



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



R4576

IMPLEMENTATION

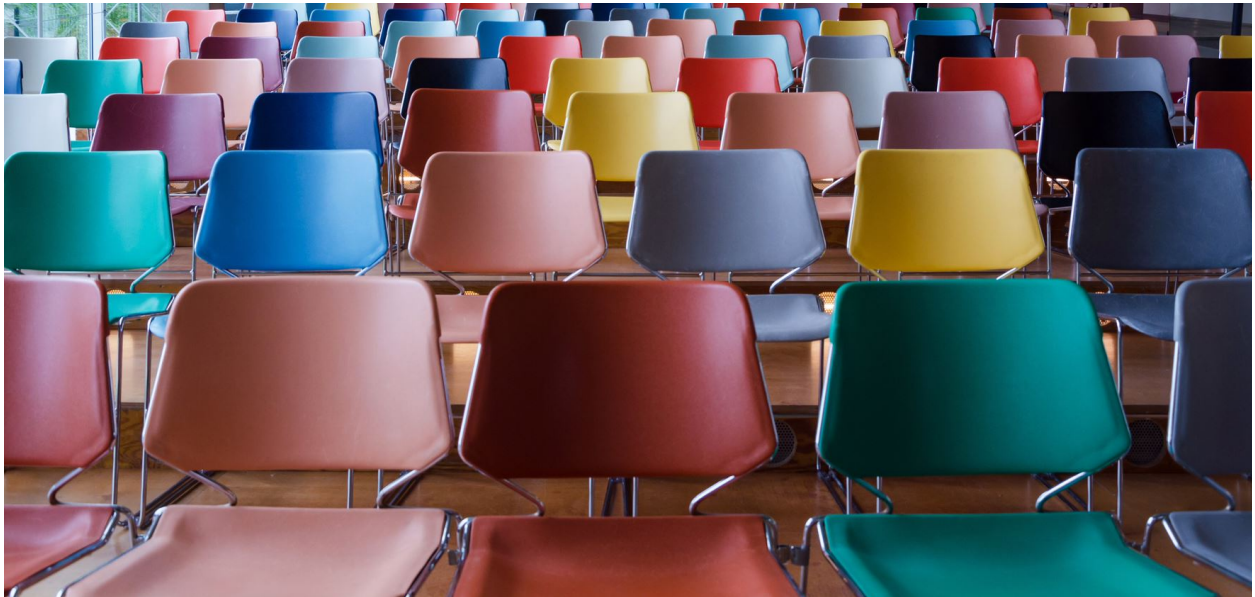
FAQs

UPDATED April 23, 2021

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Introduction



PELSB has been working on guidance for R4576, which will be published on our website by early April. This guidance is designed to provide important, initial information as providers prepare for upcoming unit and program reviews.

However, 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 via email each Friday.

Effective Dates

When does new rule take effect? (Answered on March 12, 2021, revised on April 16, 2021)

New rule goes into effect 5 days after the Notice of Adoption is published in the State Register. PELSB staff anticipate that the Notice of Adoption will be published in the State Register on Monday, April 26. This would mean that the new rule goes into effect on May 1, 2021. PELSB staff will circulate a notice with all providers as soon as the Notice of Adoption is published.

When can providers begin to follow the new “unit standards” and when must we begin to follow them? (Answered on March 12, 2021)

All providers must meet the new “unit standards” by July 1, 2022; though, a provider could choose to come into compliance sooner.

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.

If a provider decides to adopt the new unit rules early, are they required to adopt “all” new unit rules early? (Answered on March 12, 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,” with one exception: Standard 24 (qualifications for methods instructors) is effective three years after the date of adoption. Prior to then, a provider may choose to use 2014 or 2021 rule.

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

PELSB is considering changes to the Standards of Effective Practice as part of the R4615 rulemaking project. In Draft 2 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 January 1, 2022. PELSB is still seeking comments on Draft 2, including feedback on the proposed effective date.

PERCA/EPPAS Reporting

When will we know when we are submitting our next PERCAs? How will that impact program expiration dates? (Answered on 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.

Will there be changes to the ADEPT form? (Answered on March 12, 2021)

Yes, PELSB is aligning the new ADEPT form to 2021 rule. We anticipate this updated form will be available by May 2021. However, PELSB is seeking recommendations on the design of this form and may make additional revisions.

When do clinical experiences reported in PERCA have to align with new rule? (Answered on March 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. Guidance of how to document clinical experiences will be provided in coming weeks.

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 on March 19, 2021, Answered on April 23, 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.

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.

Clinical Experiences

Can a program place a candidate in an online/distance learning placement or must the candidate be placed in an in-person classroom? (Answered on March 12, 2021, revised on March 19, 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 request a discretionary variance. Refer to discretionary variance section.

For other clinical experiences, including field experiences and practicum, providers have flexibility to place candidates in different instructional models.

