



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



R4576

IMPLEMENTATION

FAQs

Updated January 18, 2022

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Introduction



PELSB has been working on guidance for R4576, which is available on [our website](#). This guidance is designed to provide important, initial information as providers prepare for upcoming unit and program reviews. If you would like to preview one of the sections that is “coming soon,” please contact one of PELSB’s Teacher Education Specialists.

We recognize that providers may have pressing questions about the implementation of R4576. As such, PELSB staff have created this FAQ document to address those questions. Providers should submit all questions about R4576 to our [R4576 Unit and Program Rule Question Box](#) rather than emailing individual staff. Questions will be accepted on a rolling basis. Responses will be published and sent out monthly.

Effective Dates

1. When does new rule take effect? (Answered March 12, 2021, revised December 10, 2021)

New rule goes into effect on July 1, 2022. Standard 24 is effective April 26, 2024.

2. When can providers begin to follow the new “unit standards” and when must we begin to follow them? If a provider has its next site visit between 2023 and 2027, can a provider phase in implementation of new rule or is it required that it all be implemented at the same time? (Answered March 12, 2021, revised September 17, 2021)

While providers may phase in implementation of individual standards, all providers must meet the new “unit standards” by July 1, 2022; though, a provider could choose to come into compliance sooner. Similarly, providers must demonstrate compliance to new program rule in all PERCA submissions starting in the fall of 2022 but will be encouraged to do so in the fall of 2021. Providers do not have to demonstrate compliance with *all* of the new requirements until the first site visit after July 1, 2022.

Rules that have an impact on licensure must be implemented by July 1, 2022 (practicum hours, student teaching weeks). Candidates who complete programs prior to July 1, 2022 may have clinical experience hours in alignment with 2014 or 2021 rule.

Note: Standard 24 (Qualifications for Methods Instructors) has a later effective date. A provider does not need to come into compliance with Standard 24 until three years after the rule goes into effect; though, the provider would then need to maintain compliance with 2014 requirements for methods instructors. Alternatively, providers may want to consider Standard 24(4) for teacher educators who can demonstrate essential equivalency of necessary pedagogical and content standard proficiency in alternative ways.

3. If a provider decides to adopt the new unit rules early, are they required to adopt “all” new unit rules early? (Answered March 12, 2021, revised September 17, 2021)

If a provider chooses to demonstrate compliance with “new rule” during the unit approval process prior to July 1, 2022, the provider must demonstrate compliance with all new standards. The provider cannot “mix and match” 2014 and 2021 standards.

Since Standard 24 (qualifications for methods instructors) is effective three years after the date of adoption, April 2024, review teams will provide feedback to providers on potential areas of concern.

4. When do providers need to report on new Standards of Effective Practice (SEPs)? (Answered March 12, 2021, revised August 13, 2021)

PELSB is considering changes to the Standards of Effective Practice as part of the R4615 rulemaking project. In Draft 3 of R4615, PELSB proposed that all programs would need to have implemented the new Standards of Effective Practice by the program's first PERCA submission occurring on or after July 1, 2024. PELSB will likely open a second comment period in October 2021, where providers may provide feedback on the proposed effective date.

Note that providers may not seek approval in alignment with proposed standards of effective practice prior to the adoption of R4615.

5. Where can I find new rule? Where can I find old rule? (Answered August 13, 2021, revised September 17, 2021)

New rule can be found at <https://www.revisor.mn.gov/rules/8705/> . We would strongly encourage you to bookmark this site.

2014 rule can be found at <https://www.revisor.mn.gov/rules/8705.1000/version/2017-08-21%2020:11:15+11:00> .

6. We have additional licensure candidates who will have completed clinical experiences aligned to 2014 rule prior to July 1, 2022. However, these candidates may still have some outstanding program requirements that they will complete after July 1, 2022 (e.g. MTLE tests). Can these candidates be recommended for licensure without the 2021 rule required 80 hour practicum after all other requirements have been met? (Answered September 17, 2021)

Yes. However, all candidates who complete a practicum after July 1, 2022 must complete the clinical experience requirements in alignment with 2021 rule, including the 80 hour practicum.

7. We have initial licensure candidates who will have 100 field experience hours prior to July 1, 2022 but will not have had 60 hours aligned to the licensure area sought prior to student teaching that will be completed after July 1, 2022. Can we still recommend those candidates for licensure? (Answered November 12, 2021)

For field experiences completed after July 1, 2022, there must be alignment with 2021 rule. Whereas, field experiences completed before July 1, 2022 must align to 2014 rule. For example:

- If a candidate completes 100 hours prior to July 1, 2022, *some* of the hours must be aligned to the content area (the number is at the discretion of provider).
- If a candidate completes between 40 and 100 hours that were not aligned to licensure area prior to July 1, 2022, the remaining hours completed after July 1, 2022 must be aligned to the licensure area.

PERCA/EPPAS Reporting (MN Rule 8705.2200)

8. When will we know when we are submitting our next PERCAs? How will that impact program expiration dates? (Answered March 12, 2021, revised April 16, 2021)

On March 9, PELSB solicited feedback from unit leaders about how to structure the program renewal schedule. On April 9, the Board approved the following [PERCA submission schedule](#).

Programs in EPPAS will be updated to show the updated expiration date if applicable. For a provider with a fall 2023 submission date, the program is set to expire June 30, 2024.

9. Will there be changes to the ADEPT form? (Answered March 12, 2021, revised November 12, 2021)

Yes, PELSB aligned the [new ADEPT form](#) to 2021 rule. PELSB is thankful for the input on the design and content of this form from the Unit and Program Implementation Committee. All preparation providers should use the ADEPT form, and no provider should include a narrative in the narrative boxes on EPPAS. Instead, providers should type the words “PLEASE SEE ADEPT FORM.”

If your programs have focus areas, those areas must be addressed and included in the ADEPT form.

Contact a Teacher Education Specialist with questions.

10. When do clinical experiences reported in PERCA have to align with new rule? (Answered March 12, 2021, revised November 12, 2021)

Fall 2021 PERCA submissions are strongly encouraged to have program submissions reflecting the requirements in new rule.

Fall 2022, Fall 2023, and Fall 2024 submissions will be REQUIRED to have submissions reflecting the requirements in new rule.

At your next PERCA submission, update your programs to align with the requirements of new rule. Refer to [Appendix E](#), page 10 to demonstrate how clinical experience requirements are met for both initial and additional licensure candidates for programs approved for both initial and additional licensure.

11. Do we have to demonstrate teacher educator qualifications in EPPAS? (Answered May 7, 2021, revised September 17, 2021)

It is only required that the program leader qualifications be uploaded into EPPAS. All other teacher educator qualifications will be reviewed during unit review.

Steps to demonstrate program leader qualifications during program review in EPPAS (on the program attachments screen):

1. On the ADEPT form or the RIPA program development form, whichever is applicable, identify the program leader, qualified under Standard 23 where the “area of instruction” aligns to the licensure program.
2. Demonstrate qualifications of each program leader in alignment with Standard 23 by uploading documentation (e.g. a C.V).

12. For a regular PERCA submission, do all syllabi need to be uploaded again or just ones that have had changes or need to be updated because they are old? When is the provider required to communicate changes to the approved PERCA? (Answered March 19, 2021, revised November 12, 2021)

If there is a new course/experience or if there are significant changes to how standards are met within an existing course/experience, new or updated syllabi/documentation must be uploaded. If these changes occur between PERCA submissions, submit an off-cycle PERCA submission.

Changes are considered significant and must be submitted for review when:

- ☐ 25 percent or more of the standards have been moved into other courses or experiences
- ☐ 25 percent or more of the standards in a methods course have been moved into other courses or experiences
- ☐ When a methods course has been removed or replaced or when an elective option has been added for a methods course
- ☐ Learning opportunities and assessments addressing the following are changed:
 - The knowledge and skills needed to provide instruction to multilingual learners
 - The knowledge and skills needed to implement culturally responsive teaching and instructional strategies
 - Research-based practices in reading that enable the candidate to teach reading in the candidate’s licensure field
 - Using a student’s native language as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills;
 - Knowledge and skills needed to engage students with technology and deliver digital and blended learning curricula.
- ☐ Reduction of field experience hours and/or student teaching weeks
- ☐ Adding an elective option for a required program requirement aligned to standards

Note: When new Standards of Effective Practice are adopted, PELSB will provide guidance about how new standards align to the requirements listed above.

The following is *not* required in an off-cycle PERCA submission:

- ☐ An updated ADEPT form

If you submit an off-cycle PERCA submission and the changes are approved, the approval will align to the approval of the unit's remaining programs.

13. When making program revisions, when does a preparation provider submit an off-cycle PERCA and when does it submit a RIPA? (Answered July 20, 2021).

If a program is making some changes based on continuous improvement data and/or to reflect changes in practice or research, it may submit changes within its existing program in EPPAS. Depending on the extent of these changes, these changes may be externally reviewed.

If a program is being largely redesigned, it would be advised to submit a Request for Initial Program Approval (RIPA).

Contact a Teacher Education Specialist with questions.

14. Can we note that standards are “approved PEPER” or “approved PERCA”? (Answered July 20, 2021)

The Board has clarified that noting that standards are “approved PEPER” will no longer be accepted. At each PERCA submission, updates to learning opportunities and assessments must be submitted. The reporting must correspond with updated syllabi.

15. If a program needs or wants to change clinical experience requirements to align with 2021 rule, what required actions are needed? (Answered December 10, 2021)

Program Type	Desired Change	Required Action(s)
Additional Licensure Only	Increase clinical experience hours to align with 80 hour practicum requirement	Submit change at regular PERCA submission; must implement increase for all candidates completing practicum after July 1, 2022
Additional Licensure Only	Decrease clinical experience hours to align with 80 hour practicum requirement	Submit an off-cycle PERCA submission
Initial and Additional Licensure Program	Clarify how requirements are met for initial vs. additional licensure candidates (currently only shows initial licensure requirement of 12 weeks and 100 hours)	Submit change at regular PERCA submission; additional licensure only candidates must have minimum of 80 hour practicum for candidates completing after July 1, 2022

Clinical Experiences (MN Rule 8705.1010, Subp. 2 and 3)

16. Can a candidate complete clinical experiences in an online/distance learning placement or must the candidate be placed in an in-person classroom? (Answered March 12, 2021, revised September 17, 2021)

Student teaching must be face-to-face (i.e., in person). If a program would like to place a candidate in an online classroom for that candidate's student teaching experience, the program must seek a discretionary variance and have it approved by the Board. Refer to discretionary variance section.

For field experiences, providers have flexibility to place candidates in face-to-face or virtual placements. For practicum, providers must evaluate each candidate's prior experiences to determine whether a virtual placement is appropriate.

17. Do all clinical experiences requirements need to be met in a student teaching or practicum? (Answered March 12, 2021, revised May 14, 2021)

For initial licensure candidates, candidates must have clinical experiences through a combination of field experiences and student teaching.

For additional licensure candidates, new rule only requires that candidates complete a practicum. If the practicum is not sufficient to address gaps in clinical and teaching experience, the program must provide additional field experiences to address the gaps.

18. What constitutes a "continuous group of students" and a "placement"? (Answered June 25, 2021, revised September 17, 2021)

A "continuous group of students" will more frequently apply to secondary placements where class schedules change between quarters, trimesters, semesters, etc. For example, a science teacher may have six classes of science in Term 1 and the same six classes of science with new students in term 2; a transition of students between terms would count as a second placement.

The intent of this rule is to create coherence within clinical experiences and allow candidates to demonstrate their effectiveness and positive impact on students' learning and development.

