

APPENDIX D: STEPS AND GUIDANCE FOR SUBMITTING RIPAS AND PERCAS

PROGRAM DEVELOPMENT

1. Identify a program leader to be familiar with PELSB requirements and content standards (review section 4.2 to determine how many applications are necessary for an individual program).
2. Gather a group of current teachers, school partners, and content experts to collaborate with you to design your program (clinical experiences, learning opportunities, assessments, etc.)
3. Requirements for program development:
 - a. Map out where the teacher standards are being met. There must be a learning opportunity and assessment aligned to each pedagogical standard. For a standard to be “met,” reviewers must find that the following are true:
 - i. INTENT: The learning opportunity and assessment align to the key subject.
 - ii. DEPTH AND BREADTH: the depth and breadth of each standard is addressed.
 - iii. VALIDATION: Syllabi or comparable documentation validate what is reported in the matrix.
 - b. Plan how clinical experiences will be integrated into the program.
 - c. Develop at least one content-specific methods course/module/learning experience and a reading methods course/module/learning experience.
 - d. Is the program in compliance with 8705.2100? If not, either clarify or submit a discretionary variance request.

SUBMITTING A NEW PROGRAM FOR REVIEW (RIPA)

Once your program design is “complete,” enter it in EPPAS and submit for review.

1. Firefox is the recommended browser for using EPPAS. Log in to EDIAM and then select the application link for the Educator Prep Program Approval System (EPPAS).
2. For initial licensure programs, start with “Begin a SEP application” and then you will “Begin a Content Application.” When you select “Begin a SEP application,” it will automatically select the rule 8710.2000. For additional licensure programs, you will “Begin a Content Application.”

Home

New Licensure Program:

- Begin a SEP Application
- Begin a Content Application
- Copy an Existing Application

On-going Licensure Program:

- Begin a SEP Renewal
- Begin a Content Renewal

Summary Status View

SEP Sequence List

Program Type	Program Name	SEP Program Name	Route Code	Scope	Status	Expiration Date	Last Activity Date
Conv	SEP	SEP K-12		K-12	In Progress		12/01/14

Content Program List

SUBMITTING AN EXISTING PROGRAM

1. Firefox is the recommended browser for using EPPAS. Log in to EDIAM and then select the application link for the Educator Prep Program Approval System (EPPAS).
2. To renew a PERCA or submit a program interim report select “Begin a Content Renewal” and/or “Begin a SEP Renewal.”

Why are there so many applications listed on my home screen?

When you are preparing to submit a renewal, you will see the version that the Board has already acted on with its approval status (for example: initial approval). You may not submit these applications that already have an approval status, and they will remain in EPPAS in your historical records indefinitely. These applications will also remain on your home screen until the Board has acted on your newly submitted applications.

The only applications that may be submitted are ones that are "in progress."

When you are submitting for your regular PERCA renewal, you'll want to verify that you have submitted a renewal for all programs that currently have approval status that you would like to renew.

PROGRAM IDENTIFICATION PAGE

Some of these elements may only be changed later by using the “copy an existing application,” so some providers choose broader options to allow for future expansion of programs.

Program Identification
8710.4900 Visual Arts - PERCA
In Progress - 2014
[show differences](#)

Rule Selection
Rule #: 8710.4900 - Teachers Of Visual Arts
SEP Sequence Used: SEP K-6 **1**

Program Characteristics
Reporting Year: 2014
Scope: K-12
If multiple program types are offered for this licensure rule, a separate approval request is required for each program type.

3 Program Type: Conventional
Candidate Type: Only available to individuals without a MN teaching license.
4 Program Level: Baccalaureate
Route Code: NA
Dual Licensure Rule#: (Optional)

Program Design 2
Optionally describe any components that make this program unique. (max 4000 chars.)

SEP SEQUENCE USED (1)

Choose a descriptive title for your SEP (e.g. SEP for K-12 and 5-12; SEP Special Education, 2023 SEPs all programs). In the corresponding content application, enter the same SEP title. You may connect multiple content programs to the same SEP, and there may be elective options within an SEP sequence as long as all options mean that the standards are "met."

You may also connect a single content application to more than one SEP.



REPORTING YEAR

For RIPAs, enter the year you hope to enroll candidates. For PERCAs, the reporting year will auto-populate. If the year auto-populates incorrectly, it will be fixed after the Board takes action.

PROGRAM DESIGN (2)

Include information that will help anyone accessing EPPAS to understand your program better (online, hybrid, face-to-face, residency, transfer program). You may also describe changes made since the last submission.

PROGRAM TYPE (3)

The EPPAS system will require that you select one to submit. While these categories are no longer applicable, enter a program type to avoid an error message.

PROGRAM LEVEL (4)

If this changes, you need to “copy an existing application.” This will make your program look like a RIPA. However, if the program is the same other than candidate level, it will not undergo the same review process as a RIPA.



Program Type:	Conventional
Candidate Type:	Only available to individuals without a MN teaching license.
Program Level:	Undergraduate and Post-Baccalaureate
Route Code:	(Optional)

CANDIDATE TYPE (5)

You may change the candidate type when you submit your PERCA.

