

APPENDIX G: UNIT RULE MATRIX 2021 AND 2014 STANDARDS

| 2021 Rule | 2014 Rule |
|---|---|
| PROGRAM DESIGN | |
| Standard 1. The unit must ensure each program has a clear and consistent conceptual framework threaded throughout the program that is research-based, results-oriented, and focused on the skills teachers need to be effective. | Subpart 2 (A). the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice |
| Standard 2 (1). The unit must ensure each program provides effective instruction on content-specific methods that meet the scope of the licensure area. | Subpart 2 (I). The unit’s programs require candidates to complete coursework in methods of teaching the content and scope for which they are preparing to be licensed. |
| Standard 2 (2). The unit must ensure each program provides effective instruction on the teacher Code of Ethics. | Subpart 2 (K). The unit’s programs evidence direct training in the expectations published in the Minnesota Code of Ethics for professional practice and related Minnesota Statutes. |
| Standard 2 (3). The unit must ensure each program provides effective instruction on lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards. | Subpart 2 (F). The unit’s programs instruct candidates to use Minnesota kindergarten through grade 12 student academic standards, or if unavailable, national discipline-specific standards for lesson planning and teaching |
| Standard 2 (4). The unit must ensure each program provides effective instruction on the knowledge and skills needed to provide appropriate instruction to multilingual learners to support and accelerate academic | No comparable requirement. |

| | |
|---|--|
| <p>literacy, including oral academic language and achievement in content areas in a regular classroom setting.</p> | |
| <p>Standard 2 (5). The unit must ensure each program provides effective instruction on: the knowledge and skills needed to implement culturally responsive teaching and instructional strategies, including incorporating opportunities for candidates to learn about the role of teachers to disrupt patterns and systems of racism, privilege, and oppression</p> <p><i>Culturally responsive teaching is defined as “understanding prior experiences, frames of reference, and performance styles based on the lived experiences of students, and the effects of systemic and institutional racism, and applying this knowledge to make learning experiences more relevant and effective for students.”</i></p> | <p>Subpart 2 (J). The unit’s programs evidence culturally responsive curricula.</p> |
| <p>Standard 2 (6). The unit must ensure each program provides effective instruction on research-based practices in reading that enable the candidate to teach reading in the candidate's licensure field.</p> | <p>No comparable requirement.</p> |
| <p>Standard 2 (7). The unit must ensure each program provides effective instruction on using a student's native language as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills.</p> | <p>No comparable requirement.</p> |
| <p>Standard 2 (8). The unit must ensure each program provides effective instruction on the knowledge and skills needed to engage students with technology and deliver digital and blended learning curricula.</p> | <p>No comparable requirement.</p> |

| | |
|--|--|
| <p>No comparable requirement.</p> | <p>Subpart 2 (C). The unit provides and requires candidates in teacher preparation programs to have completed a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs at their institution not preparing persons for teacher licensure</p> |
| <p>8705.2100, subpart 2 (D)(1)(a). The [RIPA] must provide evidence of the following program development standards: a summary of the program development process, including name and contact information for individuals engaged in program development, including the designated school partner, teacher educators, content instructors, and practicing teachers in the licensure field.</p> | <p>Subpart 2 (H). The unit’s programs were developed in collaboration with academically qualified faculty, long with licensed, experienced school personnel in the content area, and other stakeholders.</p> |
| <p>8705.2100, subpart 2 (D) (2) (a). For initial licensure programs, the application must provide evidence of teaching and assessing the standards of effective practice (SEP) under part 8710.2000, including: (a) the program provides candidates with a professional sequence of learning opportunities based on the standards under part 8710.2000.</p> <p>8705.2100, subpart 2 (D) (3) (a). For initial and additional licensure programs, the application must provide evidence of teaching and assessing content standards for one or more licensure programs under parts 8710.3000 to 8710.8080, including: (a) the program provides candidates with a sequence of learning opportunities based on the specific content standards of one or more licensure program under parts 8710.3000 to 8710.8080, including field specific methods instruction and reading methods.</p> | <p>Subpart 2 (B). The unit provides and assures that candidates complete a professional sequence of courses based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080.</p> |
| <p>ASSESSMENT SYSTEM</p> | |