A placement describes a candidate's assignment during student teaching. A placement must be with a continuous group(s) of students. A single placement may align to more than one licensure area (e.g. Health, PE, and DAPE). While the required weeks of student teaching cannot be split into more than two placements, a provider may have more placements with student teaching weeks beyond what is required.

19. What constitutes an observation and how do cooperating teachers have to document the observations? (Answered August 31, 2021, revised September 17, 2021)

An observation can be in-person or conducted virtually. There is not a set length of time required for each observation or a PELSB-required form to accompany observations.

Providers have flexibility in determining what observations look like as long as there is “actionable feedback to ensure growth and attainment of standards.” For candidates seeking more than one license at the same time, there must be at least one observation for each licensure area sought to ensure that candidates receive feedback on their attainment of licensure-specific standards. Providers have flexibility in how they determine to document that they are meeting this requirement.

With the 2021 adopted standards, the Board wanted an increased focus on quality clinical experiences to support the alignment of theory and practice. The intent of these observations is to ensure that student teaching is a guided learning experience with a meaningful feedback loop for all candidates. These standards were adopted so that candidates understand areas of strength and improvement and hone their skills.

20. Standards 11 and 12 require that student teaching be “split into no more than two placements, where each placement is for a minimum of two weeks or the equivalent, with a continuous group of students and for continuous weeks in alignment with the school calendar and day.” Could a candidate have six weeks of student teaching with a continuous group of students, take a four week leave and return to the same setting with the same students for the remaining six weeks of the student teaching experience? (Answered on October 11, 2021)

Yes, the above scenario would be allowed. It would also be permitted for the candidate to work with a new continuous group of students in a second placement.

21. Standard 11 requires that candidates have experience with students with a range of exceptionalities, including students on an individualized education plan during their field experience hours. How can preparation providers ensure this requirement is met? (Answered November 12, 2021)

Preparation providers may meet this requirement in various ways. Some preparation providers require some field experience hours connected to a single Standards of Effective Practice course such as “Introduction to the Exceptional Learner.” Other preparation providers establish partnership agreements where this information may be shared to determine whether candidates have met this requirement during a clinical experience.

This standard does not require that candidates read individual student IEPs.

22. For student teaching, can a candidate complete a first placement in Minnesota and a second placement out of the state or the country, where the cooperating teacher does not use MN Academic Standards? (Answered January 18, 2022).

Yes, a student teaching placement may be in another state or country as long as the unit can demonstrate the cooperating teacher models effective instruction, **including** the use of state academic standards or, **if unavailable**, national discipline-specific standards.

23. Standard 11 states that the unit must provide 100 field experience hours prior to student teaching that include: (b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and (c) experience with students with a range of exceptionalities, including students on an individualized education plan; Until now, we have been able to provide experiences that meet diversity and exceptionality requirements to our candidates through a combination of field experience hours and student teaching. This new rule language clearly states that all of these experiences must be met prior to student teaching. Is this an intentional change by the Board? Are there any possibilities to meet these requirements in a combination of field experience and student teaching? (Answered January 18, 2022)

The intent of rule is that candidates will have experiences with the demographics listed prior to student teaching. There are a couple of ways you could address this standard:

1. If a candidate's student teaching experiences is above and beyond the 12 weeks required, the hours needed to meet the 100 could be met 'prior' to when the clock begins to tick toward the 12 weeks.
2. The provider may request a discretionary variance if the above solution is not feasible.

School partnerships and cooperating teachers requirements

24. Do units need agreements with all school partners where field experiences take place or just for student teaching and practicum? In the past we only had official signed agreements for student teaching not the earlier field experiences. (Answered April 30, 2021)

Yes, units must obtain agreements with all school partners that host candidates for clinical experiences, including placements for field experiences only. Refer to standard 9 for school partner agreement requirements and standard 10 for collaboration requirements.

25. Units are expected to have an agreement that identifies a "process for identifying cooperating teachers who model" effective instruction and culturally responsive teaching (Standard 9 (4)). Is noting that placement makers at the district level recognize and accept that expectation in the agreement sufficient to meet the standard? (Answered May 21, 2021)

Standard 9 establishes the requirement that the unit must maintain an agreement with each school partner for which a candidate is placed for clinical experiences that addresses the roles

and responsibilities of the provider, school, and candidate, including the process for identifying cooperating teachers who model effective instruction and culturally responsive teaching. These agreements are needed to set clear expectations for the parties involved in clinical experiences.

Within each agreement, it must be evident what the criteria are of effective instruction and culturally responsive teaching and the process for identifying cooperating teachers who meet those criteria.

The Unit and Program Implementation Committee is working on creating agreements that may serve as exemplars.

- 26. Standard 10 requires that units and school partners collaborate to ensure that each cooperating teacher “receives training that addresses the cooperating teacher’s role, program expectations, candidate assessments, procedures, and timelines.” How extensive must this be for each type of experience? Is this required for both field experience and student teaching cooperating teachers? (Answered May 22, 2022, revised December 10, 2021)**

Teacher preparation providers have flexibility in arranging the training and differentiating the training depending on the cooperating teacher’s role, but all cooperating teachers must receive training in alignment with this standard.

The Unit and Program Implementation Committee may provide some guidance and exemplars here.

- 27. Standard 10 requires that the cooperating teacher for *field experience* needs their two years of teaching experience. Do the two years of teaching experience need to be in the licensure area? (Answered August 13, 2021)**

The PELSB rules do not require that cooperating teachers for field experience have their minimum of two years of aligned to the licensure field sought. However, providers may set their own requirements and must monitor continuous improvement data to ensure quality clinical experiences.

Designated school partnership

- 28. What is the definition of "candidate efficacy" noted in Standard 7 (2)? (Answered April 30, 2021)**

Standard 7 requires that units have an agreement with its designated school partner around what data will be shared and sought for the purposes of evaluating the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals and to engage in continuous improvement work. For 7.B., data around "candidate efficacy" is intended to measure aggregate candidate impact as a measure of program effectiveness.

Candidate efficacy data may include:

- Measures of candidate impact on student learning (e.g. from methods courses, clinical experiences)
- Pre and post instruction student data as measured through student work or observations

29. Will PELSB provide a template or example of a designated school partner agreement? (Answered on August 13, 2021)

The Unit and Program Implementation Committee is working on creating agreements that may serve as exemplars.

While the agreement *may* be a memorandum of understanding, PELSB does not require that the school partner agreement be a legal document. The intent is that both the preparation provider and school partner agree to what data will be collected to evaluate the effectiveness of the partnership for meeting mutually beneficial short-term and long-term goals.

30. If a preparation provider with about 20 programs has a school partnership for a single licensure program (e.g. Early Childhood program), will that be considered enough to meet standard 6, for the designated school partnership? Are we required to have a school partner for every program we offer? (Answered on September 17, 2021, revised November 12, 2021)

It is not required that preparation providers have a designated partnership aligned to *each* program it offers. The purpose of the designated partnership is to collaborate on continuous improvement work to meet mutually beneficial goals.

While a partnership that focuses on a single program *may* technically meet rule, the provider will need to demonstrate how this partnership will support the unit's continuous improvement.

If the agreement does not demonstrate the spirit of continuous improvement, a unit review team may find that a partnership which is limited to one program area means that this standard is "met with concern."

Student teaching (initial licensure)

31. Does the following scenario meet the student teaching requirement that an initial licensure candidate's student teaching placement be with a "continuous group of students": An initial licensure candidate seeking a 5-12 mathematics license was unable to student teach for the first half of this term. This candidate will be able to complete her 8-week grades 5-8 placement Spring 2021 but won't be able to complete her 8-week 9-12 placement until Fall 2021. (Answered March 19, 2021)

In this scenario, the candidate has two placements – one placement at the middle level (grades 5-8) and one placement at the high school level (grades 9-12). As long as each of these 8-week placements are with the same students (i.e., the first 8 weeks are with the same middle school students and the second 8 weeks are with the same high school students), this student teaching experience is meeting the requirements set forth in Standard 11 (2) (b).

Under 2014 rule, a variance would have been required.

32. Can candidates complete clinical experiences, including student teaching, in a private school? What documentation is needed? (Answered March 26, 2021, revised April 9, 2021)

Yes, a candidate can be placed in a private school for clinical experiences, including student teaching, as long as the provider ensures that all the applicable requirements are met. For example, providers must ensure:

- The candidate is paired with a cooperating teacher who is properly licensed and has adequate teaching experience (Standard 10).
- The candidate has a “broad range of targeted field experiences” (8710.3000 – 8710.5850, Subp. 3a).
- The candidate has experience with students who differ in race, ethnicity, home language, and socioeconomic status (Standard 12).
- The candidate has experience with students with a range of exceptionalities (Standard 12).
- The candidate’s student teaching is aligned to the scope and content of the licensure field sought (Standard 12).
- The unit has a process for identifying cooperating teachers who model culturally responsive teaching (Standard 9).
- The unit has a process for identifying cooperating teachers who use the state academic standards, such as the use of MCA tests (Standard 9).
- If the candidate is serving as the teacher of record in a private school while completing teacher preparation, the candidate is paired with one or more cooperating teachers to ensure adequate supports are in place (Standard 14).

(Note: Please review Standards 9 – 15 for the full list of clinical experience requirements)

The unit must be able to provide evidence that all applicable requirements are met within the unit’s self-study and during the unit site visit. Further, part of the unit review process will include examining school partner agreements (Standard 9) and reviewing placements for individual candidates.

If placements do not meet applicable requirements, whether the placements be in a public or private school, a review team may find one or more unit standards to be “Not Met.”

While the Board recognizes that many private schools meet state standards (for teachers, academic lessons, etc.), the Board encourages that preparation providers place candidates in public schools for candidates’ primary placement for student teaching.

33. Do the following scenarios meet the student teaching requirement that an initial licensure candidate’s student teaching be “a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching”? (Answered March 19, 2021, revised September 17, 2021)

Type of candidate	Percentage FTE of Student Teaching	Minimum number of weeks	Meet requirements?
Initial licensure	100%	12 weeks	Yes
Initial licensure	80%	15 weeks	Yes
Initial licensure	50%	24 weeks	No, so program should seek a discretionary variance Please see the section on Discretionary Variances for more information

34. Do the following timeframes count as “weeks” of student teaching? (Answered March 19, 2021, Revised December 10, 2021)

Candidates are required to student teach aligned to the school contract.

Example	Does this count as a “week”?
The first week of school (for example, if a school year starts on a Wednesday)	Yes
MEA (for example, if the school does not have scheduled class time on Thursday and Friday)	Yes
The week of Thanksgiving (for example, if the school does not have scheduled class time on Thursday and Friday)	Yes
Candidate only teaches 1 or 2 days in a week, then has a medical or family emergency*	Yes
Winter Break (no instructional days)	No

* From time to time, candidates will experience unique situations, due to program structure or other circumstances, which may impact their clinical experience schedule. PELSB urges providers to use their assessment systems to inform practices to ensure candidates are having robust clinical experiences.

Providers must be prepared to explain how their clinical experience schedule meets the intent of the rule at the time of unit review or upon inquiry by PELSB staff.

Student teaching (dual licensure)

35. For a candidate seeking two licenses at the same time, what clinical experiences are required? (Answered March 12, 2021, revised September 17, 2021)

Standard 12 establishes the clinical experience requirements for candidates seeking more than one initial license.

