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**MINNESOTA BOARD
OF TEACHING**

**BIENNIAL
REPORT TO THE GOVERNOR**

**REPORT PERIOD
JULY 1, 2000 THROUGH JUNE 30, 2002**

Clause A: GENERAL STATEMENT OF BOARD ACTIVITIES

The Board of Teaching was established by Minnesota Statutes to assure the health, safety, and well-being of the citizens of the state by establishing standards of initial licensure and continuing occupational ability for approximately 124,000 licensed teachers. The responsibilities and authorities of the Board are delineated in M.S. 122A.09-122A.18 and M.S. Chapter 214.

- The Board establishes and maintains standards for the preparation and licensure of teachers by assuring sound and relevant programs of teacher preparation, establishing and revising standards of licensure in instructional areas, approving licensure programs offered by teacher preparation institutions approved by the Board, implementing an assessment system for licensure and maintaining a system of continued professional growth through licensure renewal requirements
- The Board provides leadership for improving teacher preparation and licensing through research and development on teacher licensure systems, beginning teacher programs, and the assessment of teaching skills.
- The Board addresses professional practice by suspending or revoking for cause any license issued by the Board, receiving complaints relative to M.S. 122A.20 and the Code of Ethics for Minnesota Teachers, and conducting investigations and processing complaints related to licensed personnel.
- The Board processes appeals resulting from denial of licensure and schedules contested case hearings. It also assists licensure candidates in disputes with preparation programs and determining their licensure qualifications.

During this biennium, the Board of Teaching has strengthened the preparation and licensing of teachers by requiring that the existing system be transformed from one based on inputs to one based on demonstrated competencies. The new system focuses on standards and performance-based assessments as the criteria for granting licenses. It will require all candidates for initial licenses to complete redesigned teacher education programs. This restructured licensure system will assure the public and the profession that beginning teachers have demonstrated the knowledge and skills needed to teach before they are licensed to practice independently.

The Board has the following standing committees: executive, standards and rules, legislative, and a council of liaisons. Task forces are frequently appointed to deal with specific issues such as teacher examinations, content area, licensure issues, and teacher education.

In addition, the Chair appoints two teacher members to serve as Disciplinary Committee Members whose duties are to review complaints and results of investigations alleging or implying a violation of a statute or rule which the Board is empowered to enforce, and to make recommendations to the Executive Director and the Office of the Attorney General regarding any disciplinary action that should be taken against a teacher's license, and what action is appropriate.

Specific policies and procedures have been developed related to Board operations. Examples of such operating policies and procedures include:

MINNESOTA BOARD OF TEACHING

1. guidelines for task force appointments and operations
2. guidelines for rule adoption
3. guidelines for granting waivers of licensure rules
4. guidelines to assist colleges and universities in the process of institutional approval
5. guidelines to assist colleges and universities in the process of program approval.

Minnesota Statutes Section 122A.09 charges the Board of Teaching "To develop a Code of Ethics governing standards of professional practices, including areas of ethical conduct and professional performance and methods of enforcement," and "to act in an advisory capacity to members of the profession in matters of interpretation of the Code of Ethics." Having established a Code of Ethics for Minnesota Teachers and methods for its enforcement, the Board advises the profession regarding its interpretation.

In accordance with Minnesota Statutes, the Board has implemented procedures for processing, investigating, and hearing complaints against licensed and unlicensed personnel in teaching. The Board has also established procedures related to the enforcement of the Code of Ethics. Minnesota Statutes Section 122A.20, subdivision 2. requires school districts to report to the appropriate licensing Board within 10 days of the following:

1. When any of its teachers are suspended or resign while an investigation is pending under any of the following:
 - a. Section 122A.40, subdivision 13, clauses (a), (b), (c), (d), and (e) (the Continuing Contract Law); or
 - b. Section 122A.41, subdivision 6, clauses (1), (2), and (3) (the Teacher Tenure Act for School Districts in Cities of the First Class); or
 - c. Section 626.556
2. When any of its teachers are discharged or resign after a charge is filed under either:
 - a. Section 122A.40, subdivision 13, clauses (a), (b), (c), (d), and (e).
 - b. Section 122A.41, subdivision 6, clauses (1), (2), and (3).

