

1.1 **Professional Educator Licensing and Standards Board**

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

1.4 **8705.0100 ~~PROGRAM AND UNIT APPROVAL~~ PURPOSE.**

1.5 Licenses to teach in Minnesota may be granted to persons who complete approved
1.6 programs leading to teacher licensure in Minnesota institutions approved by the Professional
1.7 Educator Licensing and Standards Board to prepare persons for teacher licensure according
1.8 to this chapter. The teacher preparation institution or provider must meet the standards under
1.9 parts 8705.1000 and 8705.1100 or the procedures and requirements established under part
1.10 8705.1200 prior to being authorized to submit specific licensure programs for program
1.11 approval under parts 8705.2000 to 8705.2600.

1.12 A teacher preparation provider based in a Minnesota institution of higher education,
1.13 school district, charter school, or nonprofit corporation organized under chapter 317A must
1.14 be approved as a unit in accordance with the rules and procedures in this chapter to prepare
1.15 candidates for licensure in Minnesota.

1.16 **8705.0200 DEFINITIONS.**

1.17 [For text of subpart 1, see Minnesota Rules]

1.18 Subp. 2. [See repealer.]

1.19 Subp. 3. **Assessment system.** "Assessment system" means a comprehensive and
1.20 integrated set of valid and reliable evaluation and assessment measures that provides
1.21 information for use in monitoring candidate demonstration of standards, and managing and
1.22 improving unit operations and programs.

1.23 [For text of subpart 4, see Minnesota Rules]

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

2.1 Subp. 4b. **Clinical experiences.** "Clinical experiences" means field experiences,
2.2 student teaching, and practica.

2.3 Subp. 4c. **Cooperating teacher.** "Cooperating teacher" means a teacher who has
2.4 agreed to work with a candidate during the candidate's clinical experiences. A cooperating
2.5 teacher's responsibilities include modeling effective instruction to the candidate, observing
2.6 the candidate engaging with students throughout clinical experiences, and providing feedback
2.7 to the candidate based on these observations.

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

2.12 Subp. 4e. **Designated school partner.** "Designated school partner" means a school
2.13 or district that hosts candidates for clinical experiences. School or district leaders collaborate
2.14 with the unit to evaluate data, assess progress toward mutually beneficial goals, and provide
2.15 input on the content and design of the teacher preparation programs.

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

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

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

2.23 Subp. 7. [See repealer.]

2.24 Subp. 7a. **Practicum.** "Practicum" means when a candidate is enrolled in a teacher
2.25 preparation program, is seeking an additional license or an endorsement, and assumes teacher

responsibilities to practice and demonstrate the knowledge, skills, and dispositions necessary to teach the content aligned to the additional license or endorsement.

Subp. 7b. **Professional dispositions.** "Professional dispositions" means the values, commitments, and professional ethics that are needed to maintain appropriate professional relationships with students, families, colleagues, and communities.

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

Subp. 8. Program completer.

~~A. "Program completer" means a person candidate who has met all the a program's completion requirements of a state-approved teacher preparation program, including all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, that an individual has or has not been recommended to the state for certification or licensure may not be used as a criterion for determining who is a program completer. A program must include a candidate as a program completer in data submissions if the candidate: For an initial licensure candidate to be counted as a completer, the candidate must complete student teaching in the licensure area sought and submit the board-adopted teacher performance assessment for official scoring, if applicable. For an additional licensure candidate to be counted as a completer, the candidate must complete an evaluated practicum in the licensure area sought.~~

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

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

- 4.1 (3) ~~completes a student teaching placement;~~
4.2 (4) ~~is enrolled in any licensure program, including endorsement fields; or~~
4.3 (5) ~~receives a degree or certificate of completion regardless of whether a~~
4.4 ~~recommendation for licensure is given.~~

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

4.8 Subp. 9. [See repealer.]

4.9 Subp. 9a. **School partner.** "School partner" means a school or district that hosts one
4.10 or more candidates for clinical experiences.

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

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

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

4.19 Subp. 10c. **Teacher educator; instructor.** "Teacher educator" or "instructor" means
4.20 the individual employed or directed by the unit to facilitate a candidate's learning
4.21 opportunities and assessments.

4.22 Subp. 10d. **Teacher of record.** "Teacher of record" has the meaning given in part
4.23 8710.0310, subpart 1, item N.

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

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

8705.1010 UNIT STANDARDS.

Subpart 1. Standards for program design and improvement.

A. 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.

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

- (1) content-specific methods that meet the scope of the licensure area;
- (2) the teacher Code of Ethics;
- (3) lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards;
- (4) the knowledge and skills needed to provide appropriate instruction to multilingual learners to support and accelerate academic literacy, including oral academic language and achievement in content areas in a regular classroom setting;

6.1 (5) the knowledge and skills needed to implement culturally responsive
6.2 teaching and instructional strategies, including incorporating opportunities for candidates
6.3 to learn about the role of teachers to disrupt patterns and systems of racism, privilege, and
6.4 oppression;

6.5 (6) research-based practices in reading that enable the candidate to teach
6.6 reading in the candidate's licensure field;

6.7 (7) using a student's native language as a resource in creating effective
6.8 differentiated instructional strategies for multilingual learners developing literacy skills;
6.9 and

6.10 (8) the knowledge and skills needed to engage students with technology and
6.11 deliver digital and blended learning curricula.

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

6.14 (1) surveys, including those from:

6.15 (a) initial licensure program completers at the time of program
6.16 completion;

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

6.18 (c) initial licensure program completers' supervisors one year after
6.19 completion;

6.20 (2) clinical experiences;

6.21 (3) multiple assessments as required by Standard 19; and

6.22 (4) candidate scores on state-required examinations and board-adopted
6.23 performance assessments.

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

- 7.4 (1) systematically review data collected under Standard 3;
7.5 (2) provide feedback and recommendations on unit-wide strengths and areas
7.6 of improvement, which can include program-specific feedback and recommendations; and
7.7 (3) provide feedback and recommendations on long-term plans specific to
7.8 the unit's program offerings.

7.9 E. Standard 5. The unit must implement a formal process for using the assessment
7.10 system and stakeholder feedback to inform unit and program improvement.