	Seeking more than one initial license
Field experience	100 hours prior to student teaching, with at least 30 hours aligned to the scope and content of each licensure field sought
Student teaching requirements	<ul style="list-style-type: none"> • 14 weeks, or the equivalent number where the candidate is participating in at least 80% of the contracted week • Full-time • Continuous weeks • Continuous group of students
Student teaching placement requirements	<ul style="list-style-type: none"> • At least one placement aligned to the scope and content of each license sought • No more than two total placements • A placement must be a minimum of two weeks
Example placements (Candidate seeking dual licensure in Physical Education (PE) and Health Education)	<p>There are a number of ways to structure placements for candidates seeking more than one initial license. Examples include:</p> <p>Example 1 (1 placement): 14 weeks of .7 FTE in PE and .3 FTE in Health</p> <p>Example 2 (2 placements): 7 weeks of 1.0 FTE in PE and 7 weeks of 1.0 FTE in Health</p> <p>Example 3 (2 placements): 8 weeks of .6 FTE in PE and .4 FTE in Health and 6 weeks of .5 FTE in PE and .5 FTE in Health</p>
edTPA	Yes, the candidate must complete one edTPA aligned to one of the licenses sought if there is one aligned to the initial license sought.
Observations and triad meetings	The candidate must receive at least 5 observations by the cooperating teacher and 5 observations by the supervisor. The candidate must participate in at least 4 triad meetings.
Substitutions	While a provider may substitute non-program-based experiences (e.g. experiences as a paraprofessional or substitute teacher) for field experience

	Seeking more than one initial license
	hours, the provider must be able to verify that all clinical experience requirements have been met (e.g. experience with diverse group of students, experiences aligned to content and full scope of license sought). Student teaching may not be substituted without an approved discretionary variance.

36. Are there different requirements for candidates seeking an elementary license and middle level endorsement concurrently? (Answered on March 12, 2021, revised on December 10, 2021)

Four weeks of student teaching is required in the middle level endorsement license-specific rules (8710.3310-8710.3340). If a provider would like to seek a program-wide variance of the 4 week middle level endorsement student teaching rules, it may submit a request in EPPAS during its regular PERCA cycle or in an off-cycle submission. If a provider would like to submit a variance of this rule for an individual candidate, the provider must submit a request to a Teacher Education Specialist for the Teacher Preparation Committee to review.

After July 1, 2022, the Board will consider a resolution to not enforce the four week student teaching requirements for middle level endorsements. Without this resolution, programs may seek program approval for 10 weeks student teaching at the elementary level and 4 weeks of student teaching at the middle level for a total of 14 weeks. With this resolution, programs may seek program approval for 12 weeks student teaching at the elementary level and 2 weeks of student teaching at the middle level for a total of 14 weeks.

37. What guidance can you provide regarding student teaching candidates who are pursuing two licenses when the scope of the licenses does not match (e.g., B-12 Autism Spectrum Disorder with K-12 Emotional Behavior Disorders)? If there are to be no more than two student teaching placements and the placements need to be at least two weeks in length under new rule, how might preparation providers address the birth-PreK portion of ASD initial licensure when coupled with another license? (Answered April 23, 2021, revised September 17, 2021)

It is required that candidates have clinical experiences across the full scope of their license. Clinical experiences are inclusive of field experiences, student teaching, and practicum.

For a candidate pursuing both the ASD and EBD license, the following are examples of how requirements may be met:

Examples	Beginning Field Experience	Mid-program Field Experience	Pre-student teaching Field Experience	Student Teaching 1	Student Teaching 2
Example 1		30 hours preschool ASD	25 hours ASD middle school	14 weeks - ½ day EBD	N/A

	15 hours EBD middle school	30 hours in elementary EBD		placement, ½ day ASD high school	
Example 2	10 hours ASD preschool	20 hours ASD elementary	30 hours ASD high school	12 weeks ASD middle school	
		30 hours EBD middle school	30 hours EBD high school		12 weeks EBD elementary
Example 3	10 hours ASD preschool	20 hours ASD Elementary	30 hours ASD high school	12 weeks ASD placement middle school	2 weeks (or if needed 12 weeks) EBD placement middle school
		30 hours EBD elementary	30 hours EBD high school		
Example 4	40 hours ASD preschool	50 hours ASD Elementary	100 hours ASD middle school	14 weeks - ½ day EBD placement, ½ day ASD high school	N/A
		50 hours EBD elementary	100 hours EBD middle school		

A checkpoint prior to student teaching with strong advising is especially important for candidates enrolled in two or more licensure programs. If there is a risk of not finishing both programs at the same time and an intent to start teaching as soon as possible, a provider would want to advise the candidate to student teach in alignment with standard 11 and complete an additional licensure practicum and remaining program requirements at a later date.

For reduced risk of candidates being ineligible for any license, providers must have strong monitoring and advising. In the examples above, if the unit is unable to recommend a candidate for the ASD license for any reason, the candidate would be ineligible for the EBD license also based on the clinical experiences in Examples 1, 3, and 4 not aligning to the requirements of Standard 11. Providers may consider requiring that candidates have the necessary clinical experiences to be recommended for each licensure area independently (Example 2). Providers may advise candidates that a shortened student teaching aligned to one licensure area is contingent upon successful completion of the other licensure program (Example 3). Providers should clearly advise where a licensure recommendation in one area is contingent upon successfully completing another licensure program. More field experience hours may support ability to monitor and advise (Example 4).

If a preparation provider develops a track record of dually enrolled candidates being ineligible for either license based on clinical experience design or poor advising, PELSB may take action against the unit.

38. If a candidate completes student teaching for two licensure areas but only completes all of the requirements for one of the licensure programs, does the candidate have to redo the student teaching aligned to the other licensure area as a practicum when the candidate later completes the couple outstanding program requirements (e.g. content courses)? (Answered on September 17, 2021)

If a candidate was enrolled in two programs and was evaluated for both programs in alignment with Standard 12, the clinical experience requirements still fall under Standard 12. In this case, the candidate would not need to repeat the student teaching as an additional licensure practicum.

If a candidate completes student teaching that aligns to two licensure areas but is only seeking one license and only evaluated for that one licensure area, then the candidate would need to take an additional licensure practicum to be evaluated in the new licensure area.

Refer to the question above to consider alternative advising options.

39. What are the clinical experience requirements for candidates seeking three licenses at the same time? (Answered on September 17, 2021)

Candidates must have a minimum of:

- 100 total hours of field experience
- 30 hours aligned to the content and scope of each licensure area
 - Providers have flexibility to determine how to distribute these hours (e.g. 3 ten-hour placements, 2 fifteen-hour placements, 1 thirty hour placement, etc.)
- 14 weeks, aligned to the scope and content of the licensure areas sought

If your program is designed for candidates to complete three licensure programs, but your proposed structure of clinical experiences does not align to rule, you may submit a program discretionary variance in EPPAS during your regular PERCA submission or in an off-cycle PERCA submission. If you have an individual candidate with a unique situation for whom you would like to request a discretionary variance, you may submit a discretionary variance request to a Teacher Education Specialist to bring to the Teacher Preparation Committee.

Examples	Beginning Field Experience	Mid-program Field Experience	Pre-student teaching Field Experience	Student Teaching 1	Student Teaching 2
Example 1	10 hours elementary school physical education	20 hours middle school physical education		16 weeks – high school 0.5 FTE Health, 0.4	N/A

	10 hours elementary school DAPE	40 hours middle school health	20 hours middle school DAPE	FTE PE, 0.1 FTE DAPE	
Example 2	30 hours elementary school physical education	30 hours middle school physical education		10 weeks – high school PE/DAPE	
	10 hours elementary school DAPE	60 hours middle school health	20 hours middle school DAPE		8 weeks Health/PE

Advisors will want to note that candidates must complete 14 weeks of student teaching or the equivalent number of weeks where the candidate is student teaching 0.80 FTE aligned to the licensure area(s) sought. In Example 1, if a candidate does not complete program requirements for Health (e.g. attempting Health MTLE content test), then the candidate would be ineligible for a DAPE and PE license. In that same example, if a candidate was missing a DAPE content course but had met all of the requirements for Health and PE, that candidate could still be recommended for a Health and PE license.

40. A candidate is seeking dual licensure in K-12 vocal music and K-12 instrumental music. In terms of 30 hours of field experience aligned to each licensure area, how does the state view elementary classroom music? Is an elementary classroom music field experience considered vocal or instrumental? (Answered January 18, 2022)

To make this determination, the provider should consider the qualifications and experience of the cooperating teacher and other aspects of the placement. The scope of practice for Vocal and Instrumental music are overlapping where teachers of both are authorized to provide instruction to students in kindergarten through grade 12 to develop music competence and understanding of general music history, theory, and practice. An elementary classroom placement may align with the licensure requirement for both vocal and instrumental music candidates.

Practicum (additional licensure)

41. What are the clinical experience requirements for additional licensure only candidates? Must additional licensure only candidates have a minimum of 80 hours regardless of past teaching experiences or other experiences? Can any of the 80 required practicum hours be waived based on prior experience for additional licensure candidates? (Answered March 12, 2021, revised May 7, 2021)

Standard 13 establishes the requirements for candidates completing an additional licensure program. The unit must evaluate a candidate's prior clinical and teaching experiences to design a practicum of a minimum of 80 hours. Units may modify the type of experience and/or scope of the practicum to accommodate prior experience, but the practicum must always be a minimum of 80 hours.

If a provider would like to have its practicum look different from how it is described in rule, it must seek and be approved for a discretionary variance. If a variance is specific to a particular program (e.g. preprimary), then that variance would need to be submitted in EPPAS and reviewed by the Program Review Panel (PRP).

	Seeking to add a license or an endorsement
Field experience	No requirements.
Practicum	A minimum of 80 hours: <ul style="list-style-type: none">• Addresses gaps in experience• With a continuous group of students
Placement requirements	The placement must be aligned to the scope and content of the license sought.
edTPA	No.
Observations & triad meetings	2 by a cooperating teacher; 2 by a supervisor; and 1 triad meeting.

42. When does the 80-hour practicum requirement for additional licensure candidates go into effect? What if our approved program has fewer than 80 hours? What if our approved program has more than 80 hours? (Answered April 23, 2021, revised on July 20, 2021)

The 80-hour practicum requirement for additional licensure candidates goes into effect on July 1, 2022. Units must begin advising candidates who will complete additional licensure programs after July 1, 2022, that the practicum hour requirement will become a minimum of 80 hours. Some programs may need to make adjustments internally to be in compliance with rule and avoid potential licensure concerns and advising violations.

Programs that are approved for less than 80 hours still must require that candidates completing after July 1, 2022.

If an additional licensure program currently requires more than 80 clinical experience hours, the program must maintain that requirement until it receives Board approval to reduce the number of clinical experience hours. An additional licensure program may choose to have more than 80 hours of practicum.

43. Does the following scenario meet the practicum requirements for additional licensure? A candidate holds an elementary license and a middle level communication arts and literature endorsement and has teaching experience in both areas. This candidate is seeking to add an ESL license, which requires clinical experiences at the elementary level (K through grade 6), middle level (grades 5 through 8), and high school level (grades 9 through 12). Since this candidate has both prior clinical experiences and teaching experiences at the elementary level and middle level, could we choose to only place the candidate in a high school ESL classroom for their 80-hour practicum experience? (Answered March 12, 2021, revised September 17, 2021)

Yes, if the unit evaluated the candidate's prior clinical experiences and teaching experiences and determined additional experience at the elementary level or middle level would not add value to the candidate's learning experience (because the candidate has demonstrated experience at these levels), the unit has the discretion to only require practicum experience at the high school level. The unit must have a documented process for how it makes these determinations.

