



MLC Licensure Advisory Council

Martin Luther College Chapel Fellowship Room

November 7, 2017

4:30 – 6:30 pm



Welcome and Introductions

New LAC Members



Lynda Bauer
MLC Administrative Assistant



Jim Buboltz
MVL Dean & Social Studies



Bryanne Freitag
MLC Administrative Assistant



Aaron Grimm
MN New Country Comm Arts

New MLC Faculty



Rachel Feld

Director of Academic Computing



Rachel Fredrich

Professor of Mathematics



Timothy Grundmeier

Professor of History

New MLC Faculty



Jonathan Laabs
Professor of Music



Kari Muent
Professor of Social Sciences



Tyson Zarnstorff
Professor of Mathematics



Approval of April 11, 2017 Minutes

A scenic autumn forest path with vibrant orange and red foliage, a wooden fence in the foreground, and a semi-transparent text box in the center.

Report from the Field Experience Director

Professor Paul Tess

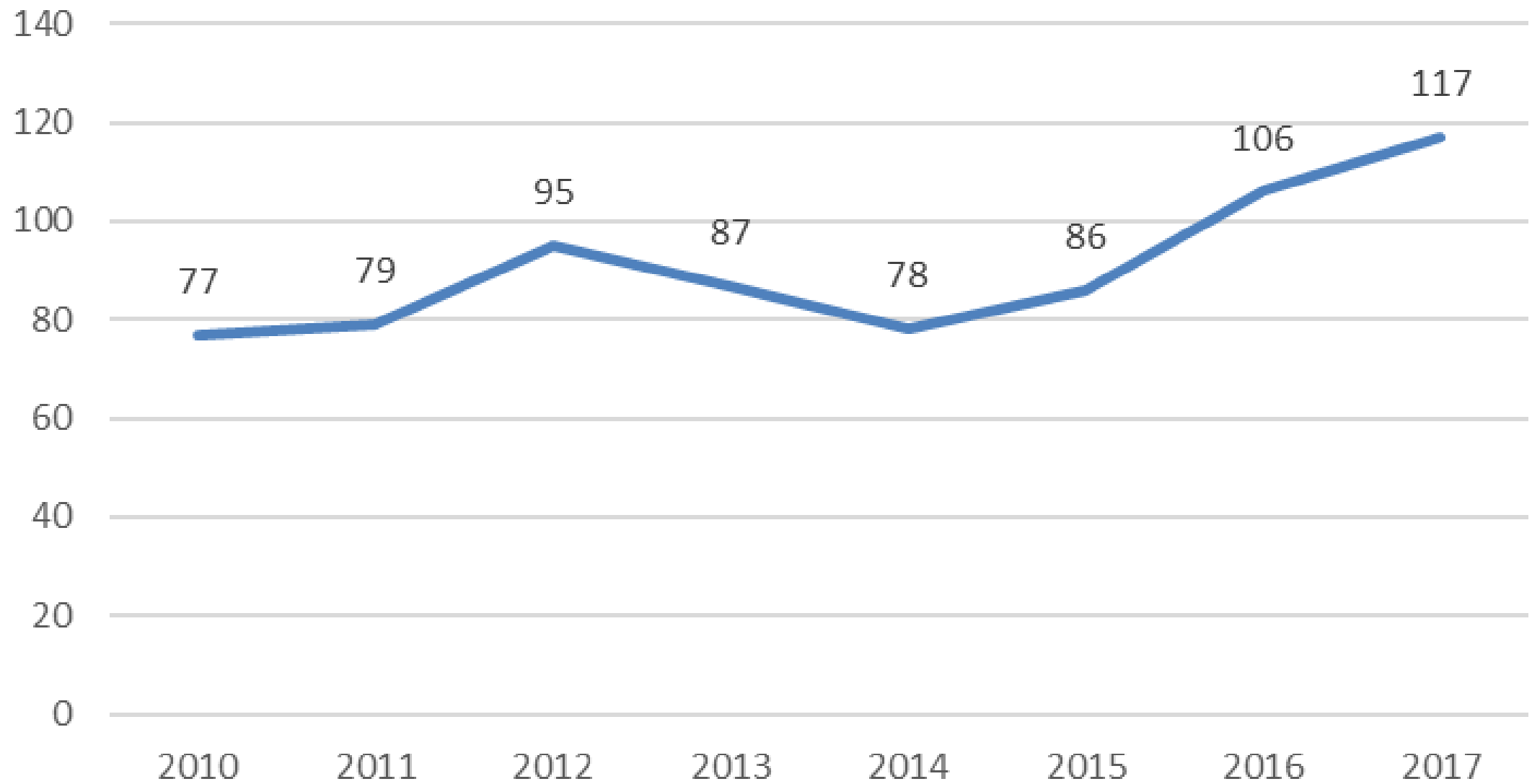


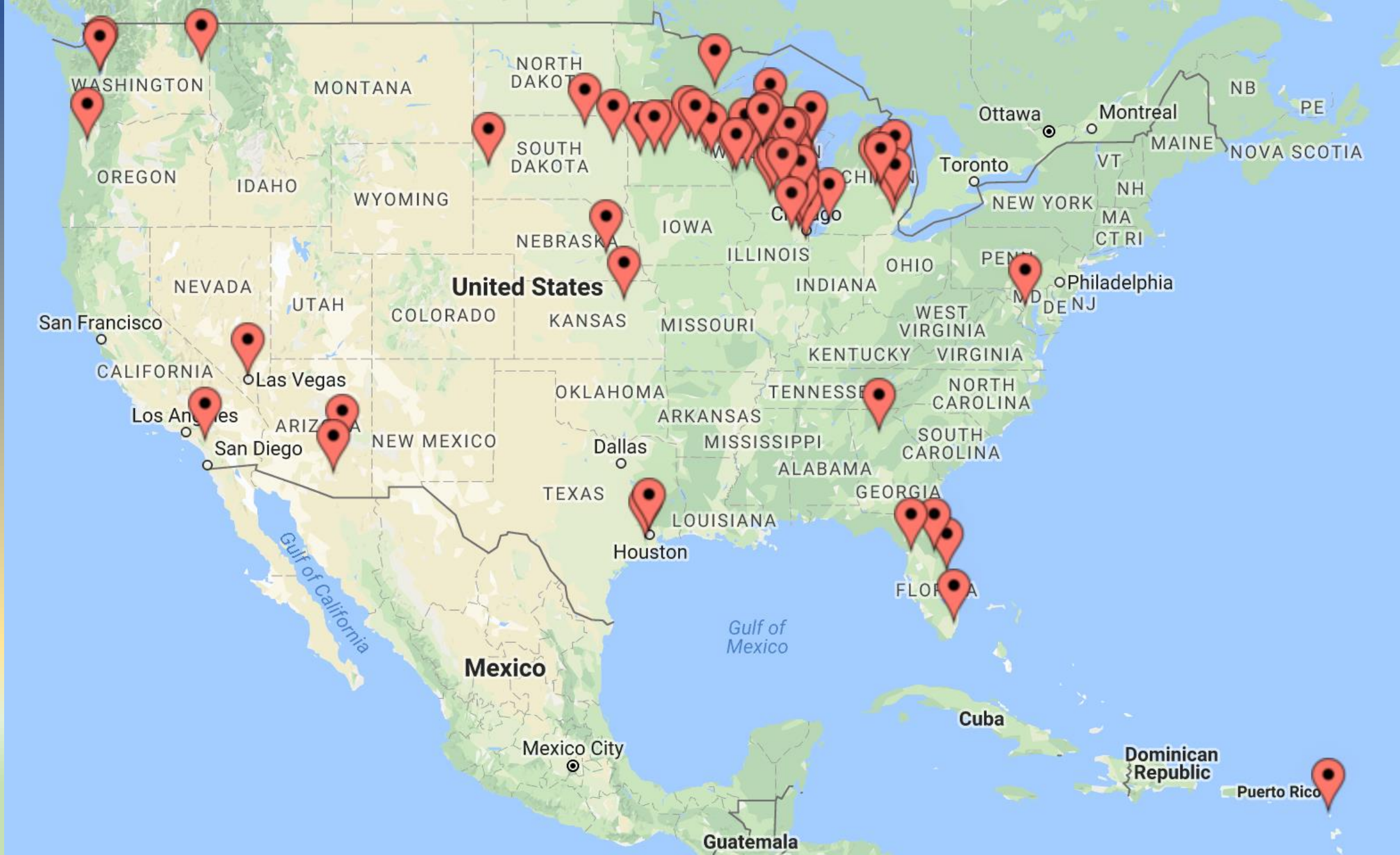
The mission of MLC is to train
a corps of Christian witnesses who are