Do all clinical experiences requirements need to be met in a student teaching or practicum? (Answered on March 12, 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 may either expand the practicum or provide additional field experiences to address the gaps.

Do programs need to provide clinical experiences along the full scope of a license? Will restrictions be placed on a license if a candidate does not have clinical experiences along the full scope of a license? (Answered on March 12, 2021)

Initial licensure candidates must have clinical experiences (a combination of field experiences and student teaching) aligned to the content and scope (all levels) of the licensure area(s) sought. Standard 11 establishes the minimum clinical experience requirements for an initial licensure candidate seeking one license and Standard 12 establishes the minimum clinical experience requirements for an initial licensure candidate seeking more than one license.

The restricted Tier 3 license was intended for candidates who completed out-of-state programs or held out-of-state licenses where the scope did not align to the Minnesota scope of licensure, not for Minnesota preparation program completers.

Student teaching (initial licensure)

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 on 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). So 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.

Can candidates complete clinical experiences, including student teaching in a private school? What documentation is needed? (Answered on March 26, 2021; Revised on 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.

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 on March 19, 2021)

Type of candidate	Percentage FTE of Student Teaching	Minimum number of weeks	Meet requirements?
Initial licensure	100%	12 weeks	Yes
Initial licensure	80%	14 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

Do the following timeframes count as “weeks” of student teaching? (Answered on March 19, 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
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)

For a candidate seeking two licenses at the same time, what clinical experiences are required? Are there different requirements for candidates seeking an elementary license and middle level endorsement concurrently? (Answered on March 12, 2021; revised on March 26, 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 hours, the provider must be able to verify that all clinical experience

	Seeking more than one initial license
	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.

Four weeks of student teaching is required in the license-specific rules (8710.3310-8710.3340). However, once R4576 is adopted, Board staff plan to bring this question to the Board. More information will be provided in coming months.

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 on April 23, 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 placement, ½ day ASD high school	n/a
	15 hours EBD middle school	30 hours in elementary EBD			
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 EBD placement middle school
		10 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		

Note: If the unit is unable to recommend a candidate for the ASD license for any reason, the candidate would not be eligible for the EBD license either based on the clinical experiences in Examples 1, 3, and 4. PELSB staff strongly recommend ensuring candidates have the necessary experience to be recommended for each initial licensure alone (Example 2). Alternatively, a provider may advise candidates that a shortened student teaching is contingent upon successful completion of the initial licensure program (Example 3) or provide more robust field experiences and verify completion of all program requirements, including testing, prior to student teaching (Example 4).

Preparation providers that meet the minimum requirements for clinical experiences for candidates seeking two licenses at the same time must clearly advise candidates that they must complete both programs to be recommended for a license.

If a preparation provider develops a track record of dually enrolled candidates not being eligible for either license based on clinical experience design, PELSB may take action against the unit.

Practicum (additional licensure)

What are the clinical experience requirements for additional licensure? Must additional licensure candidates have a minimum of 80 hours regardless of past teaching experiences or other experiences? (Answered on March 12, 2021; Revised on April 23, 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.

	Seeking to add a license or an endorsement
Field experience	No requirements.
Practicum	A minimum of 80 hours:

	Seeking to add a license or an endorsement
	<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.

**When does the 80-hour practicum requirement for additional licensure candidates go into effect?
(Answered on April 23, 2021)**

The 80-hour practicum requirement for additional licensure candidates goes into effect on July 1, 2022. If an additional licensure program currently requires a practicum of 80 hours or more, the program can decide to keep its program requirements as is.

**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 (kindergarten 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 on March 12, 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.

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 on April 23, 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.

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 on 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.

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 on 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	Yes

Scenario	Meets requirement?
over the course of two quarters. The same students are in the 6 th period class in both quarters.	
<p>The additional licensure candidate, who is also a teacher of record, hopes to use their “prep time” to complete their practicum - 6th period to teach 11th grade calculus over the course of two semesters (fall and spring). Different students are in the 6th period class in the fall than in the spring, but the same content is taught.</p>	<p>No</p> <p>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.</p>
<p>The additional licensure candidate, who is also a teacher of record, and hopes to use their “prep time” to complete their practicum - 3rd period to teach 9th grade geometry and 6th period to teach 11th grade calculus. The practicum runs through the entire semester. Different students are in each of these classes.</p>	<p>No</p> <p>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.</p>

Supervision

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 on March 12, 2021, Answered on 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.

Who can be considered a “supervisor” for practicum for an additional license? Can that be a course instructor be supervisor? (Answered on March 12, 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	A supervisor must meet one of the following qualifications: <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; orB. Is or was an E-12 administrator with documented experience in teacher evaluation
Requirements	A supervisor must complete: <ul style="list-style-type: none">A. Professional development in coaching strategies for adult learners; andB. 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.