| | |
|---|---|
| <p>Standard 3 (1). The unit must implement an assessment system with a process for annually collecting and reviewing data from surveys, including those from:</p> <ul style="list-style-type: none"> (a) initial licensure program completers at the time of program completion; (b) initial licensure program completers one year after completion; and (c) initial licensure program completers' supervisors one year after completion. | <p>Subpart 7 (C). The unit has an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation.</p> <p>8705.2200, subpart 2 (C)(1) and (2). [PERCAs] must provide evidence of continuous improvement efforts, including:</p> <ul style="list-style-type: none"> (1) for initial licensure programs: use of first-year teacher survey data, including a summary of findings and analysis including program strengths, areas for improvement, and response rates from locally determined surveys aligned to the standards of effective practice of program completers after one year of teaching experience; (2) for initial licensure programs: use of school administrator survey data, including a summary of findings and analysis including program strengths, areas for improvement, and response rates from locally determined surveys aligned to the standards of effective practice of administrators employing program completers at the end of the first year of classroom teaching. |
| <p>Standard 3 (2). The unit must implement an assessment system with a process for annually collecting and reviewing data from clinical experiences.</p> | <p>8705.2200, subpart 2 (C)(3). [PERCAs] must provide evidence of continuous improvement efforts, including: for endorsement programs: use of data from candidate performance evaluations provided by cooperating teachers.</p> |
| <p>Standard 3 (3). The unit must implement an assessment system with a process for annually collecting and reviewing data from multiple assessments as required by Standard 19.</p> | <p>Subpart 7 (A). The unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes.</p> <p>8705.2200, subpart 2 (C)(4). [PERCAs] must provide evidence of continuous improvement efforts, including: for all programs: evidence that aggregated</p> |

| | |
|--|--|
| | <p>data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, surveys, performance assessments, and others.</p> <p>8705.2100, subpart 2 (D)(6)(b). The assessment system collects data to monitor candidate progress at a minimum of three checkpoints, including entry, advancement through the program, and exit.</p> |
| <p>Standard 3 (4). The unit must implement an assessment system with a process for annually collecting and reviewing data from candidate scores on state-required examinations and board-adopted performance assessments.</p> | <p>Subpart 6 (C). The unit must have a defined process to monitor candidate progress and demonstration of standards that includes the following: a uniform, operational assessment system applied to candidates in all licensure programs which identifies key assessments, including performance assessments.</p> |
| <p>Standard 4. The unit's assessment system must include a process to engage its stakeholders, including candidates, program completers, school partners, teacher educators, and representatives from the community to:</p> <ul style="list-style-type: none"> (1) systematically review data collected under Standard 3; (2) provide feedback and recommendations on unit-wide strengths and areas of improvement, which can include program-specific feedback and recommendations; and (3) provide feedback and recommendations on long-term plans specific to the unit's program offerings. | <p>Subpart 7 (D). The unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assists with the ongoing evaluation and improvement of programs.</p> <p>Subpart 10 (J). The unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.</p> |
| CONTINUOUS IMPROVEMENT | |
| <p>Standard 5. The unit must implement a formal process for using the assessment system and</p> | <p>8705.2100, subpart 2 (D)(6)(c). [The RIPA application must include] a plan to systematically collect, analyze, and use aggregated candidate</p> |

| | |
|---|--|
| <p>stakeholder feedback to inform unit and program improvement.</p> | <p>competency data to evaluate program effectiveness and to make program improvements.</p> <p>8705.2200, subpart 2 (C)(6). [PERCAs] must provide evidence of continuous improvement efforts, including: for all programs: evidence that the program has used data to further develop continuous improvement plans and goals.</p> |
| <p>Standard 6. The unit must have at least one designated school partnership with a school or district that works collaboratively to align theory and practice and that meets the standards in this subpart. The unit may have additional partnerships with districts or schools to place candidates in clinical experiences according to the standards in subpart 3.</p> | <p>Subpart 3 (D). The unit has a process for and establishes collaborative school partnerships for field experience placements.</p> <p>Subpart 3 (F). The unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through grade 12 student academic standards in their teaching.</p> |
| <p>Standard 7. For the purpose of continuous improvement and shared accountability, the unit and designated school partner must maintain an agreement that addresses:</p> <ul style="list-style-type: none"> (1) the type of student data that the designated school partner is authorized and willing to share with the candidate and unit regarding student achievement and progress under Minnesota Statutes, section 13.05, subdivision 7; (2) the type of aggregated candidate data that the unit will share with the designated school partner regarding candidate efficacy and survey data under Minnesota Statutes, section 13.05, subdivision 7; and (3) how the unit will solicit feedback and recommendations from candidates, supervisors, and cooperating teachers | <p>No comparable requirement.</p> |

