application must provide evidence of the following program  
29.14 development standards:

29.15 (a) ~~the program was developed in consultation with licensed and~~  
29.16 ~~practicing teachers in the subject area and other school-based partners, qualified faculty,~~  
29.17 ~~and content experts; and~~ a summary of the program development process, including name  
29.18 and contact information for individuals engaged in program development, including the  
29.19 designated school partner, teacher educators, content instructors, and practicing teachers in  
29.20 the licensure field; and

29.21 (b) ~~the name and contact information for a faculty member~~ the designated  
29.22 program leader, qualified by academic preparation in the content, who is responsible for  
29.23 delivery of this program and is qualified as a methods instructor or content instructor pursuant  
29.24 to part 8705.1010, subpart 5.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

31.23 ~~(h) applications for related services licensure programs under parts~~  
31.24 ~~8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and~~

32.1 ~~supervised field experiences providing opportunities to demonstrate the required skills and~~  
32.2 ~~knowledge of the candidate's specific field.~~

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

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

32.7 ~~(b) all faculty who are assigned to teach content-specific methods courses~~  
32.8 ~~must have advanced academic preparation and have at least one academic year of~~  
32.9 ~~prekindergarten through grade 12 teaching experience in that content area within the scope~~  
32.10 ~~of the license; and~~

32.11 ~~(c) all faculty who supervise student teaching must have advanced~~  
32.12 ~~academic preparation and have at least one academic year of prekindergarten through grade~~  
32.13 ~~12 teaching experience. Teaching experience must be within the scope of the programs they~~  
32.14 ~~are supervising.~~

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

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

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

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

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

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

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

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

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

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

33.12 (5) The application must provide evidence of its program type. A program  
33.13 can have more than one program type. Program types include:

33.14 (a) "Classroom-based," defined as a licensure program designed for  
33.15 on-site learning where more than 80 percent of the instructional content is provided in a  
33.16 shared physical space.

33.17 (b) "Online," defined as a licensure program designed for distant learning  
33.18 where more than 80 percent of the instructional content is provided through a virtual format.  
33.19 Candidates must complete field experiences and student teaching in a face-to-face format.

33.20 (c) "Hybrid," defined as a licensure program designed for a combination  
33.21 of classroom-based and online learning, where 20 to 80 percent of the instructional content  
33.22 is provided in a shared physical space and the remaining is provided in a virtual format.

33.23 (d) "Residency," defined as a district-serving teacher education program  
33.24 that pairs a rigorous full-year classroom apprenticeship, where candidates are student teaching

34.1 at least 80 percent of the contracted school week of face-to-face student contact time, with  
34.2 cohort-based learning opportunities. A residency program provides candidates with both  
34.3 the underlying theory of effective teaching and a year-long, in-school residency in which  
34.4 they practice and hone their skills and knowledge alongside a cooperating teacher in a  
34.5 high-need classroom. Candidates may receive financial support as they learn to teach.

34.6 (e) "Transfer," defined as a licensure program that meets only a subset  
34.7 of licensure standards and does not recommend candidates for licensure. This program type  
34.8 is only available to units approved as restricted units.

34.9 (f) "Baccalaureate," defined as a licensure program that grants credit and  
34.10 is designed for candidates who are seeking their undergraduate degree at the same time as  
34.11 completing a teacher preparation program.

34.12 (g) "Post-baccalaureate," defined as a licensure program that grants credit  
34.13 and is designed for candidates who have already completed an undergraduate degree. The  
34.14 program may or may not lead to an advanced degree.

34.15 (h) "Other," a provider can request recognition of additional licensure  
34.16 program types. The board must approve or deny the request.

34.17 (6) The application must identify a process for continuous improvement that  
34.18 includes:

34.19 (a) identification of three key assessments used to assess all candidates  
34.20 and identify areas to track for program efficacy, including at least one assessment monitoring  
34.21 applicable content standards in parts 8710.3000 to 8710.8080. Each assessment must monitor  
34.22 no more than ten specific substandards in part 8710.2000 or content standards;

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

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

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

35.6 Subp. 3. Initial review process procedures.

35.7 A. RIPA applications will be initially reviewed by trained content experts and  
 35.8 board staff according to timelines and consistent with standards adopted by the Professional  
 35.9 Educator Licensing and Standards Board. If all the applicable standards in parts 8710.2000  
 35.10 to 8710.8000 that align to the licensure area are verified found to be "Met" and there are no  
 35.11 requests for a discretionary variance of standards in part 8705.1010, the application will be  
 35.12 recommended to the board for approval.