When taking into consideration a candidate's placement(s) for a practicum, the unit must also ensure a candidate has experience with students who differ in race, ethnicity, home language, and socioeconomic status and with students with a range of exceptionalities, including students on an individualized education plan if necessary.

While Standard 13 provides flexibility for preparation providers, it may be best practice to require experience along the full scope of the new license sought.

- 44. Does the scenario above apply to other licensure areas? For example, if there is a teacher with an ASD license adding an EBD license, does the candidate need to have EBD-specific experience in elementary, middle and high school or could the candidate do the full practicum in just one age group? (Answered April 23, 2021, revised September 17, 2021)**

In this scenario, the candidate would only need experience that fills the gap in content experience (EBD), because they already have experience in the corresponding scope levels. This candidate's EBD practicum may be at the elementary, middle, or high school level.

The provider should continue to monitor program data and candidate feedback to determine whether experience at one level is sufficient.

- 45. If a candidate for an additional K-12 license has teaching experience at the elementary level, do they need experiences at both middle and high school level in the content to meet the full scope? Can they split the practicum into two experiences that total 80 hours, if each setting has a continuous group of students, or will they need an experience at one of the levels prior to the practicum, so the full 80 hours can be with a continuous group? And how long would the experience prior to practicum need to be? (Answered May 14, 2021)**

Yes, candidates need clinical experiences aligned to the full scope of the license sought. In this case, since the candidate already has experience at the elementary level, the candidate needs experience at the middle and high school level aligned to the new content area. The candidate must have a minimum of an 80-hour practicum with a continuous group of students at a single level and the unit may determine the length of time of field experience at the other level.

- 46. Which of the following scenarios would meet the requirement that a practicum be with a continuous group of students for a teacher of record in an assignment that is not aligned to the licensure area sought? (Answered April 23, 2021)**

Scenario	Meets requirement?
The additional licensure candidate, who is also a teacher of record, hopes to use their "prep time" to complete their practicum - 6 th period to teach 11 th grade calculus over the course of the semester. The same students are in the 6 th period class throughout the semester.	Yes
The additional licensure candidate, who is also a teacher of record, hopes to use their "prep time" to complete their practicum - 6 th period to teach 11 th grade calculus over the course of two quarters. The same students are in the 6 th period class in both quarters.	Yes

Scenario	Meets requirement?
The additional licensure candidate, who is also a teacher of record, hopes to use their “prep time” to complete their practicum - 6 th period to teach 11 th grade calculus over the course of two semesters (fall and spring). Different students are in the 6 th period class in the fall than in the spring, but the same content is taught.	No Please note: Please consider seeking a discretionary variance. In instances like this, which would apply broadly to candidates in specific programs, Board staff strongly encourage units to consider applying for a program-wide variance rather than individual variance requests for specific candidates.
The additional licensure candidate, who is also a teacher of record, and hopes to use their “prep time” to complete their practicum - 3 rd period to teach 9 th grade geometry and 6 th period to teach 11 th grade calculus. The practicum runs through the entire semester. Different students are in each of these classes.	No Please note: Please consider seeking a discretionary variance. In instances like this, which would apply broadly to candidates in specific programs, Board staff strongly encourage units to consider applying for a program-wide variance rather than individual variance requests for specific candidates.

47. Scenario: A licensed elementary teacher working full-time is adding a K-12 Reading License. They need an 80-hour practicum in reading with a continuous group of students. Two of their reading courses include the field hours over 32 weeks. While the license is K-12, most candidates plan to work with reading at the elementary level, where they are already teachers of record.

Can they complete their 80-hour practicum as the teacher of record with a continuous group of students with their own struggling readers by working with these readers during their prep time and during reading instruction if they are applying what they are learning in their classes (diagnostics, assessments, interventions, etc.), and are supervised by a cooperating teacher and a supervisor as described in Rule? In addition, they would also need some practicum hours at the middle and high school levels, correct? (Answered April 23, 2021)

In this scenario, the candidate would still need practicum experience that fills the gap in scope level since they are seeking a K-12 license. Since the candidate in this scenario already holds elementary licensure, this would mean teaching middle and/or secondary students.

The provider may seek a program discretionary variance requesting that elementary candidates complete a practicum at the elementary level.

48. When does an endorsement expand the grade level band from an initial license? How does a unit determine at which level a practicum experience is needed for endorsements? (Answered May 14, 2021)

Standard 13 requires that the unit must evaluate a candidate's prior clinical and teaching experiences to design a practicum that aligns to the scope and content of the license sought and that fills gaps in previous experiences. If the practicum does not meet all gaps in a candidate's prior experiences, then the unit must arrange additional clinical experiences for the candidate.

Endorsement Program	Scope of Endorsement	Initial License	Can endorsement expand grade level band from initial license(s)?	Level where practicum must take place (aligned to the content of the endorsement sought)
Reading, Reading Leader	K-12	Any Tier 3 or 4 Teaching license ¹ Note: A teacher holding a Parent and Family Education license or a restricted 0-5 Early Childhood Education license is not eligible for the Reading Endorsement.	Yes	Must fill gaps in previous experiences; if there are no gaps, the provider may choose the level
DAPE	PreK-12	Tier 3 or Tier 4 Physical Education license ²	Yes	If a candidate holds an unrestricted K-12 PE license, the practicum may be at any level aligned to the license. If a candidate holds a restricted PE license, the practicum experience must fill the gap in experience.

¹ Minn. R. 8710.4725 and Minn. R. 8710.4925.

² Minn. R. 8710.5300

Endorsement Program	Scope of Endorsement	Initial License	Can endorsement expand grade level band from initial license(s)?	Level where practicum must take place (aligned to the content of the endorsement sought)
Work-Based Learning	9-12	Any Tier 3 or 4 teaching license that includes the 9 through 12 scope. ³ Note: This does not include a related services license, such as school counseling.	No	9-12
Preprimary	Age 3-5	Tier 3 or Tier 4 K-6 Elementary Education license ⁴ Note: This does not include candidates with a restricted 1-6 Elementary Education license.	Yes	Age three through prekindergarten
Kindergarten through Grade 8 World Language and Culture	K-8	Tier 3 or Tier 4 Elementary Education license ⁵	Yes	7 th or 8 th grade
Computer, Keyboarding, and Related Technology Applications	Tied to scope of initial license(s)	Any Tier 3 or 4 license to teach students in grades kindergarten through grade 12. ⁶	No	Same scope as licenses held

³ Minn. R. 8710.4825.

⁴ Minn. R. 8710.3350.

⁵ Minn. R. 8710.3360.

⁶ Minn. R. 8710.4525.

Endorsement Program	Scope of Endorsement	Initial License	Can endorsement expand grade level band from initial license(s)?	Level where practicum must take place (aligned to the content of the endorsement sought)
<p>Middle Level Endorsement for:</p> <p>Communication Arts and Literature</p> <p>Mathematics</p> <p>Social Studies</p> <p>Science</p>	5-8	Any Tier 3 or Tier 4 teaching license ⁷	Yes	A candidate holding or seeking an elementary license must complete the practicum with students in grades 7 or 8. Candidates holding a secondary level license must complete a practicum with students in grades 5 or 6.
Bilingual	Aligned to the scope of initial license(s)	<p>Tier 3 or Tier 4 license in:</p> <p>Elementary education,</p> <p>Grade 5 through 12 in mathematics, a science field, social studies, or health education, or</p> <p>Grade 7 through 12 in mathematics, a science field, social studies, or health education.⁸</p>	No	Practicum must be within grade levels defined by prerequisite teacher license in an assignment focusing on providing content of prerequisite license to English learners in their native or first language

⁷ Minn. R. 8710.3310; Minn. R. 8710.3320; Minn. R. 8710.3330; and Minn. R. 8710.3340.

⁸ Minn. R. 8710.4150.

- 49. In evaluating prior clinical and teaching experience (scope and content) for a licensed teacher, does the scope and teaching experience evaluated include what they have had since earning their initial license or does it include the experience(s) in their prior teacher preparation program? How do we evaluate previous experiences? (Answered on November 12, 2021)**

PELSB requires that each provider have a policy directing individuals how to honor prior experiences, but PELSB doesn't predetermine the policy. Each preparation provider's policy may include the consideration of any previous experience, including scenarios described above.

Candidate working as teacher of record

- 50. For a teacher candidate who is adding a license and completing practicum or is teaching on a Tier 1 or 2 while completing a teacher prep program and student teaching in a district in which there is no one who meets the qualifications for a cooperating teacher (content), can the principal act as a cooperating teacher? Could a supervisor with the content license take on the role of content mentor and a teacher holding a license with the same scope, act as site cooperating teacher and complete the required meetings and observations? (Answered May 28, 2021)**

Standard 14(3) requires that a candidate serving as teacher of record must have a cooperating teacher within the school who holds a license aligned to the licensure area or scope of the license sought. If a principal has a teaching license aligned to the licensure area or scope of the license sought and can model effective instruction, observe the candidate engaging with students, and provide feedback to the candidate, a principal may serve in this capacity.

Standard 14(2) requires that if the cooperating teacher within the school does not hold a professional license in the licensure area sought, the candidate must be assigned to an additional cooperating teacher who holds a license aligned to the area sought. A unit may meet this requirement by assigning a candidate to a supervisor who holds a professional license in the licensure area sought and who has at least three years of teaching experience in the licensure area as long as the cooperating teacher in the building completes the required observations and participates in triad meetings with the supervisor and candidate.

Supervision

- 51. Can supervision from the provider be provided via distance learning/online modes or must this supervision be conducted in person? Can cooperating teacher observations be virtual? (Answered March 12, 2021, Answered April 23, 2021)**

2021 rule does not specify (or require) that observations be conducted in person. Each provider will want to evaluate feedback from stakeholders and program data to determine if a particular model serves candidates better.

52. Who can be considered a “supervisor” for practicum for an additional license? Can that be a course instructor be supervisor? What can a preparation provider do if someone comes from a country that does not provide a formal teaching license and does not have a governing body that approves teacher preparation programs? (Answered March 12, 2021, revised December 10, 2021)

A supervisor is an individual under the direction of the unit who is responsible for supporting and evaluating the candidate during clinical experiences. Standard 15 establishes the qualifications and requirements for supervisors.

	Description of Qualifications and Requirements
Qualifications	<p>A supervisor must meet one of the following qualifications:</p> <ul style="list-style-type: none"> A. Holds or held a professional license aligned to either the licensure scope or field sought by the candidate and has at least three years of experience as a teacher of record; or B. Is or was an E-12 administrator with documented experience in teacher evaluation
Alternative Qualifications	If a supervisor has alternative qualifications, including teaching in a country that does not provide formal teaching licenses, preparation providers may seek a discretionary variance from the Board.
Requirements	<p>A supervisor must complete:</p> <ul style="list-style-type: none"> A. Professional development in coaching strategies for adult learners; and B. Training on program requirements and evaluation procedures for candidates.
Supervision during field experiences	Providers are responsible for determining how much of candidate’s experiences are supervised by a supervisor. To determine how much supervision is needed by a supervisor, providers will want to note that candidates must be assessed on their content and pedagogical knowledge and skills and dispositions throughout the program (Standard 19) and advised on progress and attainment of standards (Standard 20) and will want to carefully consider how candidates are assessed throughout clinical experiences.

53. Does a supervisor, who is qualified through Standard 15 (1)(b) as being a “current or former E-12 administrator with document experience in teacher evaluation,” need to hold or have held an administrator’s license? (Answered April 30, 2021)

No, the supervisor does not need to hold or have held an administrator’s license.

