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**MINNESOTA BOARD
OF TEACHING**

**BIENNIAL
REPORT TO THE GOVERNOR**

**REPORT PERIOD
JULY 1, 1998 THROUGH JUNE 30, 2000**



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 128,000 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 relicensure.
- 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.

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.

Minnesota Statutes require that the Board receive recommendations from local committees as established by the Board for the renewal of teaching licenses. This process has been followed throughout the period of time covered by this report and will be continued.

The Board has established a policy governing the establishment of Board standing committees together with procedures for the operations of such standing committees. All Board standing committees are composed primarily, but not solely, of Board members.

The Board has the following standing committees: executive, standards and rules, and legislative.

1. Standing committees shall typically consist of three to five members. Committee appointments shall be made by the chair and shall run from January 1 through December 31.
2. Committee meetings shall be called at a time and place to be determined by the committee chair and in consultation with the chair of the Board. A notice of time,

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place and agenda is prepared and distributed by the Executive Director in consultation with the committee chair.

3. The chair of each committee shall report to the Board at regular meetings of the Board.
4. Meetings of the standing committees shall be for discussion of major issues related to the task assigned to the committee by the Board. The responsibility of each standing committee shall be to provide a forum whereby input from various viewpoints related to a charge or task directed to the committee from the Board can be received and discussed. It shall be the responsibility of each committee, as well as individual members of the committee, to attend to the specific task or tasks assigned to them by the Board.
5. Staff shall be responsible for presenting to committee meetings information which is pertinent to the task of the standing committee. Staff attending committee meetings shall be responsible for taking minutes of committee meetings if requested by the chair of the committee. Staff shall also draft language to reflect the general consensus of discussions during standing committee meetings for reactions from the committee.
6. The function and structure of committees may be revised periodically by the Board.
7. The purpose and duties of the standing committees shall be as follows:
 - a. Executive Committee
 - 1) To serve as a steering committee for conducting Board business and setting agenda for meetings.
 - 2) To serve as an advisory committee to the executive director of the Board in the implementation of Board policies.
 - 3) To assess Board financial needs.
 - 4) To consult with staff in the preparation of the biennial budget request and accompanying rationale.
 - 5) To monitor Board expenditures and to take note of Board needs which should be reflected in the next budget request.
 - 6) To periodically revise a philosophy statement which reflects the purpose and intent of the Board and which is to be used as the basis for the Board action and as guidance for the development of policies and rules.
 - 7) To advise the Board of the relevance and application of the philosophy to the various deliberations and actions of the Board.

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- 8) To make the Board aware of the needs of all people of Minnesota and how Board actions and policies affect individuals, groups, interpersonal relationships, and communities in the state.
 - 9) To study the current licensure and fee structure and to make recommendations to the Board regarding structure and types of licensure needed.
 - 10) To initiate Board of Teaching press releases on matters of interest and information to teachers and the general public, including timely human interest stories about Board of Teaching members.
- b. Committee on Standards and Rules
- 1) To review proposals for new or revised rules from task forces and other groups and to make recommendations to the Board on these proposals.
 - 2) To develop or revise, as needed, guidelines for the structure and operations of task forces and ad hoc committees called by the Board.
 - 3) To develop and revise, as needed, guidelines for the roles of the Board members representing the Board to other organizations, task forces and committees.
 - 4) On a five-year basis, study the current rule governing continuing education/relicensure and make recommendations to the Board as needed.
 - 5) To supervise the periodic revision of a code of ethics.
 - 6) To make recommendations to the Board regarding the revision of policies and rules relative to program and institutional approval.
- c. Committee on Legislation
- 1) To keep the Board informed of legislation, existent and proposed, which affects or may affect the Board.
 - 2) To develop strategies for implementation of legislative initiatives.
 - 3) To offer testimony to appropriate committees of the legislature regarding any proposed legislation pertaining to the Board.
 - 4) To assist the chair in necessary contacts with the governor and/or staff and with the legislators and/or their staff members.