| | |
|--|--|
| <p>about clinical experiences with the designated school partner.</p> | |
| <p>Standard 8. The unit must meet a minimum of two times per year with the designated school partner. The unit must engage in ongoing collaboration with the designated partner to:</p> <ul style="list-style-type: none"> (1) review data including but not limited to data collected under Standards 3 and 7; (2) assess feedback from candidates, supervisors, and cooperating teachers; (3) evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and (4) engage in decision-making processes regarding changes to design and implementation of teacher preparation programs. | <p>No comparable requirement.</p> |
| <p>SCHOOL PARTNERSHIPS</p> | |
| <p>Standard 9 (1) – (2). The unit and each school partner must maintain an agreement that addresses:</p> <ul style="list-style-type: none"> (1) the expectations for the candidate during a clinical experience; (2) the responsibilities held by the school partner during a clinical experience. | <p>Subpart 9 (D). The unit leader facilitates ongoing communication and collaboration with prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs.</p> |
| <p>Standard 9 (3). The unit and each school partner must maintain an agreement that addresses: the grounds for removing a candidate from a clinical experience and the process for removal.</p> | <p>No comparable requirement.</p> |
| <p>Standard 9 (4). The unit and each school partner must maintain an agreement that</p> | <p>Subpart 3 (F). The unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that</p> |

| | |
|--|--|
| <p>addresses the process for identifying cooperating teachers who model:</p> <ul style="list-style-type: none"> (a) effective instruction, including the use of state academic standards or, if unavailable, national discipline-specific standards; and (b) culturally responsive teaching. | <p>partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through grade 12 student academic standards in their teaching.</p> |
| <p>Standard 10 (1). The unit must collaborate with each school partner to ensure that each cooperating teacher paired with a candidate during student teaching and practicum:</p> <ul style="list-style-type: none"> (a) has at least three years of teaching experience as a teacher of record in the licensure area; (b) holds a professional license aligned to the assignment; (c) has completed professional development in coaching strategies for adult learners; and (d) meets all other requirements set forth in state statute. | <p>Subpart 3 (E). The unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments.</p> |
| <p>Standard 10 (2). The unit must collaborate with each school partner to ensure that each cooperating teacher paired with a candidate during field experiences:</p> <ul style="list-style-type: none"> (a) has at least two years of teaching experience; (b) holds a Tier 2 license or professional license aligned to the assignment; and (c) meets all other requirements set forth in state statute. | <p>Subpart 3 (E). The unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments.</p> |
| <p>Standard 10 (3). The unit must collaborate with each school partner to ensure that each</p> | <p>Subpart 9 (E). The unit leader is responsible for arranging training for cooperating teachers that</p> |

| | |
|--|--|
| <p>cooperating teacher receives training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures, and timelines.</p> | <p>addresses their role, program expectations, candidate assessments, procedures, and timelines.</p> |
| <p>Standard 9 (4). The unit and each school partner must maintain an agreement that addresses the process for identifying cooperating teachers who model:</p> <ul style="list-style-type: none"> (a) effective instruction, including the use of state academic standards or, if unavailable, national discipline-specific standards; and (b) culturally responsive teaching. | <p>Subpart 3 (F). The unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through grade 12 student academic standards in their teaching.</p> |
| <p>CLINICAL EXPERIENCE REQUIREMENTS</p> | |
| <p>Standard 11 (1). For candidates seeking an initial professional license, the unit must provide a minimum of 100 field experience hours prior to student teaching.</p> | <p>See license-specific requirements in Minn. R. 8710.3000 – 8710.6400.</p> |
| <p>Standard 11 (1)(a). For candidates seeking an initial professional license, the unit must provide a minimum of 100 field experience hours prior to student teaching that includes:</p> <ul style="list-style-type: none"> (a) at least 60 field experience hours that are aligned to the scope and content of the licensure field sought. | <p>Subpart 3 (A). The teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license.</p> <p>Subpart 3 (B). The unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought.</p> |
| <p>Standard 11 (1)(b) and (c). For candidates seeking an initial professional license, the unit must provide a minimum of 100 field experience hours prior to student teaching that includes:</p> | <p>Subpart 3 (C). The unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a</p> |

| | |
|---|---|
| <p>(b) experience with students who differ in race, ethnicity, home language, and socioeconomic status;</p> <p>(c) experience with students with a range of exceptionalities, including students on an individualized education plan.</p> | <p>diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.</p> |
| <p>Standard 11 (2). For candidates seeking an initial professional license, the unit must provide 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 that:</p> <p>(a) is aligned to the scope and content of the licensure field sought;</p> <p>(b) is split into no more than two placements where each placement is with a continuous group of students and for continuous weeks in alignment with the school calendar and day;</p> <p>(c) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the cooperating teacher;</p> <p>(d) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the supervisor;</p> <p>(e) includes a minimum of three triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and</p> <p>(f) includes a written evaluation by the supervisor that addresses the candidate's</p> | <p>Subpart 3 (G). For initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000 to 8710.8080.</p> <p>8705.2100, subpart 2 (D)(4)(d). Qualified faculty supervisors and cooperating teachers each provide documented formative feedback multiple times, including at least two triad conferences including the candidate, supervisor, and cooperating teacher.</p> |

