New Program Approval Process
MINNESOTA

Please find below the application form for new teacher education programs.

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Preparing the Report ***Standards of Effective Practice Standards***

Professional Education Program Application
and Request for Initial Program Approval
RIPA
Standards of Effective Practice (SEP) Standards

This application procedure is utilized to seek approval from the Minnesota Board of Teaching to offer teacher preparation programs that meet MN licensure rules 8710.2000- 8710.8080.

The application consists of several forms and some attachments. Some forms are designed as "headers" that you can attach to existing documents. Other forms will require you to enter data or provide narrative descriptions. Once the forms are completed, all should be saved to a CD for submission to the Board of Teaching.

This is a listing of the specific forms required. To connect to each specific form click here.

Institutional Authorization Form

Form I-A	*Standards of Effective Practice* Verification
Form I-B	Program-listing of required courses
Form I-C	Matrix of Standards placement
Form I-D	Grid of learning and assessment opportunities
Form II	Clinical experiences
Form III	Faculty qualifications
Form IV	Advisory group
Form V	Assessment process
Form VI	Assessing of prior experiences
Form VII	Program self study

Scroll down to locate the complete application with tips for completing the **Request for Initial Program Approval (RIPA).**

Professional Education Program Application
and Request for Initial Program Approval (RIPA)

Name of licensure program: Standards of Effective Practice
Licensure rule number: 8710.2000
Licensure scope (K-12, 5-8, 9-12, etc.)_____

Name of Institution: _____

Proposal Prepared By: _____

Telephone No. _____

Fax No. _____ **E-mail** _____

The following application is submitted to the Minnesota Board of School Teaching to meet program approval requirements of Minnesota Rules, parts 8700.7600, subpart 5a A.

Part 1: Institutional Authorization

The undersigned affirm that the institution is committed to providing the resources needed to implement and maintain the course of study required to provide licensure candidates with the knowledge, and skills in the standards of this licensure program, and that the information provided in this application is accurate and true.

_____	_____
Name of Academic Dean/Vice President	Name of Education Dean/Chair
_____	_____
Signature of Academic Dean/Vice President	**Signature** of Education Dean/Chair
_____	_____
Signature Date	Signature Date

Part 2: Instructional Leadership

Who is the professional responsible for providing instructional leadership and oversight of this licensure program?
Name: _____

Title: _____

Telephone No. _____**email:**_____

Professional Education Program Application and Request for Initial Program Approval (RIPA)	***Standards of Effective Practice Program*** for subject matter licensure fields listed below:	**Please attach this header to your response.**
Baccalaureate or Post-Bac	**Name and Number of Licensure Field**	**Licensure level(s)**
Example: Baccalaureate	8710.3200 Elementary Education	K-6, 5-8
or Baccalaureate	All K-12 programs	K-12
ETC.		

Directions:
In the chart, insert the licensure programs for which this Standards of Effective Practice Program is applicable.

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM I-B PROGRAM DESCRIPTION**	**Please attach this header to your list of required courses.**
Level of program offering: **_____Baccalaureate** **_____Post Baccalaureate** (If programs are offered at both levels, and they are not identical, submit a separate proposal for each level.)	8710.2000 ***Standards of Effective Practice***	

LISTING OF REQUIRED COURSES

List the sequence of required courses/experiences that provide candidates with the knowledge, skills, and understandings required in this licensure rule.

Course Number	**course/experience name or title**	**Credit hours**
(add lines as needed)		

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**MATRIX**	

Insert selected SEP standards in the grid below **or** **matrices with the licensure standards already inserted are available (see link below)**	Identify coding used to indicate placement or assignment of standards here: ⇩ (Example: K= knowledge, A= assessed, P= Primary focus)				
8710.2000 *Standards of Effective Practice*	⇩ **COURSE NUMBERS** **Insert Course ID & Numbers Below**				
Subpt. 3. Standard 2 Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:	EDU 220	EDU 311	EDU 344		
2A understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning:	K	K, P, A	P, A		
2B understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;					
(continue standards)					

Tips to assist in the review process:

"Knowledge" is what the candidate has learned and "competence" is the skill the candidate has in using that knowledge. Some standards require only demonstrated competence with the intent that one cannot be competent without being knowledgeable. Some standards are written specifically to address the assessment of "knowledge." Reviewers need to be able to verify attainment of "knowledge" or assessment of "competence" accordingly.

