

8700.7600 INSTITUTIONAL PROGRAM APPROVAL FOR TEACHER PREPARATION.

Subpart 1. **In general.** Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions approved by the Board of Teaching to prepare persons for teacher licensure according to this part.

Subp. 2. [Repealed, 24 SR 1781]

Subp. 2a. **Definitions.** For the purposes of this part, the terms in this subpart have the meanings given them.

A. "Teacher preparation program" means a college or university program, approved by the Board of Teaching for the purpose of preparing individuals for a specific teacher licensure field in Minnesota.

B. "Unit" means an institution or a defined subdivision of the institution, for example a college, department, or division, that has primary responsibility for overseeing teacher preparation programs.

Subp. 3. **Evaluation of institutions and programs.** Each Minnesota institution granting baccalaureate degrees, postbaccalaureate degrees, or both, requesting approval to prepare persons for teacher licensure shall be evaluated for both institutional and program approval according to this part.

Subp. 4. **Duration of approval.** The Board of Teaching may approve an institution or a teacher preparation program for a period of up to seven years. At least one year prior to the expiration of the approval period, the institution or preparation program shall submit a request to the Board of Teaching for continuing approval and shall be evaluated in accordance with the provisions of this part.

Subp. 5. **Written application required.** A written application for approval of an institution must demonstrate:

A. in professional and pedagogical studies:

(1) the institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice;

(2) the institution requires that candidates in teacher preparation programs complete a professional sequence of courses based on the components under part 8710.2000; and

(3) assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness;

B. in general and content studies:

(1) the institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs not preparing persons for teacher licensure;

(2) the institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach;

(3) the liberal arts curriculum of the institution incorporates multicultural and global perspectives; and

(4) teacher candidates can integrate general, content, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach;

C. in providing clinical and field experiences:

(1) the teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000;

(2) candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners;

(3) candidates work in the field and at the licensure level for which they are to be recommended for licensure;

(4) each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates; and

(5) school personnel hold valid Minnesota continuing licenses, or the equivalent, in the fields of specialization, and model good professional practice;

D. for candidate qualifications:

(1) the institution recruits, admits, and retains candidates who demonstrate potential for professional success in schools;

(2) multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers;

(3) the institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and postbaccalaureate candidates into undergraduate and graduate teacher preparation programs;

(4) the institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population; and

(5) the institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements;

E. when monitoring and advising on candidate progress:

(1) the institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education program;

(2) the institution maintains specific criteria for admission and retention, and a defined student appeals process;

(3) the institution maintains complete, accurate, and current records of candidates in teaching preparation programs;

(4) the institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skill needed to advance through the program;

(5) criteria consistent with part 8710.2000 are used to determine candidate progress through each program;

(6) the institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure; and

(7) publication and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities;

F. for competence of candidates:

(1) the unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000;

(2) the unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation;

(3) the unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching; and

(4) the program's stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios,

interviews, videotaped and observed performance in schools, standardized tests, and course grades;

G. for the qualifications, composition, and assignment of the professional education faculty:

(1) the unit ensures that all education faculty are qualified by academic preparation for the faculty member's current assignments and are actively engaged in the professional community;

(2) the unit assigns faculty qualified by academic preparation to support the teacher licensure programs;

(3) the unit actively recruits and has plans, policies, and practices for hiring diverse faculty;

(4) the work load allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress;

(5) the unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting;

(6) any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs;

(7) faculty and teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program;

(8) faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction;

(9) faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning;

(10) instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions;

(11) teaching in the unit reflects knowledge and experiences with diversity and exceptionalities;

(12) the institution systematically evaluates the effect of faculty on candidate performance and fosters faculty professional development; and

(13) the unit's faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship; and

H. for institutional governance:

(1) the professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel;

(2) 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;

(3) the unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluation, revision, and the allocation of resources for institution activities;

(4) the administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs;

(5) the administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs;

(6) school faculty, candidates, and other members of the professional community are actively involved in the unit's policymaking and advisory bodies;

(7) the unit has a long-range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities;

(8) the unit has sufficient financial resources and institutional support to sustain teacher preparation programs;

(9) facilities, equipment, and budgets are adequate to support the unit's missions and goals;

(10) candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship;

(11) candidates and faculty have training in and access to current education-related technology; and

(12) the unit has sufficient faculty and administrative, clerical, and technical staff to ensure the consistent delivery and quality of programs.