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

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

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

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

7.22 (2) the type of aggregated candidate data that the unit will share with the
7.23 designated school partner regarding candidate efficacy and survey data under Minnesota
7.24 Statutes, section 13.05, subdivision 7; and

8.1 (3) how the unit will solicit feedback and recommendations from candidates,
8.2 supervisors, and cooperating teachers about clinical experiences with the designated school
8.3 partner.

8.4 C. Standard 8. The unit must meet a minimum of two times per year with the
8.5 designated school partner. The unit must engage in ongoing collaboration with the designated
8.6 partner to:

8.7 (1) review data including but not limited to data collected under Standards 3
8.8 and 7;

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

8.10 (3) evaluate the effectiveness of the partnership to meet mutually beneficial
8.11 short-term and long-term goals; and

8.12 (4) engage in decision-making processes regarding changes to design and
8.13 implementation of teacher preparation programs.

8.14 Subp. 3. Standards for clinical experiences.

8.15 A. Standard 9. The unit and each school partner must maintain an agreement that
8.16 addresses:

8.17 (1) the expectations for the candidate during a clinical experience;

8.18 (2) the responsibilities held by the school partner during a clinical experience;

8.19 (3) the grounds for removing a candidate from a clinical experience and the
8.20 process for removal; and

8.21 (4) the process for identifying cooperating teachers who model:

8.22 (a) effective instruction, including the use of state academic standards
8.23 or, if unavailable, national discipline-specific standards; and

9.1 (b) culturally responsive teaching.

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

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

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

9.7 (b) holds a professional license aligned to the assignment;

9.8 (c) has completed professional development in coaching strategies for
9.9 adult learners; and

9.10 (d) meets all other requirements set forth in state statute;

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

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

9.13 (b) holds a Tier 2 license or professional license aligned to the
9.14 assignment; and

9.15 (c) meets all other requirements set forth in state statute; and

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

9.18 C. Standard 11. For candidates seeking an initial professional license, the unit
9.19 must:

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

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

10.1 (b) experience with students who differ in race, ethnicity, home language,
10.2 and socioeconomic status; and

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

10.5 (2) provide a minimum of 12 full-time weeks, or the equivalent number of
10.6 weeks where the candidate is participating in at least 80 percent of the contracted school
10.7 week, of face-to-face student teaching that:

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

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

10.12 (c) includes ongoing observations with actionable feedback to ensure
10.13 growth and attainment of standards with a minimum of four observations conducted by the
10.14 cooperating teacher;

10.15 (d) includes ongoing observations with actionable feedback to ensure
10.16 growth and attainment of standards with a minimum of four observations conducted by the
10.17 supervisor;

10.18 (e) includes a minimum of three triad meetings with the cooperating
10.19 teacher, the supervisor, and the candidate for clear and consistent communication; and

10.20 (f) includes a written evaluation by the supervisor that addresses the
10.21 candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required
10.22 professional dispositions.

10.23 D. Standard 12. For candidates seeking more than one professional license, the
10.24 unit must:

- 11.1 (1) provide a minimum of 100 field experience hours prior to student teaching
11.2 that include:
- 11.3 (a) at least 30 field experience hours that are aligned to the scope and
11.4 content of each license and endorsement sought;
- 11.5 (b) experience with students who differ in race, ethnicity, home language,
11.6 and socioeconomic status; and
- 11.7 (c) experience with students with a range of exceptionalities, including
11.8 students on an individualized education plan; and
- 11.9 (2) provide a minimum of 14 full-time weeks, or the equivalent number of
11.10 weeks where the candidate is participating in at least 80 percent of the contracted school
11.11 week, of face-to-face student teaching that:
- 11.12 (a) includes a placement aligned to the scope and content of each license
11.13 and endorsement sought;
- 11.14 (b) is split into no more than two placements, where each placement is
11.15 a minimum of two weeks or the equivalent, with a continuous group of students and for
11.16 continuous weeks in alignment with the school calendar and day;
- 11.17 (c) includes observations with actionable feedback to ensure growth and
11.18 attainment of standards with a minimum of five observations, with at least one observation
11.19 per placement, conducted by the cooperating teacher;
- 11.20 (d) includes observations with actionable feedback to ensure growth and
11.21 attainment of standards with a minimum of five observations, with at least one observation
11.22 per placement, conducted by the supervisor;
- 11.23 (e) includes a minimum of four triad meetings, with at least one triad
11.24 meeting per placement with the cooperating teacher, the supervisor, and the candidate; and

12.1 (f) includes a written evaluation by the supervisor that addresses the
12.2 candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and
12.3 the required professional dispositions.

12.4 E. Standard 13. For candidates who have completed licensure via portfolio or a
12.5 state-approved initial licensure teacher preparation program, and are seeking an additional
12.6 license or endorsement, the unit must:

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

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

12.11 (b) experience with students who differ in race, ethnicity, home language,
12.12 and socioeconomic status; and

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

12.15 (2) design a practicum experience that addresses any gaps in prior experience
12.16 listed in subitem (1) and that:

12.17 (a) aligns to the scope and content of the license or endorsement sought;

12.18 (b) is a minimum of 80 hours with a continuous group of students;

12.19 (c) provides observations with actionable feedback to ensure growth and
12.20 attainment of standards with a minimum of two observations by the cooperating teacher;

12.21 (d) provides observations with actionable feedback to ensure growth and
12.22 attainment of standards with a minimum of two observations by the supervisor;

12.23 (e) includes a minimum of one triad meeting with the cooperating teacher,
12.24 the supervisor, and the candidate for clear and consistent communication; and

13.1 (f) includes a written evaluation by the supervisor that addresses the
13.2 candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's
13.3 professional dispositions.

13.4 F. Standard 14. For a candidate working as a teacher of record while completing
13.5 a teacher preparation program to obtain an initial professional license, the unit must ensure:

13.6 (1) the candidate completes the requirements in Standard 11;

13.7 (2) a cooperating teacher holding a professional license in the licensure area
13.8 sought is available to work with the candidate throughout the course of the student teaching
13.9 experience; and

13.10 (3) a cooperating teacher holding a professional license aligned to the licensure
13.11 area or scope of the license sought is available in the school to work with the candidate to
13.12 model effective practices and provide feedback throughout the course of the student teaching
13.13 experience.