54. For the supervisor qualifications, does Standard 15(1)(a) mean that a supervisor must hold a professional license aligned to the licensure field *or* scope of the license sought by the candidate? Do the three years of experience need to be in the same field for which the candidate is seeking licensure? Can a 5-12 Industrial Arts licensed teacher with all teaching experience in this area supervise a candidate who is pursuing a 5-12 Mathematics license or a K-12 Visual Arts license? (Answered March 19, 2021, revised August 13, 2021)

There are multiple ways for an individual to be qualified to supervise candidates during clinical experiences. Standard 15 (1)(a) states an individual is qualified when the individual “holds or held a professional license aligned to either the licensure scope or field sought by the candidate and has at least three years of experience as a teacher of record.”

The intent of the “or” is to give units flexibility in hiring and assigning supervisors. The unit may determine whether to prioritize licensure in the same content area or licensure in the scope.

Area of Supervision	Individual’s Credentials			Qualified under Standard 15?	
	Teaching License	Teaching Experience	Administrator experience	Standard 15 (1)	Standard 15 (2)
5-12 Mathematics	5-12 Industrial Arts	15 years of experience teaching 5-12 industrial arts	Unknown	Yes	No
K-12 Visual Arts	5-12 Industrial Arts	15 years of experience teaching 5-12 industrial arts	Unknown	May only supervise visual arts candidate experiences at 5-12 level	No
K-6 Elementary Education	Has never held a teaching license	5 years teaching fifth grade	Current high school principal	No	Yes

Area of Supervision	Individual's Credentials			Qualified under Standard 15?	
	Teaching License	Teaching Experience	Administrator experience	Standard 15 (1)	Standard 15 (2)
			responsible for teacher evaluation		
K -12 Dance	Temporary Limited License in Dance ⁹ (legacy license)	4 years teaching dance in 6-12 scope	Not applicable	No	No
K-12 Theatre, K-12 Visual Arts, K-12 Dance	Professional out-of-state license in Communication Arts and Literature	3 years teaching drama, 3 years teaching English	No	May only supervise candidates in placements aligned to the scope of the license held by the supervisor	No
K-12 Theatre, K-12 Visual Arts, K-12 Dance	Tier 4 Dance and Theatre (earned through portfolio)	11 years teaching in the 6-12 scope	No	May only supervise candidates in placements aligned to the scope of the license held by the supervisor	No
K-12, 5-12, K-6	K-12 Music	7 years as K-6 music teacher	No	Yes	No
Early Childhood Education	K-5 Elementary Education	3 years teaching K-5	Unknown	May only supervise candidates in K-3	No

⁹ A limited license is not considered a “professional license.” An individual who completed teacher preparation but did not pass exams (and therefore received a limited license) may be good candidate for a discretionary variance.

55. How many triad meetings are required? Can the triad meetings be one or more of the following: phone meetings; in-person meetings; documented email conversations; synchronous (Zoom) meetings? (Answered March 19, 2021)

The purpose of the triad meeting is to have clear and consistent communication. These meetings may take place virtually or in-person. An email conversation may be a follow-up of a meeting but may not replace a triad meeting.

The number of meetings required are as follows:

Candidate Type	Number of Triad Meetings
Candidate seeking initial license only	At least 3 triad meetings.
Candidate seeking an initial and additional license at the same time	At least 4 triad meetings with at least one triad meeting per placement
Additional license only	At least 1 triad meeting for each additional licensure area sought

56. Standards 10(1) and 15 (2): How often is the professional development in coaching strategies for adult learners expected and can any supervisors and cooperating teachers be exempt from this requirement? Is this a one-time training unless the provider believes it needs updating? We have faculty and supervisors who have worked with student teachers for years and asking them to now do training as if they are beginners seems inappropriate. Can we offer it to them without requiring it? (Answered April 23, 2021)

Rule only requires training completion, but the provider, informed by stakeholder feedback, may require ongoing training on coaching strategies for adult learners.

PELSB staff recommend differentiating training for early career supervisors and more experienced supervisors. If a provider feels experienced supervisors and cooperating teachers should be exempt from this requirement, the provider may seek a variance.

57. What might “professional development in coaching strategies” look like for cooperating teachers and supervisors and how extensive must these PD opportunities be? Please provide some guidance. (Answered April 30, 2021, revised November 12, 2021)

The Board does not define “professional development in coaching strategies” in rule or set expectations around how extensive an opportunity must be, so it is up to the discretion of the provider. However, the unit must clearly demonstrate to reviewers that the intent of the rule is met.

If a supervisor has previously completed professional development in coaching strategies for adult learners, preparation providers may evaluate whether those previous experiences meet this requirement. Providers must have a way to document that the requirement has been met for each supervisor.

PELSB recommends that units collect data on the effectiveness of the training, cooperating teachers, and supervisors to determine whether the professional development is sufficient.

58. Supervisors (standard 15) seem to fall into two categories: 1) those who are hired to serve in the field and support teacher candidates and 2) those who are hired to teach the "student teaching" course/seminar AND supervise. When a supervisor is hired to teach the student teaching course, they will also need to qualify under standards 23 and 24 (if the student teaching course is methods)? When we report teacher educator qualifications to PELSB, do we need to include supervisors who teach AND supervise on our teacher education faculty list and vet them for both 15 and 23/24 then? (Answered May 7, 2021)

For someone who serves as both a supervisor and teacher educator, the provider must document qualifications for both.

59. Can a school psychologist with documented experience in teacher evaluation fit under the definition of "administrator"? (Answered September 17, 2021)

Yes, if the school psychologist has served as an administrator (for example, at a private school).

No, if the school psychologist merely has some administrative responsibilities.

If the individual does not have experience in alignment with rule, the preparation provider may submit a discretionary variance.

Teacher Educators (MN Rule 8705.1010, Subp. 5)

Reporting

60. How will teacher educator qualifications be reviewed? Do we need to submit qualifications with EPPAS, Data Summary Report, and/or for our site visit? When will providers need to submit evidence of meeting the new teacher educator qualifications? (Answered March 12, 2021, revised November 12, 2021)

PELSB staff are developing a template that will be available soon.

The unit and program implementation committee will reconvene to provide guidance to unit review teams around teacher educator qualifications, particularly pathway 4. This committee will not make recommendations about whether specific/ individual teacher educators are qualified but it will provide guidelines regarding equivalency and interpretation of rule.

61. If a teacher educator has been approved by the Board during the unit review process, will that teacher educator be exempt from future credential reviews if the teaching assignment does not change? (Answered May 7, 2021)

PELSB staff is waiting for feedback from the Unit and Program Implementation Committee. More information will be available soon.

Note that the following requirements are ongoing:

- Monitoring and assessing teacher educator effectiveness (standard 25)
- Ongoing professional development related to the teacher educator's area of instruction (standard 26(1))
- Completion of 30 hours in a three-year period of professional involvement in a B-12 setting aligned to the teacher educator's area of instruction (standard 26(2))
- Periodic orientation on requirements in chapter 8705 and 8710 and Minnesota Statutes, chapter 122A (standard 26(3))

Teacher educator standards

62. What's the difference between Standard 16 (2) and Standard 22? (Answered on September 17, 2021)

Standard 16 focuses on teacher candidates whereas Standard 22 is about teacher educators.

63. Standard 25 requires that *the unit must monitor and assess each teacher educator's effectiveness as an instructor at least once every three years, including using observations and candidate feedback, unless prohibited by an employment agreement*. Our union contract prohibits using observations for faculty evaluations for promotion and tenure, but not for other reasons. Is this enough of a prohibition to not use observations for unit approval by PELSB? (Answered November 12, 2021)

No, PELSB's oversight as a state agency does not overlap with issues of tenure or promotion. As such, the use of observations for unit approval should not violate this policy. Providers should review their employment agreements to ensure this data may be shared with PELSB.

It is worth noting that evidence of meeting Standard 25 does not require the submission of identifying information (i.e. individual, non-anonymous evaluations). Instead, providers much demonstrate *how* they monitor and assess teacher educator effectiveness.

64. What is a teacher educator? Does it include all full-time and adjunct faculty in the unit? (Answered on November 12, 2021).

A teacher educator includes all instructors employed or directed by the unit to facilitate a candidate's learning opportunities and assessments. For institutions of higher education, this would include both full-time and adjunct faculty in the unit.

65. What is meant by "area of instruction" in Standard 23 and 24? (Answered on September 17, 2021)

Standard 23 and Standard 24 establish the minimum requirements for teacher educators. While "area of instruction" is not specifically defined, the term is intended to encompass the content area of pedagogical expertise being taught in a particular course of learning experience.

Table 1: Standard 24 - Area of Instruction

Example of program requirement	Area of Instruction
Methods of teaching mathematics	Math
Methods of teaching elementary mathematics	Elementary education or math

Reading methods	Reading
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Table 2: Standard 23 - Area of Instruction

Example of program requirement	Area of Instruction
Instructional Technology	Education
Introduction to Education	Education
Creating Learning Environment	Education
The Professional Teacher	Education
Teaching Multilingual Learners	More information will be made available in the coming months.
Assessment of Teaching and Learning	Education
Assessment in Special Education	Special Education
Introduction to Exceptionalities	More information will be made available in the coming months.
CTE Curriculum and Course Development	CTE
Characteristics of students with moderate to severe emotional behavior disorders	Emotional Behavioral Disorders

Experience teaching special education in multidisciplinary teams on a cross-categorical license may be counted as aligned to the specific disability areas of ASD, LD, EBD, or DD.

66. Does Standards 23 (Qualifications for Teacher Educator) apply to any instructor who is teaching a non-methods license required course (standards embedded/listed in PERCA)? (Answered March 12, 2021, revised May 7, 2021)

If standards live in a course or experience that is outside of the unit, the educator facilitating that course or experience is not required to meet 2021 rule; though, other requirements may apply (such as HLC requirements). For example, this may include an “Educational Psychology” course outside of the unit that has instruction aligned to the Standards of Effective Practice.

67. Do we need to submit our reasoning/ a request for Pathway 4 to PELSB for approval prior to allowing a teacher educator to teach using Pathway 4? If so, could you please clarify the difference between using Pathway 4 for teacher educator qualifications and getting a discretionary variance? (Answered January 18, 2022)

A discretionary variance requests an exception to what is required in rule for reasons the provider has outlined in the request. Discretionary variances are more appropriate for short-term or emergency assignments.

Pathway 4 of Standard 23 and 24 is more appropriate for long-term assignments and is not a variance from rule: it is in compliance with rule. Pathway 4 outlines the provider's options for showing the teacher educator meets the requirements set forth in the pathway, which are different from the other pathways. PELSB has now published a [survey form](#) that providers can use to request guidance for equivalency.

Submissions for guidance related to equivalency under pathway 4 will be reviewed by a committee of peers. The committee will not make determinations about whether individual teacher educators are qualified under pathway 4 but rather broad agreements and guidance about equivalency concepts. Ultimately, review teams will use the guidance in combination with additional information provided during the unit review process to make determinations about "equivalency."

68. Does the following teacher educator meet the teacher educator qualifications set forth in Standard 23? (Answered March 12, 2021, revised June 25, 2021)

More information is needed to determine whether the following educator is qualified. The provider could supply additional information about graduate credits, dissertation, or peer reviewed research in combination with the courses/area of instruction is needed.