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

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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:

- 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. By agreement with the Department of Children, Families & Learning, the Board of Teaching is also responsible for processing all reports required by Minnesota Statutes, section 122A.20.

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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 1999 Board of Teaching goals and objectives were:**

Phase I - Pre-Service Teacher Preparation

- To adopt rules establishing competencies for beginning teachers, to be effective September 1, 2001, and thereafter.
- To design and plan adoption of rules establishing uniform assessments of general teaching knowledge and licensure specific knowledge.
- To complete the design and prepare adoption of updated teacher preparation institutional and program approval policies and procedures.

Phase II - Beginning Teacher Induction

- To complete the design and facilitate adoption of policy and procedural specifications for competency-based beginning teacher induction.

Phase III - Career Teacher Professional Development

- To complete the design and prepare for adoption of a continuous improvement system of career teacher professional development for licensure renewal, including individual professional development plans and optional National Board certification.

The FY 2000 Board of Teaching goals and objectives were:

Phase I - Pre-Service Teacher Preparation

1. To research and contract for and propose to adopt rules establishing uniform assessments of general teaching knowledge and licensure specific knowledge.
2. To design and adopt any additional licensure fields and provisions to complement already adopted licensure rules.
3. To adopt updated teacher preparation institutional and program requirements and to continue approving teacher preparation institutions and programs on a schedule which will ensure completion of approval within new licensure requirement timelines.

Phase II - Beginning Teacher Induction

1. To facilitate adoption of policies which ensure statewide teacher induction based on the Standards of Effective Practice.

Phase III - Career Teacher Professional Development

1. To adopt rules which increase options for continuing education/licensure renewal.

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2. To assist schools in providing all students with fully qualified teachers who will implement educational best practices in their teaching.

In compliance with 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 the necessary services and staff assistance to carry out the statutory duties and responsibilities assigned to the Board.

Clause B: Total Number of Meetings Held FY 1999: 12
Total Number of Meetings Held FY 2000: 12

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

	<u>FY 1999</u>	<u>FY 2000</u>
Betty Aune		17 hours Meetings 7 hours Activities
Michele Connors	35 hours Meetings 17 hours Activities	93 hours Meetings 44 hours Activities
Douglas Frisk		104 hours Meetings 59 hours Activities
Robin Gilbert	65 hours Meetings 54 hours Activities	88 hours Meetings 44 hours Activities
David Green	92 hours Meetings 84 hours Activities	41 hours Meetings 18 hours Activities
Patricia Hugoson	44 hours Meetings 20 hours Activities	118 hours Meetings 42 hours Activities
Jane Leonard		15 hours Meetings 7 hours Activities
Anne Jensen (formerly Fleener)	112 hours Meetings 62 hours Activities	
Roger Josephson	88 hours Meetings 40 hours Activities	
George Maurer	80 hours Meetings 38 hours Activities	104 hours Meetings 53 hours Activities

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Rhoda Miller-Stroud		66 hours Meetings 30 hours Activities
Walter Roberts		68 hours Meetings 33 hours Activities
Mary Ann Oldham	103 hours Meetings 61 hours Activities	
Elaine Prom	169 hours Meetings 59 hours Activities	
Marilu Theodore	65 hours Meetings 34 hours Activities	93 hours Meetings 28 hours Activities
Richard Tschida	66 hours Meetings 27 hours Activities	165 hours Meetings 42 hours Activities
Francisca Vega-Taylor		75 hours Meetings 32 hours Activities

During FY 1999 and FY 2000 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 1999</u>	<u>FY 2000</u>	<u>Total</u>
Total State Appropriations	\$250,868	\$673,000*	\$923,868
Total Non-Dedicated Fee Receipts	\$1,401,399	\$1,518,582	\$2,919,981
Total Disbursements	\$212,014	\$462,167	\$ 674,181

*Aids now included in Appropriation, rather than separately accounted.

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.