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

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

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

13.19 (b) being a current or former E-12 administrator with documented
13.20 experience in teacher evaluation;

13.21 (2) completes professional development in coaching strategies for adult
13.22 learners; and

13.23 (3) completes training on the program requirements and evaluation procedures
13.24 for candidates.

14.1 Subp. 4. Standards for candidates.

14.2 A. Standard 16. The unit must implement effective strategies to recruit, retain,
14.3 and increase the percentage of candidates who:

14.4 (1) complete programs that address state and district teacher shortage areas;
14.5 and

14.6 (2) are of color or indigenous in proportion to K-12 student demographic
14.7 ratios.

14.8 B. Standard 17. The unit must maintain accurate records of candidate progress
14.9 through the program, including applicable learning opportunities and coursework, clinical
14.10 experiences, and all program requirements.

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

14.13 (1) a description of the requirements for admission into each program;

14.14 (2) a description of the completion requirements for each program;

14.15 (3) a description of the state requirements for licensure, including information
14.16 about the completion of a board-adopted performance assessment;

14.17 (4) the unit's procedures for receiving and responding to complaints and
14.18 grievances from candidates;

14.19 (5) the unit's policy for substituting program requirements for prior learning
14.20 experiences, coursework, teaching experience, and credit by examination. The policy must
14.21 make clear that the unit will not substitute prior experience for student teaching or practicum
14.22 requirements set forth in Standard 12, subitem (2), Standard 13, subitem (2), and Standard
14.23 14;

15.1 (6) a description of the candidate's appeal process if not recommended for
15.2 licensure;

15.3 (7) cost information, including information about financial aid; and

15.4 (8) unit and program accreditation status.

15.5 D. Standard 19. The unit must monitor each candidate's attainment of content and
15.6 pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment
15.7 of unit-determined professional dispositions, and progress toward completing the program
15.8 by assessing each candidate:

15.9 (1) at a minimum of three identified checkpoints, including at entry, midpoint
15.10 through the program, and at exit; and

15.11 (2) through multiple assessments implemented throughout the program.

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

15.14 (1) prior to student teaching or practicum, discussing the candidate's attainment
15.15 of content and pedagogical knowledge and skills as required by parts 8710.2000 to
15.16 8710.8080, enactment of professional dispositions, and progress toward completing the
15.17 program;

15.18 (2) counseling a candidate out of the program who is failing to evidence the
15.19 necessary content and pedagogical knowledge and skills or professional dispositions to be
15.20 an effective teacher; and

15.21 (3) documenting program completion.

15.22 F. Standard 21. The unit must ensure each candidate, prior to completing an initial
15.23 licensure program, completes a board-adopted teacher performance assessment if an
15.24 assessment exists that is aligned with the license sought.

16.1 Subp. 5. Standards for teacher educators.

16.2 A. Standard 22. The unit must implement effective strategies to recruit, retain,
16.3 and increase the percentage of teacher educators who are of color or indigenous in proportion
16.4 to K-12 student demographic ratios.

16.5 B. Standard 23. The unit must ensure each teacher educator is able to show
16.6 expertise for teaching assignments through documentation of one of the following:

16.7 (1) the individual holds a master's degree or higher in any field and:

16.8 (a) at least 18 graduate credits in the teacher educator's area of instruction;

16.9 or

16.10 (b) has completed a dissertation or published peer-reviewed research in
16.11 the teacher educator's area of instruction;

16.12 (2) the individual:

16.13 (a) holds a bachelor's degree in any field;

16.14 (b) has at least five years of experience as a teacher of record; and

16.15 (c) has completed a state-approved teacher preparation program. At least
16.16 one of the components listed in paragraphs (a) through (c) must align to the content area of
16.17 instruction; or

16.18 (3) for teacher educators of career and technical education or the visual or
16.19 performing arts, a bachelor's degree in any field and at least five years of relevant professional
16.20 work experience aligned to the teacher educator's area of instruction.

16.21 C. Standard 24. The unit must ensure each teacher educator of field-specific
16.22 methods instruction, including reading methods, is able to show expertise for teaching
16.23 assignments through documentation of one of the following:

- 17.1 (1) the individual:
- 17.2 (a) holds a master's degree or higher in any field and:
- 17.3 i. has at least 18 graduate credits aligned to the content area of
- 17.4 instruction;
- 17.5 ii. has completed a dissertation or published peer-reviewed research
- 17.6 in the teacher educator's area of instruction; or
- 17.7 iii. has completed a state-approved teacher preparation program
- 17.8 aligned to the content area of instruction; and
- 17.9 (b) has three years of experience as a teacher of record, including at least
- 17.10 one year aligned to the scope and content area of instruction;
- 17.11 (2) the individual:
- 17.12 (a) holds a bachelor's degree in any field;
- 17.13 (b) has completed a state-approved teacher preparation program; and
- 17.14 (c) has seven years of experience as a teacher of record, including at
- 17.15 least three years aligned to the scope and content area of instruction. At least one of the
- 17.16 components listed in paragraphs (a) and (b) must align to the content area of instruction; or
- 17.17 (3) for teacher educators of field-specific methods in career and technical
- 17.18 education or the visual and performing arts, the individual:
- 17.19 (a) holds a bachelor's degree in any field and:
- 17.20 i. the bachelor's degree is aligned to the content area of instruction;
- 17.21 ii. the individual has at least five years of relevant professional work
- 17.22 experience aligned to the teacher educator's content area of instruction; or

18.1 iii. the individual has completed a state-approved teacher preparation
18.2 program aligned to the content area of instruction; and

18.3 (b) has seven years of experience as a teacher of record, including at
18.4 least three aligned to the scope and content area of instruction.

18.5 D. Standard 25. The unit must monitor and assess each teacher educator's
18.6 effectiveness as an instructor at least once every three years, including using observations
18.7 and candidate feedback, unless prohibited by an employment agreement.

18.8 E. Standard 26. The unit must require and document for each teacher educator:

18.9 (1) completion of ongoing professional development opportunities related to
18.10 the teacher educator's area of instruction focusing on research-based best practices;

18.11 (2) completion of 30 hours in a three-year period of professional involvement
18.12 in an early childhood, elementary, or secondary school setting aligned to the area of
18.13 instruction that must include at least one of the following: teaching, tutoring, supervising
18.14 candidates in the field, completing observations, school-level consulting, or engaging with
18.15 a professional learning community; and

18.16 (3) completion of periodic orientation on requirements in chapters 8705 and
18.17 8710 and Minnesota Statutes, chapter 122A.