Course(s)	Education	Content-area expertise	Teaching experience	Other	Qualified
Unknown	Bachelor's degree in special education, Master's in Education	Completed a state-approved reading preparation program	3 years teaching reading to students with learning disabilities	LETRS training, Center for Effective Reading Instruction Certification	Maybe

69. Are the following examples types of evidence sufficient for Standard 23 (4): proof of student grades, test scores (i.e., Elem subtest 3), candidate feedback and good performance previously instructing these college courses? (Answered March 12, 2021)

Standard 23 establishes the qualifications for teacher educators. Standard 23 (4) allows the provider to demonstrate an instructor is qualified by demonstrating the instructor has the “essential equivalency” of necessary pedagogical and content standard proficiency. While the provider can use any type of evidence to meet this standard, the provider will need to explain how the evidence demonstrates that the instructor has pedagogical and content knowledge.

70. Could you please provide a definition of "methods" courses; or differentiate between what is considered a "methods" course, a "content" course, and an "SEP" course?" in relation to teacher educator qualifications? (Answered May 7, 2021)

A course is an SEP course if it primarily provides instruction and assessment aligned to the Standards of Effective Practice. To be an instructor for a SEP course, a teacher educator must meet the requirements outlined in Standard 23. Examples of common SEP courses include “Foundations of Education,” “Learning and Development,” “Educational Technology,” “Diverse Learners,” and “Education of the Exceptional Child.”

A “content” course is primarily designed to meet the program’s content standards. If the course lives within the unit, the teacher educator must meet the requirements outlined in standard 23. If the courses are outside of the unit, the unit is still responsible for ensuring that standards are met, but the unit does not need to provide documentation that the teacher educator meets the requirements of standard 23. For a mathematics program, this would include courses like Calculus, Algebra, Geometry, etc. Mathematics standards that would likely fall into content courses include:

- Subp. 3A. teacher of mathematics understands patterns, relations, functions, algebra, and basic concepts underlying calculus from both concrete and abstract perspectives and is able to apply this understanding to represent and solve real world problems. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:
- Subp. 3B. A teacher of mathematics understands the discrete processes from both concrete and abstract perspectives and is able to identify real world applications; the differences between the mathematics of continuous and discrete phenomena; and the relationships involved when discrete models or processes are used to investigate continuous phenomena. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:

A reading methods course includes the program’s reading standards and must be taught by someone qualified as a reading methods instructor under standard 24. Typically, reading methods for elementary education, special education, and early childhood education include one foundations of reading methods course and one more advanced reading course focusing on

assessment and remediation with a corresponding field experience. Often, all other programs, with the exception of the reading endorsement, require a Reading in the Content Areas course where candidates focus on how to teach reading in their particular content area.

A content-specific methods course includes the standards of how to teach the content. For example, the following 8710.3200 standards may be included in a 5-12 Elementary Math Methods Course:

- Subp. 3.A.1 : understand and apply the research base for and the best practices of kindergarten and elementary level education;
- Subp. 3.A.5. understand how to integrate curriculum across subject areas in developmentally appropriate ways;
- 3.A.6 : apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and
- Subp. 3.H.(2)(a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and
- 3.H.4.c : know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;
- Subp. 3.H.(5)(d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;
- Subp. 3.H.8.b. know how to integrate technological and nontechnological tools with mathematics.

71. How do we know if a teacher preparation program is "state approved"? (Answered May 22, 2021)

A “state-approved program” signifies a program that is approved by the licensing board of a particular state, U.S. territory, or country. In most cases, programs that lead to full professional teacher licensure are state-approved.

72. Standard 26(2) requires completion of 30 hours in a three-year period of professional involvement in an early childhood, elementary, or secondary school setting aligned to the area of instruction. Can the documented hours of involvement in a school setting be virtual, such as virtual observations of student teachers, virtual tutoring, or virtual consulting?

This rule stems from MN Statute 122A.092, Subd. 4 with the intent that teacher educators stay up-to-date with current school practices. Virtual observations of student teaching and virtual consulting would be allowed with this rule. For tutoring, there would need to be a connection to the school environment.

Qualifications for methods instructors

73. What is required to qualify under Standard 24 for methods instructors? (Answered March 12, 2021, revised April 30, 2021)

To qualify as a methods instructor based on Standard 24 (1), the instructor must meet the following qualifications:

Education	Content-area expertise	Teaching experience
Hold a master's degree or higher in any field	Have one of the following: i. at least 18 graduate credits aligned to the content area of instruction; or ii. completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction; or iii. completed a state-approved teacher preparation program aligned to the content area of instruction	Have three years of experience as a teacher of record, including at least one year aligned to the scope and content area of instruction

To qualify as a methods instructor based on Standard 24 (2), the instructor must meet the following qualifications:

Education	Content-area expertise	Teaching experience
Hold a bachelor's degree in any field	Completed a state-approved preparation program	Have seven years of experience as a teacher of record, including at least three years aligned to the scope and content area of instruction
Either the bachelor's degree or the state-approved preparation program must align to the content area of instruction.		

To qualify as a methods instructor based on Standard 24 (3), the instructor must meet the following qualifications:

Education	Content-area expertise	Teaching experience
Hold a bachelor's degree in any field	Have one of the following: <ul style="list-style-type: none"> i. Bachelor's degree aligned to the content area of instruction; or ii. Individual has five years of relevant work experience; or iii. Individual has completed a state-approved teacher preparation program aligned to the content area of instruction 	Have seven years of experience as a teacher of record, including at least three years aligned to the scope and content area of instruction

To qualify as a methods instructor based on Standard 24 (3), the instructor must meet the following qualifications:

Education	Content-area expertise	Teaching experience
Hold a bachelor's degree in any field	Essential equivalency of necessary pedagogical and content standard proficiency Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification	
	More guidance will be available in upcoming months.	

74. What is considered the content area for elementary methods course areas? For elementary math methods, is the content “elementary” or “math”? (Answered June 25, 2021)

For elementary education methods courses (elementary math methods, elementary science methods, elementary art methods), the content may be considered to be either elementary or the content area. For elementary reading, though, the content area is reading.

75. Do the following individuals qualify as methods instructors? (Answered March 12, 2021, revised June 25, 2021)

Methods course(s)	Individual's Credentials				Qualified under Standard 24?			
	Education	Content-area expertise	Teaching experience	Other	Standard 24 (1)	Standard 24 (2)	Standard 24 (3)	Standard 24 (4)
5-12 Math Methods	Master's in Education	Completion of math teacher licensure program	3 years teaching high school at an international school	Unknown	Yes	No	N/A	N/A
5-12 Math Methods	Master's in Mathematics	18+ graduate credits in math	2 years of teaching science, 1 year of teaching middle school math	Unknown	Yes	No	N/A	N/A
5-12 Math Methods	Bachelor's degree in math	Completion of special education teacher licensure program	2 years teaching special education, 5 years teaching middle school math	National Board Certification in Mathematics	No	Yes	N/A	N/A
5-12 Math Methods	Master's in Curriculum & Instruction	Dissertation in math	No teaching experience	Supervised student teachers (math) for 10+ years	No	No	N/A	Maybe
K-6 Math Methods	Master's in Education	Completion of math teacher	3 years teaching high school math	Unknown	No	No	N/A	Maybe

	Individual's Credentials				Qualified under Standard 24?			
Methods course(s)	Education	Content-area expertise	Teaching experience	Other	Standard 24 (1)	Standard 24 (2)	Standard 24 (3)	Standard 24 (4)
		licensure program						
K-6 Math Methods	Master's in Education	Completion of math teacher licensure program	3 years teaching 5 th and 6 th grade math in a private school	Unknown	Yes	No	N/A	N/A
K-6 Math Methods	Master's in Elementary Education	Completion of elementary education preparation program	5 years teaching 3 rd grade	Unknown	Yes	No	N/A	N/A
K-6 Math Methods	Bachelor's in Math Education	Completion of math teacher licensure program	7 years teaching 5 th and 6 th grade math	Unknown	No	Yes	N/A	N/A
K-6 Math Methods	Bachelor's in Math Education	Completion of math teacher licensure program	7 years teaching high school math	Unknown	No	No	N/A	Maybe
9-12 Physics methods	Unknown	Unknown	1 year of teaching physics at the	-Student grades -MTLE test scores	No	No	N/A	Maybe

	Individual's Credentials				Qualified under Standard 24?			
Methods course(s)	Education	Content-area expertise	Teaching experience	Other	Standard 24 (1)	Standard 24 (2)	Standard 24 (3)	Standard 24 (4)
			high school level	-Good performance reviews				
K-12 Instrumental music methods	Bachelor's degree	10 years as professional orchestra musician	7 years teaching high school orchestra	Unknown	No	No	Yes	N/A
Elementary Reading Methods	Master's in Literacy	18 graduate credits in literacy	5 years as elementary reading intervention specialist	Unknown	Yes	No	No	N/A
Elementary Reading Methods	Bachelor's degree in Elementary Education	10 graduate credits in reading Orton-Gillingham training	10 years of teaching K-3 as an elementary classroom teacher	National Board Certification in Literacy: Reading-Language Arts	No	No	No	Yes
Special Education Reading Methods	Bachelor's degree in special education, Master's in Education	Completed a state-approved reading preparation program	3 years teaching reading to students with learning disabilities	LETRS training, Center for Effective Reading Instruction Certification	Yes	No	No	Maybe

	Individual's Credentials				Qualified under Standard 24?			
Methods course(s)	Education	Content-area expertise	Teaching experience	Other	Standard 24 (1)	Standard 24 (2)	Standard 24 (3)	Standard 24 (4)
Reading in the Content Area	Bachelor's degree in English, Master's in Education	Completed state-approved teacher preparation programs in Reading, Communication Arts and Literature, and Social Studies	3 years as high school reading intervention teacher, 5 years as English Language Arts teacher	10 years as District Literacy Coordinator	Yes	Yes	No	N/A
Reading in the Content Area 5-12/K-12	Master's in Education	State approved preparation program in Reading	15 years teaching, K-4 elementary education	None provided	No, teaching experience does not align for 5-12 programs	No, teaching experience does not align for 5-12 programs	N/A	Maybe, more information needed

76. What experiences are and are not included towards being the “teacher of record”? What criteria are used to determine whether experience teaching in an international school counts? When would a discretionary variance request be needed instead of Standard 24 (4)? (Answered May 14, 2021, revised June 25, 2021)

PELSB defines “teacher of record” as an individual who is responsible for planning, instruction, and assessment of students in a classroom and authorized to grant students credit for meeting standards attributed to the content taught or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and has shared responsibility for planning, instruction, and assessment of students in a classroom. Furthermore, PELSB plans to clarify through R4615 that the following assignments do not meet the definition of teacher of record: paraprofessional, short-term substitute, teacher aide, teacher in a home-school setting, or instructor of post-secondary students outside the E-12 setting.

Experience teaching in a private school or in an international school is included in the definition of teacher of record. However, teaching in a community setting (e.g. YMCA afterschool care) is not included in the definition as those teachers would not be authorized to grant students credit for meeting standards attributed to the content taught.

To determine whether a particular international school experience should count, preparation providers may develop their own criteria. The type of accreditation that a school holds and whether the individual held a valid in-country license to serve in that teaching position may be considered. For the purposes of teacher licensing, an individual must hold a license that is valid in the country for international experience to count.

Experiences that are not included under the definition of “teacher of record” may be considered for their equivalency under Standard 24(4). The Unit and Program Implementation Committee is discussing what possible equivalencies may look like under Standard 24(4). PELSB will only consider discretionary variance requests for Standard 24 when it is evident that the unit is not in compliance with the rule.