When it is found that grounds exist to suspend or revoke a teacher's license to teach, the Board must consider suspending or revoking or decline to suspend or revoke the teacher's license within 45 days of receiving a stipulation executed by the teacher under investigation or a recommendation from an administrative law judge that disciplinary action be taken.

An appeal procedure has been established by Board of Teaching rule whereby persons denied issuance or renewal of teaching licenses and Minnesota teacher preparing institutions denied program or institutional approval are entitled to a hearing pursuant to Minnesota Statutes Chapter 14 on such denial and to a final decision by the Minnesota Board of Teaching.

To provide leadership in teacher education and professional practice, the following goals were adopted by the Board of Teaching. **The FY 2001 Board of Teaching goals and objectives were:**

1. To advance measurably the objective of ensuring that every student in Minnesota's public schools be taught by a fully licensed teacher;

MINNESOTA BOARD OF TEACHING

2. To advocate continuous improvement of the teacher licensure system to serve the needs of Minnesota's students, teachers, and their schools;
3. To increase measurably the number and quality of teacher preparation programs in Minnesota;
4. To increase measurably the number and quality of teacher induction programs in Minnesota schools;
5. To strengthen measurably assistance to and collaboration with local continuing education committees;
6. To reduce measurably the incidence of teacher licensure violations in Minnesota's public schools;
7. To advocate and strengthen policies which advance physical, emotional, and educational safety, health, and excellence for all students; and
8. To strengthen state, national, and international partnerships which promote data-driven, standards-based educational improvement.

The FY 2002 Board of Teaching goals and objectives were:

Ongoing Goals and Commitments

1. To continue to advance measurably the objective of ensuring that every student in Minnesota's public schools be taught by a fully licensed teacher;
2. To continue to advocate continuous improvement of the teacher licensure system to serve the needs of Minnesota's students, teachers, and their schools;
3. To continue to increase measurably the number and quality of teacher preparation programs in Minnesota;
4. To continue to increase measurably the number and quality of teacher induction programs in Minnesota schools;
5. To continue to strengthen measurably assistance to an collaboration with local continuing education committees;
6. To continue to reduce measurably the incidence of teacher licensure violations in Minnesota's public schools;
7. To continue to advocate and strengthen policies which advance physical, emotional, and educational safety, health, and excellence for all students; and
8. To continue to strengthen state, national, and international partnerships which promote data-driven, standards-based educational improvement.

FY 2002 Task Goals and Commitments

1. To improve stakeholder dialogues regarding policies, rules, issues, concerns and accomplishments by development and support of a Board of Teaching Council of Liaisons and by increasing general public visibility of the Board;
2. To adopt rules that enhance teacher licensure, including implementation of new licenses in the areas of reading, career and technical education, and keyboarding for computer applications and implementation of new teacher credential assessment processes and procedures;
3. To consider other licensure field additions, including but not limited to new licenses in teaching gifted and talented students, teaching technology, online teaching, technology coordination, and teaching multidisciplinary curricula;
4. To develop and implement a customer service model that includes responses to all requests for information and assistance within two business days;
5. To complete all statutory report requests including reports on adult basic education, teacher testing, and special education preparation;
6. To continue to implement an effective teacher testing system in collaboration with the Educational Testing Service and our teacher preparation institutions with the advice of a task force convened specifically to examine and make recommendations regarding candidate assessment;
7. To design and implement a model of continuous improvement for teacher preparation, continuing education for teachers, and Board rule review and revision;
8. To review and upgrade teacher mentorship project evaluation procedures;
9. To support projects for the upgrading of the Department's Personnel Licensing processes; and
10. To study, consider, and improve the positive impact of Board policies, rules and procedures on educational success for students and their schools, teachers and communities.

According to the provisions of Minnesota Statutes Section 214.04, the Board has, since 1976, entered into an annual agreement for provision of services with the Department of Education (now the Department of Children, Families & Learning). Through this Agreement, the Board has established an efficient, effective, and fiscally responsible procedure to receive necessary services and staff assistance to carry out the statutory duties and responsibilities assigned to the Board.

Clause B: Total Number of Board Meetings Held FY 2001: 16
Total Number of Board Meetings Held FY 2002: 14

MINNESOTA BOARD OF TEACHING

Approximate Total Number of Hours Spend by Board Members in Meetings and Other Board Activities.