| | |
|---|--|
| <p>ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.</p> | |
| <p>Standard 12 (1). For candidates seeking more than one professional license, the unit must:</p> <p>(1) provide a minimum of 100 field experience hours prior to student teaching that include:</p> <ul style="list-style-type: none"> (a) at least 30 field experience hours that are aligned to the scope and content of each license and endorsement sought; (b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and (c) experience with students with a range of exceptionalities, including students on an individualized education plan. | |
| <p>Standard 12 (2). For candidates seeking more than one professional license, the unit must: provide a minimum of 14 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 that:</p> <ul style="list-style-type: none"> (a) includes a placement aligned to the scope and content of each license and endorsement sought; (b) is split into no more than two placements, where each placement is a minimum of two weeks or the equivalent, with a continuous group of students and for continuous weeks in alignment with the school calendar and day; | <p>8705.2100, subpart 2 (D)(4)(d). Qualified faculty supervisors and cooperating teachers each provide documented formative feedback multiple times, including at least two triad conferences including the candidate, supervisor, and cooperating teacher.</p> |

| | |
|--|--|
| <p>(c) includes observations with actionable feedback to ensure growth and attainment of standards with a minimum of five observations, with at least one observation per placement, conducted by the cooperating teacher;</p> <p>(d) includes observations with actionable feedback to ensure growth and attainment of standards with a minimum of five observations, with at least one observation per placement, conducted by the supervisor;</p> <p>(e) includes a minimum of four triad meetings, with at least one triad meeting per placement with the cooperating teacher, the supervisor, and the candidate; and</p> <p>(f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.</p> | |
| <p>Standard 13 (1). For candidates who have completed licensure via portfolio or a state-approved initial licensure teacher preparation program, and are seeking an additional license or endorsement, the unit must have a documented process for evaluating a candidate's prior clinical experiences and teaching experiences including:</p> <ul style="list-style-type: none"> (a) experience aligned to the scope and content of the license or endorsement sought; (b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and (c) experience with students with a range of exceptionalities, including | |

| | |
|---|--|
| <p>students on an individualized education plan.</p> | |
| <p>Standard 13 (2). For candidates who have completed licensure via portfolio or a state-approved initial licensure teacher preparation program, and are seeking an additional license or endorsement, the unit must design a practicum experience that addresses any gaps in prior experience listed in subitem (1) and that:</p> <ul style="list-style-type: none"> (a) aligns to the scope and content of the license or endorsement sought; (b) is a minimum of 80 hours with a continuous group of students; (c) provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the cooperating teacher; (d) provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the supervisor; (e) includes a minimum of one triad meeting with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and (f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's professional dispositions. | <p>8705.2100, subpart 4 (f). For licenses added to an initial license, the program may determine the length of field experiences needed for each candidate to demonstrate program standards necessary to be recommended for an additional license as follows:</p> <ul style="list-style-type: none"> i. the program must provide field experiences aligned to the scope of the licensure sought; ii. the length of field experience may vary depending on the prior academic preparation and experiences of each candidate; and iii. a written evaluation by a supervisor is required. <p>8705.2100, subpart 4 (g). For middle-level endorsement fields, the program requires a student teaching period of a minimum of four continuous weeks, full time, face-to-face.</p> |

| | |
|--|---|
| <p>No comparable requirement.</p> | <p>Subpart 6 (E). The unit must have a defined process to monitor progress and demonstration of standards that includes evidence that assessment of teacher candidate performance includes data about the performance of the students they teach.</p> |
| <p>No comparable requirement.</p> | <p>Subpart 3 (H). Related services licensure programs incorporate a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of their specific field under parts 8710.6000 to 8710.6400.</p> |