18.18 **Subp. 6. Standards for unit and program oversight.**

18.19 A. Standard 27. The unit must:

18.20 (1) meet the applicable requirements in this chapter, chapter 8710, and
18.21 Minnesota Statutes, chapter 122A;

18.22 (2) administer all licensure programs as approved;

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

- 19.1 (4) comply with state and federal data practices laws; and
- 19.2 (5) maintain an assessment system that enables storing, tracking, and reporting
- 19.3 to meet state and federal annual data submission requirements.
- 19.4 B. Standard 28. The unit must designate a leader responsible for:
- 19.5 (1) recommending candidates for licensure upon completion of the teacher
- 19.6 preparation program; and
- 19.7 (2) communicating with the board, including notifying the board of changes
- 19.8 to approved programs through the program reporting process and submitting licensure
- 19.9 program proposal applications and program effectiveness reports.
- 19.10 C. Standard 29. The unit must have financial, human, and physical resources to
- 19.11 maintain licensure programs, support teacher educators, provide administrative support,
- 19.12 and meet all unit and program standards, including the ability to collect and analyze data
- 19.13 for continuous improvement.
- 19.14 Subp. 7. **Standards for school counseling programs.** Standard 30. For a school
- 19.15 counseling program approved by the board, the unit must demonstrate compliance with all
- 19.16 applicable entry-level Council for Accreditation of Counseling and Related Education
- 19.17 Program (CACREP) standards for a school counseling program including:
- 19.18 A. the learning environment;
- 19.19 B. a professional counseling identity;
- 19.20 C. professional practice;
- 19.21 D. program evaluation; and
- 19.22 E. school counseling standards.

20.1 **~~8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION~~**
20.2 **~~UNITS UNIT APPROVAL.~~**

20.3 Subpart 1. [See repealer.]

20.4 Subp. 1a. **Initial unit approval.** A provider must apply for initial unit approval under
20.5 the procedures in this subpart.

20.6 A. The provider must submit a notice of intent to apply for initial unit approval.

20.7 B. Within one month of the receipt of the notice of intent, board staff must schedule
20.8 an informational meeting with the provider to review the approval process and jointly agree
20.9 upon dates for the site visit.

20.10 C. At least 12 months prior to the site visit, the provider must provide a self-study,
20.11 including evidence demonstrating compliance with standards, for review.

20.12 D. At least one month prior to the site visit, the provider must submit an interview
20.13 schedule to board staff.

20.14 E. The review team must review the submitted self-study and supplemental
20.15 evidence and provide feedback on deficiencies at least six months prior to the site visit.

20.16 F. The provider may provide a supplemental narrative and additional evidence to
20.17 address deficit areas at least one month prior to the site visit and may not provide additional
20.18 evidence after this time.

20.19 G. The review team must conduct a site visit to verify evidence of current
20.20 compliance with the standards in this chapter, report their findings, and make a
20.21 recommendation to the board regarding approval status of the unit.

20.22 H. Within the written report of findings and recommendations, the review team
20.23 must identify each standard under part 8705.1010, as:

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

21.3 (2) Met with Concern: when the substance of a standard is evidenced through
21.4 narrative, supplemental evidence, or interviews, but the review team is concerned about
21.5 ongoing compliance with the relevant standards. The review team must provide a comment
21.6 on each standard that is "Met with Concern";

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

21.10 (4) Not Met: when compliance with all or part of a standard is not
21.11 demonstrated.

21.12 I. Within one month of the site visit, board staff must provide the written report
21.13 of findings and recommendations to the unit leader. Within one month of receipt of the
21.14 review team's report and recommendations, the provider may respond to factual errors.

21.15 Subp. 2 1b. **Board determinations for initial approval decisions.** The board must
21.16 take one of the following actions based upon the ~~evaluation teams'~~ review team's written
21.17 report of findings and recommendations, as well as information provided by the unit in the
21.18 optional addendum, the Professional Educator Licensing and Standards Board shall take
21.19 one of the actions in items A to D.

21.20 A. The board may grant initial unit approval for a duration of two years to newly
21.21 approved program providers to launch ~~identified~~ approved licensure programs and begin
21.22 collecting candidate and program data. ~~No additional licensure program applications may~~
21.23 ~~be submitted until the unit achieves continuing unit approval status.~~ The board may require
21.24 the unit to submit an interim report during the approval period to demonstrate compliance

22.1 with standards identified as "Met as Planned" and "Not Met" in the review team's written
22.2 report.

22.3 (1) Upon written request by the unit, initial unit approval may be extended
22.4 for an additional two years.

22.5 (2) A unit with initial unit approval may seek continuing approval by
22.6 submitting a self-study once the unit has launched one or more approved programs for at
22.7 least 24 months. A review team must conduct a site visit to verify evidence of compliance
22.8 with the standards in this chapter, report the findings, and make a recommendation to the
22.9 board regarding continuing approval status. The review team must identify each standard
22.10 according to the procedures in part 8705.1100, subpart 1a, item H.

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

22.16 ~~C. B.~~ The board may grant conditional unit approval for up to three years,
22.17 contingent upon approval of annual compliance reports with supporting evidence addressing
22.18 identified standards. If acceptable progress is not evidenced by the reports, the board may
22.19 act to disapprove the unit. The board may grant conditional unit approval for a duration not
22.20 to exceed two years when the nature and severity of "Not Met" standards threaten the
22.21 viability of the unit to prepare candidates for licensure. The board must identify standards
22.22 that must be met in order for the unit to achieve initial approval pursuant to item A. A unit
22.23 with conditional approval may not submit requests for initial program approval (RIPA). If
22.24 the unit has already submitted one or more RIPA, the review process must be paused until
22.25 the unit is granted initial approval pursuant to item A. A unit with conditional approval may
22.26 not enroll candidates.

(1) Prior to the expiration of the unit's conditional approval, the unit must evidence meeting the identified standards, which must be reviewed at a focused site visit specific to those standards.