	<u>FY 2001</u>	<u>FY 2002</u>
Betty Aune	94 hours Meetings 46 hours Activities	76 hours Meetings 27 hours Activities
Michele Conners	50 hours Meetings 35 hours Activities	
Rosemary Crowe-Campos	36 hours Meetings 13 hours Activities	72 hours Meetings 28 hours Activities
Douglas Frisk	118 hours Meetings 86 hours Activities	116 hours Meetings 122 hours Activities
Robin Gilbert	62 hours Meetings 27 hours Activities	
Dee Grover-Thomas	30 hours Meetings 12 hours Activities	63 hours Meetings 41 hours Activities
Allen Hoffman	31 hours Meetings 11 hours Activities	83 hours Meetings 48 hours Activities
Patricia Hugoson	63 hours Meetings 55 hours Activities	
Renee Jesness	30 hours Meetings 16 hours Activities	79 hours Meetings 41 hours Activities
Jane Leonard	71 hours Meetings 25 hours Activities	40 hours Meetings 14 hours Activities
George Maurer	70 hours Meetings 37 hours Activities	
Rhoda Miller-Stroud	16 hours Meetings 8 hours Activities	20 hours Meetings 8 hours Activities
Walter Roberts	209 hours Meetings 117 hours Activities	193 hours Meetings 106 hours Activities
Richard Tschida	142 hours Meetings 52 hours Activities	84 hours Meetings 42 hours Activities
Francisca Vega-Taylor	84 hours Meetings 47 hours Activities	94 hours Meetings 74 hours Activities

MINNESOTA BOARD OF TEACHING

During FY 2001 and FY 2002 Board of Teaching members participated in the following activities: Board meetings, Board committee meetings, serving as Board liaison with organizations and other agencies, rulemaking, representing the Board at on-site college evaluations and at conferences other than meetings, at legislative hearings, and in preparation for Board meetings and Board committee meetings.

Clause C: The Receipt and Disbursement of Board Funds

	<u>FY 2001</u>	<u>FY 2002</u>	<u>Total</u>
Total State Appropriations	\$829,327*	\$616,000**	\$1,445,327
Total Non-Dedicated Fee Receipts	\$1,654,400	\$1,468,139	\$3,122,539
Total Disbursements	\$736,452	\$564,869	\$1,301,321

*The Board was allocated \$678,000 for FY01. The amount shown includes the carryover from FY00.

** The Board was allocated \$684,000 for FY02. Budget cuts resulted in the Board having a budget of \$616,000.

Comments: The Board of Teaching generates non-dedicated revenue from teacher licensure fees set by the Board. This revenue returns to the General Fund to recover the cost of the operations of the Board of Teaching. It also includes the operations of the Personnel Licensing Team of the Department of Children, Families & Learning, which issues, as required by statute, all licenses granted under the authority of the Board of Teaching. Both activities receive General Fund appropriations.

CLAUSE D: List of Board Members Who Served During FY 2001 and FY 2002

Number of Board Members required by statute: 11

The statutory length of term: 4 years

<u>Name and Address</u>	<u>Occupation</u>	<u>Date of Appointment and Reappointment</u>
Betty Aune Marshall	Public Member	2/14/00 – 1/5/04

MINNESOTA BOARD OF TEACHING

Rosemary Crowe-Campos St. Paul	Classroom Teacher	2/10/01 - 1/3/05
Michele Conners St. Paul	Classroom Teacher	8/28/98 – 1/2001
Douglas Frisk New Brighton	Classroom Teacher	7/5/99 – 1/6/03
Robin Gilbert Bloomington	Classroom Teacher	6/30/97 - 1/2001
Patricia Hugoson Granada	Classroom Teacher	10/6/98 – 1/2001
Dee Grover-Thomas Henderson	School Administrator	2/10/01 - 1/3/05
Allen Hoffman Courtland	Classroom Teacher	2/10/01 - 1/3/05
Renee Jesness Minneapolis	Classroom Teacher	3/20/-1 - 1/3/05
Jane Leonard St. Paul	Public Member	2/14/00 – 1/5/04
George Maurer Little Falls	School Administrator	6/30/97 - 1/2001
Rhoda Miller-Stroud Minneapolis	Classroom Teacher	7/5/99 – 10/2001 (resignation)
Walter Roberts Mankato	Teacher Education Faculty	7/5/99 – 1/6/03
Richard Tschida Forest Lake	Public Member	6/30/97 - 1/2001 2/10/01 - 1/3/05
Francisca Vega-Taylor Woodbury	Classroom Teacher	7/5/99 – 1/6/03