Options:

- Only available to individuals without a MN teaching license
- Only available to individuals who hold a MN teaching license
- Both initial and additional licensure candidates

PROGRAM CONTACT

For each renewal, you must reenter program contact information. The primary contact may be the program leader and must be able to respond to questions about the program. The address will be entered automatically.

COURSE SEQUENCE PAGE

The Course Sequence section of EPPAS must be up-to-date.

Add a new course or experience name

To add a new course or experience, click the blue button “add new course.” Enter full course number, if applicable: EDU 120. Experiences without course numbers can have a descriptive term (e.g. “Service” for a service learning experience)

Course #	Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Exp Hours	Scope	Usage in Matrix	Syllabus Actions	Course Actions
No courses found.									
								add new course	
						reorder this list			
Sequence Totals:		0.00				0.00			
Submission Threshold:		18.00							
Add Course close X									
Course Number: Course or Experience Name: Credits: Methods Course? ☐ Reading Addressed? ☐ Field Based Experience Hours: Experience Scope: The unit leader is responsible for assuring that faculty qualifications are met for all individuals teaching in licensure programs. save & close save & new upload syllabus									

Credits: non-credit granting providers may enter 0 for all credits

Methods: there must be one content-specific methods course or experience. Any listing marked as “methods” must be taught by a teacher educator qualified by Standard 24.

Reading addressed: Any course or opportunity marked “reading” must be taught by a teacher educator qualified by Standard 23 (if knowledge only) or 24 (if methods) in the area of reading.

Field Based Experience Hours: Enter the amount of hours associated with each course or experience. Leave blank if there are none. Rule requires a total of 100 hours for initial licensure programs. There must be a minimum of 60 hours in the content area for candidates seeking a single initial license.

Student Teaching Weeks: For programs that enroll initial and additional licensure candidates, enter the amount of weeks of student teaching for candidates seeking one license (noting that additional licensure candidates may have an 80 hour practicum experience and candidates seeking two licenses at one time must have a minimum of 14 weeks of student teachings split over two licensure areas).

Syllabus: Upload current documentation demonstrating how pedagogical standards are met. All education unit syllabi must have standards listed and have evidence of learning opportunities and assessments aligned to standards. Documentation must accurately direct reviewers to correct courses/experiences where standards are met.

Repeat these steps for each course or experience.

Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Exp Hours	Student Teaching Weeks	Scope	Usage in Matrix
READING IN THE CONTENT AREAS	2.00	~~no~~ ^{yes}	yes				view
SECONDARY METHODS: LANGUAGE ARTS	3.00	yes	no	15.00		5-8	view
STUDENT TEACHING: GR. 5-12	12.00	no	no		15.00	5-12	view
ADVANCED COMPOSITION	3.00	no	no				view
MODERN GRAMMAR	3.00	no	no				view
LITERATURE & LITERACY FOR ADOLESCENTS	3.00	no	no				view
CHOICE OF LIT 321 OR LIT 322	3.00	no	no				view
LIT 321 BRIT. LIT: BEG - RESTORATION AND 18 CENTURY-	0.00	no	no				
LIT 322 BRIT. LIT: BEGBRIT LIT: 19TH AND 20TH CENTURY	0.00	no	no				
CHOICE OF LIT 331 OR LIT 332	3.00	no	no				view
LIT 331 AM. LIT: BEGINNING- REALISM & NATURALISM	0.00	no	no				
LIT 332 AM. LIT: MODERN & CONTEMPORARY	0.00	no	no				
SMALL GROUP COMMUNICATION	3.00	no	no				view
INTERPERSONAL & CROSS CULTURAL COMMUNICATION	3.00	no	no				view
ARGUMENTATION AND DEBATE	3.00	no	no				view
MASS MEDIA AND SOCIETY	3.00	no	no				view
COMMUNICATION ANALYSIS	3.00	no	no				
SECONDARY TEACHING METHODS: SPEECH COMMUNICATIONS	3.00	yes	no				view

DEMONSTRATING NON-PEDAGOGICAL CONTENT STANDARDS OUTSIDE OF THE UNIT

Effective October 2022, programs will have more flexibility to demonstrate how non-pedagogical content standards are met. Non-pedagogical content standards are most commonly met in academic departments unrelated to the education unit and include courses such as Painting, Biology, and Statistics (all non-pedagogical, non-methods).

This new guidance has no impact on:

- Content-specific methods
- Reading methods
- Standards of Effective Practice
- Content delivered in the education unit (e.g. ESL, Special Education, Reading, etc.)

For non-pedagogical content standards where instruction is outside of the unit and for all non-CTE licensure areas, programs may seek approval to meet standards in any of the following ways:

- 1) A completed academic major in the content area from an accredited college or university
- 2) Completing a list of courses that broadly meet the topics included in the standards
- 3) A course sequence with learning opportunities and assessments aligned to each of the subject matter standards

****Must select Option 2 or 3 for licensure areas that have standards that cross disciplinary boundaries, including Communication Arts and Literature and Social Studies.**

For Career and Technical Education programs under parts 8710.8010 to 8710.8080, programs may seek approval for candidates to demonstrate the knowledge and skills in the following ways:

- 1) has five years of relevant work experience aligned to the licensure area sought
- 2) holds an associate degree aligned to the licensure area sought
- 3) holds a professional certification aligned to the licensure area sought from an approved certifying organization
- 4) a course sequence with learning opportunities and assessments aligned to the career and technical standards in the licensure area sought.

