
Document RD1465

- 0001.01 Board of Teaching
- 0001.02
- 0001.03 Proposed Permanent Rules Relating to Teacher Education
- 0001.04
- 0001.05 Rules as Proposed (all new material)
- 0001.06 8700.2810 TEACHER EDUCATION CURRICULUM.
- 0001.07 Subpart 1. **In general.** This part is designed primarily to
- 0001.08 assist Minnesota institutions approved to prepare persons for
- 0001.09 teacher licensure and their teacher education units with
- 0001.10 redesigning teacher education programs consistent with the goal
- 0001.11 of developing effective teachers.
- 0001.12 By complying with this part each institution approved to
- 0001.13 prepare persons for teacher licensure may shape its own
- 0001.14 autonomous reconfiguration by using approaches consistent with
- 0001.15 its stated mission and purpose.
- 0001.16 Subp. 2. **Program development and implementation.**
- 0001.17 A. Teacher education programs must be based on a
- 0001.18 statement of philosophy that includes a concept of effective
- 0001.19 teachers. The statement must be developed with involvement of
- 0001.20 various groups, which may include teacher education faculty,
- 0001.21 liberal arts faculty, classroom teachers, students, community
- 0001.22 members, and representatives of professional organizations. The
- 0001.23 concept of effective teachers must form the basis for the
- 0001.24 curriculum which includes a liberal arts component; knowledge of
- 0001.25 the discipline; and dispositions, skills, and knowledge for
- 0001.26 teaching.
- 0001.27 B. Teacher education programs must be based on the
- 0001.28 study of a variety of educational theories including knowledge
- 0001.29 and understanding of the foundations of history, philosophy,
- 0001.30 sociology, and politics of education, and the application of
- 0001.31 this knowledge and understanding in clinical settings.
- 0001.32 C. Teacher education programs must be results
- 0001.33 oriented, based on essential knowledge, current research, and
- 0001.34 sound professional practice. Programs must focus on the

- 0001.35 dispositions, skills, and knowledge beginning teachers need to
0002.01 be effective. Expected dispositions of beginning teachers must
0002.02 stem from the concept of effective teachers. The identified
0002.03 dispositions provide the basis for the range of skills needed by
0002.04 beginning teachers. The knowledge necessary for building the
0002.05 skills is then defined.
- 0002.06 D. Teacher education programs must include regular
0002.07 and systematic experiential activities that relate to the
0002.08 acquisition of dispositions, skills, and knowledge. Throughout
0002.09 the teacher education program, future teachers shall:
0002.10 (1) engage in regular and systematic observation,
0002.11 reflection, and feedback using a variety of methods in clinical
0002.12 and field settings, in small and large groups of learners, in a
0002.13 wide range of real or simulated settings;
0002.14 (2) have regular and systematic practice and use
0002.15 of technology and data-based information systems;
0002.16 (3) routinely integrate methods of analysis and
0002.17 problem solving in all field experiences and practices; and
0002.18 (4) engage in field experiences that are
0002.19 clustered within a limited number of cooperating schools.
- 0002.20 **Subp. 3. Program outcomes.**
- 0002.21 A. Dispositions. Faculty at each institution shall
0002.22 establish a set of experiences involving personal, programmatic,
0002.23 and clinical components that foster dispositions for beginning
0002.24 teachers toward: self and others, learners, learning, teaching,
0002.25 knowledge, the education profession, and institutions.
0002.26 In all instances, teacher education programs shall foster
0002.27 knowledge and understanding to assure that beginning teachers
0002.28 are aware of and sensitive to handicapping conditions and issues
0002.29 of multicultural education and gender fairness.
- 0002.30 B. Skills. Teacher education programs shall assure
0002.31 that beginning teachers possess and can demonstrate individually
0002.32 and in groups the skills listed in this item with all students
0002.33 including the gifted and talented and those with special needs.
- 0002.34 (1) Intellectual skills:
0002.35 (a) demonstrate competence in the use of
0002.36 speaking, listening, reading, writing, and mathematics skills;
0003.01 and
0003.02 (b) demonstrate competence in the use of a
0003.03 range of thinking skills.
- 0003.04 (2) Assessment skills:
0003.05 (a) systematically observe and interpret the