Clause E: List Board Employees Who Were Employed During FY 01 - 02

MINNESOTA BOARD OF TEACHING

<u>Name:</u>	<u>Job Classification/Title</u>	<u>Status</u>
Michael L. Tillmann	Unclassified/Executive Director	Full-time employee (through 4/30/02)
George Maurer	Unclassified/Executive Director	Full-time employee (beginning 5/1/02)
Nancy J. Triplett	Assistant to the Executive Director	Full-time employee
Sandra D. Needham	State Programs Administrator/Programs Adm.	Full-time employee
Bernadette Walberg	O.A.S. Principal/Administrative Assistant	Full-time employee

Clause F: Brief summary of Board rules proposed or adopted during this reporting period, FY 2001 and FY 2002. Give appropriate citations to the State Register and published rules for those adopted.

The Minnesota Board of Teaching proposed or adopted the following rules during this reporting period, FY2001 and FY2002.

Adopted Rules

Amendments to Rules Relating to Continuing Teacher License Issuance and Renewal [Minnesota Rules 8700.0900 to 8700.2300 and 8750.7000 to 8750.8400]. Request for Comments was published in 24 S.R. 30. Dual Notice of intent to adopt rules was published in 25 S.R. 8. Notice of Adoption was published in 25 S.R. 588.

Amendments to Rules Governing Examinations for Teacher Licenses, Amendments to Minnesota Rules, Part 8710.0500 was adopted on September 8, 2000. Request for Comments was published in 24 S.R. 898. Dual Notice of intent to adopt rules was published in 25 S.R. 5. Notice of Adoption was published in 25 S.R. 52.

Adopted Exempt Permanent Rules Relating to Teacher Licensing, Minnesota Rules, Part 8710.1250, Subpart 3 and Part 8710.1400, Subpart 3. Notice of Adoption was published in 26 S.R. 81.

Amendments to Rules Governing Teacher Licensure, Amendments to Minnesota Rules, Part 8710. Request for Comments was published in 24 S.R. 1268. Dual Notice of intent to adopt rules was published in 26 S.R. 309. Notice of Adoption was published in 26 S.R. 312.

Adopted Rules Relating to Teacher Licensure Exceptions, Minnesota Rules, Part 8700.7620 and Part 8710.4750, Subpart 2a. Request for Comments was published in 25 S.R. 1410. Dual Notice of intent to adopt rules was published in 26 S.R. 250. Notice of Adoption was published in 26 S.R. 700.

Adopted Rules Relating to Additional Teacher Licensure Renewal Requirement Regarding Reading Instruction Skills for All Teachers [Addition to Minnesota Rules, Part 8710.7200, Subpart 2. Request for Comments was published in 26 S.R. 272. Dual Notice of intent to adopt rules was published in 26 S.R. 809. Notice of Adoption was published in 26 S.R. 1512.

Proposed Rules

Proposed Amendments to The Teachers of Family and Consumer Sciences Licensure Field [Minnesota Rules 8710.4450]. Request for Comments was published in 26 S.R. 1267.

Planned Adoption of Rules Regarding Approval of Teacher Preparation Programs Offered by Entities Other than Colleges and Universities, Minnesota Rules Proposed Part 8700.7610. Request for Comments was published in 26 S.R. 273.

Clause G: List the number of persons having each type of license and registration issued by the Board as of June 30, 2002.

<u>Type of License/Registration</u>	<u>Total Number in Effect</u>
Standard Licenses	103,798
Life Licenses	14,364
Limited Licenses	2,244
Vocational Licenses	3,136

Note: Post secondary, adult vocational, and administrative licenses are not issued by this Board.

Clause H: Administration of Examinations by Board

Legislation enacted in 1985 required the Minnesota Board of Teaching to adopt examinations for assessing skills in reading, writing, and mathematics for teachers licensed under its authority and to adopt rules for implementation and ongoing administration of the examinations.

In addition, effective September 1, 2001, examinations in content and pedagogy have been adopted as requirements for first time applicants for teacher licensure in Minnesota. Minnesota licensed classroom teachers adding a new licensure field must take the specified content test but are not required to take a pedagogy test.

