



Minnesota Board of Teaching

Minnesota Board of Teaching Overview & Updates

April 24, 2015

Board of Teaching Mission

The Board of Teaching's primary mission is to assure that Minnesota students are served by licensed teachers who are equipped to deliver effective instruction and meet the instructional needs of all learners.

Board of Teaching Staff

- * **Erin Doan**, Executive Director
- * **Monica Rasmussen**, Teacher Ethics Specialist
- * **JoAnn VanAernum**, Teacher Education Specialist
- * **Alex Liuzzi**, Teacher Education Specialist
- * **Heather Ward**, Data Management Specialist
- * **Lori Rosenthal**, Office Manager

Board of Teaching Members

11 Member Board – Appointed by the Governor

- Erin Azer
Public Member
- Jim Barnhill
Teacher
- John Bellingham, Chair*
Teacher
- Lesa Covington-Clarkson*
Higher Education
- Jim Grabowska
Public Member
- Anne Krafthefer
Teacher
- Mary Frances Clardy*
Teacher
- Diane O'Brien
Public Member
- Karen Palmen*
Teacher
- Loy Woelber
School Administrator
- Joyce Baumann
Teacher

Board vs. Agency Roles

Board of Teaching

- * Oversight of Teacher Licensure Policy
- * Rulemaking authority
- * Special Permissions
- * Licensure Appeal
- * Licensure Suspension and Revocation (Ethics)
- * Program & Institution Approval

Dept. of Education (MDE)

- * Licensure application process
- * Issuance of licenses and variances (to licensed personnel)
- * Assignment tracking & Compliance
- * Customer Service Call Line

Teacher Effectiveness

Prepare

• Preparation to Teach

- **Institutional approval:** Demonstration of infrastructure and capacity for teacher preparation
- **Program approval:** Continuous improvement model; analysis of program design information and candidate performance measures
- **Licensure rules:** Clearly stated expectations for requisite knowledge and skills (MN Rule 8710.0100 - .9000)

Teach

• Authorization to Teach

- **Licensure tests:** Measures of depth in content and pedagogical knowledge, basic skills (reading, writing, mathematics)
- **Initial license:** Demonstration that the requisite knowledge and skills have been met
- **Special permissions:** Authorization for a non-licensed individual to teach in accordance with statutory and rule requirements

Grow

• Continuing Professional Development

- **Code of Ethics:** Professional and ethical standards for conduct and practice
- **License renewal:** Recognition of a teacher's professional growth continuum

Adopted November 12, 2010

PREPARE

- * Institutional Approval
 - * 32 institutions
- * Program Approval
 - * 750+ licensure programs
- * Licensure Rules
 - * Requirements and Procedures
 - * Teacher Standards in 40+ fields
 - * Other School Professionals
 - * Career and Technical Education

PREPARE

- * Current Initiatives
 - * Streamlining Licensure Processes for Candidates trained in other states
 - * BOT – MDE Special Education Policy working team to identify and remove barriers to licensure
 - * *Program Effectiveness Reports for Continuing Approval*
 - * edTPA (Teacher Performance Assessment)

TEACH

Licensure Exams

- [MTLE: Minnesota Teacher Licensure Examinations](#)
- RFP Process for 2015
- Initial License
- Special Permissions
 - Authorized in Statute
 - Non-licensed Community Expert
 - Waiver
 - Authorized in Board of Teaching Rule
 - Variance
 - Temporary limited license
 - Non-renewable license

GROW

- * Code of Ethics

- * [MN Statute 122A.20](#)

- * [MN Rule 8700.7500](#)

- * License Renewal

- * Current: 125 clock hours every 5 years

- * CAPS: Certificates of advanced professional study
(pending 2015 legislation)

Rule Changes for Field Based Experiences

MN § 8705.0100, Subp. 3

- * Provide a range of planned, supervised field based experiences across the scope of the licensure field, prior to student teaching
- * Process in place to provide a range of experience aligned to the scope and content of the licensure field taught
- * The unit has a process to ensure all candidates have experiences with diverse populations

Rule Changes for Field Based Experiences

MN § 8705.0100, Subp. 3

- * The unit has a process for and establishes **collaborative school partnerships** for field experience placements
- * Process to ensure candidates are placed with personnel licensed in the identified field
- * Process and criteria established for selection of school-based partner sites and cooperating teachers, ensuring modeling of effective instructional practices
- * **12 weeks** (min.) of continuous, full time, face-to-face student teaching experience: that may be split into 2 placements

Placement Questions

Student Teaching expectations for Middle Level

- * Approved Endorsement program under 8710.3310-.3340
 - * Requires 4 weeks at the middle level
- * Approved General Science Initial Licensure program under 8710.4750
 - * Unit may determine Middle level experience when it is combined with a 12 week student teaching for 9-12 science license.
 - * 12 weeks student teaching if completed as a standalone license

Placement Questions

How does the 12 week requirement impact dual licensure candidates in K-12 fields? (ex. Health/PE or Inst/Vocal Music)

- * Approved under the same rule number (Music)
 - * 12 wks student teaching including experiences in both content areas
- * Approved under different rule numbers (Health/PE)
 - * One license acts as initial (12 wks) and the second as an additional license
 - * Unit determines the number of weeks needed in the additional field

“I am concerned that four weeks of student teaching does not provide a quality experience.” *[for K-6 licensure candidates earning an endorsement]*

Placement Questions

How do we “credit” the number of weeks required for placement for experienced teachers?

- * Currently a locally determined policy
- * Unit must have a consistent process in place for reduction to student teaching requirements for initial and additional license seeking candidates
- * All candidates earning a recommendation from the institution must be provided with a supervised teaching experience within the scope and content of the licensure field.
- * Keep in mind that a “waiver” is given to licensed personnel while a community expert permission is given to someone without a MN teaching license

Placement Questions

What is best practice for working with immersion settings?

- * MN does not have an immersion license
 - * K-6 licenses (limited to immersion settings) may be granted to non-native English speakers if they choose to forgo the Basic Skills exam
- * Field experiences for candidates already teaching in immersion settings should be planned outside of their assigned teaching role. (Multiple types of experiences for all candidates)
- * If candidates pass the Basic Skills exam at a later date, they may apply for the full K-6 license. This means they should be prepared to teach outside of an immersion setting as well.

Placement Questions

Conventional vs. Nonconventional Programs

- * Conventionally approved programs must provide all initial license candidates with **12 consecutive weeks of full time, face-to-face student teaching.**
- * If an institution wishes to move away from this model, they may propose a nonconventional program application
 - * Asks the Board to waive the rule based on research based evidence of alternative student teaching model.

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Q & A...

Thank you for your time today!



Minnesota
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