

1 Board of Teaching

2

3 Adopted Permanent Rules Relating to Teacher Education

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5 Rules as Adopted

6 8700.2810 TEACHER EDUCATION CURRICULUM.

7 Subpart 1. In general. This part is designed primarily to
8 assist Minnesota institutions approved to prepare persons for
9 teacher licensure and their teacher education units with
10 redesigning teacher education programs consistent with the goal
11 of developing effective teachers.

12 By complying with this part each institution approved to
13 prepare persons for teacher licensure may shape its own
14 autonomous reconfiguration by using approaches consistent with
15 its stated mission and purpose.

16 Subp. 2. Program development and implementation.

17 A. Teacher education programs must be based on a
18 statement of philosophy that includes a concept of effective
19 teachers. The statement must be developed with involvement of
20 various groups, which may include teacher education faculty,
21 liberal arts faculty, classroom teachers, students, community
22 members, and representatives of professional organizations. The
23 concept of effective teachers must form the basis for the
24 curriculum which includes a liberal arts component; knowledge of
25 the discipline; and dispositions, skills, and knowledge for
26 teaching.

27 B. Teacher education programs must be based on the
28 study of a variety of educational theories including knowledge
29 and understanding of the foundations of history, philosophy,
30 sociology, and politics of education, and the application of
31 this knowledge and understanding in clinical settings.

32 C. Teacher education programs must be results
33 oriented, based on essential knowledge, current research, and
34 sound professional practice. Programs must focus on the
35 dispositions, skills, and knowledge beginning teachers need to

1 be effective. Expected dispositions of beginning teachers must
2 stem from the concept of effective teachers. The identified
3 dispositions provide the basis for the range of skills needed by
4 beginning teachers. The knowledge necessary for building the
5 skills is then defined.

6 D. Teacher education programs must include regular
7 and systematic experiential activities that relate to the
8 acquisition of dispositions, skills, and knowledge. Throughout
9 the teacher education program, future teachers shall:

10 (1) engage in regular and systematic observation,
11 reflection, and feedback using a variety of methods in clinical
12 and field settings, in small and large groups of learners, in a
13 wide range of real or simulated settings;

14 (2) have regular and systematic practice and use
15 of technology and data-based information systems;

16 (3) routinely integrate methods of analysis and
17 problem solving in all field experiences and practices; and

18 (4) engage in field experiences that are
19 clustered within a limited number of cooperating schools.

20 Subp. 3. Program outcomes.

21 A. Dispositions. Faculty at each institution shall
22 establish a set of experiences involving personal, programmatic,
23 and clinical components that foster dispositions for beginning
24 teachers toward: self and others, learners, learning, teaching,
25 knowledge, the education profession, and institutions.

26 In all instances, teacher education programs shall foster
27 knowledge and understanding to assure that beginning teachers
28 are aware of and sensitive to handicapping conditions and issues
29 of multicultural education and gender fairness.

30 B. Skills. Teacher education programs shall assure
31 that beginning teachers possess and can demonstrate individually
32 and in groups the skills listed in this item with all students
33 including the gifted and talented and those with special needs.

34 (1) Intellectual skills:

35 (a) demonstrate competence in the use of
36 speaking, listening, reading, writing, and mathematics skills;

1 and

2 (b) demonstrate competence in the use of a
3 range of thinking skills.

4 (2) Assessment skills:

5 (a) systematically observe and interpret the
6 dynamics of learner behavior;

7 (b) identify levels of readiness relative to
8 student learning and development and levels and sources of
9 learner motivation; and

10 (c) identify student learning styles,
11 strengths, and needs and relevant aspects of learner background
12 and experience.

13 (3) Planning skills:

14 (a) define the purpose, goals, and
15 objectives of learning based on learner assessment, curriculum
16 content, and knowledge of learning effectiveness research;

17 (b) translate goals into integrated
18 curricular objectives, and select learning materials,
19 activities, and strategies to achieve learning objectives for
20 each learner; and

21 (c) plan and design evaluation tools and
22 strategies for assessing learner outcomes.