- 0003.06 dynamics of learner behavior;
- 0003.07 (b) identify levels of readiness relative to
- 0003.08 student learning and development and levels and sources of
- 0003.09 learner motivation; and
- 0003.10 (c) identify student learning styles,
- 0003.11 strengths, and needs and relevant aspects of learner background
- 0003.12 and experience.
- 0003.13 (3) Planning skills:
- 0003.14 (a) define the purpose, goals, and
- 0003.15 objectives of learning based on learner assessment, curriculum
- 0003.16 content, and knowledge of learning effectiveness research;
- 0003.17 (b) translate goals into integrated
- 0003.18 curricular objectives, and select learning materials,
- 0003.19 activities, and strategies to achieve learning objectives for
- 0003.20 each learner; and
- 0003.21 (c) plan and design evaluation tools and
- 0003.22 strategies for assessing learner outcomes.
- 0003.23 (4) Instructional skills:
- 0003.24 (a) use multiple teaching and learning
- 0003.25 strategies consistent with research findings;
- 0003.26 (b) communicate clear, individually
- 0003.27 appropriate learning expectations to students;
- 0003.28 (c) establish and maintain active learner
- 0003.29 participation;
- 0003.30 (d) use questioning skills to develop
- 0003.31 learner participation and thinking;
- 0003.32 (e) provide feedback to support, critique,
- 0003.33 and expand learner expression in speaking, writing, and
- 0003.34 thinking;
- 0003.35 (f) foster critical and divergent thinking
- 0003.36 and problem solving among learners;
- 0004.01 (g) involve parents and guardians in student
- 0004.02 learning development; and
- 0004.03 (h) use state of the art communication
- 0004.04 technology and information systems.
- 0004.05 (5) Classroom management skills:
- 0004.06 (a) provide clear and appropriate behavioral
- 0004.07 expectations and establish corresponding rules and routines;
- 0004.08 (b) identify and diagnose causes of socially
- 0004.09 acceptable and unacceptable behaviors in the learning
- 0004.10 environment;
- 0004.11 (c) recognize and respond to opportunities

- 0004.12 for fostering learner self-discipline;
- 0004.13 (d) employ strategies to alter the physical
- 0004.14 and social-emotional climate of the learning environment to
- 0004.15 promote desired social development; and
- 0004.16 (e) demonstrate courtesy and respect for
- 0004.17 others, enthusiasm for learning, self-discipline and control,
- 0004.18 and consistency between intention and action.
- 0004.19 (6) Evaluation skills:
- 0004.20 (a) monitor and evaluate student learning
- 0004.21 through a variety of methods;
- 0004.22 (b) monitor and evaluate one's own
- 0004.23 dispositions, behavior, and instructional strategies in relation
- 0004.24 to student achievement and behavior; and
- 0004.25 (c) modify curriculum, learning objectives,
- 0004.26 plans, and instructional behavior based on evaluation results.
- 0004.27 (7) Change agent skills:
- 0004.28 (a) identify means by which teachers can act
- 0004.29 as agents of change for self and institution;
- 0004.30 (b) demonstrate the ability to work
- 0004.31 effectively in groups seeking change; and
- 0004.32 (c) provide illustrations of how change can
- 0004.33 be initiated within an organization.
- 0004.34 C. Knowledge. Teacher education programs shall
- 0004.35 assure that beginning teachers possess and can demonstrate
- 0004.36 knowledge in areas listed in this item.
- 0005.01 (1) Knowledge about people:
- 0005.02 (a) demonstrate knowledge of philosophical
- 0005.03 beliefs and ethical values that shape societies and the impact
- 0005.04 educational systems have on the evolution of these beliefs and
- 0005.05 values;
- 0005.06 (b) understand how social organizations
- 0005.07 function and influence people and how people influence
- 0005.08 organizations;
- 0005.09 (c) comprehend the challenges and the
- 0005.10 opportunities facing people in culturally diverse societies;
- 0005.11 (d) comprehend the challenges and the
- 0005.12 opportunities facing academically diverse populations;
- 0005.13 (e) understand how to work with people in
- 0005.14 complex social settings; and
- 0005.15 (f) make informed judgments regarding issues
- 0005.16 of professional ethics.
- 0005.17 (2) Knowledge about cultures:

- 0005.18 (a) understand the origins, beliefs, and the
0005.19 development of western and nonwestern civilizations and
0005.20 cultures;
0005.21 (b) understand past and present ideas and
0005.22 debates in the sciences and humanities; and
0005.23 (c) understand issues, trends, and forecasts
0005.24 that may affect future thinking, behavior, and institutions.
0005.25 (3) Knowledge about epistemology:
0005.26 (a) appreciate differing viewpoints and
0005.27 theories within disciplines and of associated methods of
0005.28 inquiry;
0005.29 (b) evaluate explanations advanced to
0005.30 account for phenomena;
0005.31 (c) understand the changing nature of
0005.32 various fields of knowledge; and
0005.33 (d) understand theories of knowledge.
0005.34 (4) Knowledge in a specific discipline:
0005.35 (a) understand the scope, structure, and
0005.36 relationship of a specific body of knowledge to the world; and
0006.01 (b) develop a sense of personal scholarship
0006.02 through concentrated study of one or more disciplines outside of
0006.03 professional education.
0006.04 (5) Knowledge about human growth and development:
0006.05 (a) understand how the acquisition of
0006.06 knowledge relates to one's own level of development, learning
0006.07 style, and motivational habits as a basis for responding to
0006.08 individual learner's needs;
0006.09 (b) understand how the acquisition of
0006.10 knowledge relates to the learner's level of development,
0006.11 learning style, and motivational habits;
0006.12 (c) translate theory into practical learning
0006.13 application; and
0006.14 (d) acquire information about human learning
0006.15 derived from theories within and across cultures, in the
0006.16 following areas:
0006.17 (i) affective/social, cognitive, moral,
0006.18 and physical development;
0006.19 (ii) motivation; and
0006.20 (iii) individual learning styles and
0006.21 modes.
0006.22 (6) Knowledge about communication and language:
0006.23 (a) appreciate and understand the