35.13 B. If a program application does not meet all the applicable standards in parts  
 35.14 8710.2000 to 8710.8000 that align to the licensure area in the initial review, the findings  
 35.15 will be returned to the applicant for clarification and resubmission the provider may choose  
 35.16 to make changes to learning opportunities and assessments for a second review.

35.17 ~~C. If, after the second review, any standards remain unmet, the application will~~  
 35.18 ~~be forwarded to the board's program review panel.~~

35.19 ~~D. C. The PRP will provide a~~ board's program review panel (PRP) must review  
 35.20 and all RIPA applications with "Not Met" or "Met with Concern" standards and all RIPAs  
 35.21 seeking a waiver of board rule. The PRP must make a recommendation to the board regarding  
 35.22 whether the program application meets the standards. If the application is not approved by  
 35.23 the board, an application for the same licensure area may not be submitted for a minimum  
 35.24 of one year from the time of board action request for initial approval should be approved.

36.1 Subp. 4. ~~Approval decisions and duration~~ **Board determinations.** The board must  
36.2 take one of the following actions based upon the PRP's recommendation and an optional  
36.3 summary of additional information provided by the unit.

36.4 A. ~~RIPA applications that are recommended by reviewers or the PRP shall receive~~  
36.5 The board may grant initial approval for up to ~~two~~ three years to launch the program and  
36.6 to begin to collect candidate and program efficacy data needed for continuing approval.

36.7 B. A program with initial approval ~~will~~ must submit reports for continuing approval  
36.8 on the same reporting cycle as the unit.

36.9 (1) Continuing approval ~~shall be~~ is granted when a ~~program effectiveness~~  
36.10 ~~report and:~~

36.11 (a) data from a minimum of ten program completers is approved through  
36.12 the continuing approval reporting process. shows that candidates meet board-approved  
36.13 thresholds on state-required examinations and performance assessments (edTPA); and

36.14 (b) the program continues to demonstrate compliance with the  
36.15 requirements of this part.

36.16 (2) If, after ~~two~~ three years, the program has ~~less~~ fewer than ten program  
36.17 completers, another ~~two~~ three years of "initial approval" shall be granted. If, after ~~four~~ six  
36.18 years of "initial approval," there are ~~less~~ fewer than ten program completers, ~~the board may~~  
36.19 ~~act to provide continuing approval based on performance data and other information provided~~  
36.20 ~~by the program or may grant approval with a continuous improvement focus under part~~  
36.21 ~~8705.2200, subpart 3, item C, subitem (2)~~ the program will be forwarded to the PRP.

36.22 (3) If data from at least ten program completers shows that candidates do not  
36.23 meet board-approved thresholds on state-required examinations and performance assessments  
36.24 (edTPA), the program must be forwarded to the PRP.

37.1 **8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.**

37.2 *[For text of subpart 1, see Minnesota Rules]*

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

37.6 A. To maintain continuing approval of each licensure program, the unit leader,  
37.7 on behalf of the institution or program provider, shall submit to the board biennial program  
37.8 effectiveness reports.

37.9 B. Program effectiveness reports must provide aggregated program data from the  
37.10 following:

37.11 (1) for all licensure programs: state-adopted content knowledge exams aligned  
37.12 to the licensure field;

37.13 (2) for initial licensure programs: state-adopted pedagogy assessments aligned  
37.14 to the scope of the licensure field, including the state-approved teacher performance  
37.15 assessment; and

37.16 (3) for endorsement programs: three locally determined key assessments  
37.17 aligned to identified standards.

37.18 C. Program effectiveness reports must provide evidence of continuous  
37.19 improvement efforts, including:

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

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

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

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

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

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

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

38.19                  D. ~~Changes to an approved licensure program must be accurately reported to the~~  
38.20 ~~Professional Educator Licensing and Standards Board through the biennial reporting process.~~  
38.21 ~~When the primary placement of a standard is changed, the program must report the revised~~  
38.22 ~~learning and assessment opportunities. The board shall review changes to verify continued~~  
38.23 ~~compliance with program standards.~~

39.1 A. An approved teacher preparation provider must seek continuing approval of a  
39.2 program every three years by submitting a program efficacy report for continuing approval  
39.3 (PERCA) that includes the following:

39.4 (1) the number of candidates enrolled and the number of program completers  
39.5 in each of the last three years; and

39.6 (2) aggregated data and analysis of the three key assessments identified as  
39.7 part of the RIPA and PERCA submissions application process, including the specific  
39.8 standards being assessed, and state required examinations and performance assessments.