CANIDATE ENROLLMENT, ADVISEMENT, MONITORING, AND SUPPORTS

| | |
|--|---|
| <p>Standard 14. For a candidate working as a teacher of record while completing a teacher preparation program to obtain an initial professional license, the unit must ensure:</p> <ul style="list-style-type: none"> (1) the candidate completes the requirements in Standard 11; (2) a cooperating teacher holding a professional license in the licensure area sought is available to work with the candidate throughout the course of the student teaching experience; and (3) a cooperating teacher holding a professional license aligned to the licensure area or scope of the license sought is available in the school to work with the candidate to model effective practices and provide feedback throughout the course of the student teaching experience. | <p>No comparable requirement.</p> |
| <p>Standard 15 (1). The unit must ensure each supervisor is qualified by one of the following:</p> <ul style="list-style-type: none"> (a) holding or having held a professional license aligned to the licensure field or scope of the license | <p>Subpart 8 (I). All faculty who supervise student teaching must have a minimum of a master's degree and have at least one academic year of prekindergarten through grade 12 teaching</p> |

| | |
|--|---|
| <p>sought by the candidate and at least three years of experience 1as a teacher of record; or</p> <p>(b) being a current or former E-12 administrator with documented experience in teacher evaluation.</p> | <p>experience aligned to the scope of the licensure programs they supervise</p> |
| <p>Standard 15 (2). The unit must ensure each supervisor completes professional development in coaching strategies for adult learners.</p> | <p>No comparable requirement.</p> |
| <p>Standard 15 (3). The unit must ensure each supervisor completes training on the program requirements and evaluation procedures for candidates.</p> | <p>No comparable requirement.</p> |
| <p>Standard 16. The unit must implement effective strategies to recruit, retain, and increase the percentage of candidates who:</p> <p>(1) complete programs that address state and district teacher shortage areas; and</p> <p>(2) are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.</p> | <p>Subpart 4 (B). The unit demonstrate a candidate selection process that includes the following: plans, policies, and practices for admission and retention of a diverse candidate pool.</p> |
| <p>Standard 17. The unit must maintain accurate records of candidate progress through the program, including applicable learning opportunities and coursework, clinical experiences, and all program requirements.</p> | <p>Subpart 6 (A). The unit must [maintain] complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences, and other program requirements.</p> |
| <p>Standard 18 (1). The unit must make available to candidates, online or in print, the following information: a description of the requirements for admission into each program.</p> | <p>Subpart 4 (A). The unit must demonstrate a candidate selection process that includes the following: multiple criteria and assessments are identified and used to admit candidates who demonstrate potential for professional success in teaching.</p> |

| | |
|--|---|
| <p>Standard 18 (2). The unit must make available to candidates, online or in print, a description of the completion requirements for each program.</p> | <p>Subpart 6 (F). The unit must have a defined process to monitor candidate progress and demonstration of standards that includes an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Professional Educator Licensing and Standards Board.</p> |
| <p>Standard 18 (3). The unit must make available to candidates, online or in print, a description of the state requirements for licensure, including information about the completion of a board-adopted performance assessment.</p> | <p>Subpart 5 (B). The unit must demonstrate a candidate advising process that assures that candidates have access to accurate published information describing the teacher preparation programs' requirements, including information about state-required teacher licensure examinations.</p> |
| <p>Standard 18 (4). The unit must make available to candidates, online or in print, the unit's procedures for receiving and responding to complaints and grievances from candidates.</p> | <p>No comparable requirement.</p> |
| <p>Standard 18 (5). The unit must make available to candidates, online or in print, the unit's policy for substituting program requirements for prior learning experiences, coursework, teaching experience, and credit by examination. The policy must make clear that the unit will not substitute prior experience for student teaching requirements in Standard 11, item C, subitem (2) and Standard 12, item D, subitem (2).</p> | <p>Subpart 4 (C). The unit must demonstrate a candidate selection process that includes the following: a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or postbaccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support decisions made.</p> |
| <p>Standard 18 (6). The unit must make available to candidates, online or in print, a description of the candidate's appeal process if not recommended for licensure.</p> | <p>Subpart 5 (C). The unit must demonstrate a candidate advising process that has a defined student appeals process including a published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c).</p> |
| <p>Standard 18 (7). The unit must make available to candidates, online or in print, cost</p> | <p>No comparable requirement.</p> |

| | |
|--|---|
| <p>information, including information about financial aid.</p> | |
| <p>Standard 18 (8). The unit must make available to candidates, online or in print, the following information: unit and program accreditation status.</p> | <p>No comparable requirement.</p> |
| <p>Standard 19. The unit must monitor each candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of unit-determined professional dispositions, and progress toward completing the program by assessing each candidate:</p> <ul style="list-style-type: none"> (1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit; and (2) through multiple assessments implemented throughout the program. | <p>Subpart 2 (E). The unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a process for assessing those expectations.</p> <p>Subpart 6 (B). The unit must monitor and assess candidates' attainment of standards of parts 8710.2000 to 8710.8080 at a minimum of three identified checkpoints after admission throughout the professional education sequence.</p> <p>Subpart 6 (D). The unit must have a defined process to monitor candidate progress and demonstration of standards that includes the following: evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach.</p> |
| <p>8705.2100, subpart 2 (D) (3). For initial and additional licensure programs, the [RIPA] application must provide evidence of teaching and assessing content standards for one or more licensure programs under parts 8710.3000 to 8710.8080.</p> | <p>Subpart 2 (D). The unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence of the licensure field</p> |
| <p>8710.2000, subpart 9 (H). The teacher [candidate] must use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.</p> | <p>Subpart 2 (G). The unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions.</p> |