qualified to meet the ministry needs of
the Wisconsin Evangelical Lutheran Synod.

May 2017 Assignments



May Assignments





Additional Duties

Duty	2013	2014	2015	2016	2017
Athletic Director	2	4	1	3	5
ECE Director	6	6	5	3	7
Coach	7	4	4	11	9
Organist	5	9	1	2	5
PE	2	2	6	5	2
Principal Apprentices	7	5	8	6	3
Principal Training Program		1	3	3	4
School music	9	4	4	1	5
Spanish	5	1	3	2	4
Technology	2	0	0	0	1
Tutor (dorm)	8	17	24	24	23

Principal Programs



Principal Programs

➤ Principal Training Program

- Developed in response to need
- First “graduate” this year
- Interim program



Principal Programs

➤ **21st Century Principal Initiative**

- Recruit and fully prepare veteran teachers to WELS principals
- Ensure that fully trained principals have the administration time and compensation commensurate to the position



Emergency Calls



Emergency Teachers

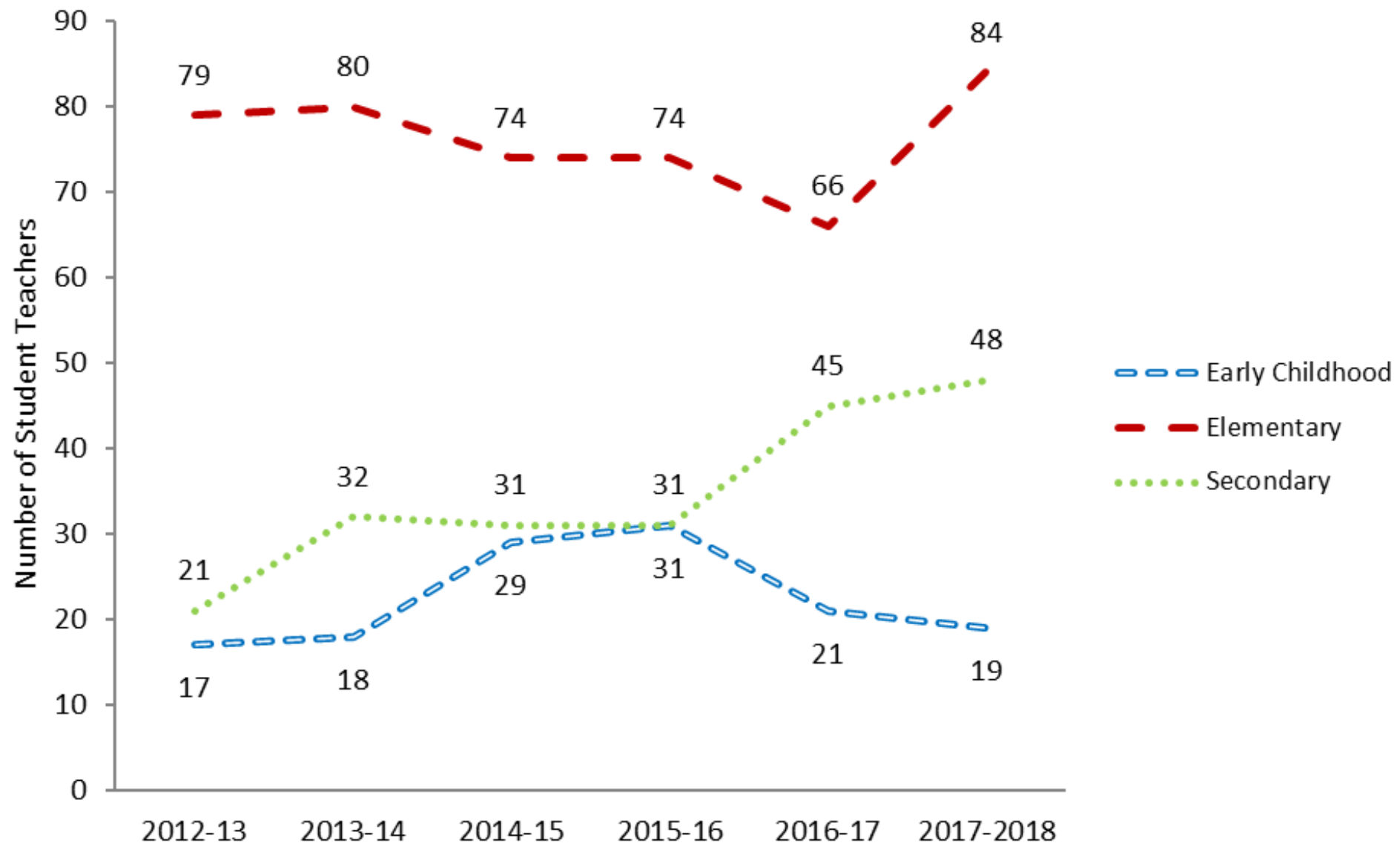
- Belle Plaine, MN
- Minneapolis, MN
- Phoenix, AZ
- Bremerton, WA
- Milwaukee, WI
- Libertyville, IL