77. Does the school setting matter for counting experience as teacher of record for teacher educators? For example, could teaching 6th grade math in a middle school count for an elementary math methods teacher educator? Or, could teaching 8th grade in an elementary school count for a secondary teacher educator? (Answered June 25, 2021)

If the content and scope of the instruction aligns to the licensure area, then it may be counted. A unit may count experience teaching 6th grade math in a middle school towards years of experience aligned to the content and scope for a 5-12 math methods teacher educator and for a K-6 elementary math methods teacher educator. Teaching 8th grade math in an elementary school cannot be counted towards experience aligned to the content and scope of an elementary math methods instructor but it may be counted for a 5-12 math methods instructor.

78. If we believe a teacher educator qualifies as a methods instructor by meeting Standard 24 (4), does that mean a variance request must be submitted to the Board or does it mean documentation of qualifications is provided during the site visit? (Answered March 12, 2021)

We are currently seeking feedback on how to review the new teacher educator qualifications. One approach is for the Unit Review Team to be responsible for reviewing all teacher educator qualifications as part of a site visit. The Review Team would be responsible for determining whether the instructor qualifies under Standard 24 (4). If the Review Team decided that individual did not qualify, then the Unit would still be able to bring this to the full Board through a variance request.

More information will be provided in the coming weeks/months on this particular topic.

Program Design and Improvement (8705.1010, Subp. 1)

79. How will PELSB staff and unit reviewers differentiate between the terms "unit" and "program" for Standard 1, which requires the unit to ensure each program has a clear and consistent conceptual framework. Specifically, this standard appears to have shifted from old rule (where the unit provided a conceptual framework "threaded throughout" professional education programs). So, does this new standard open up space for EACH licensure program to have their own distinct conceptual framework that is separate from the unit conceptual framework? Is a unit-wide conceptual framework no longer required? Or, should we interpret both terms "unit" and "program" to be referring holistically to all of the teacher education programs that the unit offers? (Answered April 30, 2021)

Minnesota Statutes 122A.092, Subd. 2 requires that "to obtain board approval: (1) the program has implemented a research-based, results-oriented curriculum that focuses on the skills teachers need in order to be effective." The intent of Standard 1 was not to require individual frameworks, but programs are permitted to have their own conceptual framework. Still, unit review will ensure that the unit-wide conceptual framework is "threaded throughout."

80. Does PELSB require that methods courses be taught within the unit? (Answered August 13, 2021)

PELSB strongly encourages having methods courses taught within the unit. The fact that there are rules about content-specific methods in both unit and program rules reflects the importance of this experience within a teacher preparation program. In order to have complete oversight of the content of the methods experience and to easily access the data for continuous improvement, PELSB recommends that methods courses be within the unit.

All methods instructors must meet the methods instructor qualifications in rule.

81. Why does Standard 2 and its eight sub-standards exist for unit approval instead of RIPA and PERCA reporting? What is expected for unit reporting and what is recommended to demonstrate that this standard has been met? (Answered September 17, 2021)

Previously, similar reporting was aligned to both unit and program review (refer to Minn. R 8705.1000, subpart 2(l), 2(k), 2(f), and 2(j)). This type of data analysis has been moved from individual licensure programs to unit reviews for the following reasons:

- The n of individual programs is often too small to reasonably draw conclusions around strengths, areas of improvement, or overall effectiveness.
- Oftentimes, there is significant overlap of pedagogy-related program requirements across programs (e.g. 5-12/K-12 programs, special education programs, CTE programs) such that data aggregation across these groups of programs should yield

- PELSB is required by MN Statutes 122A.092 to verify that programs are effective in order to grant approval for teacher preparation

Additionally, new requirements within this standard are based on revisions to the teacher preparation statute 122A.092.

The word “effective” allows flexibility for providers to show the impact of each program element. Review [Appendix A](#) for a list of possible sources of evidence for a unit review.

Assessment

82. Key Assessment language remains in the section addressing new programs, but has been replaced by “multiple assessments throughout the program” in unit rules. How do “key assessments” and “multiple assessments” differ? Are key assessments as described in initial program approval processes expected to continue? (Answered April 23, 2021)

For initial approval, new programs must identify key assessments that will be used as a program-based measure of program effectiveness. While programs are no longer required to report on the data of these assessments in PERCA reporting, programs are required to collect and monitor this data as three of the “multiple assessments” implemented throughout the program. This key assessment data collected and related continuous improvement work will be reviewed during unit site visits.

The “multiple assessments implemented throughout the program” required by Standard 3 and 19 must include but are not limited to the three key assessments reported in EPPAS.

As programs implement these key assessments, they may determine that assessments need to be updated. If updates are made, report those updates in a regular PERCA submission.

83. If a content department changes a content assessment that is used as a key assessment, when and how do we report that change? (Answered April 30, 2021)

It is the unit's responsibility to make sure an assessment is serving its intended purpose. If a unit has a key assessment that is outside of the unit, the unit must work with content instructors regularly to verify what the assessment is evaluating and to collect assessment data for continuous improvement work. If an assessment changes, it is the unit's responsibility to update EPPAS in its PERCA submission.

If a unit wants more control over its assessments, it may consider keeping all of its assessments within the unit.

Licensure Tests

84. In order to meet the definition of a program completer, is it required that teacher candidates attempt or pass the MTLEs? (Answered July 20, 2021, revised December 10, 2021)

Yes, PELSB requires that candidates attempt the content and pedagogy tests to meet the definition of a program completer.

While the definition of “program completer” in rule does not explicitly reference licensure exams, program rule requires that all candidates attempt licensure exams in order to be recommended for licensure.

Additionally, statute requires that preparation programs make remedial assistance available that includes a formal diagnostic component to program candidates who did not pass if requested.

PELSB doesn’t require that candidates take or pass a basic skills exam in order to meet the definition of a program completer.

EdTPA

85. Can the edTPA be moved from a program completion requirement to a Tier 4 licensure requirement? (Answered on November 12, 2021)

Making the edTPA a licensure requirement, rather than a program completion one, would require legislative change. In September 2021, PELB created an Assessment Accountability Work Group. This work group will discuss the current and future role of the edTPA and make a recommendation to the Board for future action.

86. What is the status of edTPA 2.0? (Answered on November 12, 2021)

Information will be provided in an upcoming release.

87. What does Pearson provide to prepare candidates for successful completion of the edTPA? (Answered on November 12, 2021)

Pearson holds and records monthly meetings with Minnesota preparation providers to give updates and ask preparation providers about what additional trainings are need.

The meetings are on the 2nd Tuesday of the month at 12:00 ET, [Registration link](#)

Professional development for teacher educators and staff can be found on the [Faculty Tab](#) of edTPA.com

Unit and Program Oversight

88. Can there be more than one unit leader? (Answered September 17, 2021)

No, there must only one person identified as the unit leader. However, that unit leader may designate their responsibilities to others within the unit.

89. How can a unit determine when a course substitution is appropriate? (Answered on November 12, 2021)

The following chart is intended to support preparation providers in making course substitutions.

Situation	Action
<i>Unique prior experiences</i>	Evaluated at admission, determine what experiences may substitute for others
Articulation agreement – regular, recurring substitution	Seek program approval, Chapter 4 (p. 32) provides guidance of how to do this
<i>Individual wants to take course at other preparation provider/institution</i>	Evaluate standards for course substitution, submit course substitution with licensure recommendation
Course in approved program not running	Consult with PELSB. Seek program approval to add elective options.
Change in course titles, course numbers, number of credits (no impact to standards)	Notify PELSB. No additional action needed.
Reduction of field experience hours, student teaching weeks	Seek program approval (cohort) or D.V. (individual)
Other situations	Contact PELSB staff

Candidate Standards

90. Can we accept non-course experiences as meeting standards? For example, if a native Spanish speaker is seeking a license in World Languages and Cultures: Spanish, can we use the candidate's bachelor's degree in Social Sciences from Venezuela to verify that some of the language and culture standards have been met? (Answered March 12, 2021)

Yes, a provider can accept non-course experience as meeting standards. There are two options to honor non-course experiences:

1. To honor unique sets of expertise and backgrounds, you may consider using your course substitution process.
2. To routinely recognize alternative criteria for meeting standards, you may set up elective options for meeting standards in EPPAS, where each elective would demonstrate that the standards are met.

91. How should processes used to determine what previous courses can be applied to a degree be communicated on EPPAS? For example, if we review syllabi for a student in a graduate teacher licensure program who already has a BA to determine that an American Government course taken as a part of the BA meets the content requirements for an elementary education content course, how do we describe this process on EPPAS, or do we simply list it as a course substitution on the licensure application? (Answered April 23, 2021)

For case by case determinations, follow the unit's substitution policy and process. Units must maintain records of substitutions made and list course substitutions with licensure application.

92. If we routinely accept specific courses, credit-by-exam by taking a university created exam for specific courses or CLEP tests for a content course to meet standards in content course (not SEPs) for a lower division course content requirement, how is this documented on EPPAS? (Answered April 23, 2021)

If a program routinely accepts specific courses or credit by exam, document those options in EPPAS as an elective option to meet standards.

Unit Report on Continuous Improvement (8705.1500)

93. What will be required for the Unit Report on Continuous Improvement Report? (Answered April 16, 2021, revised June 25, 2021)

While the information in this report will be integrated into the self-study report, the Unit Report on Continuous Improvement will not be required until approximately two and a half years after a unit's first site visit aligned to 2021 rule.

To maintain unit approval, a provider must submit a Unit Report on Continuous Improvement demonstrating the following:

- Any major changes to the provider and their impact on how the provider meets state standards;
- Any statutory changes to the provider and how the provider is in compliance with new requirements;
- Action steps taken to address standards that were found to be "Not Met" or "Met with Concern" during the previous site visit;
- Unit strengths and areas of improvement, including data on program outcomes;
- A description of work with the unit's designated partner;
- How stakeholder feedback has been implemented for continuous improvement; and
- How data has been used to work towards continuous improvement.

Similar to the unit's self-study, narrative and supporting documentation should be included. This report is designed to emphasize and recognize both continuous improvement and ongoing compliance.

94. Will units get a prompt of some sort reminding us that the Unit Report on Continuous Improvement is due? (Answered June 25, 2021).

PELSB will maintain a schedule on its website, similar to the schedules for PERCAs and site visits. PELSB will also notify units of the due date of the Unit Report on Continuous Improvement following Board action on unit approval status. Preparation providers are expected keep track of when the report is due and submit as required.

Unit Site Visit	Unit Report on Continuous Improvement Due
Fall 2021	Spring 2024

Unit Site Visit	Unit Report on Continuous Improvement Due
Spring 2022	Fall 2024
Fall 2022	Spring 2025
Spring 2023	Fall 2025
Fall 2023	Spring 2026
Spring 2024	Fall 2026

95. Are the Unit Report on Continuous Improvement and PERCA (lines 44.21-45.4) the same? Where does the Data Summary Report fit in? Title II reporting? Could this reporting be reduced? (Answered April 23, 2021).

These reports have different purposes and audiences. Even though the 2021 unit and program rules create a new report type, the Unit Report on Continuous Improvement, preparation providers may likely note an overall reduction in reporting time. 2021 rule reduced PERCA reporting requirements significantly and reduced the submission frequency. While both the Unit Report on Continuous Improvement (URCI) and Data Summary Report (DSR) include analysis of Common Metrics data, the URCI focuses on how the data helps identify strengths and weaknesses for the unit's continuous improvement work whereas the DSR is for public accountability. While PELSB plays roles in facilitating both the DSR and Title II reports, the DSR is state mandated whereas Title II is federally mandated.

PELSB will look into where it is possible to have common definitions to simplify data reporting.