The matrix is intended to be a "map" of the learning opportunities throughout your program. It can be comprehensive to serve many purposes. However, reviewers will not check each and every learning opportunity you indicate on your matrix. Therefore, use coding/symbol (perhaps circle, or bold, the "K" or "A" that is PRIMARY) or direct them to the one(s) that most clearly target this standard and can be easily verified by an outside reviewer.

Click here to locate FORM I-C with *Standards of Effective Practice* already entered

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM I-D- GRID** ***Standards of Effective Practice*** **EVIDENCE OF LEARNING & ASSESSMENT OPPORTUNITIES**	**COMPLETE THE FORM & INCLUDE SYLLABI**

8710.2000 STANDARDS	*Provide course numbers and description of activity/experiences that are responsible for meeting the standard. (See tips listed below this form.)* *Any and all referenced experiences must be evident in the course syllabi submitted.*	
Subpart. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:	Course Numbers/ID	Indicate experience, assignment, activity, reading, activities, exam, etc. that address this standard.
SAMPLE RESPONSE 2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;	**EXAMPLE:** EDU 444 Middle School Methods (**list just the primary course(s) where this standard is addressed/ assessed**)	**EXAMPLE (fictitious):** Session #3: Lecture and discussion of the readings: Topic: Developmental characteristics and needs of emerging adolescents. Read text book chapter 2 of Knowles and Brown Understanding the Young Adolescents' Thinking, and chapter 4 of Stevenson, "A Teacher's View of Behavior in Middle Level Classrooms" Session #4: Topic: Developmental Characteristics and Needs of emerging adolescents. Group projects (see syllabus) and discussion of required readings: Reviving Ophelia (handout) Real Boys (handout) GLBT issues (handout) Tatum, "Why do all the black kids sit together in the cafeteria?" handout EDU 444: Assessment: culturally and developmentally appropriate interdisciplinary unit; reflective essay based on observations of specific instructional methods in middle level classroom; micro-teaching a lesson from planned unit to the class and peer evaluation of same; a portfolio entry paper on philosophy of effective middle level

		school teaching; reflections on assigned articles (listed above)-three placed in portfolio; and professor's evaluation of participation in class discussions
	EDU 600 Student Teaching	EDU 600: the evaluation form for student teaching in middle level grades requires supervisor and cooperating teacher to rate competency in instructional strategies and their effect on student learning and these evaluations are placed in the student portfolio; Student self assessment of this competency is required as a portfolio entry, which requires an artifact-see description in syllabus-session ten

Click here to see more examples of FORM I-D
Another example of FORM I-D

Tips to assist in the review process:

Do's

- **Be specific**: "Knowledge" is what the candidate has learned and "competence" is the skill the candidate has in using that knowledge. Some standards require only demonstrated competence with the intent that one cannot be competent without being knowledgeable. Some standards are written specifically to address the assessment of "knowledge." Reviewers need to be able to verify attainment of "knowledge" or assessment of "competence" accordingly. Whatever experiences are indicated on the Grid need to be evident in the corresponding syllabi. Reviewers will look at the syllabus to validate the learning opportunity, but they won't HUNT for the evidence.

- **Use coding**: The matrix is intended to be a "map" of the learning opportunities throughout your program. It can be comprehensive to serve many purposes. However, reviewers will not check each and every learning opportunity you indicate on your matrix. Therefore, use coding/symbol in the Matrix (example: perhaps circle or bold the "K" or "A" that is PRIMARY) to direct reviewers to the course/experience(s) that most clearly target this standard and can be easily verified by an outside reviewer. You might want to also code the learning opportunity in the syllabus so that the reviewer doesn't miss it.

- **Focus on the PRIMARY experiences**: For primary experiences, be specific about topics of readings, topics of discussions, how competencies are assessed. Reviewers will focus on these identified primary opportunities in their review.