Subp. 5a. **Requirements for each teacher preparation program within an approved institution.** An approved institution shall submit a description of each teacher

preparation program for which approval is requested to the Board of Teaching. Each description shall include evidence that:

A. rules of the Board of Teaching governing the licensure of teachers for which students in the program are being prepared are met and the program provides curriculum, instruction, and assessment consistent with the content and pedagogical requirements of the licensure field;

B. candidates enrolled in the teacher preparation program are required to complete course work in methods of teaching the content and levels of students for which they are preparing to be licensed;

C. candidates preparing to be recommended for first licensure are required to complete successfully a series of early and ongoing planned, supervised, and evaluated clinical experiences as well as at least ten full weeks of student teaching experiences in the licensure field and at the licensure level for which the candidates are completing teacher preparation programs and are to be recommended for teacher licensure;

D. necessary faculty and physical resources are allocated to implement and maintain the teacher preparation program as follows:

(1) a professional staff member, qualified by academic preparation, shall provide the instructional leadership for the program and develop the course of study in collaboration with licensed, experienced school personnel in the field;

(2) faculty assigned to instruct and assess the subject matter content shall have advanced academic preparation to teach the content;

(3) faculty assigned to instruct and assess the professional education components shall have both academic preparation and direct experience teaching the content and levels established in the licensure field's scope of practice;

(4) program faculty assigned to provide instruction in methods of teaching and to supervise student teaching experiences shall have teaching experience at the licensure level of the licensure program; and

(5) classroom teachers who supervise student teaching experiences shall hold current, valid licenses in the licensure fields and at the licensure levels they supervise;

E. an operational process is in place for assessing attainment of standards by each candidate who is to be recommended for licensure; and

F. the program requires that candidates attain academic competence in the subjects the candidates will be licensed to teach.

Subp. 5b. **Variations within programs.** Teacher preparation programs of varying curricular designs shall be approved provided that program components meet the requirements of this rule.

Subp. 5c. **Approval of experimental teacher preparation programs.** The Board of Teaching shall approve requests for experimental programs when all criteria under subpart 5d have been met.

Subp. 5d. **Criteria for exemptions.** An institution shall submit to the Board of Teaching a proposal for an experimental program that includes:

- A. a statement of goals and objectives;
- B. a description of the proposed program, that includes:
 - (1) evidence that the proposed program will serve as a model for possible replication;
 - (2) evidence that the proposed program reflects current research in teacher education;
 - (3) evidence that the proposed program has an ongoing research and development component;
 - (4) evidence that the proposed program has been designed to be significantly different in content and delivery from the currently approved program;
 - (5) evidence that the proposed program provides opportunities for candidates enrolled in the program to know and apply current research on educational effectiveness;
 - (6) evidence that the proposed program provides opportunities for candidates enrolled in the program to have regular and systematic field experience and student teaching in schools that demonstrate knowledge and use of current research on educational effectiveness;
 - (7) evidence that the proposed program has been collaboratively designed, implemented, and evaluated to ensure that elementary and secondary teachers participate with teacher education faculty in the preparation of teachers;
 - (8) evidence that the proposed program provides opportunities for teacher education faculty to enhance effective teaching behaviors through staff development opportunities and that faculty are enabled and supported in the change process; and
 - (9) evidence that the candidates must successfully complete the academic knowledge components of the program;
- C. a description of the annual evaluation procedures to be used to demonstrate attainment of the goals and objectives; and

D. identification of any Board of Teaching rules from which the institution seeks exemption.

Subp. 5e. **Five-year review of experimental teacher preparation programs.** Five years from the date of the approval of an experimental teacher preparation program under subparts 5c and 5d, the Board of Teaching shall approve, disapprove, or modify continuation of the program without experimental status according to the criteria of subpart 5d.