39.9 B. PERCAs may be reviewed according to part 8705.2100, subpart 3, when:

39.10 (1) alterations of experiences represent a 25 percent change or more in the  
39.11 primary placement of standards or content of a program or methods course;

39.12 (2) standards tied to part 8705.1010, subpart 1, item C, are modified; or

39.13 (3) data does not meet board thresholds.

39.14 **Subp. 3. Program effectiveness reports for continuing approval (PERCA); review**  
39.15 **procedures and ~~approval decisions~~ board determinations.**

39.16 A. PERCA applications must be initially reviewed by board staff. Applications  
39.17 must be submitted to the program review panel for review when:

39.18 (1) less than 70 percent of candidates meet board-approved thresholds on  
39.19 state-required examinations and performance assessments (edTPA). If a licensure program  
39.20 had fewer than ten candidates during the review period, similar licensure programs or  
39.21 multiple academic years may be combined to bring the candidate level to ten or more;

39.22 (2) continuous improvement of data and analysis under subpart 2, item A,  
39.23 identifies a concern;

40.1                   (3) significant program changes to learning opportunities or assessments have  
40.2 been made and standards are found to be "Not Met";

40.3                   (4) the program is out of compliance with one or more of the requirements  
40.4 set forth in part 8705.2100;

40.5                   (5) the program has an existing status of "approval with a continuous focus  
40.6 area" and has failed to fully address its continuous focus area;

40.7                   (6) the program has an existing status of "probationary";

40.8                   (7) the program has failed to fully meet the requirements set forth by a required  
40.9 interim report; or

40.10                  (8) the program is seeking a discretionary variance of the requirements in  
40.11 this chapter.

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

40.14                  B. Based on the findings of the PERCA submission and recommendations of the  
40.15 PRP ~~as applicable~~, the board ~~shall~~ must make one of the program approval decisions in  
40.16 subitems (1) to (4).

40.17                  (1) The board ~~shall~~ must grant continuing approval for ~~two~~ three years when  
40.18 the program report provides evidence that the program meets adopted performance standards,  
40.19 statutory and rule requirements, and evidences that candidates have attained competency  
40.20 of licensure standards. For federal Title II reporting, the board must identify the program  
40.21 as "effective" in the state report card.

40.22                  (2) The board may grant continuing approval with continuous improvement  
40.23 focus for ~~two~~ three years when the program report revealed that one or more standards,  
40.24 rules, or candidate performance measures were not in compliance with board criteria.

41.1 Continuing program approval status is granted with board-identified areas of focus for  
41.2 continuous improvement. The continuous improvement portion of the PERCA report must  
41.3 include evidence of progress in the identified focus areas in the subsequent reporting cycle.  
41.4 The board must make the status of approval with continuous improvement focus and the  
41.5 identified focus areas publicly available on the board's website. Based on evidence of  
41.6 progress specific to the focus areas, the board may grant an additional two years of continuing  
41.7 approval with continuous improvement focus. For federal Title II reporting, the board must  
41.8 identify the program as "at risk of low performing" in the state report card.

41.9 (3) The board may grant probationary approval for up to two years when a  
41.10 program does not demonstrate acceptable progress on focused continuous improvement  
41.11 plans. Probationary approval authorizes the program to continue with one year to demonstrate  
41.12 progress on identified unmet standards, rules, or candidate performance measures. After  
41.13 one year, and based on a written progress report, the board may grant a second one-year  
41.14 extension of probationary approval prior to discontinuing the identified program. Students  
41.15 enrolled in a formerly approved program that is placed on probationary approval must be  
41.16 notified of the program's status. Probationary status may result in federal reporting or  
41.17 financial aid implications or may impact other accreditations. For federal Title II reporting,  
41.18 the board must identify the program as "low performing" in the state report card.

41.19 (4) The board may grant discontinued program status when the board  
41.20 determines that required standards for program approval are unmet. The program will be  
41.21 discontinued and the board will establish a timeline to accommodate candidates enrolled  
41.22 in the program. No new ~~students~~ candidates may be admitted into a discontinued program  
41.23 after the date the board acts to discontinue the program. The provider must submit to the  
41.24 board a list of candidates enrolled in the program and their expected graduation dates. The  
41.25 provider must individually notify those candidates in writing of the program's discontinuation  
41.26 and their program completion options.