Student Teaching Numbers



Student Teachers by Program



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Report from the Education Divison Chair

Professor Paul Tess

Follow-up to Co-Teaching Discussion



Co-teaching Follow-up

The Academy for Co-Teaching & Collaboration

Benefits of Co-Teaching

Research and Resources

Training Opportunities

Common Questions

Contact Us

Co-Teaching Home

**NATIONAL
CONFERENCE ON
COTEACHING**

Academy for Co-Teaching and Collaboration

St. Cloud State has created, implemented and researched a new approach to student teaching utilizing a co-teaching model. This innovative work was originally undertaken through a U.S. Department of Education Teacher Quality Enhancement Partnership Grant for \$5 million awarded in 2003.

What is co-teaching?

Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

What co-teaching is NOT

- Simply dividing the tasks and responsibilities among two people.
- For example, co-teaching is NOT:
 - One person teaching one subject followed by another who teaches a different subject
 - One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers' lounge
 - One person teaching while the other sits and watches
 - When one person's ideas prevail regarding what will be taught and how it will be taught
 - Someone is simply assigned to act as a tutor

Introduction to Co-Teaching

Assessment Day 2017 Results

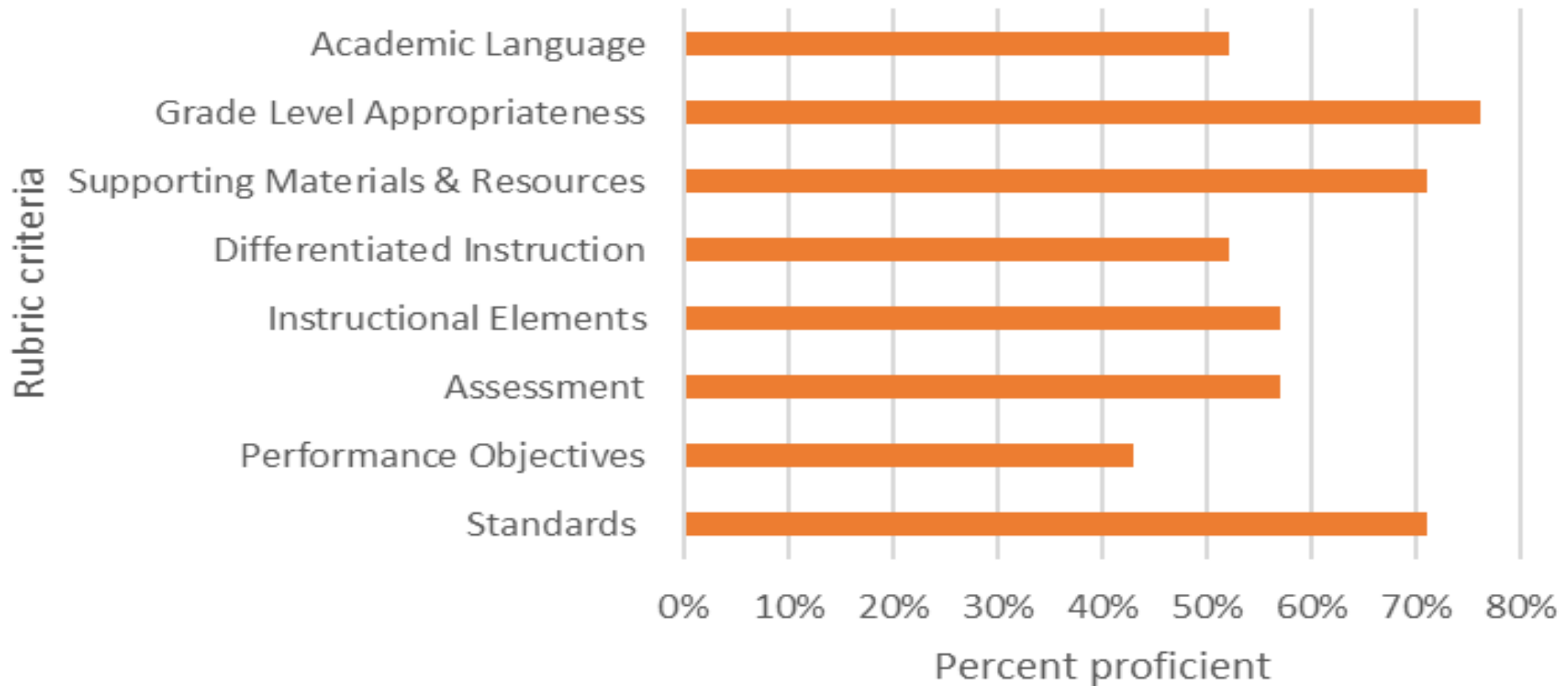


Assessment Day 2017 Results

CRITERIA	3	2	1	0	Your Score
Standards	Key standards are cited and quoted. Lesson is guided by standards.	Some relevant standards are cited and quoted. Lesson is influenced by standards. May have too many or too few standards included.	Standards are alluded to in lesson, and lesson is related to standards.	No standards are mentioned in lesson. Lesson is not related to standards.	
Performance Objectives	Objectives provide a clear sense of what students will know, do, and understand as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
Assessment	Assessment is directly aligned to objectives and standards. Designed to elicit clear, observable evidence of the degree to which objectives are met.	Assessment is related to objectives and standards. Assessment is less accessible for all students but effectively measures mastery.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students.	Assessment is unrelated to objectives and standards.	
Instructional Elements	Elements provide a logical, complete path to meeting objectives. No elements are extraneous or irrelevant.	Elements relate to objectives and may contain minor gaps in flow. A few items may be extraneous or irrelevant.	Elements relate peripherally to objectives. Some elements are extraneous or irrelevant resulting in major gaps in lesson progression.	Elements are unrelated to objectives and so the path is misleading.	
Differentiated Instruction	Lesson clearly offers appropriate, creative, and well-integrated differentiation based on environment, process, content, or product.	Lesson includes some differentiated instruction based on environment, process, content, or product.	Lesson plan includes minimal differentiated instruction or the differentiation is not supportive of learning.	No differentiation of instruction is mentioned.	
Supporting Materials & Resources	Materials enhance lesson significantly and are integral for achievement of objectives. All resources needed for this lesson are included in plan.	Materials enhance lesson and assist the student in working toward objectives. Resources are included in plan.	Materials do not enhance lesson. Some resources needed are not included in plan.	No supporting materials are included. Many resources needed for lesson are not included in plan.	