**** This guidance does not apply to other CTE areas such as Business, Agricultural Education, and FACS. Programs must separately demonstrate how the Core Skills of CTE are met.**

What are content methods?

Use the following table to help understand the difference between "content methods" standards as this flexibility only applies to content standards.

Content-Specific Methods Standards	Content standards
<i>Found in MN Rules 8710.3000-8710.8080, pedagogical in nature. Differentiated instructional strategies targeting content and pedagogy for a singular licensure area to enable student learning</i>	<i>Found in MN Rules 8710.3000-8710.8080 and not pedagogical in nature.</i>
I.1. The teacher of mathematics to preadolescent and adolescent students shall: understand and apply the research base for and the best practices of middle level and high school education;	A.3. A The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them: understand patterns present in number systems and apply these patterns to further investigations.
J.2.e the ability to plan instruction and select strategies that help students read and understand math texts and spur student interest in more complex reading materials, including:	C.7. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them: algebraic and transcendental numbers

Elementary Content

For Elementary content instruction (math, social studies, science), preparation providers may consider the benefits of requiring content-specific elementary content methods courses, but it is not required to have a methods course for each content area. For Elementary Education, it is required to have at least one Elementary methods course and Elementary Reading Methods. There are some arts and health standards that are pedagogical in nature that may be combined into a general Elementary methods experience or be stand-alone Elementary methods experiences.

Evidence for non-pedagogical content standards: There must be evidence of how the program will verify that content standards are met in alignment with the guidance.

Option 1: Bachelor's degree with major in the content area/course list (or associate degree, 5 years of experience, or certificate aligned to the licensure area sought for 8710.8010-8710.8080). In the example below of a K-12 WLC: Spanish licensure program, the post-baccalaureate program requires a Spanish major, and the attachment shows a list of courses that must be completed with some elective options. When approved, if a candidate starts the program with a bachelor's degree in Spanish, no course substitutions are needed for non-pedagogical content standards. This option is recommended for post baccalaureate programs where the major is a prerequisite for program enrollment.

MAJOR IN SPANISH	32.00	no	no		
CONCORDIA COLLEGE ENGLISH PROFICIENCY REQUIREMENT	0.00	no	no		
AMERICAN EDUCATION IN A DIVERSE WORLD	4.00	yes	no	35.00	K-12
TEACHING IN THE MIDDLE SCHOOL	2.00	yes	no	15.00	5-8
SECONDARY METHODS OF TEACHING IN WORLD LANGUAGES	4.00	yes	no	40.00	K-12
FLES METHODS OF TEACHING	4.00	yes	no	20.00	K-8
ORIENTATION TO STUDENT TEACHING	0.00	no	no		
KNOWLEDGE, LITERACY AND INQUIRY	2.00	no	yes		
EDUCATION OF THE EXCEPTIONAL CHILD	0.00	no	no		
STUDENT TEACHING	12.00	no	no	12.00	K-12

Option 2: Course list, which may include elective options

Uploading syllabi is not required. Instead, programs may upload course titles and numbers that align to the topic area or placeholder documents. This option for demonstrating how standards are met is recommended for cross-disciplinary licensure areas such as Communication Arts and Literature and Social Studies and undergraduate programs with continuing approval status.

HIST ELEC	WESTERN HISTORY ELECTIVE: CHOOSE TWO FROM HIST 120, 121 AND 122	6.00	no	no
POLS ELEC	POLITICAL SCIENCE ELECTIVE: CHOOSE ONE FROM POLS 130 AND 135	3.00	no	no
HIST/POLS ELEC	HISTORY/POLITICAL SCIENCE UPPER LEVEL ELECTIVES: CHOOSE POLS OR HIST EMPHASIS	15.00	no	no

Methods and Reading Courses

Check “yes” for methods for all reading methods (if this box is checked, the teacher educator must meet the requirements of Standard 24, specific to reading). Check "yes" for reading for all reading program requirements, including non-methods reading requirements. If the program requirement/module/course meets the foundational knowledge standards under 8710.3200, Subp. 3C but not reading methods standards, the teacher educator must meet the requirements of Standard 23, specific to reading).

Electives

If candidates have options of a course/module/program requirement to take to meet one or more standards, please list similar to below. A placeholder document explaining the options may be uploaded into the elective course line. Specific syllabi will be uploaded next to electives where pedagogical standards are embedded. If there are multiple options to meet pedagogical standards, every option needs to demonstrate that all of the corresponding standards are met. If a course outside of the education department is meeting pedagogical standards, reviewers do not need a matrix or assignments to be tagged by standard.

ELECTIVES

1. Enter one course line that defines the options. Put appropriate number of credits on this line. Place syllabus place holder on this line.
2. Enter courses to choose from on additional lines. Give each course with zero credits. For course title, include course title, elective title, and number of options.