| | |
|--|---|
| <p>Standard 20 (1). The unit must provide each candidate with individualized advising, which includes: prior to student teaching or practicum, discussing the candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of professional dispositions, and progress toward completing the program.</p> | <p>Subpart 5 (A). The unit must demonstrate a candidate advising process that: provides appropriate and accurate academic and professional advisement at a candidate's admission and throughout the candidate's professional education program.</p> |
| <p>Standard 20 (2). The unit must provide each candidate with individualized advising, which includes: counseling a candidate out of the program who is failing to evidence the necessary content and pedagogical knowledge and skills or professional dispositions to be an effective teacher.</p> | <p>No comparable requirement.</p> |
| <p>Standard 20 (3). The unit must provide each candidate with individualized advising, which includes documenting program completion.</p> | |
| <p>No comparable requirement.</p> | <p>Subpart 5 (D). The unit must demonstrate a candidate advising process that ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services.</p> |
| <p>Standard 21. The unit must ensure each candidate, prior to completing an initial licensure program, completes a board-adopted teacher performance assessment if an assessment exists that is aligned with the license sought.</p> | <p>8705.2100, subpart 4 (e). The [RIPA] application must provide evidence of teaching and assessing content standards for one or more licensure programs under parts 8710.3000 to 8710.8080, including: evaluation of candidates seeking an initial teaching license includes the completion of the state-approved teacher performance assessment during the student teaching placement.</p> |
| <p>No comparable requirement.</p> | <p>Subpart 10 (G). Candidates and faculty have access to current books, journals, and electronic</p> |

| | |
|--|--|
| | information that support teaching, learning, and scholarship. |
| No comparable requirement. | Subpart 10 (H). Candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship. |
| TEACHER EDUCATORS | |
| Standard 22. The unit must implement effective strategies to recruit, retain, and increase the percentage of teacher educators who are of color or indigenous in proportion to either regional or state K-12 student demographic ratios. | Subpart 8 (C). The unit actively recruits and has plans, policies, and practices for hiring diverse faculty. |
| <p>Standard 23. The unit must ensure each teacher educator is able to show expertise for teaching assignments through documentation of one of the following:</p> <p>(1) the individual holds a master's degree or higher in any field and:</p> <ul style="list-style-type: none"> (a) at least 18 graduate credits in the teacher educator's area of instruction; or (b) has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction; <p>(2) the individual:</p> <ul style="list-style-type: none"> (a) holds a bachelor's degree in any field; (b) has at least five years of experience as a teacher of record; and (c) has completed a state-approved teacher preparation program. | <p>Subpart 8 (A). The unit must demonstrate qualifications and assignment of the professional education faculty that include the following: the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments.</p> <p>Subpart 8 (G). Faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content.</p> <p><i>Advanced academic preparation is defined as a minimum of a master's degree and content expertise in the licensure subject to be taught.</i></p> |

| | |
|---|--|
| <p>At least one of the components listed in paragraphs (a) through (c) must align to the content area of instruction; or</p> <p>(4) the individual holds a bachelor’s degree or higher in any field and provides evidence of the individual’s background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification.</p> | |
| <p>Standard 23 (3). The unit must ensure each teacher educator of career and technical education or the visual or performing arts is able to show expertise for teaching assignments through documentation of: a bachelor's degree in any field and at least five years of relevant professional work experience aligned to the teacher educator's area of instruction.</p> | <p>Subpart 8 (A). The unit must demonstrate qualifications and assignment of the professional education faculty that include the following: the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments.</p> <p>Subpart 8 (G). Faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content.</p> <p><i>Advanced academic preparation is defined as a minimum of a master's degree and content expertise in the licensure subject to be taught.</i></p> |
| <p>Standard 24. The unit must ensure each teacher educator of field-specific methods instruction, including reading methods, is able to show expertise for teaching assignments through documentation of one of the following:</p> <p>(1) the individual:</p> <p>(a) holds a master's degree or higher in any field and:</p> | <p>Subpart 8 (H). The unit ensures that all faculty who supervise student teaching must have a minimum of a master's degree and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise.</p> <p><i>Advanced academic preparation is defined as a minimum of a master's degree and content expertise in the licensure subject to be taught.</i></p> |