Grade Level Appropriateness	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	Some, but not all, objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	
Academic Language	Vocabulary, symbols, and language demands are central to and embedded in the plan.	Vocabulary, symbols, and language demands are appropriate for most students' language development.	Language development of the students is minimally evident.	No consideration is given for academic language in the plan.	

Assessment Day 2017 Results

Lesson Plans Assessment



Skills Exams and Related Policies



Skills Exams and Related Policies

Minnesota Rule

Admission to upper division or graduate coursework.

Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in upper division coursework in the professional education sequence. (8710.0500 Subpart 8)



Guide for Program Success Teacher Education

If you are in		What	When
Year One	GPA	Achieve minimum of 1.70 (cumulative and semester)	Semester 1
		Achieve minimum of 1.80 (cumulative and semester)	Semester 2
	EFE	Complete Early Field Experience I	EFE I week
Year Two	GPA	Achieve minimum of 1.90 (cumulative and semester)	Semester 1
		Achieve minimum of 2.00 (cumulative and semester)	Semester 2
	EFE	Arrange Early Field Experience II	January
		Approval received	February 15
		Complete experience	EFE Week
		Submit EFE II self-evaluation	Last day of EFE
	TEAM	Complete Teacher Education Assessment Measure (TEAM – II) with advisor	April 15
Year Three	GPA	Maintain 2.00 (cumulative and semester) and 2.50 in major(s)	Semester 1 and 2
	EFE	Arrange Early Field Experience III	January
		Approval received	February 15
		Complete experience	EFE Week
		Submit EFE III self-evaluation	Last day of EFE
	TEAM	Complete Teacher Education Assessment Measure (TEAM – ST) with advisor	April 15
	IFE	Complete all Individual Field Experience hours and submit them	Friday after spring break
	GPA	Maintain 2.00 (cumulative and semester) and 2.50 in major(s) Achieve 2.00 in Bible and 2.00 in doctrine	Semester 1 and 2
	Tests	Take MTLE content and pedagogy. Not meeting this benchmark affects availability for assignment	October 15 for fall grad March 15 for spring grad
	Grad	Complete edTPA Pass portfolio review Complete diversity hours	Professional semester Graduation semester Graduation semester

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Report from the Licensure Officer

Dr. Cindy Whaley

2017-18

Semester 1

CLINICALS		
SCHOOLS	SUPERVISORS	CLINICAL STUDENTS
Fairmont Elementary	2	3
GFW Elementary - Gibbon	8	15
Hutchinson HS	1	1
Jefferson Elementary	11	19
Lafayette Public Charter School	1	1
MN New Country School - Elementary	2	3
Nicollet Elementary	1	2
Redwood Valley HS	1	1
Sleepy Eye HS	1	1
Springfield Elementary	6	12
St. James Northside Elementary	2	3
Washington Learning Center	2	2
Windom MS	4	4
TOTALS	42	67

STUDENT TEACHING		
SCHOOLS	SUPERVISORS	STUDENT TEACHERS
Cedar Mt. Elementary - Franklin	1	1
Comfrey Secondary	1	1
Fairmont Elementary	2	2
Fairmont Secondary	1	1
GFW Elementary - Gibbon	8	12
GFW HS - Winthrop	1	1
Hutchinson HS	1	1
Jefferson Elementary	1	1
Lafayette Charter	3	4
Lake Crystal Wellcome Memorial Secondary	3	4
MN New Country School - Elementary	1	2
MN New Country School - Secondary	1	1
New Ulm HS	3	3
Nicollet Elementary	1	1
Redwood Valley MS	3	3
Redwood Valley HS	1	1
Sleepy Eye Elementary	3	3
Sleepy Eye HS	2	3
Springfield Elementary	1	2
St. James Northside Elementary	1	1
Trinity Lutheran, Nicollet	1	1
Windom MS	3	4
Windom HS	3	3
TOTALS	46	56

* Lutheran school placements

Special Education Undergraduate Update



Special Education Undergraduate Program Approval Letter



Minnesota Board of Teaching

TO: Dr. Jeffrey Wiechman, Academic Dean
Mr. Paul Tess, Chair
Dr. Cindy Whaley, Licensure Officer
Martin Luther College

FROM: Erin Doan, Executive Director

A handwritten signature in black ink, appearing to read "Erin Doan".