(2) If, after ~~three~~ two years of conditional approval, standards remain unmet, the board must act to disapprove the unit and discontinue its programs. ~~While on conditional unit approval status, the unit may not submit requests for approval of new licensure programs (RIPA).~~

~~D. C. The board may disapprove the unit. The board shall disapprove a unit that does not~~ must deny unit approval when the provider's failure to meet the requirements set forth and standards in part 8705.1000 and this part this chapter, chapter 8710, or Minnesota Statutes, chapter 122A, results in an inability to prepare candidates for licensure. The disapproval denial action must state the reasons for disapproval and stipulate a termination date which shall accommodate persons currently enrolled in licensure programs within the unit the denial. The provider may not enroll candidates. The provider may resubmit a notice of intent to apply for unit approval when at least six months have passed since the date of the denial action.

Subp. 2. [Renumbered subp 1b]

Subp. 2a. Continuing unit approval.

A. Continuing approval is valid for six years. A unit must apply for continuing unit approval to continue to provide teacher preparation programs to candidates by scheduling an informational meeting with board staff, jointly agreeing upon the dates for a site visit, and following the procedures under subpart 1a, items C to F.

B. The review team must conduct a site visit to verify evidence of compliance with the standards in this chapter, report their findings, and make a recommendation to the board regarding the approval status of the unit. Within the written report of findings and

24.1 recommendations, the review team members must identify each standard under part
24.2 8705.1010 as:

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

24.5 (2) Met with Concern: when the substance of a standard is evidenced through
24.6 narrative, supplemental evidence, or interviews, but the review team is concerned about
24.7 ongoing compliance with the relevant standards. The review team must provide a comment
24.8 for each standard that is "Met with Concern"; or

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

24.11 C. Within one month of the site visit, board staff must provide the written report
24.12 of findings and recommendations to the unit leader. Within one month of receipt of the
24.13 review team's report and recommendations, the provider may respond to factual errors.

24.14 Subp. 2b. **Board determinations for continuing approval.** The board must take one
24.15 of the actions in items A to D based upon the review team's written report of findings and
24.16 recommendations.

24.17 A. The board must grant continuing approval for a period of six years when the
24.18 unit demonstrates that the standards set forth in part 8705.1010 are "Met" or "Met with
24.19 Concern."

24.20 B. The board must grant continuing approval with focus areas for a period of six
24.21 years when one or more of the standards set forth in part 8705.1010 are "Not Met."

24.22 C. The board must place a unit on probation for a duration not to exceed two years
24.23 when the nature and severity of "Not Met" standards threaten the viability of the unit to
24.24 prepare candidates for licensure. The unit is identified as "low performing" for Federal Title
24.25 II reporting.

25.1 (1) A unit on probation may not enroll new candidates.

25.2 (2) A unit on probation may not submit a request for initial program approval
25.3 (RIPA) for new programs. If a unit has already submitted one or more RIPA, the review
25.4 process must be paused until the unit is granted continuing approval or continuing approval
25.5 with focus areas.

25.6 (3) When placing a unit on probation, the board must identify standards that
25.7 must be met in order for the unit to achieve continuing approval or continuing approval
25.8 with focus areas. Prior to the expiration of the probationary status, the unit must evidence
25.9 meeting the identified standards, which must be reviewed at a site visit specific to those
25.10 standards. If standards remain "Not Met" after two years of probation, the board must act
25.11 to disapprove the unit and discontinue its programs.

25.12 D. The board must disapprove a unit when the unit's failure to meet the
25.13 requirements and standards in this chapter, chapter 8710, or Minnesota Statutes, chapter
25.14 122A, results in an inability to prepare candidates for licensure. The disapproval action
25.15 must state the reasons for disapproval and provide a plan for candidates currently enrolled
25.16 to complete the licensure programs by a specified date. A provider may not reapply for unit
25.17 or program approval until at least two years have passed since the date of the disapproval
25.18 action.

25.19 Subp. 3. [See repealer.]

25.20 Subp. 4. [See repealer.]

25.21 Subp. 5. [See repealer.]

25.22 Subp. 6. **Unit review teams and expenses.**

25.23 A. The review team for site visits must be comprised of at least three
25.24 representatives for units and two reviewers for restricted units. The review team may include
25.25 active or former teacher educators, active or former teachers, and active or former school

26.1 administrators. The unit leader must provide input to board staff regarding the review team
26.2 membership. If agreement is not reached, or if input is not provided, the board staff shall
26.3 appoint the review team members.

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

26.9 **8705.1300 UNITS WITH BOARD-APPROVED NATIONAL ACCREDITATION.**

26.10 Subpart 1. **Initial approval.** When a teacher preparation provider that is accredited
26.11 by a board-approved national education accreditation agency seeks unit approval, the provider
26.12 may demonstrate compliance with a subset of standards set forth in part 8705.1010.

26.13 Subp. 2. **Standards.** A teacher preparation provider that is accredited by a
26.14 board-approved national education accreditation agency is eligible for unit approval from
26.15 the board by demonstrating compliance with the following subset of standards in part
26.16 8705.1010:

26.17 A. Standard 2;

26.18 B. Standard 9;

26.19 C. Standard 11;

26.20 D. Standard 12;

26.21 E. Standard 13;

26.22 F. Standard 14;

26.23 G. Standard 18;

27.1 H. Standard 20;

27.2 I. Standard 23;

27.3 J. Standard 24;

27.4 K. Standard 26;

27.5 L. Standard 27; and

27.6 M. Standard 28.

27.7 Subp. 3. **Approval process for units with board-approved national education**

27.8 **accreditation.** A unit that is accredited by a board-approved national education accreditation
27.9 agency must follow the procedures of this subpart.

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

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

27.15 C. The unit must submit a written compliance report to board staff that addresses
27.16 the standards identified in subpart 2.

27.17 D. Board staff must participate in the site visit and report findings according to
27.18 part 8705.1100, subpart 2a, item B.

27.19 Subp. 4. **Board determinations for continuing approval.** The board must take one
27.20 of the actions set forth in part 8705.1100, subpart 2b. When granting continuing approval,
27.21 the board may grant continuing approval for a period of up to ten years to align with the
27.22 approval cycle of the board-approved national accrediting agency.

28.1 Subp. 5. **Notice required.** The unit must notify board staff if there are any changes
28.2 to its approval status with the board-approved national education accreditation agency.