| | |
|---|--|
| <p>i. has at least 18 graduate credits aligned to the content area of instruction;</p> <p>ii. has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction; or</p> <p>iii. has completed a state-approved teacher preparation program aligned to the content area of instruction; and</p> <p>(b) has three years of experience as a teacher of record, including at least one year aligned to the scope and content area of instruction;</p> <p>(2) the individual:</p> <p>(a) holds a bachelor's degree in any field;</p> <p>(b) has completed a state-approved teacher preparation program; and</p> <p>(c) has seven years of experience as a teacher of record, including at least three years aligned to the scope and content area of instruction.</p> <p>At least one of the components listed in paragraphs (a) and (b) must align to the content area of instruction; or</p> <p>(4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification.</p> | |
|---|--|

| | |
|--|---|
| <p>Standard 24 (3). The unit must ensure each teacher educator of field-specific methods instruction in career and technical education or the visual and performing arts is able to show expertise for teaching assignments through documentation of:</p> <p>(a) holds a bachelor's degree in any field and:</p> <ul style="list-style-type: none"> i. the bachelor's degree is aligned to the content area of instruction; ii. the individual has at least five years of relevant professional work experience aligned to the teacher educator's content area of instruction; or iii. the individual has completed a state-approved teacher preparation program aligned to the content area of instruction; and <p>(b) has seven years of experience as a teacher of record, including at least three aligned to the scope and content area of instruction.</p> | <p>Subpart 8 (H). The unit ensures that all faculty who supervise student teaching must have a minimum of a master's degree and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise.</p> <p><i>Advanced academic preparation is defined as a minimum of a master's degree and content expertise in the licensure subject to be taught.</i></p> |
| <p>Standard 25. The unit must monitor and assess each teacher educator's effectiveness as an instructor at least once every three years, including using observations and candidate feedback, unless prohibited by an employment agreement.</p> | <p>Subpart 8 (F). The unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data.</p> |
| <p>Standard 26 (1). The unit must require and document for each teacher educator: completion of ongoing professional development opportunities, including professional development specific to the field of education focusing on research-based best practices.</p> | <p>Subpart 8 (E). The unit must provide support for faculty to engage in professional development to enhance intellectual and professional vitality to ensure that they model effective delivery of instruction.</p> |

| | |
|---|--|
| <p>Standard 26 (2). The unit must require and document for each teacher educator: completion of 30 hours in a three-year period of professional involvement in an early childhood, elementary, or secondary school setting aligned to the area of instruction that must include at least one of the following: teaching, tutoring, supervising candidates in the field, completing observations, school-level consulting, or engaging with a professional learning community</p> | <p>Subpart 8 (B). Faculty assigned to teach in the education program must be actively engaged in professional organizations, other education-related endeavors at the local, state, or national levels, and ongoing involvement in prekindergarten through grade 12 schools in accordance with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (f).</p> |
| <p>Standard 26 (3). The unit must require and document for each teacher educator: completion of periodic orientation on requirements in chapters 8705 and 8710 and Minnesota Statutes, chapter 122A.</p> | <p>Subpart 9 (F). The unit leader provides periodic orientation to board standards, both unit and program-specific, to all unit faculty, including adjuncts and part-time instructors, to ensure program integrity and consistency.</p> |
| <p>No comparable requirement.</p> | <p>Subpart 8 (J). The unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.</p> |
| <p>UNIT AND PROGRAM OVERSIGHT</p> | |
| <p>Standard 27 (1). The unit must meet the applicable requirements in this chapter, chapter 8710, and Minnesota Statutes, chapter 122A.</p> | <p>Subpart 9 (A). The unit leader has responsibility for implementing current Professional Educator Licensing and Standards Board requirements and approval processes.</p> |
| <p>Standard 27 (2). The unit must administer all licensure programs as approved.</p> | <p>Subpart 9 (I). The unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process.</p> <p>Subpart 8 (D). [The program leader] has responsibility for understanding current Professional Educator Licensing and Standards Board licensure standards and expectations for that licensure program.</p> |