- 0006.24 complexities of human communication;
0006.25 (b) determine how various communication
0006.26 strategies and styles affect learning in a variety of contexts;
0006.27 and
0006.28 (c) acquire theoretical and developmental
0006.29 knowledge about nonverbal communication, oral language and
0006.30 communication, written language and communication, and
0006.31 technological language and communication.
0006.32 (7) Knowledge of scientific inquiry:
0006.33 (a) understanding methods of scientific
0006.34 inquiry to provide teachers with a variety of problem solving
0006.35 strategies for addressing the difficulties and complexities of
0006.36 student learning;
0007.01 (b) understand and value critical thinking
0007.02 and self-directed learning as intellectual habits of mind; and
0007.03 (c) learn scientific methodology and use it
0007.04 systematically to identify problems and create effective
0007.05 learning environments.
0007.06 (8) Knowledge of literature on learning and
0007.07 teaching:
0007.08 (a) articulate and explain one's own
0007.09 learning behavior and student learning behavior;
0007.10 (b) interpret and apply research findings;
0007.11 and
0007.12 (c) acquire knowledge of the professional
0007.13 literature regarding learning, curriculum and resources,
0007.14 pedagogy, technology, and organizational theory and development.
0007.15 (9) Knowledge of the change process:
0007.16 (a) acquire knowledge of the teacher's role
0007.17 as change agent, both for self and institution;
0007.18 (b) acquire knowledge of group dynamics and
0007.19 institutional change; and
0007.20 (c) acquire knowledge related to the
0007.21 initiation of change in an organization.
0007.22 **Subp. 4. Transition.**
0007.23 A. By June 30, 1990, and each June 30 thereafter,
0007.24 each approved teacher education institution shall file an annual
0007.25 report with the Board of Teaching that shows progress in
0007.26 implementing this part.
0007.27 B. Any interested party may submit suggested
0007.28 revisions of this part to the Board of Teaching for review and
0007.29 comment at any time before January 1, 1994.

- 0007.30 C. This subpart is repealed July 1, 1994.
- 0007.31 8700.7710 TEACHER EDUCATION PROGRAM EVALUATION.
- 0007.32 Subpart 1. **In general.** The following criteria are to be
- 0007.33 applied by the Board of Teaching to measure teacher education
- 0007.34 program effectiveness.
- 0007.35 A. The program has a stated set of outcomes
- 0008.01 consistent with the dispositions, skills, and knowledge
- 0008.02 developed by the institution.
- 0008.03 B. The stated outcomes of the program are based on
- 0008.04 research, theory, and accepted practice.
- 0008.05 C. A liberal arts curriculum is an integral component
- 0008.06 of the teacher education program and is consistent with other
- 0008.07 programs offered by the institution.
- 0008.08 D. The teacher education curriculum draws upon and is
- 0008.09 coordinated with current knowledge in the liberal arts.
- 0008.10 E. The institution documents evidence of efforts to
- 0008.11 integrate liberal arts and teacher education.
- 0008.12 F. The program incorporates a broad range of clinical
- 0008.13 and field experiences.
- 0008.14 G. The program is developed and implemented through
- 0008.15 formal partnerships.
- 0008.16 H. Students are evaluated at entrance, throughout,
- 0008.17 and at completion of the program.
- 0008.18 I. Licensure candidates demonstrate the dispositions,
- 0008.19 skills, and knowledge developed by the institution to the
- 0008.20 satisfaction of teacher education faculty and cooperating school
- 0008.21 personnel.
- 0008.22 J. The teacher education faculty and cooperating
- 0008.23 school personnel demonstrate effective teaching.
- 0008.24 K. Teacher educators evaluate their programs and use
- 0008.25 results of evaluation to improve courses, programs, and learning
- 0008.26 experiences.
- 0008.27 L. Teacher education faculty and cooperating school
- 0008.28 personnel collaboratively implement and evaluate the formal
- 0008.29 induction period at such time as the Board of Teaching may
- 0008.30 require a formal induction period.
- 0008.31 Subp. 2. **Transition.**
- 0008.32 A. Between July 1, 1989, and July 1, 1994, teacher
- 0008.33 education institutions and programs reviewed for approval by the
- 0008.34 Board of Teaching in accordance with parts 8700.7600 and
- 0008.35 8700.7700 shall demonstrate progress toward compliance with this
- 0008.36 part.

- 0009.01 B. Any interested party may submit suggested
- 0009.02 revisions of this part to the Board of Teaching for review and
- 0009.03 comment at any time before January 1, 1994.
- 0009.04 C. This subpart is repealed July 1, 1994.