28.3 **8705.1400 UNITS WITH RESTRICTED APPROVAL.**

28.4 Subpart 1. **Restricted approval.** A provider may apply for restricted approval to
28.5 provide one or more programs designed to meet a subset of licensure standards.

28.6 Subp. 2. **Limitations.** A unit with restricted approval may not recommend candidates
28.7 for licensure.

28.8 Subp. 3. **Standards.** To be approved as a unit with restricted approval, a provider
28.9 must comply with the following standards in part 8705.1010:

28.10 A. Standard 3, subitems (2) and (3);

28.11 B. Standard 4, subitems (2) and (3);

28.12 C. Standard 5;

28.13 D. Standard 9;

28.14 E. Standard 10, subitems (2) and (3);

28.15 F. Standard 16;

28.16 G. Standard 17;

28.17 H. Standard 18;

28.18 I. Standard 20;

28.19 J. Standard 22;

28.20 K. Standard 23;

28.21 L. Standard 25;

28.22 M. Standard 26;

29.1 N. Standard 27;

29.2 O. Standard 28, subitem (2); and

29.3 P. Standard 29.

29.4 **Subp. 4. Candidate tracking.**

29.5 A. A unit with restricted approval must have an assessment system to track
29.6 candidates.

29.7 B. A unit with restricted approval must track candidate field experiences, including:

29.8 (1) field experience hours completed that align to the scope and content of
29.9 the licensure field sought;

29.10 (2) experience with students who differ in race, ethnicity, home language,
29.11 and socioeconomic status; and

29.12 (3) experience with students with a range of exceptionalities, including
29.13 students on an individualized education plan.

29.14 **Subp. 5. Initial approval process.** An organization must apply for restricted approval
29.15 under the procedures of this subpart.

29.16 A. The provider must submit its notice of intent to apply for restricted approval.

29.17 B. The provider and board staff must jointly agree upon dates for the site visit
29.18 approximately three to six months prior to the site visit.

29.19 C. At least three months prior to the site visit, the provider must provide input
29.20 regarding review team membership.

29.21 D. At least one month prior to the site visit, the provider must submit a site visit
29.22 schedule to board staff and must submit the self-study and any supplemental information
29.23 to board staff and the review team.

30.1 E. The review team must conduct a site visit to verify evidence of the applicable
30.2 standards. The site visit may be virtual.

30.3 F. The review team must report findings and make a recommendation to the board
30.4 regarding the approval status according to the procedures in part 8705.1100, subpart 1a,
30.5 item H.

30.6 Subp. 6. **Board determinations for initial approval.** The board must take one of the
30.7 actions in part 8705.1100, subpart 1b.

30.8 Subp. 7. **Continuing unit approval.** Continuing restricted approval is valid for up to
30.9 six years. A unit must apply for continuing restricted approval by meeting the standards
30.10 and requirements in subparts 3 and 4, and according to the procedures in subpart 5.

30.11 Subp. 8 **Board determinations for continuing approval.** The board must take one
30.12 of the actions in part 8705.1100, subpart 2b.

30.13 **8705.1500 UNIT REPORT ON CONTINUOUS IMPROVEMENT.**

30.14 Subpart 1. **Submission required.** To maintain continuing unit approval, a unit must
30.15 submit a midcycle unit report on continuous improvement.

30.16 Subp. 2. **Unit report on continuous improvement.** The unit must submit a unit report
30.17 on continuous improvement that provides the following:

30.18 A. a description of major changes to the unit and any impact of those changes to
30.19 unit standards. The description must also address how the unit is complying with new state
30.20 statutory requirements, if any;

30.21 B. a description of the action steps taken to address any standards identified as
30.22 "Met with Concern" or "Not Met" during the previous site visit, including evidence of how
30.23 the unit is demonstrating compliance with these standards;

31.1 C. identification of unit strengths and areas of improvement, including but not
31.2 limited to:

31.3 (1) data and analysis of the survey results collected from program completers
31.4 and supervisors; and

31.5 (2) data and analysis of candidate scores in performance assessments;

31.6 D. a summary and evaluation of work completed with the designated school
31.7 partner;

31.8 E. a summary of feedback gathered from stakeholders, including candidates,
31.9 program completers, school partners, teacher educators, and representatives from the
31.10 community, and how this feedback has informed continuous improvement; and

31.11 F. a description of how data has informed continuous improvement efforts.

31.12 **Subp. 3. Review procedures.**

31.13 A. Unit reports on continuous improvement must be initially reviewed by board
31.14 staff.

31.15 B. A unit report on continuous improvement must be reviewed by the board when:

31.16 (1) the unit and programs do not demonstrate compliance with state and
31.17 federal requirements;

31.18 (2) there are major changes to the unit that adversely affect how standards
31.19 are met;

31.20 (3) insufficient evidence was submitted to demonstrate that standards
31.21 previously found as "Not Met" or "Met with Concern" are "Met";

31.22 (4) continuous improvement data, including data and analysis, identifies a
31.23 concern in unit effectiveness or operations; or

(5) insufficient evidence was submitted to demonstrate the unit is using data and stakeholders to implement effective unit-wide or programmatic changes.

Subp. 4. Exemptions.

A. A unit with accreditation from a board-approved national education accreditation agency is exempt from the requirements in subpart 2, items C to F, when the unit submits its most recent annual report, which was submitted to the board-approved national accrediting agency, and the national accrediting agency's findings.

B. A restricted unit is exempt from the requirements in this part.

8705.2000 PROGRAM REVIEW PANEL (PRP).

The Professional Educator Licensing and Standards Board ~~shall~~ must establish a program review panel (PRP) as a standing committee of the board to assist with program review and approval processes. PRP membership ~~shall~~ must include but is not limited to representation from ~~organizations including, but not limited to,~~ the Professional Educator Licensing and Standards Board, Minnesota Association of Colleges for Teacher Education, ~~the Minnesota Department of Education, and Education Minnesota,~~ and varying types of teacher preparation and teacher advocacy organizations. The PRP will consult with content experts as needed. PRP members will recuse themselves from reviews of their current or former unit or programs or other perceived conflicts of interest as directed by the board's executive director.