Example:

Course #	Course Description	Credits
BIO ELEC	Biology Elective: Choose two	8
BIO 201	Human Biology (Biology Elective 1 of 5)	0
BIO 204	Plant Biology (Biology Elective 1 of 5)	0
BIO 205	Life Systems I (Biology Elective 1 of 5)	0
BIO 306	Genetics I (Biology Elective 1 of 5)	0
BIO 307	Genetics II (Biology Elective 1 of 5)	0

Practicum, Student Teaching, Field Experience Hours, and Scope

For initial licensure programs, there must be a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching aligned to the scope and content of the licensure area sought and split into no more than two placements.

There must be at least 60 field experience hours aligned to the scope and content of the licensure area sought for initial licensure programs.

For undergraduate endorsement programs, there must be at least 30 field experience hours aligned to the content area. Additionally, the program must require at least two weeks or the equivalent of student teaching.

For additional licensure or endorsement only programs where candidates are not also seeking an initial license, 80 hours of practicum is required.

Candidate Type	Field Experience Hours	Student Teaching Weeks	Practicum	Content and Scope
Initial Licensure Only	100 total, 60 aligned to content and scope	12 weeks aligned to content and scope	n/a	Between field experiences and student teaching, candidate must have experiences in content at each required level.
Undergraduate endorsement programs, dual programs	100 total, 30 hours aligned to scope and content of each licensure area	Minimum of 14 weeks total, minimum of 2 weeks or equivalent aligned to content and scope of each "additional area"	n/a	The additional licensure clinical experiences must address the gaps in scope from the initial licensure area in the additional licensure content area. ¹
Practicum	n/a	n/a	80 hours	Practicum must be aligned to content and scope. All gaps in experience must be addressed through clinical experiences.

[1] Refer to Dual Licensure section for additional information.

Program Approved as an Initial and Additional Licensure Program

To ensure alignment with unit standards, document student teaching and practicum requirements for different candidate types.

Within a single disability-specific application, a provider may indicate how requirements are met for initial licensure candidates, additional licensure candidates, and additional to ABS candidates (if applicable) instead of having three separate applications.

Course #	Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Exp Hours	Update your Firefox for the latest Student Teaching Weeks	Scope in Matrix	Syllabi
MODULE 1	SPECIAL EDUCATION ASSESSMENT	0.00	no	no			view	
MODULE 2	FOUNDATIONS IN MILD TO MODERATE DISABILITIES	0.00	no	no			view	
MODULE 3	INTERVENTIONS FOR STUDENTS WITH DISABILITIES	0.00	no	no			view	
MODULE 4	IEP DEVELOPMENT AND IMPLEMENTATION	0.00	no	no			view	
TEACH OPTIONS	ASSUMING TEACHER RESPONSIBILITIES OPTIONS	0.00	no	no			view	
OPT 1	ABS INITIAL LICENSURE STUDENT TEACHING	0.00	no	no		12.00	K-12	
OPT 2	CANDIDATES SEEKING INITIAL ABS LICENSE AND ADDITIONAL LICENSE	0.00	no	no		14.00	K-12	
OPT 3	ADDITIONAL LICENSE ONLY - ABS PRACTICUM	0.00	no	no	80.00		K-12	
FIELD OPTIONS	EXPERIENCE PRIOR TO STUDENT TEACHING	0.00	no	no				
OPTION 1	ADDITIONAL LICENSURE CANDIDATE	0.00	no	no				
OPTION 2	INITIAL LICENSURE ABS FIELD EXPERIENCE	0.00	no	no	100.00		K-12	

Dual Enrollment

Rule does not define dual programs. However, sometimes providers want candidates to complete two licensure programs concurrently (e.g. Health and Physical Education, Elementary and Special Education). For programs that choose to require dual enrollment, programs must document a minimum of 30 field experience hours aligned to each content area.

For programs that require dual enrollment, programs must document a minimum of 14 total number of student teaching weeks and a minimum of 30 hours of field experience aligned to the licensure area.

If a provider chose to require that 5-12 licensure program candidates dually enroll in ESL, then the ESL application could look similar to what is below. Note that there are zero credits in “Reading in the Content”, but a credit-granting preparation provider would have credits in the 5-12 content application.

Course Listing for this Sequence:

Course #	Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Exp Hours	Student Teaching Weeks	Scope
EDU 401	ESL METHODS	6.00	yes	no	30.00		K-6
EDU 370	READING IN THE CONTENT	0.00	no	yes			
ESL 301	SECOND LANGUAGE ACQUISITION	4.00	no	no			
ESL 302	INTRO TO LINGUISTICS	4.00	no	no			
ESL 303	ESL CURRICULUM AND ASSESSMENT	4.00	no	no			
ESL 306	HISTORY/STRUCTURE OF ENGLISH LANGUAGE	4.00	no	no			
EDU 501	STUDENT TEACHING SEMINAR	0.00	no	no			
EDU 500	STUDENT TEACHING: ESL AND 5-12 CONTENT AREA	8.00	no	no		16.00	K-12

SEP Field Experience Hours:

Sequence Totals:

30.00

40.00

70.00

16.00

Preparation providers that meet the minimum requirements for clinical experiences for candidates seeking two licenses at the same time must clearly advise candidates that they must complete both programs to be recommended for a license.

If a preparation provider develops a track record of dually enrolled candidates not being eligible for either license based on clinical experience design, PELSB may take action against the unit.