Subp. 5f. **Written description of revisions in approved preparation programs.** When an institution makes revisions in an approved teacher preparation program, the institution shall forward to the Board of Teaching a written description of each revision. When an audit determines that the revised teacher preparation program continues to meet this rule, each verified revision shall become an amendment to the approved teacher preparation program.

Subp. 6. **Evaluation procedures for institutions and programs.** Applications submitted for institutional and program approval shall be evaluated as follows:

A. Two or more program evaluators shall be assigned by the Board of Teaching to examine, evaluate, and make recommendations based on the information submitted by the institution for each of the institution's teacher preparation programs. Program evaluators shall include individuals with both licensure level and post-secondary experience and expertise in the licensure field of the program being evaluated. Evaluators' written recommendations shall be submitted directly to the Board of Teaching.

B. A team of visiting institutional evaluators designated by the Board of Teaching shall visit the institution to verify the accuracy and completeness of the written application, write a report of their findings, and make a recommendation to the Board of Teaching regarding approval status of the institution. The visiting evaluation team shall include representatives from teacher preparation institutions, licensed practicing teachers, interested citizens, and state education agencies. The administrator of the defined administrative and instructional unit of the institution and the Board of Teaching staff shall negotiate visiting team membership from a slate of possible evaluators provided by the Board of Teaching staff. If agreement is not reached regarding visiting team membership, the Board of Teaching shall appoint the slate of team members. The size of the team and the expertise of the members shall be appropriate for the kinds, size, and complexity of programs. Evaluation team visits shall be scheduled in consultation with the institution.

C. Expenses of evaluators shall be reimbursed by the Board of Teaching as permitted under state law or rule. Other expenses, such as those incidental to preparing reports, arranging meetings, and providing workrooms for the team while on campus, shall be the responsibility of the institution.

Subp. 7. **Written evaluation reports; decision of board.** The written reports of findings and the recommendations of the evaluators shall be forwarded to the institution and to the Board of Teaching. Within 30 days from the mailing date of the evaluators' reports, the institution may submit to the Board of Teaching additional information or arguments in support of its request. Based upon the written reports of findings and the recommendations of the evaluators, the Board of Teaching shall:

- A. grant initial approval;
- B. grant continuing approval;
- C. grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions; or
- D. disapprove the institution or any of the institution's preparation programs, state the reasons for disapproval, and, if needed, stipulate a termination date which shall accommodate persons currently enrolled. The Board of Teaching shall disapprove institutions that do not meet the requirements in subpart 5 and preparation programs that do not meet the requirements in subpart 5a, except as provided in subparts 5b to 5d.

Subp. 8. **Conditional approval.** If an institution or preparation program is conditionally approved to prepare persons for teacher licensure, the Board of Teaching shall reconsider the approval status of the institution or preparation program upon verification by the executive director of the Board of Teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn and the institution or preparation program shall be disapproved.

Subp. 9. **Revocation or suspension of approval.** The Board of Teaching may revoke or suspend the approval of an institution or preparation program to prepare persons for teacher licensure when the Board of Teaching determines that an approved institution or preparation program no longer meets the provisions of this rule.

Subp. 10. **Appeal of board decision.** Decisions by the Board of Teaching regarding approval status of an institution or preparation program to prepare persons for teacher licensure may be appealed by the institution pursuant to Minnesota Statutes, chapter 14.

Subp. 11. **Interim conditional approval.** When amendments or additions to Minnesota Statutes or to Board of Teaching rules regarding teacher licensure requirements necessitate substantial institutional or preparation program revisions, the Board of Teaching shall grant conditional approval to any currently approved institution and its currently approved teacher preparation programs upon receipt of official institutional assurances on a form established by the board of teaching that the new requirements will be met by their effective date. The institution or program shall be returned to initial or continuing approval upon full compliance with new requirements on a schedule determined by the Board of Teaching.

Statutory Authority: *MS s 122A.09; 125.05; 125.185*

History: *12 SR 2747; L 1995 c 212 art 3 s 59; L 1998 c 397 art 11 s 3; 23 SR 1928; 24 SR 1781*

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