Professional Educator Licensing and Standards Board staff will facilitate the work of the PRP and serve as nonvoting members. The PRP will make recommendations to the board regarding approval of licensure programs referred to them. ~~The PRP will review the following programs:~~

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

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

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

33.2 ~~(2) probationary; and~~

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

33.4 ~~(1) all nonconventional;~~

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

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

33.7 **8705.2100 REQUEST FOR INITIAL TEACHER PREPARATION PROGRAM**
33.8 **APPROVAL (RIPA).**

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

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

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

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

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

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

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

(a) ~~the program was developed in consultation with licensed and practicing teachers in the subject area and other school-based partners, qualified faculty, and content experts; and~~ 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; and

(b) ~~the name and contact information for a faculty member~~ the designated program leader, qualified by academic preparation in the content, who is responsible for delivery of this program and is qualified as a teacher educator pursuant to part 8705.1010, subpart 5, item B (Standard 23).

(2) 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 ~~courses~~ learning opportunities based on the standards under part 8710.2000, ~~consistent with credit requirements of existing board-approved programs; and~~

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

(3) 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 ~~courses~~ learning opportunities based on the specific content standards of one or more licensure program

35.1 under parts 8710.3000 to 8710.8080, ~~consistent with credit requirements of existing~~
35.2 ~~board-approved programs~~ including field specific methods instruction and reading methods;
35.3 and

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

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

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

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

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

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

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

~~(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:~~

~~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;~~

~~(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; and~~

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

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

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

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

~~(c) all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade~~

37.1 ~~12 teaching experience. Teaching experience must be within the scope of the programs they~~
37.2 ~~are supervising.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

38.15 (e) "Other," a provider can request recognition of additional licensure
38.16 program types. The board must approve or deny the request.

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

38.20 (g) "Residency," defined as a program offered in partnership with a
38.21 designated school partner that provides a year-long clinical experience integrating learning
38.22 opportunities and student teaching. A residency program uses a cohort-based model that
38.23 pairs candidates, often referred to as residents, with cooperating teachers. The residency
38.24 program must ensure each candidate is placed for a full academic year to co-teach and
38.25 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.

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

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

(a) identification of three key assessments used to assess all candidates and identify areas to track for program efficacy, 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;

(b) 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;

(c) attestation that all candidates must submit a complete board-adopted performance assessment prior to recommendation, and such data will be remitted to the board to demonstrate program efficacy; and

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

Subp. 3. Initial review process procedures.

~~A. RIPA applications will~~ RIPAs must be initially reviewed by trained content experts and board staff according to timelines and consistent with standards adopted by the

Professional Educator Licensing and Standards Board. During the initial review, the content experts must identify each applicable standard in this chapter and parts 8710.2000 to 8710.8000 that align to the licensure area as "Met," "Met with Concern," or "Not Met." If all the applicable standards are verified found to be "Met" and there are no requests for a discretionary variance from standards in this chapter or chapter 8710, the application program will be recommended to the board for approval.

~~B. If a program application does not meet all standards in the initial review, the findings will be returned to the applicant for clarification and resubmission.~~ During the initial review applicable standards are identified as "Met with Concern" or "Not Met," the provider may choose to make changes to learning opportunities and assessments for a second review. During the second review, the content experts must review changes to learning opportunities and assessments for standards identified as "Met with Concern" or "Not Met" during the initial review and determine whether the standards are "Met," "Met with Concern," or "Not Met."

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

~~D. C. The PRP will provide a program review panel (PRP) must review and all RIPAs with standards identified as "Met with Concern" or "Not Met" and all RIPAs seeking a discretionary variance from board rule. The PRP must make a recommendation to the board regarding whether the program application meets the standards. If the application is not approved by the board, an application for the same licensure area may not be submitted for a minimum of one year from the time of board action.~~ program should be approved.

Subp. 4. **Approval decisions and duration** **Board determinations.** The board must take one of the following actions based upon the PRP's recommendation.

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

41.4 ~~B. A program with initial approval will submit reports for continuing approval~~
41.5 must seek continuing approval by submitting a program effectiveness report for continuing
41.6 approval (PERCA) on the same reporting cycle as the unit.

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

41.9 (a) ~~data from a minimum of ten program completers is approved through~~
41.10 the continuing approval reporting process. shows that candidates meet board-adopted
41.11 thresholds on state-required examinations and performance assessments; and

41.12 (b) the program continues to demonstrate compliance with the standards
41.13 and requirements of this chapter.

41.14 (2) If, after ~~two~~ three years, the program has ~~less~~ fewer than ten program
41.15 completers, another ~~two~~ three years of "initial approval" shall be granted. If, after ~~four~~ six
41.16 years of "initial approval," there are ~~less~~ fewer than ten program completers, ~~the board may~~
41.17 ~~act to provide continuing approval based on performance data and other information provided~~
41.18 ~~by the program or may grant approval with a continuous improvement focus under part~~
41.19 ~~8705.2200, subpart 3, item C, subitem (2)~~ the program will be forwarded to the PRP.

41.20 (3) If data from at least ten program completers shows that candidates do not
41.21 meet board-adopted thresholds on state-required examinations and performance assessments,
41.22 the program must be forwarded to the PRP.

41.23 B. The board may deny the request for initial approval. The program may not
41.24 enroll candidates. The provider may not submit a request for initial program approval until
41.25 after one year has passed since the date of the denial action.

**8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL
PROGRAM EFFECTIVENESS REPORT FOR CONTINUING APPROVAL (PERCA).**

[For text of subpart 1, see Minnesota Rules]

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

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

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

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

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

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

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

~~(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;~~

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

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

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

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

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

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

44.1 A. A unit must seek continuing approval of a program every three years by
44.2 submitting a program effectiveness report for continuing approval (PERCA) that includes
44.3 the following:

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

44.6 (2) aggregate candidate scores and pass rates in state-required examinations
44.7 in the last three years; and

44.8 (3) aggregate candidate scores and pass rates in board-adopted performance
44.9 assessments in the last three years.

44.10 B. The unit must report when the primary placement of one or more standards
44.11 has been changed by revising the learning opportunities and assessments described in the
44.12 online educator preparation provider application system (EPPAS) at the time of the PERCA
44.13 submission.

44.14 C. PERCAs must be reviewed according to the initial program review procedure
44.15 in part 8705.2100, subpart 3, when:

44.16 (1) significant program changes have been made such that the primary
44.17 placement of at least 25 percent of standards resulted;

44.18 (2) significant changes have been made to one or more methods courses such
44.19 that the primary placement of at least 25 percent of standards resulted; or

44.20 (3) learning opportunities and assessments specific to unit Standard 2,
44.21 subitems (4) to (8), are modified.

