

Memorandum

Date: October 10, 2025
To: Professional Educator Licensing and Standards Board
From: Emily Busta, Registered Teacher Apprenticeship Specialist
RE: Board Resolution – CEUs for Cooperating Teachers - REPORT

Definitions:

Registered Teacher Apprenticeship Program (RTAP): an innovative teacher preparation pathway for individuals to become certified teachers, combining on-the-job learning with a journeyworker and related instruction. RTAPs are employer- (public school) led and must meet the needs of the public school.

Residency: defined as a program offered in partnership with a designated school partner that provides a year-long clinical experience integrating learning opportunities and student teaching. A residency program uses a cohort-based model that pairs candidates, often referred to as residents, with cooperating teachers. The residency program must ensure each candidate is placed for a full academic year to co-teach and participate in professional development for at least 80 percent of the contracted school week. The residency program must ensure that each cooperating teacher serves as the teacher of record and receives ongoing professional development in co-teaching, mentoring, and coaching skills. Candidates may receive a stipend, salary, or other form of commensurate financial support during the residency program.

Apprentice: a paid public school employee, who participates in a formal training program (registered teacher apprenticeship program) that includes on-the-job learning and related instruction.

Resident: a teacher candidate who is enrolled in a residency program. The resident is expected to meet all coursework and on-the-job learning requirements while working in a school setting.

Journeyworker: Term for a cooperating teacher involved in registered teacher apprenticeship program. Journeyworkers are expected to meet all requirements set forth by their employer (school district), sponsor (owner of the RTAP), and the related instructor (TPP).

Mentor Teacher: Formal term for cooperating teacher in a residency program. As the residency definition states above, the mentor teacher must be the teacher of record and must receive specific training in mentoring and coaching.

Clock hour: An hour of actual instruction, or planned group or individual professional development activity as approved by the local continuing education/relicensure committee. A Tier 3 teacher needs 75 clock hours every three years to renew their license and a Tier 4 teacher needs 125 clock hours every 5 years to renew.

Background:

Registered Teacher Apprenticeship Programs (RTAPs) and Teacher Residencies offer innovative pathways for teacher preparation. Unlike traditional models, these programs require teacher candidates, called apprentices or residents, to engage in at least a full year of on-the-job learning, working alongside a journeyworker or mentor teacher.

This immersive experience provides significant benefits for the apprentice or resident, but also places additional responsibilities on the cooperating teacher. Unlike hosting a traditional student teacher, journeyworkers and mentor teachers in RTAPs and residencies are expected to:

- Host the apprentice or resident for a year or longer using a co-teaching model
- Ensure the apprentice or resident is meeting the Standards of Effective Practice (SEPs) and content standards, with appropriate documentation to the district and TPP
- Implement a gradual release model, increasing the apprentice's or resident's classroom responsibilities over time
- Provide a higher level of mentoring, coaching, and feedback to support the apprentice's or resident's professional growth

Currently, PELSB's licensure renewal rule limits the number of clock hours a cooperating teacher may earn when hosting a teacher candidate. [Minnesota Rule 8710.7200 Sub. 4 B \(1\)](#) allows up to 24 clock hours per field experience placement per semester, with a maximum of 30 clock hours within a five-year renewal cycle.

Summary:

Given the increased expectations and time commitment required of journeyworkers and mentor teachers who support apprentices and residents, we are requesting the Board consider a resolution to waive the 30-clock hour maximum within a five-year renewal cycle. Instead, we propose allowing journeyworkers and mentor teachers to earn up to 24 clock hours per semester, without a limit.

This change would serve as a meaningful acknowledgment of the dedication and additional effort these educators provide to ensure the success of future teachers. In a time where it has become increasingly challenging to recruit cooperating teachers, this is a way to show appreciation for journeyworkers' and mentor teachers' contributions to the field.

Options:

This is a report. No action is needed. If the board is open to a resolution, it will be presented as an action item at the November meeting.