The Board has adopted Praxis I and Praxis II examinations administered nationwide by the Educational Testing Service (ETS) at least four times annually. Testing centers are conveniently located throughout the state.

MINNESOTA BOARD OF TEACHING

Clause I: The number of persons examined by the Board.

FY 2001

Total number of persons taking examinations
in reading, writing, and mathematics 17,397

Total number of persons passing the exams 15,784

Data for persons taking reading, writing, and mathematics examinations in fiscal year 2002 is not available at this time. Neither is there information available for persons taking the content and pedagogy examinations.

Clause J: The number of persons licensed or registered by the Board after taking the examinations.

FY 01 & 02

Total number of persons granted licenses or
registration (includes renewals and endorsements) 65,211

Total number of persons taking exam and
granted initial licensure 17,124

Clause K: The number of persons not licensed or registered by the Board after taking the examinations.

FY 01 & 02

Total number of persons denied
licensure - did not meet standards 339

Clause L: The number of persons not taking examinations who were licensed or registered by the Board or who were denied licensing or registration with the reason for the licensing or registration or denial thereof.

Minnesota Rules, Part 8710.0500, subpart 1, provides that all applicants for initial licensure must provide official evidence of having successfully completed examinations in reading, writing, and mathematics. On or after September 1, 2001, all applicants for initial licensure

MINNESOTA BOARD OF TEACHING

Summary of Complaints and Communications by Specific Category

Summary of Responses and Dispositions for each Specific Category

82	Allegations of immoral character or conduct	8	Licenses suspended
		6	Licenses revoked
		2	Licenses surrendered
		4	Licenses denied
		36	Allegations unsubstantiated/dismissed
		26	Investigations pending
90	Allegations of violation of the Code of Ethics	3	License suspended
		1	License revoked
		2	License denied
		60	Allegations unsubstantiated/dismissed
		24	Investigations pending
6	Allegations of violation of the Code of Ethics and immoral character or conduct	3	Allegations unsubstantiated/dismissed
		3	Investigations pending
39	Previous criminal sexual conduct conviction	39	License permanently revoked
4	Reports from clearinghouse	1	License issued
		3	File flagged, license expired
50	Department of Revenue complaints	50	License suspended
11	Allegations of gross inefficiency	4	Allegations unsubstantiated/dismissed
		7	Investigations pending
2	Investigations of previous conviction of a crime other than a traffic violation	1	Licenses denied
		1	Application withdrawn
11	Failure to complete contract	9	No action
		2	Investigations pending
4	Fraud or misrepresentation	3	No action
		1	Investigations pending
1	Report from other licensing board	1	License denied
8	Failure to meet licensure requirements	7	License surrendered
		1	No action
3	Teaching without a license	3	Social security number flagged, not licensed

Clause P: State any other objective information which the board members believe will be useful in reviewing Board activities:

Today, approximately 56,000 licensed teachers are serving in Minnesota public schools in over forty-five academic and special areas. Others are being prepared for their chosen profession in twenty-eight approved teacher preparation institution in this state. The Board of Teaching has established a broad base for the formulation and implementation of licensure rules, so that proposals for rule development or revision will truly reflect the needs of students and the profession.

The Board of Teaching has adopted and is implementing a restructured teacher preparation and licensing system which will put the state of Minnesota in the forefront of teacher education reform. A major requirement of the new system will be completion of statewide examinations of teaching knowledge and skills. The new system is based on teacher demonstration of knowledge, skills and abilities acquired through a coherent program of study that is results-based, research-driven, and clinically-focused. These changes will provide valuable support to beginning teachers and ensure that they enter the profession well equipped to carry out today's education reforms. As part of this system, new licensure rules were developed that are based on standards that are clearly related to the results-oriented graduation rule. A rigorous licensing system will provide a catalyst for more demanding preparation and promote high-quality teaching. This restructured teacher preparation and licensing system will result in more extensive, higher quality professional preparation and licensure, and thus, improved instruction for all students. New renewal requirements will ensure career-long enhancement of teacher competence.

The Board has already taken leadership in advancing and developing induction and mentorship programs for new teachers and to address districts' needs as they experience difficulty securing or retaining licensed teachers to serve their students.