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CLAUSE D: List of Board Members Who Served During FY 1999 and FY 2000

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
Michele Conners St. Paul	Classroom Teacher	8/28/98 – 1/2001
Robin Gilbert Bloomington	Classroom Teacher	6/30/97 - 1/2001
David Green Lake Park	Public Member	5/11/92 - 1/8/96 2/12/96 - 1/2000
Patricia Hugoson Granada	Classroom Teacher	10/6/98 – 1/2001
Anne Jensen (formerly Fleener) Minnetonka	Higher Education Member	5/15/91 - 1/2/95 3/4/95 - 1/1999
Roger Josephson Detroit Lakes	Classroom Teacher	10/12/96 - 1/1999
Jane Leonard St. Paul	Public Member	2/14/00 – 1/5/04
George Maurer Little Falls	School Administrator	6/30/97 - 1/2001
Mary Ann Oldham Coon Rapids	Classroom Teacher	2/28/98 - 1/1999
M. Elaine Prom Rochester	Classroom Teacher	5/15/91 - 1/2/95 3/4/95 - 1/1999
Marilu Theodore Plymouth	Public Member	2/12/96 - 1/2000
Richard Tschida Forest Lake	Public Member	6/30/97 - 1/2001

Clause E: List Board Employees Who Were Employed During FY 99 - 00

<u>Name:</u>	<u>Job Classification/Title</u>	<u>Status</u>
Michael L. Tillmann	Unclassified/Executive Director	Full time employee
Nancy J. Triplett	Unclassified/Assistant to the Executive Director	Full time employee (beg. 11/8/99)
Sandra D. Needham	Executive I/Administrative Assistant	Full time employee

Clause F: Brief summary of Board rules proposed or adopted during this reporting period, FY 1999 and FY 2000. 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, FY1999 and FY2000.

Adopted Rules

Amendment to Rules Governing Teacher Licensure, Minnesota Rules, Parts 8710.0100 – 8710.6400 was adopted on March 19, 1999. Request for Comments was published in 22 S.R. 356. Dual Notice of intent to adopt rules was published in 23 S.R. 1030. Notice of Adoption was published in 23 S.R. 1928.

Rules Governing Licensure for Teachers of Special Education: Oral/Aural Deaf Education, Minnesota Rules, Part 8710.5250 was adopted on January 14, 2000. Request for Comments was published in 24 S.R. 151. Dual Notice of intent to adopt rules was published in 24 S.R. 738. Notice of Adoption was published in 24 S.R. 1129.

Amendments to Rules Governing Approval of Teacher Preparation Institutions and Programs, Minnesota Rules Part 8700.7600 was adopted on May 12, 2000. Request for Comments was published in 23 S.R. 30. Dual Notice of intent to adopt rules was published in 24 S.R. 885. Notice of Adoption was published in 24 S.R. 1781.

Proposed Rules

Planned Amendments to Rules Governing Teacher Licensure, amendments to Minnesota Rules, Part 8710. Request for Comments was published in 24 S.R. 899.

Planned 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

Planned Amendments to Rules Governing Examinations for Teacher Licenses, Amendments to Minnesota Rules, Part 8710.0500. Request for Comments was published in 24 S.R. 898.

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Clause G: List the number of persons having each type of license and registration issued by the Board as of June 30, 2000.

<u>Type of License/Registration</u>	<u>Total Number in Effect</u>
Standard Licenses	106,953
Life Licenses	16,894
Limited Licenses	998
Vocational Licenses	<u>3,624</u>
TOTAL ACTIVE LICENSES	128,469

Note: Post secondary and adult vocational 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.

Data from the administration of examinations for licensure is available in a statistical report entitled *Report of Minnesota's Administration of the Skills Area Examinations 1987-96*, and by contacting the Executive Director.

Clause I, J, K: Minnesota residence by type of license/registration

State residence is not a requirement for teaching licensure in Minnesota. Data are not maintained on the basis of residence. To maintain such data would require a substantial budget increase for the Minnesota Board of Teaching administrative services.