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

A. PERCAs must be initially reviewed by board staff. PERCAs must be submitted to the program review panel for review when:

(1) program changes to learning opportunities or assessments have been made and standards are found to be "Met with Concern" or "Not Met";

(2) the program is out of compliance with one or more of the requirements set forth in this chapter, chapter 8710, or Minnesota Statutes, chapter 122A;

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

(4) the program has an existing status of "probationary"; or

(5) the program has failed to meet the requirements set forth by a required interim report.

B. The PRP shall or board staff must make a recommendation to the board regarding whether to approve the program.

Subp. 3a. **Board determinations.** ~~B.~~ Based on the findings of the PERCA submission and recommendations of the PRP ~~as applicable~~ or board staff, the board ~~shall~~ must make one of the program approval decisions in ~~subitems (1) to (4)~~ items A to D.

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

46.1 B. (2) The board ~~may~~ must grant continuing approval with ~~continuous~~
46.2 ~~improvement~~ focus areas for ~~two~~ three years when the program report revealed that one or
46.3 more standards, rules, or candidate performance measures were not in compliance with
46.4 board criteria, including when less than 70 percent of candidates meet board-adopted
46.5 thresholds on state-required examinations and board-adopted performance assessments.
46.6 Continuing program approval status is granted with board-identified areas of focus for
46.7 continuous improvement. The continuous improvement portion of the PERCA report must
46.8 include evidence of progress in the identified focus areas in the subsequent reporting cycle.
46.9 The board must make the status of approval with continuous improvement focus and the
46.10 identified focus areas publicly available on the board's website. Based on evidence of
46.11 progress specific to the focus areas, the board may grant an additional two years of continuing
46.12 approval with continuous improvement focus.

46.13 C. (3) The board ~~may grant probationary approval~~ must place a program on
46.14 probation for up to two years when a the program does not demonstrate acceptable progress
46.15 on focused continuous improvement plans. Probationary ~~approval~~ status authorizes the
46.16 program to continue with one year to demonstrate progress on identified unmet standards,
46.17 rules, or candidate performance measures. During the first year a program is on probation,
46.18 the board must identify the program as "at risk of low performing" in the state Title II report
46.19 card. After one year, and based on a written progress report, the board may grant a second
46.20 one-year extension of the probationary ~~approval~~ status prior to discontinuing the identified
46.21 program. ~~Students~~ Candidates enrolled in a formerly approved program that is placed on
46.22 probationary ~~approval~~ status must be notified of the program's status. Probationary status
46.23 may result in federal reporting or financial aid implications or may impact other
46.24 accreditations. During the second year a program is on probation, the board must identify
46.25 the program as "low performing" in the state Title II report card.

46.26 D. (4) The board ~~may grant discontinued~~ must discontinue a program status when
46.27 the board ~~determines that required standards for program approval are unmet.~~ The program

~~will be discontinued and the board will establish a timeline to accommodate candidates enrolled in the program~~ failure of the program to meet the requirements and standards in this chapter, chapter 8710, or Minnesota Statutes, chapter 122A, results in an inability to prepare candidates for licensure. No new ~~students~~ candidates may be admitted into a discontinued program after the date the board acts to discontinue the program. The provider must submit to the board a list of candidates enrolled in the program ~~and~~, their expected graduation completion dates, and a plan for those candidates to complete the program by a specified date. The provider must individually notify those candidates in writing of the program's discontinuation and their program completion options. The unit may not apply for program approval for a program that has been discontinued until at least three years have passed since the board action.

Subp. 4. [See repealer.]

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

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

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

rules. A provider may reapply for approval after two years have passed since the date of the board action.

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

Subp. 4. **Voluntary discontinuation.**

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

(1) a brief rationale for discontinuing the program;

(2) the last date when new candidates are allowed to enter the program; and

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

B. The unit must notify all enrolled candidates in writing of the program's discontinuation and their program completion options.

C. A provider must submit a request for initial program approval (RIPA) application according to part 8705.2100 to obtain approval of a program that has been voluntarily discontinued.

Subp. 5. **Discretionary variance.** The board may grant a discretionary variance to authorize a provider or program to meet a requirement in this chapter in a manner other than as specified in rule or to waive the requirement entirely when application of the requirement would result in undue hardship. A provider may request a discretionary variance by using a form developed by the board. To apply for a discretionary variance, a provider must:

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

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

49.4 C. describe the alternative practices or measures in place to protect the rights and
49.5 learning opportunities of candidates and students and the rationale for any alternative
49.6 practices or measures.

49.7 The board shall review discretionary variance requests. If the discretionary variance request
49.8 is denied, the board shall provide a written determination listing the reason for the denial.

49.9 The board may attach conditions to granting the variance if it is determined that conditions
49.10 are needed to protect the rights of candidates and students.

49.11 Subp. 6. **Interim reports.**

49.12 A. If the board identifies new or repeated violations of the requirements set forth
49.13 in this chapter, chapter 8710, or Minnesota Statutes, chapter 122A, the board may require
49.14 the unit to submit an interim report. The unit must submit an interim report within two
49.15 months of receiving notice, and the report must include evidence of how the violations were
49.16 resolved and how the unit or program has achieved compliance.

49.17 B. Upon receipt of the interim report, the board must take one or more of the
49.18 following actions:

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

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

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

(4) disapprove the unit;

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

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

(7) discontinue its program or programs.

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

REPEALER. Minnesota Rules, parts 8705.0200, subparts 2, 7, and 9; 8705.0300; 8705.1000; 8705.1100, subparts 1, 3, 4, and 5; 8705.1200; 8705.2200, subpart 4; 8705.2300; and 8705.2400, are repealed.

EFFECTIVE DATES. (a) This chapter is effective July 1, 2022. Units may choose to meet standards and requirements in this chapter before July 1, 2022.

(b) A provider seeking initial unit approval or initial program approval must meet the standards in this chapter effective July 1, 2021. A provider may choose to meet the standards in this chapter prior to July 1, 2021.

(c) Standard 24 in part 8705.1010, subpart 5, is effective three years after the date of adoption.