42.1 Subp. 4. **Voluntary discontinuation.**

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

42.5 (1) a brief rationale for dropping the program;

42.6 (2) the last date when new candidates ~~will be~~ are allowed to enter the program;

42.7 and

42.8 (3) a list of candidates presently enrolled with expected completion dates.

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

42.11 **8705.2600 ~~INTERIM APPROVALS, REVOCATION, SUSPENSION~~ BOARD**  
42.12 **ACTIONS, DISCRETIONARY VARIANCES, AND APPEALS.**

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

42.21 Subp. 2. **Revocation or suspension of approval.** The board may revoke or suspend  
42.22 the approval status of a teacher preparation unit or program when the board determines that  
42.23 ~~an approved institution or the unit has clearly~~ violated ethical or legal practices or board  
42.24 rules. An organization that has its approval revoked may reapply for approval after two  
42.25 years.

43.1 Subp. 3. **Appeal of board decision.** Units may appeal decisions by the board regarding  
43.2 the approval status of an institution the unit or preparation program to prepare persons  
43.3 candidates for teacher licensure may be appealed by the institution pursuant to Minnesota  
43.4 Statutes, chapter 14.

43.5 Subp. 4. **Discretionary variance.** The board may grant a discretionary variance to  
43.6 authorize an applicant or unit to meet a requirement in this chapter in a manner other than  
43.7 as specified in rule or to waive the requirement entirely when application of the requirement  
43.8 would result in undue hardship. An applicant or unit may request a discretionary variance  
43.9 by using a form developed by the board. To apply for a discretionary variance, the applicant  
43.10 or unit must:

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

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

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

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

43.20 Subp. 5. **Interim reports.**

43.21 A. If the board identifies new or repeated violations of the requirements set forth  
43.22 in this chapter, the board may require the unit to submit an interim report. The unit must  
43.23 submit an interim report within two months of receiving notice, and the report must include  
43.24 evidence of how the violations were resolved and how the unit or program has achieved  
43.25 compliance.

44.1 B. Upon receipt of the interim report, the board may take one or more of the  
44.2 following actions in alignment with the status identified in parts 8705.1100, subpart 2c, and  
44.3 8705.2200, subpart 3, item B:

44.4 (1) notify the unit in writing that sufficient evidence has been submitted to  
44.5 determine that the violations identified in the interim report are "Met";

44.6 (2) change the unit's approval status to "approved with focus areas" for the  
44.7 remainder of the unit's approval period or until the unit provides evidence that all  
44.8 requirements identified in the interim report are "Met";

44.9 (3) change the unit's approval status to probationary for the remainder of the  
44.10 unit's approval period but no longer than two years or until the unit provides additional  
44.11 evidence that all requirements identified in the interim report are "Met";

44.12 (4) disapprove the unit's approval status;

44.13 (5) change a program's approval status to "approved with focus areas" for  
44.14 the remainder of the program's approval period or until the program provides evidence that  
44.15 all requirements identified in the interim report are "Met";

44.16 (6) change a program's approval status to "probationary" for the remainder  
44.17 of the program's approval period but no longer than two years or until the program provides  
44.18 evidence that all requirements identified in the interim report are "Met"; or

44.19 (7) disapprove a program's approval status.

44.20 C. When taking a board action against a unit or program, the board must consider  
44.21 the nature and severity of the violation of law or rule and the effect of the violation on the  
44.22 rights of the candidates in the program.

44.23 Subp. 6. **Licensure violations.** If board staff identify three violations for recommending  
44.24 candidates for licensure, the unit standards in violation are considered "Not Met." Within

45.1 two months of receiving notification of the third violation within a single unit approval  
45.2 cycle, the unit must submit an interim report to the board regarding how the violations were  
45.3 resolved and how the unit will achieve ongoing compliance. The board may change the  
45.4 unit's approval status to conditional approval for the remainder of the unit's approval period  
45.5 or until the unit can provide evidence that they are in compliance with the standards.

45.6 **REPEALER.** Minnesota Rules, parts 8705.0200, subparts 2, 7, and 9; 8705.0300;  
45.7 8705.1000; 8705.1100, subparts 1, 3, 4, and 5; 8705.1200; 8705.2300; and 8705.2400, are  
45.8 repealed.

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

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

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