Don'ts

- **Cut and Paste**: In completing the Grid, don't simply "cut and paste" elements such as: portfolio, portfolio, portfolio, or exam, exam, exam, readings, readings, readings.
  Rather for the PRIMARY learning or assessment activity for each standard, define specifically how the standard is addressed/assessed. Include clarifiers or qualifiers of readings- for example include the chapter title or topic or context. Instead of the word "exam", explain the assessment that will occur. Instead of "portfolio", explain the document that will be added to the "portfolio" that evidences competency of the standard. If "class discussions" will provide PRIMARY learning opportunities, be sure to indicate the

specific topic of the discussion/ activity or how it relates to the correlating standard(s) so that the reviewer will clearly see the association.

- **List too many primary experiences for a single standard:** Identification of one or two primary learning opportunities that clearly explain and evidence the opportunity to learn and be assessed will suffice. Secondary learning opportunities can be indicated on the Matrix Form I-C, but DO NOT need to be listed on the Learning Opportunities GRID Form I-D at all.

Click here for I-D Grid with the Standards of Effective Practice already inserted

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM II CLINICAL EXPERIENCES**	Attach this heading to the documentation.

Provide a description of the sequence of early and ongoing clinical experiences, and the student teaching requirement (sequence/courses/hours required)

continue

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM III FACULTY QUALIFICATIONS**	Complete the form provided.

8700.7600 Subpart 5a D(1,2,3,4,5). necessary faculty and physical resources are allocated to implement and maintain the teacher preparation program as follows: (1) professional staff member, qualified by academic preparation, shall provide the instructional leadership for the program and develop the course of study in collaboration with licensed, experienced school personnel in the field;	**The instructional leader for this program who is named below signifies that standard 5a D (1) has been verified and met.** _____ **name** _____ **title** **additionally:** **Please provide a current list of program advisory members, which includes school personnel in the field.** **Use Form IV**
(2) faculty assigned to instruct and assess the subject matter content shall have advanced academic preparation to teach the content	**The instructional leader for this program who is named below attests that this standard has been verified and met.** _____ **name**
(3) faculty assigned to instruct and assess the professional education components shall have both academic preparation and direct experience teaching the content and levels established in the licensure field's scope of practice;	**The instructional leader for this program who is named below attests that this standard has been verified and met.** _____ **name**
(4) program faculty assigned to provide instruction in methods of teaching and to supervise student teaching experiences shall have teaching experience at the licensure level of the licensure program; and	**The instructional leader for this program who is named below attests that this standard has been verified and met.** _____ **name**
(5) classroom teachers who supervise student teaching experiences shall hold current, valid licenses in the licensure fields and at the licensure levels they supervise;	**The instructional leader for this program who is named below attests that this standard has been verified and met.** _____ **name**

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM IV ADVISORY GROUP**	**Complete this form.** Please list the licensed, experienced school personnel from the field that collaborated with the instructional leadership of this program to develop the course of study. AND Please list the college/university faculty members that collaborated in the development of this program
Program Advisory Member	**Licensure field/level/subject** (examples: Elem, Music K-12, Secondary Math,)	**Professional position** (examples: grade 3 teacher, grade 12 math teacher, fine arts curriculum coordinator, College of Science Faculty member)
Please list the school personnel first, followed by the faculty members who serve on the Advisory Group. (add lines as needed)		

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM V ASSESSMENT PROCESS**	**Attach this heading to a description of your assessment process.**

Describe the assessment process to assure that candidates have attained the specific subject matter standards for this licensure rule. This may include: comprehensive and integrated set of evaluation measures, transition points, decision points, benchmarks, multiple assessments used to determine candidate progress through the program, assessments' alignment to BOT standards, descriptions of performance-based standards and criteria for evaluation.

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM VI ASSESSING PRIOR COURSEWORK & EXPERIENCES**	**Attach this heading to your description.**
Submit a description of the process in place to determine how candidates may have their prior academic preparation and/or teaching experiences evaluated and credited toward meeting this licensure rule.		

Professional Education Program Application and Request for Initial Program Approval (RIPA)	**FORM VII PROGRAM SELF STUDY**	**Attach this heading to your description.**

Submit a description of the institution's internal process for the systematic evaluation of the course of study comprising these standards for licensure including the means used to insure "consistency of purpose" over time and over instructors.

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END OF REPORT