Program Changes

If you click the “pencil” icon, you can edit any aspect of a course or experience except for the course number. If you need to change a course number during a PERCA, you need to delete the original entry and add the new course or experience.

INTRODUCTION TO EDUCATION	4.00	no	no	25.00	B-Grade 3	view	
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FORMATTING METHODS AND READING SYLLABI FOR PROGRAM REVIEW

Include recent syllabi for each course/experience, including all SEP courses.

It must be evident in pedagogical syllabi (all syllabi from within the unit) how standards are met.

Readings: All assigned readings will be listed on the syllabus/documentation. This will include textbooks and titles of additional required readings/articles. If the content of the reading is not readily apparent in the title of the reading, TPPs are encouraged to link directly to the reading or add a sentence describing the reading, especially if the reading is critical for meeting a PELSB standard. If assignments include reading chapters in a given text, including the chapter titles provides information to reviewers that the content of the chapters aligns to the standards indicated. It is not expected that the actual text of the readings is provided in the syllabus.

Assessments: The assessments for the class will be listed in the syllabus. If the standard requires knowledge or understanding, an assessment must be identified in the syllabus. If the standard requires application, evaluation criteria or details about the assessment must be included to demonstrate alignment. Many programs have an assessment section of the syllabus where assessments are described. Syllabi may also have an appendix with instructions that will be provided to candidates and rubrics or linking to more information about assignments. Note that where links are used, reviewers must have access without requesting it.

Alignment Grid: The intent of this grid is to guide all users to see how standards are met through a learning opportunity and assessment. The schedule, assessments, and readings must provide corresponding evidence. List the language of the full standard. The grid may also provide additional information about a learning opportunity (for example, a brief description of a reading).

Schedule: Information will be included in each syllabus (not linked) to demonstrate how standards are taught and assessed in each course.

Documentation Samples

For RIPAs, alignment to new standards, content-specific methods courses, and reading methods syllabi, reviewers must be able to verify that there is a learning opportunity and assessment aligning to each pedagogical standard. Reviewers need to verify that the instruction and assessment align to all parts of the standards and the depth and breadth of each standard.

Alignment Grid

The purpose of the grid is to guide reviewers to find where within the syllabus standards are met. Provide corresponding information within course schedule and assignment descriptions.

K-12 ESL Content Standard	Learning Opportunities Associated with Standard	Assessment of Standard
3.B.1 : - demonstrate an understanding of the importance of using multiple forms of instructional approaches to address different learning styles, background experiences, and performance modes of English learners;	Building Background Knowledge Activation of Prior Knowledge/Learning Importance of and methods for scaffolding concepts (multiple representations of concepts - visuals, etc.) Differentiation Formative Assessment	English Learner Student Observation Paper and Peer Review Response Final Lesson Plan
3.B.2 : - be able to adopt appropriate learning materials and adapt teaching strategies to meet the second language needs of English learners in a school setting; and	Content-Based Instruction Language and Content Objectives Creation of lesson plans and curriculum for MLLs Adaptation of content area materials Co-teaching	Adapted Content Area Lesson Plan Final Lesson Plan
3.B.3 : - understand the developmental progression and range of individual variation of English learners in the context in which taught.	WIDA Framework - Proficiency Level descriptors/Can Dos Stages of Literacy Development ELD Models	English Learner Student Observation Paper and Peer Review Response

Course Schedule with Learning Opportunity and Assessments

Provide an instructional outline (daily, weekly, or by instructional unit/module) that provides information on instruction and assessment. Links support reviewers to verify that learning opportunities and assessments meet the depth and breadth and all components of standards.

Week & Standards	Assignments - Complete prior to class unless otherwise noted	Course Topics Tuesday	Course Topics Thursday
Week 14 May 2 & 4	Read <i>FLIA</i> , Chapter 17: English Learners and complete note sheet for Tuesday. (Turn in on Moodle) Read The Writing Revolution Chapter 1 & 2 for Thursday.	• Teaching multilingual learners - discuss Ch 17 with cards • EL - dual language learners video • Group 1: Multilingual practices • Group 2: EL Strategies and Best Practices • Group 3: Colorin Colorado • Group 4: Reading Rockets on ELs • Group 5: "The Benefits to Learning a Second Language" Read aloud: 	• EL presentations • Teaching gifted/advanced readers • Differentiation • The Writing Revolution - key points ◦ Ch 1 ◦ Ch 2 Read aloud: 

Explanation of Assessments with Aligned Standards

Reviewers must be able to determine if an assessment aligns with the standards. Providing a robust description alerts reviewers to the major requirements and the intent of larger assignments. It can be helpful to include assignment descriptions and rubrics provided for candidates as an addendum. Clearly note the aligned standards.

Example 1

- 3. Pre-referral Case Studies** (Knowledgeable, Creative, Humanistic, Reflective): Students will complete this project with a group of three in order to plan collaboratively in designing and delivering prevention efforts. This project will require students to identify appropriate pre-referral/early interventions that will address a variety of student needs. Groups will be required to reflect upon the purpose of pre-referral, the importance of selecting evidence-based interventions, and consider how interventions can be implemented in school contexts.