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Clause L: The number of persons 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.

	<u>FY 1999</u>	<u>FY 2000</u>	<u>FY 99 & 00</u>
Total number of persons granted licenses or registration (includes renewals and endorsements)	25,222	33,319	58,541
Total number of persons taking exam and granted initial licensure	5,886	6,543	12,429
Total number of persons denied licensure - did not meet standards	260	154	414

NOTE: Minnesota Rules, Part 8700.0210, subpart 1, provides that, effective April 4, 1988, all applicants for initial licensure must provide official evidence of having successfully completed examinations. Effective April 8, 1991, these examinations are also required for applicants for secondary vocational teaching licenses.

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Clause M: Persons previously licensed or registered by the Board whose licenses or registrations were revoked, suspended or otherwise altered in status, with brief statements of the reasons for the revocation, suspension or alteration.

	<u>FY 1999</u>	<u>FY 2000</u>	<u>FY 99 & 00</u>
Total Number of Revocations	19	10	29
Total Number of Suspensions	12	13	25
Total Number of Surrenders	4	13	17
Total Number of Other Status Changes	0	0	0

<u>Type of License</u>	<u>No. Revoked</u>	<u>No. Suspended</u>	<u>No. Surrendered</u>	<u>Reason</u>
Elementary	9	8	6	M.S. 122A.02
Secondary	14	7	8	M.S. 122A.02
Middle	1	1	0	M.S. 122A.02
K-12	5	8	2	M.S. 122A.02
PreK	0	0	1	M.S. 122A.02
Vocational	0	1	0	M.S. 122A.02

Clause N: List the number of complaints and other communications received by the Executive Director, each board member, employee or other person performing services for the Board.

FY 1999 177 written complaints
 0 oral complaints

FY 2000 129 written complaints
 0 oral complaints

that allege or imply a violation of a statute or rule which the Board is empowered to enforce. These totals include cases referred to the Attorney General's staff who are assigned to assist the Board.

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Clause O: Summarize, by specific category, the substance of the complaints and communications referred to in Clause (n) of M.S. 214.07, and, for each specific category, the responses or dispositions thereof pursuant to M.S. 214.10 and 214.11 (Indicate authority/citations for Disposition).

Summary of Complaints and Communications by Specific Category		Summary of Responses and Dispositions for each Specific Category	
108	Allegations of immoral character or conduct	8	Licenses suspended
		11	Licenses revoked
		1	Licenses denied
		1	On monitoring
		55	Allegations unsubstantiated/dismissed
		32	Investigations pending
76	Allegations of violation of the Code of Ethics	2	License suspended
		1	License revoked
		1	License denied
		62	Allegations unsubstantiated/dismissed
		10	Investigations pending
7	Reports from clearinghouse	7	Dismissed
4	Department of Revenue complaints	3	License suspended
		1	No action, clearance received
28	Allegation of gross inefficiency	1	License suspended
		1	License revoked
		20	Allegations unsubstantiated/dismissed
		6	Investigations pending
9	Investigation of previous conviction of a crime other than a traffic violation	3	Licenses denied
		5	No action
		1	Investigations pending
10	Failure to complete contract	1	License suspended
		9	No action
12	Fraud or misrepresentation	7	No action
		5	Investigations pending
3	Reports from other licensing boards	1	License denied
		2	Investigations pending
23	Appeal of denial of license	5	License denied
		15	License issued
		3	No action, appeal withdrawn

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3	Previous criminal sexual conduct conviction	3	License revoked
23	Failure to meet licensure requirements	10	License surrendered
		6	Licenses issued
		7	No action

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

Today, approximately 63,000 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-six 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.

Through its efforts with the National Association of State Directors of Teacher Education and Certification and the Chief State School Officers, the Board is working for the establishment and maintenance of high standards of teacher licensure in all states so that one day Minnesota might join in a system of inter-state licensure reciprocity, confident that others share our professional expectations.

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 increased difficulty securing licensed teachers to serve their students.