Report	Frequency	Purpose	Audience
Unit Report on Continuous Improvement	Every 6 years	To ensure that units maintain compliance to standards between site visits	Professional Educator Licensing and Standards Board
PERCA	Every 3 years	To ensure that program and teacher standards continue to be met and monitor program effectiveness	Professional Educator Licensing and Standards Board
Data Summary Report	Annual	To provide comparative data of teacher preparation providers in compliance with MN Statute 122A.091 related to initial and additional licensure	Public – Minnesota
Title II Annual Report Cards	Annual	Required by the federal mandate, Section 205 through 208 of the Higher Education Opportunity Act to provide accountability data related to initial licensure	Public – National

National Accreditation (8705.1300)

96. Does a unit with national accreditation need to meet all the unit standards set forth in Minn. R. 8705.1010 (new “Unit Rule”)? Which national accreditation agencies have been approved by PELSB? (Answered on April 23, 2021, revised September 17, 2021)

No, under 2021 rule, a provider that holds accreditation from a board-approved national educational accreditation agency is able to demonstrate compliance with a subset of standards (Standards 2, 9, 11, 12, 13, 14, 18, 20, 23, 24, 26, 27, and 28).

On July 16, 2021, [the Board approved the Council for the Accreditation of Educator Preparation \(CAEP\)](#) as a national education accreditation agency to allow providers with CAEP approval to be waived from reporting to the standards in the table below. For a provider to demonstrate that they are in good standing with CAEP, accreditation action report from the most recent site visit and the staff report from the most recent annual report submission must be submitted with the self-study.

On September 17, 2021, the Board acted to table the approval decision of AAQEP until June of 2021. At this time, a provider with AAQEP approval still needs to demonstrate compliance to all of the PELSB standards.

Please contact a Teacher Education Specialist if there is another national education accreditation agency that PELSB should consider or with any questions regarding compliance responsibilities.

Standards that are Waived for Providers with Board-Approved National Accreditation
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.
Standard 3. The unit must implement an assessment system with a process for annually collecting and reviewing data from: (1) surveys, including those from: (a) initial licensure program completers at the time of program completion;

Standards that are Waived for Providers with Board-Approved National Accreditation
<p>(b) initial licensure program completers one year after completion; and</p> <p>(c) initial licensure program completers' supervisors one year after completion;</p> <p>(2) clinical experiences;</p> <p>(3) multiple assessments as required by Standard 19; and</p> <p>(4) candidate scores on state-required examinations and board-adopted performance assessments.</p> <p><i>Note: Many components of this standard will be monitored at the program-level. For example, programs must submit candidate scores on content and pedagogy exams, as well as the board-adopted teacher performance assessment (edTPA) in order to maintain program approval.</i></p> <p><i>Additionally, each licensure program is required to survey candidates, program completers, and supervisors. This information will be used for the Data Summary Report (a state-mandated report for teacher preparation providers).</i></p>
<p>Standard 4. The unit's assessment system must include a process to engage its stakeholders, including candidates, program completers, school partners, teacher educators, and representatives from the community to:</p> <p>(1) systematically review data collected under Standard 3;</p> <p>(2) provide feedback and recommendations on unit-wide strengths and areas of improvement, which can include program-specific feedback and recommendations; and</p> <p>(3) provide feedback and recommendations on long-term plans specific to the unit's program offerings.</p>
<p>Standard 5. The unit must implement a formal process for using the assessment system and stakeholder feedback to inform unit and program improvement.</p>
<p>Standard 6. The unit must have at least one designated school partnership with a school or district that works collaboratively to align theory and practice and that meets the standards in this subpart. The unit may have additional partnerships with districts or schools to place candidates in clinical experiences according to the standards in subpart 3.</p>
<p>Standard 7. For the purpose of continuous improvement and shared accountability, the unit and designated school partner must maintain an agreement that addresses:</p>

Standards that are Waived for Providers with Board-Approved National Accreditation
<p>(1) the type of student data that the designated school partner is authorized and willing to share with the candidate and unit regarding student achievement and progress under Minnesota Statutes, section 13.05, subdivision 7;</p> <p>(2) the type of aggregated candidate data that the unit will share with the designated school partner regarding candidate efficacy and survey data under Minnesota Statutes, section 13.05, subdivision 7; and</p> <p>(3) how the unit will solicit feedback and recommendations from candidates, supervisors, and cooperating teachers about clinical experiences with the designated school partner.</p>
<p>Standard 8. The unit must meet a minimum of two times per year with the designated school partner. The unit must engage in ongoing collaboration with the designated partner to:</p> <p>(1) review data including but not limited to data collected under Standards 3 and 7;</p> <p>(2) assess feedback from candidates, supervisors, and cooperating teachers;</p> <p>(3) evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and</p> <p>(4) engage in decision-making processes regarding changes to design and implementation of teacher preparation programs.</p>
<p>Standard 10 (1). The unit must collaborate with each school partner to ensure that each cooperating teacher paired with a candidate during student teaching and practicum:</p> <p>(a) has at least three years of teaching experience as a teacher of record in the licensure area;</p> <p>(b) holds a professional license aligned to the assignment;</p> <p>(c) has completed professional development in coaching strategies for adult learners; and</p> <p>(d) meets all other requirements set forth in state statute.</p> <p><i>Note: Minnesota law (Minn. Stat. 122A.69) requires cooperating teachers of student teachers to hold a license and have at least three years of teaching experience. Therefore, while PELSB will not be verifying compliance at the time of unit approval, if PELSB learned of non-compliance issues, we would seek additional information from the provider.</i></p>
<p>Standard 10 (2). The unit must collaborate with each school partner to ensure that each cooperating teacher paired with a candidate during field experiences:</p>

Standards that are Waived for Providers with Board-Approved National Accreditation
<ul style="list-style-type: none"> (a) has at least two years of teaching experience; (b) holds a Tier 2 license or professional license aligned to the assignment; and (c) meets all other requirements set forth in state statute.
<p>Standard 10 (3). The unit must collaborate with each school partner to ensure that each cooperating teacher receives training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures, and timelines.</p>
<p>Standard 15. The unit must ensure each supervisor:</p> <ul style="list-style-type: none"> (1) is qualified by one of the following: <ul style="list-style-type: none"> (a) holding or having held a professional license aligned to the licensure field or scope of the license sought by the candidate and at least three years of experience 1as a teacher of record; or (b) being a current or former E-12 administrator with documented experience in teacher evaluation; (2) completes professional development in coaching strategies for adult learners; and (3) completes training on the program requirements and evaluation procedures for candidates.
<p>Standard 16. The unit must implement effective strategies to recruit, retain, and increase the percentage of candidates who:</p> <ul style="list-style-type: none"> (1) complete programs that address state and district teacher shortage areas; and (2) are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.
<p>Standard 17. The unit must maintain accurate records of candidate progress through the program, including applicable learning opportunities and coursework, clinical experiences, and all program requirements.</p> <p><i>Note: While PELSB will not be verifying compliance at the time of unit approval, if PELSB learns of non-compliance issues, we would seek additional information from the provider.</i></p>
<p>Standard 19. The unit must monitor each candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of unit-determined</p>

Standards that are Waived for Providers with Board-Approved National Accreditation
<p>professional dispositions, and progress toward completing the program by assessing each candidate:</p> <p>(1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit; and</p> <p>(2) through multiple assessments implemented throughout the program.</p> <p><i>Note: This standard will be monitored at the program-level.</i></p>
<p>Standard 21. The unit must ensure each candidate, prior to completing an initial licensure program, completes a board-adopted teacher performance assessment if an assessment exists that is aligned with the license sought.</p> <p><i>Note: The board-adopted teacher performance assessment is the edTPA.</i></p> <p><i>This will be monitored at the program-level. Each initial licensure program will be required to submit data on edTPA scores as part of maintaining program approval.</i></p>
<p>Standard 22. The unit must implement effective strategies to recruit, retain, and increase the percentage of teacher educators who are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.</p>
<p>Standard 25. The unit must monitor and assess each teacher educator's effectiveness as an instructor at least once every three years, including using observations and candidate feedback, unless prohibited by an employment agreement.</p>
<p>Standard 29. The unit must have financial, human, and physical resources to maintain licensure programs, support teacher educators, provide administrative support, and meet all unit and program standards, including the ability to collect and analyze data for continuous improvement.</p>

Discretionary Variances (8705.2600, Subp. 5)

97. What are discretionary variances? What is the process for submitting a discretionary variance request? (Answered March 19, 2021)

The Board may grant a discretionary variance to authorize a provider or program to:

- meet a requirement in a manner other than as specified in rule or
- waive the requirement entirely when the application of the requirement would result in undue hardship.

Expectations for Unit & Program Review

- Each provider is responsible for tracking program variances in EPPAS and maintaining all records related to variances. Beginning July 1, 2022, units must apply for discretionary variances related to new rule, if needed. Units may apply for discretionary variances before July 1, 2022. The Board is not accepting discretionary variance requests specific to Standard 24 (qualifications for methods instructors) at this time.
- Submit updated program variances in EPPAS upon the first PERCA submission after 2021 rule is adopted, starting fall 2021.

In order to receive a new variance before a current variance expires, PELSB recommends that the unit apply for the new variance at least 60 days before expiration.

Limitations

The Board may not grant a discretionary variance request seeking to waive a requirement that is required by state statute. For example, the Board cannot approve any of the following requests:

- Implement a non-research-based curriculum,¹⁰
- Waive student teaching in its entirety,¹¹
- Waive all forms of program assessment,¹²
- Waive requirement that teacher educators have experiences in B-12 schools,¹³ and
- Waive or vary the requirement that cooperating teachers serving in public schools are licensed, have three years of experience, and are not on an improvement plan.¹⁴

¹⁰ Minn. Stat. 122A.092, subd. 2 (1).

¹¹ Minn. Stat. 122A.092, subd. 2 (2).

¹² Minn. Stat. 122A.092, subd. 2 (3).

¹³ Minn. Stat. 122A.092, subd. 4.

¹⁴ Minn. Stat. 122A.69.

If a preparation provider would like to request a variance for a single candidate, a single cohort of candidates, or unit-wide, it must take the following steps. These variances may be sought to address unique situation-specific scenarios or accommodate philosophical or practical differences in how to provide teacher preparation.

1. *(Recommended, but optional)* Consult with Teacher Education Specialists about the variance request you are considering to learn if similar ones have been approved and if there are any statutory reasons a request may not be considered by the Board.
2. Submit completed [variance request](#) to [Teacher Education Specialists](#) a minimum of 5 days prior to the Teacher Preparation Committee.
3. The Teacher Preparation Committee will discuss each submitted request and make a recommendation. If public comment is an option, it will be noted on the agenda.
4. The Teacher Preparation Committee recommendation will be forwarded to the full Board.
5. The Board will vote whether to approve or deny the variance request at a Board Meeting. A provider may request to speak to the full Board related to its request.

If a preparation provider would like to design a program around a discretionary variance, it should seek a program-level discretionary variance in EPPAS. To do so, it must:

1. *(Recommended, but optional)* Consult with Teacher Education Specialists about the variance request you are considering to learn if similar ones have been approved and if there are any statutory reasons a request may not be considered by the Board.
2. Upload the completed [discretionary variance request](#) to EPPAS as a program attachment. Submit program application in EPPAS.
3. RIPA would be externally reviewed one or two times to ensure teacher standards are met. PERCAs are audited by Board staff.
4. Program Review Panel reviews and makes a recommendation.
5. Teacher Preparation Committee reviews and makes a recommendation.
6. The Board will vote.