Standards Assessed: 2.B.2, 2.B.3, 2.C.5

Example 2

Standards	
ASD	A1, A2, B6, D4, D5
EBD	A1, A2, A3, A6, A7, A11, B7, D8
Core	N/A

The purpose of this assignment is to better understand the family and student/individual with a disability perspective and to ensure we as educators are honoring their voices in our work. To accomplish this, students in the course will complete a three part assignment. Please see below for more information:

Part One:

In Part One, in assigned groups, students will read and discuss the book, *The Short Bus* by Jonathan Mooney. According to Mooney, "Labeled 'dyslexic and profoundly learning disabled,' he was a short-bus rider - a derogatory term used for kids in special education. To learn how others have moved beyond labels, he bought his own short bus and set out cross-country, looking for kids who had dreamed up magical, beautiful ways to overcome obstacles that separated them from the so-called normal world."

Each week, each group will decide on a facilitator to post discussion questions for the rest of the group to respond and reflect upon based on the assigned readings. Please note, each person in the group should have the opportunity to facilitate the discussion at least one time. If it is your week to facilitate, **to earn full credit for your facilitation, you must cite and embed research into your discussion**. This would be a great way to include the supplemental readings noted earlier in the syllabus, or feel free to include readings of your choosing. Please be an active member of your group's discussion weekly. In addition to the questions you develop, you should include the following prompts to consider and include them in your discussions when appropriate:

- What, if any, historical, legal, or contemporary issues were discussed in your "stories" this week?
- What, if any, issues related to identification, medical diagnoses, and eligibility criteria were discussed?
- What, if any, issues related to co-existing conditions were discussed?
- How did the stories this week talk about their experiences with mental health services, including identification and ongoing support?
- Did any of your stories address factors such as gender, socioeconomic status, sexual orientation, and familial, cultural, and linguistic diversity?
- Did any of your stories address due process issues like identification and IEP development and programming?
- How did families (or the individuals themselves) discuss how school teams promoted collaborative practices and communication?
- How did school teams take into account the perspectives of individuals and families?

SECOND REVIEW

- For RIPAs and revised PERCAs that need external review, when responding to reviewer feedback, consider highlighting or using bold/italics to assist reviewers in identifying added or changed content (example below). Make sure that you pick one method to identify changes to support the review work.

Explanation: If reviewers indicate a standard is not met or met with concern, clearly indicating the changes made within instruction and/or assessment on the syllabus alerts reviewers to changes made in response to reviewer findings. This can speed up the process for reviewers.

Unit 2: IDEA's Major Principles: FAPE, Non-discriminatory Evaluation, IEP, LRE, Procedural Safeguards, And Zero Reject

Standards Addressed: SPED Core A8, B1, B2, B3; ABS A10, D6)

Assigned Readings: Chapters 9, 10, 11, 12, 13 and Chapter 5 from Gorski (2018) *The trouble with the "Mindset of Poverty" and Other Stereotypes about People Experiencing Poverty* and others upon instructor discretion

Key Concepts: Compliance, Mediation, Progress Reporting, RTI, Procedural Safeguards, FAPE, Identification, Assessment, Evaluation, Placement, IEP, Appropriateness, Individualization, Supplementary Aids and Services, Continuum of Alternative Placements, Nondiscriminatory Evaluation, Related Services, ESY, Child Find, Eligibility Determination

Assessments: *Assigned Reading Response Activities (SPED Core A8, B1, B2, B3; ABS A10, D6, DD A1)*

Reflection questions from Gorski chapter (ABS D6)

Vocabulary Development Exercises (SPED Core A8, B1, B2, B3; ABS A10, D6, DD A1)

Reflective Essay (SPED Core A8, B1, B2, B3; ABS A10, D6, DD A1)—including responses to questions from Gorski chapter

Unit 3: Comprehensive Unbiased Assessments

Standards Addressed: SPED Core B2, **B6**

Assigned Readings: Chapters 9 and 10, **Case Studies**, and others determined by the instructor

Key Concepts: Components of a comprehensive unbiased assessment, use limitations and administration of formal and informal assessments, influence of culture and linguistic diversity on programming and eligibility, developing unbiased assessment plans

Assessments: Reflective Essay (Core B2, DD A1)

Vocabulary and Reading Response Exercises (Core B2)

Completion of Case Studies requiring decision-making to design a comprehensive evaluation that is unbiased

STANDARD MATRIX

You need to identify a course or experience for each standard and keep this updated at each PERCA submission. Also, update corresponding syllabi/documentation.

In the **Standard Matrix** section of EPPAS, for the box with learning opportunities and assessments, you can either enter the learning opportunities and assessments, enter “refer to uploaded matrix” and upload the standards matrices in the program attachments, or for PERCAs only, direct reviewers to the correct, updated syllabi (where it must be evident how all pedagogical standards are met through a learning opportunity and assessment).

When PELSB updates teacher standards, such as for the 2023 Standards of Effective Practice, Physical Education, and Health Standards, it will still be required to select a course for the EPPAS matrix (may be a dummy course) and enter "n/a" for the old standards. Indicate where new standards are met on a Board-developed spreadsheet with a concise description and correct program/course requirement .