| | |
|---|---|
| <p>Standard 27 (3). The unit must ensure information submitted to the board as part of the unit approval process and program approval process is not misleading, false, or fraudulent.</p> | <p>No comparable requirement.</p> |
| <p>Standard 27 (4). The unit must comply with state and federal data practices laws.</p> | <p>No comparable requirement.</p> |
| <p>Standard 27 (5). The unit must maintain an assessment system that enables storing, tracking, and reporting to meet state and federal annual data submission requirements.</p> | <p>Subpart 7 (B). The unit has a process to collect and evaluate aggregate data as required by parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval.</p> <p>Subpart 10 (I). The unit has sufficient faculty, administrative staff, support, and technical staff [] to comply with all board reporting requirements to maintain unit and program approval.</p> |
| <p>Standard 28 (1). The unit must designate a leader responsible for recommending candidates for licensure upon completion of the teacher preparation program.</p> | <p>Subpart 9 (J). The unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs.</p> |
| <p>Standard 28 (2). The unit must designate a leader responsible for communicating with the board, including notifying the board of changes to approved programs through the program reporting process and submitting licensure program proposal applications and program effectiveness reports.</p> | <p>Subpart 9 (B). The unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure.</p> <p>Subpart 9 (H). The unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to the board for approval.</p> |
| <p>Standard 29. The unit must have financial, human, and physical resources to maintain licensure programs, support teacher educators, provide administrative support, and meet all unit and program standards, including the ability to collect and analyze data for continuous improvement.</p> | <p>Subpart 10 (D). The unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies, and materials.</p> <p>Subpart 10 (E). The unit has sufficient numbers of faculty to teach in the licensure programs to ensure</p> |

| | |
|--|--|
| | <p>consistent quality and delivery of the program over time.</p> <p>Subpart 10 (F). The unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community.</p> <p>Subpart 9 (G). The unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.</p> |
| <p>8705.2100, subpart 2 (D)(1)(b). The unit must have a designated program leader responsible for the delivery of the program and the program leader must be qualified as a “teacher educator” (Standard 23).</p> | <p>Subpart 8 (D). Each licensure program has a faculty member designated as the program leader who is qualified by advanced academic preparation and who has responsibility for understanding current Professional Educator Licensing and Standards Board licensure standards and expectations for that licensure program.</p> <p><i>Academic preparation is defined as a minimum of a master’s degree and content expertise in the licensure subject to be taught.</i></p> |
| <p>8705.2100, subpart 2 (D)(6)(b). The [RIPA] application must [include] attestation that all candidates must attempt board-approved content and pedagogy exams prior to recommendation, and such data will be remitted to the board to demonstrate program efficacy.</p> | <p>Subpart 9 (K). The unit leader has a monitoring process in place and is responsible for ensuring that candidates successfully complete all board licensure assessments before recommending a candidate for licensure.</p> |
| <p>8705.1500, subpart 2. The unit must submit a unit report on continuous improvement that provides the following:</p> <p>B. a description of the action steps taken to address any standards identified as "Met with Concern" or "Not Met" during</p> | <p>Subpart 10 (I). The unit has sufficient faculty, administrative staff, support, and technical staff to ensure consistent delivery and quality of programs [].</p> |

| | |
|--|---|
| <p>the previous site visit, including evidence of how the unit is demonstrating compliance with these standards;</p> <p>C. identification of unit strengths and areas of improvement...;</p> <p>D. a summary and evaluation of work completed with the designated school partner;</p> <p>E. a summary of feedback gathered from stakeholders, including candidates program completers, school partners, teacher educators, and representatives from the community, and how this feedback has informed continuous improvement; and</p> <p>F. a description of how data has informed continuous improvement efforts.</p> | |
| <p>No comparable requirement.</p> | <p>Subpart 9 (C). The unit leader facilitates ongoing communication and collaboration with unit and arts and sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to ensure that content standards are being taught and assessed as approved.</p> |
| <p>No comparable requirement.</p> | <p>Subpart 10 (A). [The unit has] responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of Education.</p> |
| <p>No comparable requirement.</p> | <p>Subpart 10 (B). The unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions.</p> |
| <p>No comparable requirement.</p> | <p>Subpart 10 (C). The unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and</p> |

| | |
|--|---|
| | revision of programs, and the allocation of resources for licensure programs. |
|--|---|

| | |
|-----------------------------------|--|
| SCHOOL COUNSELING PROGRAMS | |
|-----------------------------------|--|

| | |
|---|--|
| <p>Standard 30. For a school counseling program approved by the board, the unit must demonstrate compliance with all applicable entry-level Council for Accreditation of Counseling and Related Education Program (CACREP) standards for a school counseling program including:</p> <ul style="list-style-type: none"> A. the learning environment; B. a professional counseling identity; C. professional practice; D. program evaluation; and E. school counseling standards. | |
|---|--|