23 (4) Instructional skills:

24 (a) use multiple teaching and learning
25 strategies consistent with research findings;

26 (b) communicate clear, individually
27 appropriate learning expectations to students;

28 (c) establish and maintain active learner
29 participation;

30 (d) use questioning skills to develop
31 learner participation and thinking;

32 (e) provide feedback to support, critique,
33 and expand learner expression in speaking, writing, and
34 thinking;

35 (f) foster critical and divergent thinking
36 and problem solving among learners;

1 (g) involve parents and guardians in student
2 learning development; and

3 (h) use state of the art communication
4 technology and information systems.

5 (5) Classroom management skills:

6 (a) provide clear and appropriate behavioral
7 expectations and establish corresponding rules and routines;

8 (b) identify and diagnose causes of socially
9 acceptable and unacceptable behaviors in the learning
10 environment;

11 (c) recognize and respond to opportunities
12 for fostering learner self-discipline;

13 (d) employ strategies to alter the physical
14 and social-emotional climate of the learning environment to
15 promote desired social development; and

16 (e) demonstrate courtesy and respect for
17 others, enthusiasm for learning, self-discipline and control,
18 and consistency between intention and action.

19 (6) Evaluation skills:

20 (a) monitor and evaluate student learning
21 through a variety of methods;

22 (b) monitor and evaluate one's own
23 dispositions, behavior, and instructional strategies in relation
24 to student achievement and behavior; and

25 (c) modify curriculum, learning objectives,
26 plans, and instructional behavior based on evaluation results.

27 (7) Change agent skills:

28 (a) identify means by which teachers can act
29 as agents of change for self and institution;

30 (b) demonstrate the ability to work
31 effectively in groups seeking change; and

32 (c) provide illustrations of how change can
33 be initiated within an organization.

34 C. Knowledge. Teacher education programs shall
35 assure that beginning teachers possess and can demonstrate
36 knowledge in areas listed in this item.

1 (1) Knowledge about people:

2 (a) demonstrate knowledge of philosophical
3 beliefs and ethical values that shape societies and the impact
4 educational systems have on the evolution of these beliefs and
5 values;

6 (b) understand how social organizations
7 function and influence people and how people influence
8 organizations;

9 (c) comprehend the challenges and the
10 opportunities facing people in culturally diverse societies;

11 (d) comprehend the challenges and the
12 opportunities facing academically diverse populations;

13 (e) understand how to work with people in
14 complex social settings; and

15 (f) make informed judgments regarding issues
16 of professional ethics.

17 (2) Knowledge about cultures:

18 (a) understand the origins, beliefs, and the
19 development of western and nonwestern civilizations and
20 cultures;

21 (b) understand past and present ideas and
22 debates in the sciences and humanities; and

23 (c) understand issues, trends, and forecasts
24 that may affect future thinking, behavior, and institutions.

25 (3) Knowledge about epistemology:

26 (a) appreciate differing viewpoints and
27 theories within disciplines and of associated methods of
28 inquiry;

29 (b) evaluate explanations advanced to
30 account for phenomena;

31 (c) understand the changing nature of
32 various fields of knowledge; and

33 (d) understand theories of knowledge.

34 (4) Knowledge in a specific discipline:

35 (a) understand the scope, structure, and
36 relationship of a specific body of knowledge to the world; and

1 (b) develop a sense of personal scholarship
2 through concentrated study of one or more disciplines outside of
3 professional education.

4 (5) Knowledge about human growth and development:

5 (a) understand how the acquisition of
6 knowledge relates to one's own level of development, learning
7 style, and motivational habits as a basis for responding to
8 individual learner's needs;

9 (b) understand how the acquisition of
10 knowledge relates to the learner's level of development,
11 learning style, and motivational habits;

12 (c) translate theory into practical learning
13 application; and

14 (d) acquire information about human learning
15 derived from theories within and across cultures, in the
16 following areas:

17 (i) affective/social, cognitive, moral,
18 and physical development;

19 (ii) motivation; and

20 (iii) individual learning styles and
21 modes.

