

**Minnesota
Board of Teaching**

Superintendent Conference
August 4, 2010

Board of Teaching Mission

The purpose of the MN Board of Teaching is to establish and maintain standards for a quality teacher licensing system for Minnesota public schools.

Board of Teaching Vision

The vision of the MN Board of Teaching is to maintain high licensure standards while providing flexibility in the licensing process to assure that public school students have fully licensed teachers.

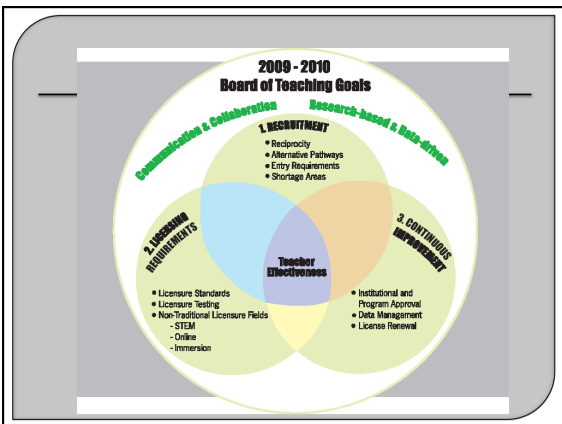
Board of Teaching Members

- Jim Bartholomew, Public Member
- Dan Bittman, School Administrator
- Patty Dejarlais, Teacher
- Kristi Delaney, Teacher
- Ron Hill, Public Member
- Anita Otten, Teacher
- Leonard Runck, Chair, Teacher
- Janet Schutz, Public Member
- Lee-Ann Stephens, Teacher
- Louise Wilson, Higher Education

- Vacant, Teacher

Minnesota Board of Teaching

- Primary Duties
 - Teacher preparation licensure rules
 - Teacher testing requirements
 - Institutional approval
 - Initial & ongoing
 - Licensure program approval
 - Initial & ongoing
 - Teacher renewal requirements
 - Disciplinary action



2009-2010 Major Initiatives

- ◉ Rulemaking
 - Reading preparation
 - Middle level licensure
 - Technology-related licensure
- ◉ Special Education Licensure
- ◉ Program Approval Redesign
- ◉ Licensure Structure
- ◉ Paraprofessional Credential

Rulemaking

- ◉ Reading Preparation
 - Elementary and Early Childhood
 - Content Areas
 - Endorsements: Teacher of Reading, Reading Leader
- ◉ Middle level licensure
 - Content depth: equivalent of a minor
 - 4-week student teaching
- ◉ Technology
 - Library Media Specialists
 - Computer, Keyboarding and Related Technology endorsement for K-12
 - Clock hour requirement

**Special Education Licensure:
DRAFT Recommendations**

- ◉ New ASD license
 - Provisions for current ASD teachers
- ◉ New “Academic & Behavioral Strategist” license
 - To provide an appropriate degree flexibility and increased breadth
- ◉ Updated, strengthened standards in all other areas

**Program Approval Redesign:
PERCA**

• Program Effectiveness Reports for Continuing Approval

• Focus on candidate competence and performance data:

- Teaching Performance Assessment
- First year teacher survey
- Employer survey
- Licensure examinations

Licensure Structure Discussions

Critical policy questions:

- What should an initial license represent? (ie: symbolic, legal, practical)
- What should a renewed license represent?
- What do we know about the professional growth and development of teachers, and how should that be tied to a licensure structure and requirements?
- Should we expect all teachers to follow the same professional development trajectory? Should we expect all teachers to hold the same license or sequence of licenses?

Licensure Structure Discussions

If we were to enact a tiered licensure structure in Minnesota ...

- What is the purpose of each of the tiers?
- Who is the target population?
- What is expected of each group of teachers:
 - to practice (in general)?
 - to demonstrate growth – to maintain the license?
 - to demonstrate growth – to earn a “higher” license?
- How many tiers are necessary?
 - Consideration of all types of preparation (ie: alternative)
- What measures should be applied to demonstrate growth for each tier?

Paraprofessional Credential

MN Rule 8710.9000:

The Board of Teaching shall grant a credential, which is not considered a license to applicants who meet all requirements of this part. An applicant must provide evidence of satisfactory demonstration of the nine core competencies listed in Subpart 4. Submission of an application for a paraprofessional credential is voluntary and is not a state requirement for employment as a paraprofessional.

Paraprofessional Credential

Credential requirements include verification of:

- 60 clock hours of training reflecting each of the nine competency areas;
- minimum of two consecutive years of service in the same school district as a paraprofessional; and
- passage of a state-approved examination in reading, writing, and mathematics for paraprofessionals.

Paraprofessional Credential

Competency areas:

- Philosophical, historical, and legal foundations of education
- Characteristics of students
- Assessment, diagnosis, and evaluation
- Instructional content and practice
- Supporting the teaching and learning environment
- Managing student behavior and social interaction skills
- Communication and collaboration partnerships
- Professionalism and ethical practices
- Academic instructional skills in mathematics, reading, and writing

QUESTIONS??

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