DATE: May 19, 2017

RE: NOTIFICATION OF BOARD OF TEACHING PROGRAM APPROVAL ACTIONS

In compliance with Board of Teaching rules 8705.2000-2200, and established reporting timelines, the following **Program Effectiveness Reports for Continuing Approval (PERCA)** and **Requests for Initial Program Approval (RIPA)** have completed the review process concluding with the following Board actions:

On May 12, 2017, the Board of Teaching took the following actions for the identified programs:

Granted INITIAL APPROVAL through June 30, 2019 for Requests for Initial Program Approval (RIPA)

Approval beyond June 30, 2019 is contingent on meeting program approval requirements via submitted Program Effectiveness Reports for Continuing Approval (PERCA) MN Rule 8705.2100

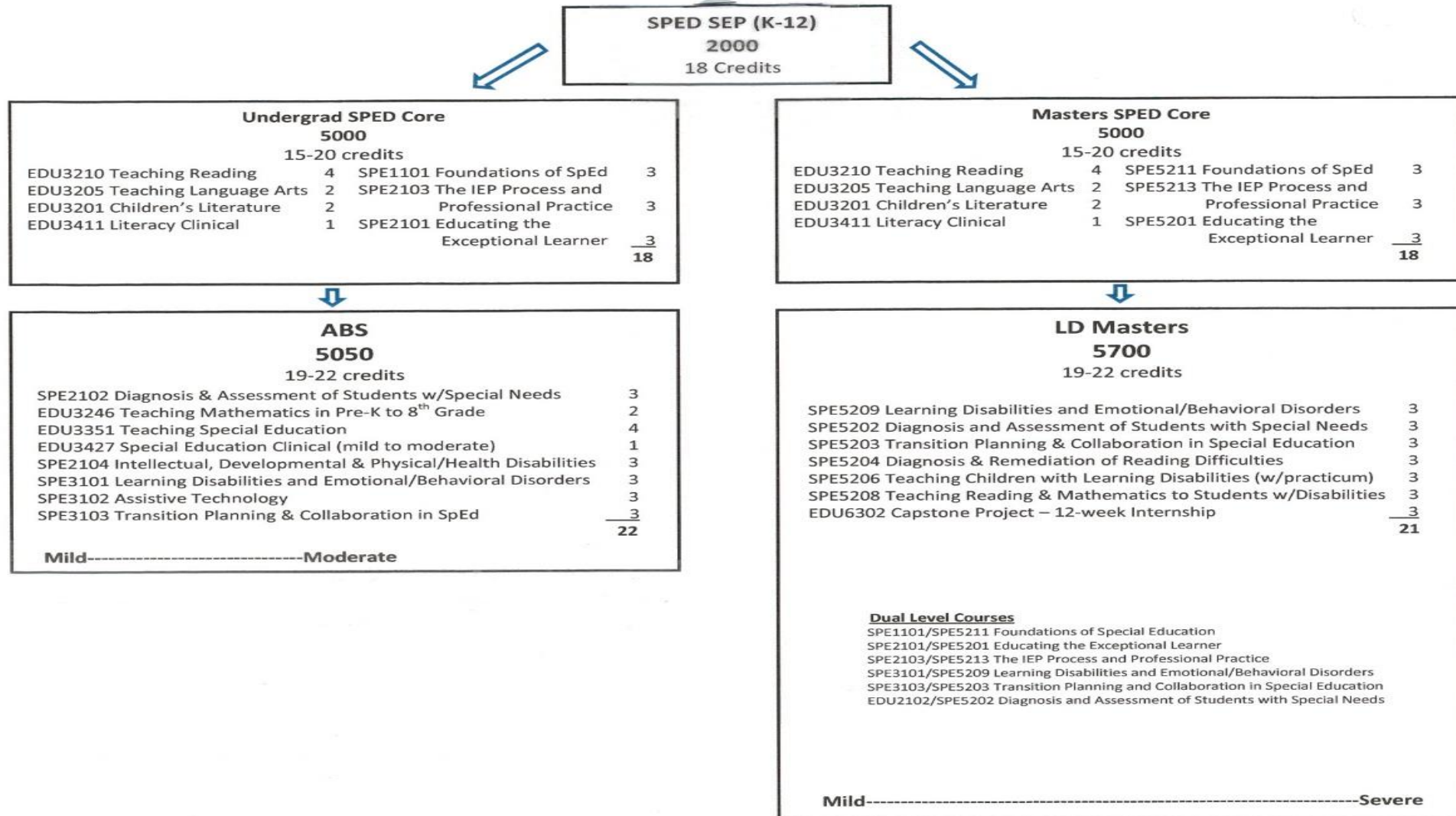
Program	Decision	Rule and Level
Special Education CORE	Initial Approval	8710.5000 Baccalaureate
Special Education: Academic and Behavioral Specialist	Initial Approval	8710.5050 Baccalaureate

Thank you for offering these teacher licensure programs to prepare high quality professionals for our Minnesota students. Please contact teacher education specialists at the Board of Teaching with any questions.

Special Education Master's Update



Special Education Master's Update



Program Effectiveness Reports for Continuing Approval (PERCA) Update




PERCA Update

PERCA Reporting Cycles

PERCA Reporting Cycles	
Report due 12/31/17; expiring 6/30/18	
Institution Name	Institution Type
Augsburg College	Private
Bethany Lutheran	Private
Capella University	Private
College of St. Scholastica	Private
Concordia University-St. Paul	Private
Gustavus Adolphus College	Private
Hamline University	Private
Martin Luther College	Private
Metropolitan State University	MNSCU
MN State University Moorhead	MNSCU
North Central University	Private
St. Cloud State University	MNSCU
University of MN-Crookston	U of M
University of MN-Duluth	U of M
Walden University	Private
Winona State University	MNSCU
Report due 12/31/16; expiring 6/30/17	
Institution Name	Institution Type
Bemidji State University	MNSCU
Bethel University	Private
Carleton College	Private
Concordia College-Moorhead	Private
College of St. Bens/St. John's University	Private
Crown College	Private
MN State University, Mankato	MNSCU
University of Northwestern	Private
St. Catherine University	Private
St. Olaf College	Private
Southwest State University	MNSCU
St. Mary's University	Private
University of MN-Morris	U of M
University of MN-Twin Cities	U of M
University of St. Thomas	Private
July 2016	

PERCA Update: Course Sequence Page



Minnesota
Board of Teaching

Home

Program Characteristics:

Program Identification

Program Contact

Course Sequence

Standard Matrix:

Section 1

Section 2

Section 3

Section 4

Section 5

Section 6

Section 7

Section 8

Section 9

Supplemental Information:

Program Attachments

Complete the Application:

Validate and Submit

Download Forms:

Program Development and Capacity

Statutory Requirements

Faculty Qualifications

Fiscal Attestation

Contact:

board.teaching@state.mn.us

Educator Preparation Program Application System

Course Sequence

8710.2000 SEP - PERCA

8710.2000 - Elementary SEP - Submitted - 2018












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

Course Listing for this Sequence:

Course #	Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Exp Hours	Scope	Usage in Matrix	Syllabus Action
EDU3205	TEACHING LANGUAGE ARTS	0.00	yes	yes			view	
EDU3210	TEACHING READING	0.00	yes	yes			view	
EDU4210	CURRICULUM AND INSTRUCTION IN ELEMENTARY AND MIDDLE SCHOOLS	3.00	yes	no			view	
PSY3020	PSYCHOLOGY OF LEARNING	3.00	no	no			view	
EDU4253	STUDENT TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS I	0.00	no	no			view	
SPE2101	EDUCATING THE EXCEPTIONAL LEARNER (SPED OPTION 1 OF 2)	0.00	no	no			view	
ICEXXXX	INTERCULTURAL ELECTIVE: CHOOSE ONE	3.00	no	no			view	
SSC3210	WORLD REGIONAL GEOGRAPHY	3.00	no	no			view	
EDT3002	TEACHING WITH TECHNOLOGY	3.00	no	no			view	
PSY2002	THE PSYCHOLOGY OF HUMAN GROWTH AND DEVELOPMENT	3.00	no	no			view	
EDU4252	STUDENT TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS II	0.00	no	no			view	

PERCA Update: Standard Matrix for Elem SEP

Minnesota
Board of Teaching

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Program Characteristics:

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Standard Matrix:

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Contact:

- board.teaching@state.mn.us

Educator Preparation Program Application System

Standard Matrix - Section 1

8710.2000 SEP - PERCA

8710.2000 - Elementary SEP - Submitted - 2018

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Standard 2: Student Learning

Subp. 3. 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:

*REQUIRED - Course/Experience Where Taught & Assessed	OPTIONAL - Secondary Course/Experience Where Taught & Assessed	Learning Opportunity and Assessment Activity (max 4000 chars.)
3A. - understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;		
EDU3210 - TEACHING READING		
<p>Students read a picture book of choice to a small group. Class discussion on the importance of read alouds using Jim Trelease's website and article review. Quiz on reasons for read aloud. Read aloud microteaching by students to peers.</p> <p>Class discussion on ILA standards, INTASC principles, Put Reading First: 5 building blocks. Quiz on the two views the five building blocks, and the textbook reading. Students write a balanced reading philosophy.</p> <p>Textbook readings, class discussion, and quiz on the stages of a reader's development from emergent to basic refinement during primary and middle school reading. Student written response on the definition of reading and the stages of literacy development.</p> <p>Textbook readings, class discussion, and quiz on the eleven components; student lesson planning and microteaching with peer assessment included on separate components as noted in the other topics; exam; final exam; written reflections of students' choices.</p> <p>Textbook readings, class discussion, and quiz on the six components; lesson planning and microteaching with peer assessment included on separate components as noted in the other topics; midterm exam; final exam; written reflections of students' choice.</p> <p>Textbook readings and class discussion, students write a lesson plan and microteach a study skill.</p>		
3B. - 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;		

PERCA Update: Rubric Example


Algorithm Use

Breadth First, Depth First, Prim's, Huffman's Optimal Binary Tree and Kruskal's Algorithms

	Exemplary Point Value: 5	Proficient Point Value: 4	Developing Point Value: 3	Emerging Point Value: 1
Mathematical Correctness Weight: 1 Standards: MN.8710.4600.3.B.4	Presents a solution with proper sequencing of steps and no computational errors	Presents a solution with proper sequencing of steps and a minimum number of minor computational errors.	Presents a solution which contains errors in sequencing and/or major computational errors.	Presents a solution which is incomplete or does not exist.
Communication Weight: 1 Standards: MN.8710.4600.3.B.4	Explains the procedure using correct mathematical language, symbolism, diagrams, and/or graphs. Explanation is computationally and sequentially correct making it easy to follow the progression of logic necessary to determine the final solution	Explains the procedure using correct mathematical language, symbolism, diagrams, and/or graphs. Explanation contains computational or sequencing errors which cause some difficulty in following the logic to find the final solution.	Explains the procedure using some correct mathematical language, symbolism, diagrams and/or graphs. Explanation contains computational errors and/or sequencing errors which cause great difficulty in following the logic to the final solution.	Explains the procedure using little or no correct mathematical language, symbolism, diagrams, and/or graphs. Explanation contains computational and/or sequencing errors which cause extreme difficulty in following the logic to the final solution

Score: 0 / 10 = 0%

PERCA Update: Signature Assessments

**Minnesota**
Board of Teaching

Educator Preparation Program Application System

Home

Program Characteristics:

Program Identification

Program Contact

Course Sequence

Standard Matrix:

Section 1

Section 2

Section 3

Section 4

Section 5

Section 6

Section 7

Section 8

Section 9

Section 10

Assessment:

Admission Criteria

Candidate Competency

Completion Criteria

Performance Data:

Testing

edTPA

Continuous Improvement:

Program Narrative

Supplemental Information:

Program Attachments

Complete the Application:

Validate and Submit

Assessment - Candidate Competency

8710.3200 Elementary - PERCA

Submitted - 2018

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Providers must report a minimum of 3 signature assessments, distributed across multiple courses and/or experiences that have been identified as a means of tracking candidates' attainment of Minnesota's standards for teacher licensure.

Name of Assessment

Portfolio

Within Course Number/Name

SEP Program

Identify when this occurs in the program.
(max 4000 chars.)

After the student has completed his/her student teaching experiences.

Identify the MN standards for teacher licensure that are being assessed.
(max 4000 chars.)

8710.2000 SEPs

Name of Assessment

MN SEP Assessment - ST II

Within Course Number/Name

EDU4252 - STUDENT TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS II

Identify when this occurs in the program.
(max 4000 chars.)

Year 4

Identify the MN standards for teacher licensure that are being assessed.
(max 4000 chars.)

