



Minnesota Board of Teaching

February 3, 2012

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.*

BOT Primary Duties

- Teacher preparation licensure rules
- Teacher testing requirements
- Institutional approval
 - *Initial & ongoing*
 - *32 institutions approved*
- Licensure program approval
 - *Initial & ongoing*
 - *650 approved programs*
- Teacher license renewal requirements
- Disciplinary action

Teacher Licensing in MN: The providers

Institutional
Approval

Program
Approval

Enroll
Candidates

Teacher Licensing in MN: The candidates

Enroll in an
approved
program

Meet licensure
and “local”
requirements

Receive a
recommendation
for licensure and
apply for a license

Proposed PERCA Structure

Program Effectiveness Reports for Continuing Approval

TIER 1: INPUT (process / program design) MEASURES

Form 1	Institutional Authorization
Form 2	Standards of Effective Practice (SEP) Coursework
Form 2a	Standards of Effective Practice (SEP) Matrix
Form 3	Content Coursework
Form 3a	Content Standards Matrix
Form 4	Faculty Qualifications
Form 5	Clinical Experiences & Student Teaching
Form 6	Assessment Processes

TIER 2: CANDIDATE PERFORMANCE MEASURES

Form 7	TPA: Teacher Performance Assessment
	<i>Task 1: Planning Instruction & Assessment</i>
	<i>Task 2: Instructing and Engaging Students in Learning</i>
	<i>Task 3: Assessing Student Learning</i>
Form 7	Content Knowledge (by subtests)
Form 7	Pedagogy Test (by subtests)

TIER 3: PROGRAM ANALYSIS

Form 8	Continuous Improvement & Data-Driven Decision-Making
	<i>New Teacher Survey</i>
	<i>Supervisor Survey</i>

National effort in teacher education

- National Partnership

- American Association of Colleges for Teacher Education (AACTE)
- Partnership for Teacher Quality (AACTE and NEA)
- Stanford University

Note: Support from Council of Chief State School Officers (CCSSO)

- Minnesota Partnership

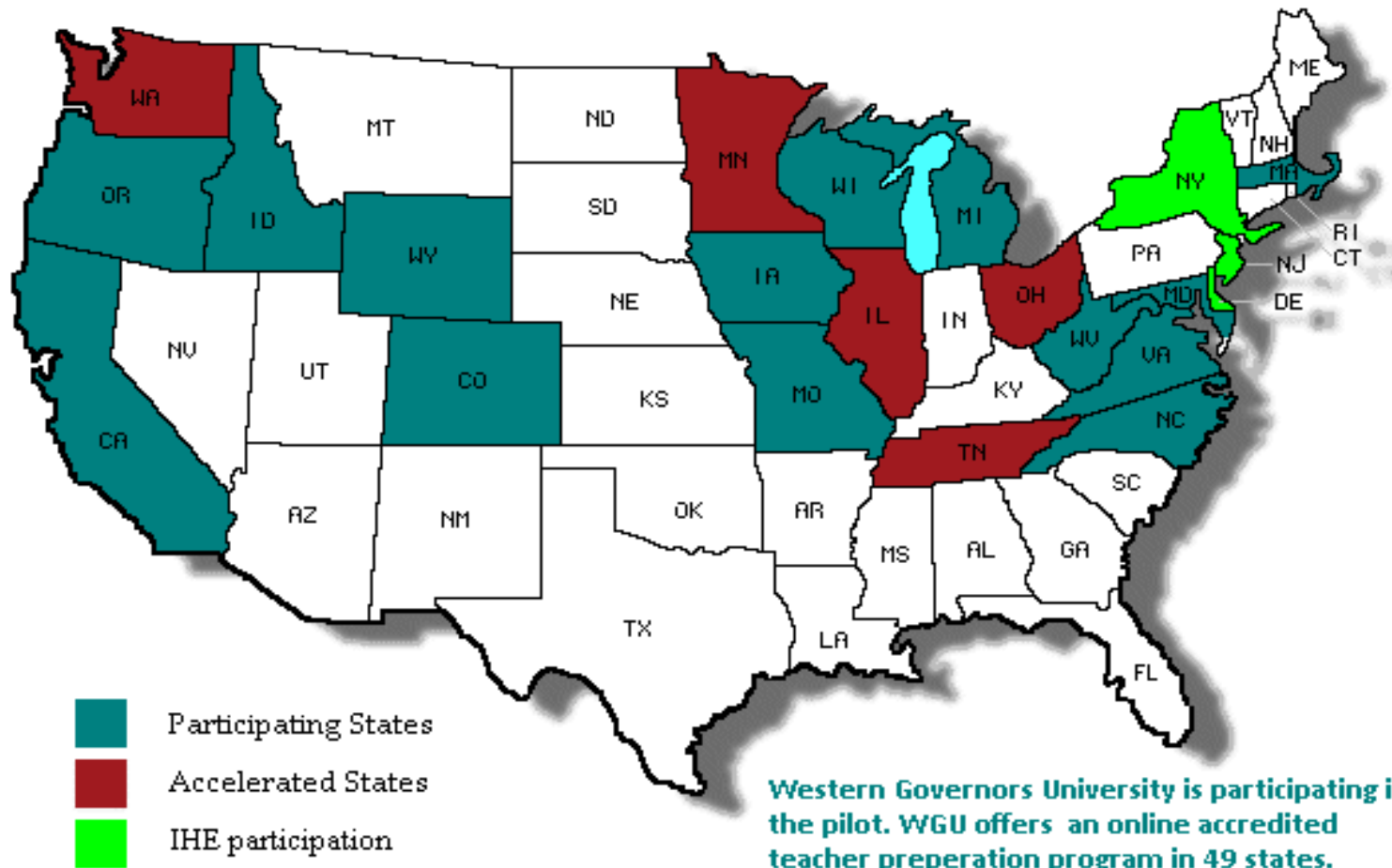
- Board of Teaching
- Minnesota Association of Colleges of Teacher Education (MACTE)
- Bush Foundation
- MN Department of Education