22 (6) Knowledge about communication and language:

23 (a) appreciate and understand the
24 complexities of human communication;

25 (b) determine how various communication
26 strategies and styles affect learning in a variety of contexts;
27 and

28 (c) acquire theoretical and developmental
29 knowledge about nonverbal communication, oral language and
30 communication, written language and communication, and
31 technological language and communication.

32 (7) Knowledge of scientific inquiry:

33 (a) understanding methods of scientific
34 inquiry to provide teachers with a variety of problem solving
35 strategies for addressing the difficulties and complexities of
36 student learning;

1 (b) understand and value critical thinking
2 and self-directed learning as intellectual habits of mind; and

3 (c) learn scientific methodology and use it
4 systematically to identify problems and create effective
5 learning environments.

6 (8) Knowledge of literature on learning and
7 teaching:

8 (a) articulate and explain one's own
9 learning behavior and student learning behavior;

10 (b) interpret and apply research findings;
11 and

12 (c) acquire knowledge of the professional
13 literature regarding learning, curriculum and resources,
14 pedagogy, technology, and organizational theory and development.

15 (9) Knowledge of the change process:

16 (a) acquire knowledge of the teacher's role
17 as change agent, both for self and institution;

18 (b) acquire knowledge of group dynamics and
19 institutional change; and

20 (c) acquire knowledge related to the
21 initiation of change in an organization.

22 Subp. 4. **Transition.**

23 A. By June 30, 1991, and each June 30 thereafter,
24 each approved teacher education institution shall file an annual
25 report with the Board of Teaching that shows progress in
26 implementing this part.

27 B. Any interested party may submit suggested
28 revisions of this part to the Board of Teaching for review and
29 comment at any time before January 1, 1995.

30 C. This subpart is repealed July 1, 1995.

31 8700.7710 TEACHER EDUCATION PROGRAM EVALUATION.

32 Subpart 1. **In general.** The following criteria are to be
33 applied by the Board of Teaching to measure teacher education
34 program effectiveness.

35 A. The program has a stated set of outcomes

1 consistent with the dispositions, skills, and knowledge
2 developed by the institution.

3 B. The stated outcomes of the program are based on
4 research, theory, and accepted practice.

5 C. A liberal arts curriculum is an integral component
6 of the teacher education program and is consistent with other
7 programs offered by the institution.

8 D. The teacher education curriculum draws upon and is
9 coordinated with current knowledge in the liberal arts.

10 E. The institution documents evidence of efforts to
11 integrate liberal arts and teacher education.

12 F. The program incorporates a broad range of clinical
13 and field experiences.

14 G. The program is developed and implemented through
15 formal partnerships.

16 H. Students are evaluated at entrance, throughout,
17 and at completion of the program.

18 I. Licensure candidates demonstrate the dispositions,
19 skills, and knowledge developed by the institution to the
20 satisfaction of teacher education faculty and cooperating school
21 personnel.

22 J. The teacher education faculty and cooperating
23 school personnel demonstrate effective teaching.

24 K. Teacher educators evaluate their programs and use
25 results of evaluation to improve courses, programs, and learning
26 experiences.

27 L. Teacher education faculty and cooperating school
28 personnel collaboratively implement and evaluate the formal
29 induction period at such time as the Board of Teaching may
30 require a formal induction period.

31 Subp. 2. **Transition.**

32 A. Between July 1, 1990, and July 1, 1995, teacher
33 education institutions and programs reviewed for approval by the
34 Board of Teaching in accordance with parts 8700.7600 and
35 8700.7700 shall demonstrate progress toward compliance with this
36 part.

1 B. Any interested party may submit suggested
2 revisions of this part to the Board of Teaching for review and
3 comment at any time before January 1, 1995.

4 C. This subpart is repealed July 1, 1995.