8710.2000 SEPs

Name of Assessment

Form A-B

Within Course Number/Name

EDU4253 - STUDENT TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS I

PERCA Update: Faculty Qualifications

	Description
Faculty Member Name	List all unit faculty assigned to teach in professional education programs over the past five years (SEP courses, methods, supervision, NOT liberal arts faculty in general).
Full time vs. Adjunct/Part-time	Identify whether the instructor is full time faculty or adjunct/part time
Supervision and/or Teaching Assignment	Does this instructor teach <u>methods courses</u> , list the courses indicating the subject matter and scope, and also indicate if this instructor <u>supervises candidates</u> during student teaching. Indicate the year and semester that the person taught in the indicated assignment.
Academic Preparation	List the instructor's university academic preparation <u>aligned to the licensure subject matter taught</u>
Relevant P-12 Teaching Experience	For faculty teaching methods courses and/or supervising candidates : list P-12 teaching experiences aligned to the methods courses taught (Specify the following: subject matter taught, the grade level(s), the years taught, and some evidence that it was in a school setting)
Recent Scholarship/Service/Leadership	List scholarship, service, leadership contributions (this will be evaluated for ALL UNIT FACULTY during onsite team visit-every 5-7 years. It is suggested that the unit keep this information updated for unit approval purposes. It can be submitted in PERCA, but it wont be evaluated until an onsite visit. Therefore, it is helpful to record the YEAR(s) that the work was done
Elementary / Secondary Exposure	Compliance to this statute will be evaluated for ALL UNIT FACULTY who teach SEP courses, methods, or supervise . It will be evaluated during onsite team visit every 5-7 years. List evidence that the instructor has worked directly with elem or secondary school teachers, in the schools, to obtain exposure to current school environment. It is suggested that the unit keep this information updated for unit approval purposes. It can be submitted via PERCA, but it wont be evaluated until the onsite visit . It is helpful to record the YEAR(s) that the work was done to determine compliance to "periodic exposure".

PERCA Narrative



PERCA Narrative

1. Provide a summary of findings based on responses to locally determined surveys, aligned to the SEPs, completed by graduates of this program after one year of teaching experience. Analysis must include program strengths, areas for improvement, and **specific** response rates, **including plans to improve rates.** (max 8000 characters)

(8705.2200 Subp C1 & 2)

Address:

- **Alignment to SEPs**
- **Response rates by specific program (if low, describe the plan to improve rates)**
- **Strengths noted, specific to this licensure area**
- **Areas of improvement noted, specific to this licensure area**

PERCA Narrative

2. Provide a summary of findings based on responses to locally determined surveys, **aligned to the SEPs**, school administrators employing program completers at the end of their first year of classroom teaching. Analysis must include program strengths, areas for improvement, and **specific** response rates, **including plans to improve rates**. (max 8000 characters)

(8705.2200 Subp C1 & 2)

Address:

- **Alignment to SEPs**
- **Response rates by specific program (if low, describe the plan to improve rates)**
- **Strengths noted, specific to this licensure area**
- **Areas of improvement noted, specific to this licensure area**

PERCA Narrative

3. Describe the ways in which aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, ~~survey data~~, performance assessments, and other required by the unit and/or program. **Identify** program strengths and areas for improvement **based on the program-specific internal and external assessments.** (Note: Make sure to include specific aggregated data points **to illustrate and explain identified** program strengths and areas of improvement.) (max 8000 characters)

(8705.2200 Subp 2.C.6)

Address:

- The ways regular analysis of assessment data occurs
- Summary of key assessment data -- use specific data points only when illustrating a strength or area of improvement. (i.e. "On standard 3.e.i, we noticed students have steadily improved from 3.2 to 3.5 average score in the last two years. We think this strength is due to...")
- Discuss any low MTLE passing rates -- use data from "Testing" screen in EPPAS, and supplement as needed
- Discuss any low edTPA threshold rates (by specific licensure area) -- use data from "edTPA" screen in EPPAS, and supplement as needed. (in 2016, the institution will need to compile their edTPA results and directly address this as the data will not be in the EPPAS yet)
- Identify how areas of improvement and strengths are directly correlated with one or more of the licensure area-specific assessments

PERCA Narrative

4. Identify the constituent groups, including representatives from partner schools, practicing public school teachers licensed in the content area, faculty with content expertise, and unit faculty that collaborate with program faculty in the regular and systematic evaluation of this program. Provide a description of their role, **their evaluation process, and a summary of the most recent feedback provided on this program.** (max 8000 characters)

(8705.2200 sub 2.C.7)

Address:

- **The specific group and their roles. (may note answer from previous year)**
- **Licensure-specific members. (may note answer from previous year)**
- **That the group looks at program data**
- **What feedback the group has given for this specific licensure area.**

PERCA Narrative

5. Provide a summary of progress made toward the goals and plans reported in the previous PERCA cycle. If the program has **an approval** status of Approved with Continuous Improvement Focus **established by the Board**, the summary must **additionally and** explicitly address progress within the identified area(s). (Note: Use data to support stated progress on goals identified in question six from the previous PERCA report.) (max 8000 characters).

Address:

- (not required for reports expiring 2016 and 2017)
- Next reporting years (expiring 2018 and 2019):
 - Continuous Improvement Focus identified by the Program Review Panel, if applicable.
 - Specific action taken and specific progress (or lack of) on prior year goals.

PERCA Narrative

6. Based on the data and feedback reported in **questions 1-5, identify the program specific** goals for the next two years. (Note: Make sure to clearly articulate new and/or continuing improvements goals.) (max 8000 characters)

(8705.2200 Subp 2.C 6 & 7)

Address:

- **How questions 1-5 have informed these goals**
- **At least one goal that is licensure area specific**
- **Succinct and clear goals**

PERCA Narrative

Answers for Question 6

1. Ongoing, targeted, effective communication between the unit leader, compliance officer, all faculty across the programs, and administration as the PERCA process continues. This communication is needed as MLC receives feedback from the BOT/PELSB to enhance the continuous improvement of its programs.
2. Continue to grow the Licensure Advisory Council with all licensure areas being represented in the meetings held bi-annually.

PERCA Narrative

Answers for Question 6

3. It will be a goal of the unit leader and the compliance officer to have all professors match the standards with specific assessments in the third column of the MLC licensure designed syllabi. Currently standards are placed in the second column in most syllabi which is the content column and then all assessments for the course are placed in the third column. The unit leader and compliance officer would like to see the one-to-one correspondence between the standard and the exact assessment in order that the data be robust when it comes to analysis for continuous improvement within and across the licensure programs.

