

Requirements for Initial Teacher Licensure

The Minnesota Standards of Effective Practice (SEPs) define the body of skills and knowledge that Minnesota expects all teachers to possess before they are licensed to begin practice. Approved teacher preparation programs must document where the standards are taught and how they are assessed. The SEPs include the following 10 standards and 125 sub-standards. Additional Standards of Effective Practice must be met by candidates in each content area and field of licensure. Beginning in 2010, preparation programs were required to amend their practices to include an additional 22 content area standards to assess candidates' ability to not only read in their content area but to teach reading across the curriculum using scientifically based reading strategies.

Standard 1	Subject matter – 10 specific sub-standards
Standard 2	Student learning – 8 specific sub-standards
Standard 3	Diverse learners – 18 specific sub-standards
Standard 4	Instructional strategies – 12 specific sub-standards
Standard 5	Learning environment – 18 specific sub-standards
Standard 6	Communication – 11 specific sub-standards
Standard 7	Planning instruction – 8 specific sub-standards
Standard 8	Assessment – 14 specific sub-standards
Standard 9	Reflection and professional development – 13 specific sub-standards
Standard 10	Collaboration, ethics, and relationships – 13 specific sub-standards
Amendments	Reading across the curriculum standards – 22 specific sub-standards

Candidates are required to pass **Minnesota Teacher Licensure Exams** in order to be recommended for licensure:

- Basic Skills Tests in Reading, Writing and Math
- Tests of Content Knowledge in the areas they will be licensed to teach
- Tests of Teaching Knowledge and Skills

Candidates must also:

- Complete the edTPA performance assessment and submit for external scoring. The edTPA is a week-long performance of teaching that includes planning, instruction, video-taping and reflecting on their teaching, assessing student learning and providing effective feedback, assessing the impact of teaching on student learning, addressing the needs of diverse learners including evidence of adapting teaching to meet the needs of English language learners, and reflecting upon how to modify and improve teaching and learning.
- Successfully pass student teaching (11-13 consecutive weeks of classroom teaching and mentoring by an approved practicing teacher and College supervisor.)

SOE Continuous Improvement Model

Key points are established within the program where **multiple assessments of student's eligibility to continue in the program are reviewed:**

- **Rigorous coursework and clinical experiences begin in licensure candidates' first year.** Licensure candidates are observed and mentored in their early field experience and throughout their student teaching, receiving feedback on instructional approaches, content knowledge, and progress toward attainment of the **Minnesota Standards of Effective Practice.**
- **Grade Point Averages** are reviewed at program application and at key points for continuation in the program
- **Course Assessments:** Aligned and assess all Minnesota Standards of Effective Practice
- **Student Teacher Mid and Final Evaluations:** Completed by P-12 teacher and college supervisors
- **Professional Behavior Assessment:** Completed at key points throughout the program
- **Exit, Alumni and Employer Surveys** area aligned to the Minnesota Standards of Effective Practice and the SOE program claims.
- **Student Exit Focus Groups:** Conducted by school dean with all undergraduate completers at program completion