- 20+ states have joined the TPA Consortium (TPAC)

- 5 states, including Minnesota, are accelerated states

Partnering States

States Involved in National Assessment



TPA Design Principles

The assessment should . . .

1. Be educative for both candidates and experienced educators involved in its implementation;
2. Represent a complex view of teaching;
3. Center on student learning;
4. Be discipline-specific;
5. Consist of integrated tasks;
6. Result in analytic feedback to the candidate.

TPA Overview

- Occurs during student teaching
- Documents teaching and learning in a 3-5 day discipline-specific learning segment for one class of students
- Based on evidence from practice (e.g., student work samples, video of teaching)
- Scored by trained scorers
- Scored against descriptive performance rubrics on a scale of 1-5

TPA Structure

Planning	Instruction	Assessment
<ul style="list-style-type: none">• Instructional and social context• Lesson plans• Handouts, overheads, student work• Planning Commentary	<ul style="list-style-type: none">• Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Analysis of Whole Class Assessment• Analysis of learning and Feedback to 2• Instructional next steps• Assessment Commentary

Daily Reflection Notes

Final Retrospective Reflection Commentary

Evidence of Academic Language Development

Targeted Competencies

PLANNING

- Planning focused, sequenced instruction
- Using knowledge of students to inform teaching
- Planning assessments to monitor and support student learning

INSTRUCTION

- Engaging students in learning
- Deepening student learning during instruction

ASSESSMENT

- Analyzing student performance
- Using assessment to inform instruction
- Using feedback to guide further learning

REFLECTION

- Analyzing teaching effectiveness

ACADEMIC LANGUAGE

- Identifying language demands
- Supporting students' academic language development

Why TPA??

- Preparation for serving **STUDENTS**
- Faculty impact; ongoing program analysis and improvement
- Board of Teaching regulatory requirements

TPA in MN Schools

- No additional duties for cooperating teachers
- Cohesion across programs and institutions
- Depth of candidate preparation

- **HELP NEEDED!**
 - *Communication plans*
 - *Release forms*