Standard 2: Student Learning

Subp. 3. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

*REQUIRED - Course/Experience Where Taught & Assessed	OPTIONAL - Secondary Course/Experience Where Taught & Assessed	Learning Opportunity and Assessment Activity (max 4000 chars.)
3A. - understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;		

Standards Changes

If you make any changes to which courses or experiences meet standards, include those changes in the matrices in your PERCA submission and upload updated syllabi/documentation.

Note that when using the matrix, even though there are only two drop downs for courses / experiences for each standard, you may list additional courses and experiences in the “Learning Assessment Activity” box.

ASSESSMENT

Admission criteria - Select a minimum of three criteria that your program will require for admission.

Assessment:	Name of Criteria	Minimum Threshold
Admission Criteria		
Candidate Competency	Experience working with children	hours (05-999 99)
Completion Criteria	Post-Secondary credits completed	credits (25-99 99)
Performance Data:	☒ GPA in content field	2.75 (1.00- 4.00)
Testing	☒ GPA in entry level professional education coursework	2.75 (1.00- 4.00)
edTPA	ACT	score (01-36)
Continuous Improvement:	SAT	score (0001-2400)
Program Narrative	GRE	score (0001-1600)
Supplemental Information:	Pass Basic Skills Exam	
Program Attachments	Pass Content Area exam	
Complete the Application:	☒ Professional Recommendation	
Validate and Submit	Essay or Writing Sample	
Download Forms:	☒ Interview	
Program Development and Capacity	Bachelor's Degree or higher	
Statutory Requirements		

Candidate competency. The program must identify three key assessments to track for program effectiveness. Each assessment must monitor no more than ten specific sub-standards.

- Enter the name of the assessment (i.e. Unit Plan).
- Select the course or experience in which the assessment occurs.
- Select when in the program this occurs (i.e. before the second checkpoint; during student teaching). Enter the specific content standards being assessed (e.g. 3F1a; 3B2c). Instead of “All SEPs” of SEP Standard 5, enter specific SEP standards (e.g. Subp. 6M, 6O, and 6P).
- At least one assessment must assess content specific assessments.

Name of Assessment Within Course Number/Name Identify when this occurs in the program. (max 4000 chars.) Identify the MN standards for teacher licensure that are being assessed. (max 4000 chars.)	Methods of Teaching Social Studies Collective Journal SSE4468 - METHODS OF TEACHING SOCIAL STUDIES II (GR 9-12) Students complete this project during their semester of senior level methods courses and in conjunction with their pre-student teaching methods placement. 8710.4000 Teachers of Social Studies Standards: Standards: 3.E; 3.K; 3. L;
Name of Assessment Within Course Number/Name Identify when this occurs in the program. (max 4000 chars.) Identify the MN standards for teacher licensure that are being assessed. (max 4000 chars.)	Content Review Project SSE4450 - METHODS OF TEACHING SOCIAL STUDIES I (GR 9-12) Students complete this project during their semester of senior level methods courses and in conjunction with their pre-student teaching methods placement. 8710.4000 Teachers of Social Studies Standards: Standards: 3.E; 3.K ; 3. L 8710.2000 Standards of Effective Practice Standard 4: Instructional Strategies (Standards D, E, F, G, H, I, J, K) Standard 5: Learning Environment (Standards A - L) Standard 7: Planning Instruction (Standards A - M) Standard 9: Reflection and Professional Development (Standards C, H, I, J)
Name of Assessment Within Course Number/Name Identify when this occurs in the program. (max 4000 chars.) Identify the MN standards for teacher licensure that are being assessed. (max 4000 chars.)	Case Study with Lesson Plan Development and Presentation EDU3255 - CONTENT AREA READING Junior to Senior Level 8710.4000 Teachers of Social Studies Standards: Standards: 3.L.1.C; 3.L.2.B; 3.L.2.C; 3.L.2.D

Rule requires that programs identify three key assessments to assess all candidates and identify areas to track for program effectiveness, including at least one assessment monitoring applicable content standards in parts 8710.3000 to 8710.8080. Each assessment must monitor no more than ten specific substandards in part 8710.2000 or content standards. If a program attributes “all SEPs” to a particular assessment, it may be difficult to collect and aggregate that data. Specifying the standards is preferred.



If a program finds that a particular assessment is not supportive of the continuous improvement process, it may identify a new assessment within the PERCA in EPPAS.

EdTPA data is already collected separately and should not be used as one of your key assessments. An exception would be a focused task or rubric from the edTPA.

While providers are not required to report key assessment data for PERCA, they must be included in the “multiple assessments” required under standard 3 and 19.

Completion Criteria. Select at least three criteria. In addition to selected criteria, PELSB requires that candidates complete the edTPA for initial licensure, if applicable.

EdTPA. Pass rates must be entered into an ADEPT form and uploaded into program attachments on the supplemental information screen.

Program Narrative. For PERCAs, you may enter n/a into each box.

SUPPLEMENTAL INFORMATION: PROGRAM ATTACHMENTS

RIPA Program Development and Capacity Form: This form is designed for RIPAs only.

Excel document: if not entering learning opportunities and assessments aligned to standards in the matrices in the “Standards Matrix” section, upload spreadsheet of how standards are met. Label attachment as “[Program Area] Standards Matrix.”