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 on April 9, 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 responsible for teacher evaluation	No	Yes

Area of Supervision	Individual's Credentials			Qualified under Standard 15?	
	Teaching License	Teaching Experience	Administrator experience	Standard 15 (1)	Standard 15 (2)
K -12 Dance	Temporary Limited License in Dance ¹ (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

¹ 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.

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

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 on 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.

Teacher Educators

Reporting

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 on March 12, 2021)

PELSB is seeking feedback on when teacher qualifications should be reviewed (i.e., as part of PERCA/RIPA review within EPPAS, during site visits, at the time of hire, etc.). More information will be provided in the coming months.

Teacher educator qualifications

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 on March 12, 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).

Does the following teacher educator meet the teacher educator qualifications set forth in Standard 23? (Answered on March 12, 2021)

Course(s)	Education	Content-area expertise	Teaching experience	Other	Qualified
Science content courses for Elementary Education candidates, including physical science	PhD in Earth Science	Unknown	Unknown	Unknown	Maybe

More information is needed to determine whether this educator is qualified.

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 on 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.

Qualifications for methods instructors

What is required to qualify under Standard 24 for methods instructors? (First answered on March 12, 2021; Revised on March 19, 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; 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; ii. Individual has five years of relevant work experience 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.	

Do the following individuals qualify as methods instructors? (First answered on March 12, 2021; Revised on March 26, 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 math	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 licensure program	3 years teaching high school math	Unknown	No	No	N/A	Maybe
K-6 Math Methods	Master's in Education	Completion of math teacher licensure program	3 years teaching 5 th and 6 th grade math	Unknown	Yes	No	N/A	N/A

	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)
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 high school level	-Student grades -MTLE test scores -Good performance reviews	No	No	N/A	Maybe
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

	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)
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
Reading in the Content Area	Bachelor's degree in English, Master's in Education	Completed state-approved teacher preparation programs in Reading, Communication	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

	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)
		Arts and Literature, and Social Studies						

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 on 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.

Assessment

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.

Course Substitutions

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 on 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.

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?

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.

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 on 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

What will be required for the Unit Report on Continuous Improvement? (Answered April 16, 2021)

The report will not be required until two to three years after a unit's first site visit aligned to 2021 rule. More specific information will be provided at a later date.

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.

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 on 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.

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

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)

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.

As of April 23, 2021, no national educational accreditation agencies have been approved by the Board. Board staff are in the process of arranging times for the Board to learn more about the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP) and will notify preparation providers when these times have been established. Board staff anticipate that these accreditors will seek board approval late summer of 2021.

The table below indicates which standards are “waived” because the provider holds national accreditation by a board-approved agency.

Standard
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; (b) initial licensure program completers one year after completion; and (c) initial licensure program completers' supervisors one year after completion; (2) clinical experiences; (3) multiple assessments as required by Standard 19; and (4) candidate scores on state-required examinations and board-adopted performance assessments.

Standard
<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> <ul style="list-style-type: none"> (1) systematically review data collected under Standard 3; (2) provide feedback and recommendations on unit-wide strengths and areas of improvement, which can include program-specific feedback and recommendations; and (3) provide feedback and recommendations on long-term plans specific to the unit's program offerings.
<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> <ul style="list-style-type: none"> (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; (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 (3) how the unit will solicit feedback and recommendations from candidates, supervisors, and cooperating teachers about clinical experiences with the designated school partner.

Standard
<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> <ul style="list-style-type: none"> (1) review data including but not limited to data collected under Standards 3 and 7; (2) assess feedback from candidates, supervisors, and cooperating teachers; (3) evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and (4) engage in decision-making processes regarding changes to design and implementation of teacher preparation programs.
<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> <ul style="list-style-type: none"> (a) has at least three years of teaching experience as a teacher of record in the licensure area; (b) holds a professional license aligned to the assignment; (c) has completed professional development in coaching strategies for adult learners; and (d) meets all other requirements set forth in state statute. <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> <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>

Standard
<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 professional dispositions, and progress toward completing the program by assessing each candidate:</p> <ul style="list-style-type: none"> (1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit; and (2) through multiple assessments implemented throughout the program. <p><i>Note: This standard will be monitored at the program-level.</i></p>

Standard
<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

What are discretionary variances? What is the process for submitting a discretionary variance request? (Answered on 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,²
- Waive student teaching in its entirety,³
- Waive all forms of program assessment,⁴
- Waive requirement that teacher educators have experiences in B-12 schools,⁵ 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.⁶

² Minn. Stat. 122A.092, subd. 2 (1).

³ Minn. Stat. 122A.092, subd. 2 (2).

⁴ Minn. Stat. 122A.092, subd. 2 (3).

⁵ Minn. Stat. 122A.092, subd. 4.

⁶ 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.