PERCA Narrative

Answers for Question 6

4. More rubrics need to be created in order to have better collection of data for future PERCA submissions. Since 2016, the unit leader has been training colleagues on writing effective rubrics to assess both SEP and content standards in their current syllabi and then reporting that data electronically.
5. Continuous customization of the student information system, consisting of the Campus-Wide Database (CWDB) and the MLC Portal web application.

PERCA Narrative

Answers for Question 6

6. Continue to evaluate how SEP data is collected in order to better aggregate and disaggregate the information in to report meaningful conclusions.
7. Continue the process of collecting data on all Signature assessments by the time of the next PERCA submission.
8. Launch the triad assessment tool for first year teachers, mentors, and administrators in 2018-19. This tool will give better data to complete questions 1 and 2 in the Program Narrative.

PERCA Narrative

Answers for Question 6

9. Continue the process of collecting the post-baccalaureate data electronically in order to supplement historical data with current data.

Board of Teaching Becomes . . .

**Professional
Educator
Licensing &
Standards
Board**



PELSB Visit 2019



Minnesota Board of Teaching

June 19, 2015

Dr. Jeffrey Wiechman, Dean
Mr. Paul Tess, Chair
Dr. Cindy Whaley, Licensing Officer
School of Education
Martin Luther College

Dear Dr. Wiechman, Mr. Tess and Dr. Whaley:

It is my pleasure to notify you of Board of Teaching approval action.

On June 12, 2015 the Board of Teaching granted full continuing approval to Martin Luther College to prepare teachers for Minnesota licensure. Approval is effective through June 30, 2019.

The next onsite review will be spring 2019.

Thank you for your compliance to Board of Teaching standards and for preparing highly qualified teachers for our Minnesota schools.

Sincerely,

A handwritten signature in cursive script, reading "Erin R. Doan".

Erin Doan
Executive Director

Tiered Licensure: Its Connection to MLC Graduates



Tiered Licensure

Tiered licensure in Minnesota

TIER 1 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CAREER & TECHNICAL ED (CTE)
OR CAREER PATHWAYS COURSE OF STUDY (CP)*

OR

***CTE OR CP CANDIDATES MUST HAVE **ONE** OF THE FOLLOWING:**

AA degree

Professional certification

Five years of relevant work experience

Candidate must have a BA degree, unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.

- ▶ Good for one year and can be renewed three times, though there are conditions under which districts can renew further.
- ▶ District and teacher apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher.
- ▶ These teachers are not in the teacher bargaining unit and are not earning credit toward probation. Teachers at Tier 1 do not have continuing contract rights.

ANTICIPATED TRANSITION
DETAILS CAN BE FOUND AT
[HTTPS://EDUCATIONMINNESOTA.ORG/
RESOURCES.ASPX#CREDENTIALS-LICENSE.](https://educationminnesota.org/resources.aspx#credentials-licensure)

Revised August 29, 2017. Subject to change.

TIER 2 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

**TEACHER PREPARATION
PROGRAM ENROLLMENT**

OR

MASTER'S DEGREE

OR

TWO OF THE FOLLOWING:

Completed teacher preparation program

Eight upper-division credits in subject area

Training in subject-specific teaching methods

Passing scores on state tests in subject area

Two or more years experience
teaching in subject area

Candidate must be enrolled in a teacher preparation program, OR have a master's degree, OR have two of the following: completed teacher preparation program; eight upper-division credits in subject area; training in subject-specific teaching methods; two years of experience teaching in subject area; passing scores on state tests in subject area.

- ▶ Good for two years and can be renewed three times.
- ▶ District and teacher apply jointly.
- ▶ These teachers are in the teacher bargaining unit and are not probationary. However, if these teachers get to Tier 3, then two years of successful teaching at Tier 2 can count toward the Tier 3 requirement of three years of probation. Teachers at Tier 2 do not have continuing contract rights.

TIER 3 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

PASSING SCORES
CONTENT AND PEDAGOGY

AND

ONE OF THE FOLLOWING:

Completion of a Minnesota-approved
teacher preparation program (traditional
or alternative, if accredited)

Completion of a prep program from
another state that includes field-
specific student teaching equivalent
to requirements of MN programs

Portfolio in a given licensure field

Three years teaching experience at Tier 2
without being placed on an improvement plan

Professional teaching license from
another state, license in good standing,
and two years of teaching experience

Candidate has BA degree for all subjects except CTE or CP; passing scores on content and pedagogy exams; and ONE of the following: Completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited); completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs; portfolio in a given licensure field; professional teaching license from another state, license in good standing, and two years of teaching experience; three years of teaching experience under a Tier 2 license and evidence of summative evaluations that did not result in placement on an improvement plan.

- ▶ Good for three years and can be renewed indefinitely.
- ▶ Teacher applies for the license.
- ▶ These teachers are in the bargaining unit and must complete three years of probation. If a teacher at Tier 3 got to Tier 3 via Tier 2, two years of teaching at Tier 2 can count toward the three-year probationary requirement. Teachers at Tier 3 have continuing contract rights after completion of the probationary period.

TIER 4 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

**COMPLETION OF
PREPARATION PROGRAM**

AND

PASSING SCORES
CONTENT AND PEDAGOGY

AND

**PASSING SCORES ON BOARD-
APPROVED SKILLS EXAM**

AND

**THREE YEARS TEACHING
EXPERIENCE IN MINNESOTA**

AND

**MOST RECENT SUMMATIVE EVALUATION MUST NOT
HAVE RESULTED IN AN IMPROVEMENT PLAN**

The candidate must meet all Tier 3 requirements, have completed a preparation program or portfolio, have passing scores on content and pedagogy exams and passing scores on board-approved skills exam. In addition, the most recent summative evaluation must not have resulted in placing the teacher on an improvement plan.

- ▶ Good for five years and can be renewed indefinitely.
- ▶ Teacher applies for the license.
- ▶ These teachers are in the bargaining unit. Teachers at Tier 4 have continuing contract rights after completion of the applicable probationary requirement.



**THE VOICE FOR PROFESSIONAL
EDUCATORS AND STUDENTS**



Upcoming Meeting

Tuesday, April 10, 2018

4:15 – 6:30 pm

A scenic autumn forest with a path and a pond. The trees are covered in vibrant orange and red leaves, and the ground is covered in fallen leaves. A wooden fence is visible in the foreground.

*THANK YOU
FOR COMING!*

Have a great evening.