Program discretionary variance requests must be uploaded in the program attachment section. Label as “[Program Name][Nature of Variance Request]”

Fiscal Attestation Form: This must be uploaded for both RIPAs and PERCAs. A unit leader may sign, and a more thorough review of capacity happens at the unit level.

Residency Identification Form: If a program is a residency program in alignment with PELSB rule (refer to section 4.1), then complete and upload to this section.

ADEPT Form: Includes data about program enrollment and completion as well as edTPA passrates. Additionally, you'll identify the program leader. Label as “[Program Name] ADEPT [Submission Year]”

Upload the program leader's C.V. to demonstrate that the program is overseen by someone with expertise aligned to unit standard 23.

File Names for Uploads

When uploading attachments, do not use any punctuation in file names. Punctuation can cause errors, making it impossible for files to open.

Entitle all attachments so that all users can identify forms easily.

VALIDATE AND SUBMIT

Finally, the individual with verifier access will “validate and submit.” If there are error messages in red (e.g. update contact information), those must be addressed prior to submitting. You may still submit with blue error messages. After successful submission, there is a message indicating that your program has been submitted. Additionally, on your “home” screen,” the program will be listed as submitted.

Science - Life Science	SEP Foundation	Submitted	no
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Anyone with EPPAS entry access may enter data. Only the verifier may click “submit.” The status must be “submitted” for PELSB to be able to start processing the application.

- **Red error messages do prevent program submission** (e.g. no fiscal attestation uploaded, no program development and capacity form). Respond to the message to enable submission.
- **Blue error messages do not prevent program submission** (e.g. zero credits in a program). You may still submit.

GUIDANCE FOR SUBMITTING A RIPA

The matrix should clearly direct reviewers to where they will find how the standard is met with the name of the course or experience and the learning opportunities and assessments. Some providers choose to copy/paste information from the syllabus into the matrix, so reviewers know exactly what they expect to find in the syllabus. The matrix alone, though, is not sufficient to demonstrate that a standard is met.

A syllabus, or a document to be used both by teacher educators and candidates, must demonstrate how standards are being met within a program.

If standards are “Not Met” in a first review, PELSB recommends the following for a resubmission:

- Highlight changes made to syllabi

- Update the matrices/standards spreadsheet to reflect changes made to the syllabi

- You may upload a guidance document to describe changes made. If you do so, inform Board staff so that staff directs reviewers to this information.

Click "Save"

After adding data in any section, click “save” before navigating to another page. The “next” button does not save information.

OFF-CYCLE PERCA SUBMISSIONS

Prior to submitting an off-cycle PERCA submission, it is recommended to discuss the scope of changes with teacher education specialists to see if a submission would be justified.

The following are reasons to submit an off-cycle PERCA submission (and will be externally reviewed):

- 25 percent or more of the standards have been moved into other courses or experiences
- 25 percent or more of the standards in a methods course have been moved into other courses or experiences
- When a methods course has been removed or replaced or when an elective option has been added for a methods course

The following are reasons to submit an off-cycle PERCA submission (and *may* not need external review):

- To allow for an articulation agreement as an elective option to meet pedagogical standards
- To require a new course or experience in place of an existing course or experience for program completers moving forward
- To reduce clinical experience requirements
- To remove a required pedagogical course or experience

The following is not required in an off-cycle PERCA submission:

- An updated ADEPT form

If you submit an off-cycle PERCA submission and the changes are approved, the approval date will align to the approval of the unit's other programs.

HOW TO CHECK PROGRAM HISTORICAL RECORDS

If you want to review previously approved course sequences and syllabi, those records are available for you in EPPAS. On the left side bar under “application search,” click “search applications.”

Home

New Licensure Program:

Begin a SEP Application

Begin a Content Application

Copy an Existing Application

On-going Licensure Program:

Begin a SEP Renewal

Begin a Content Renewal

Download Forms:

Program Development and Capacity

Statutory Requirements

Faculty Qualifications

Fiscal Attestation

Application Search:

Search Applications

Next, type in the name of the program you would like:

Search Applications

Search Instructions

To search for an application, enter one or more search values such as a rule name, reporting year, program level, licensure type, course number and then click search.

click search

A type-ahead feature will display all matching values that may be selected before pressing the search button.

Keyword hints may be used in the search to help further narrow the results: application_type: program_level: licensure_type: status: program: scope: assessment_name: course_number: course_name: route_code: focus: rule: rule_desc: reporting_year: institution: organization: board_date: exp_date:

An application will be searchable as soon as it is submitted. In-Progress applications are not searchable.

Search keys

ESL

search

Results for search key(s): **ESL**

Click on the Program Name to view.

Provider	Program Name	Reporting Year	SEP Seq Name/ Seq Used	Route Code	Scope	Program Type	Candidate Type	Program Level	Status	is RPA?	Board Date	Exp Date
ALFAD	ESL	2017	SEP for MDS	Transfer Pathways	K-12	Non Core	Endorse	UNDERGRAD_POSTGRAD	Approved	yes	01/01/18	06/30/22
ALFAD	ESL	2020	SEP for MDS	Transfer Pathways	K-12	Non Core	Endorse	UNDERGRAD_POSTGRAD	Approved	no	03/19/21	06/30/23

Finally, select the program application that you would like to review.