



Guidance to Support Teacher Preparation Providers during the COVID-19 Pandemic

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Background

On March 15, 2020, Governor Walz ordered all Minnesota’s public schools to temporarily close from March 18, 2020, through March 27, 2020, to provide time for the schools to adequately plan for continuity of education during the COVID-19 pandemic.¹ On March 25, 2020, Governor Walz directed public schools to implement a distance learning period beginning on March 30, 2020, through May 4, 2020.²

The statewide school closures and other measures taken in response to the COVID-19 pandemic directly impact teacher candidate’s ability to complete student teaching requirements, as well as other program requirements, as set forth in administrative rule.

This guidance is intended to ensure the processing of the Spring 2020 candidates’ licensure applications are as seamless as possible.

Please note, 2020 legislation may change the initial licensure processes outlined in this document. PELSB will publish an updated policy manual to reflect any changes.

¹ Minn. Emerg. Exec. Order No. 20-02 (March 15, 2020), https://mn.gov/governor/assets/EO%2020-02%20Final_tcm1055-423084.pdf.

² Minn. Emerg. Exec. Order No. 20-19 (March 25, 2020), https://mn.gov/governor/assets/2a.%20EO%2020-19%20FINAL%20SIGNED%20Filed_tcm1055-425019.pdf.

Student teaching for candidates seeking initial licensure

State regulations require that a teacher candidate enrolled in a teacher preparation program for initial licensure complete 12 continuous weeks of face-to-face student teaching.

Minnesota Rule 8705.1000, subpart 3G. For initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000 to 8710.8080.

Variance requests approved:

The Professional Educator Licensing and Standards Board (PELSB) has approved the following options for candidates hoping to complete their student teaching this spring:

- 10 weeks or more of face-to-face student teaching;
- 6 - 9 weeks of face-to-face student teaching supplemented by online or distance learning student teaching for a total of 10 weeks of student teaching (weeks do not have to be continuous);
- 6-9 weeks of face-to-face student teaching supplemented by replacement experiences or verification of preparedness (weeks do not have to be continuous).
- 5 weeks or fewer of face-to-face student teaching plus a continuation of student teaching online or through distance learning, and additional experiences as put forth in specific requests.
- The Board has also approved variances for individual providers.

For more information, please refer to appendix A.

Required pipeline list documentation:

To help with the licensure process, PELSB is asking that teacher preparation providers submit a pipeline candidate list of all teacher candidates who had modified student teaching experiences in spring 2020. This pipeline list must be submitted to PELSB prior to recommending candidates for licensure.

PELSB has created a [pipeline template](#) to help with this process. Note that tabs have been created to separate candidates who have completed 10 weeks of face-to-face student teaching, 6-9 weeks, fewer than 6 weeks, and middle level endorsements. Once the pipeline list is completed, please save the file with your institution's name and email it to Emily Busta at emily.busta@state.mn.us. Please reach out to Emily with any questions.

Documented feedback and triad meetings:

State regulations require that programs ensure each candidate receives documented feedback and participates in triad meetings during their student teaching experience.

Minnesota Rule 8705.2100, subpart 2 (D)(4)(d). The [RIPA] application must provide evidence of the following field experiences and student teaching standards: qualified faculty and supervisors and cooperating teachers each provide documented feedback multiple times, including at least two triad conferences including the candidate, supervisor, and cooperating teacher.

If the following is true, you do **NOT** need to seek a variance:

- triad meetings take place virtually; and/or

- feedback is documented differently than normal.

You may contact board staff to discuss a variance you would like to seek if:

- your candidates fit under the waiver of having completed 10 weeks of face-to-face student teaching and did not have a second triad meeting; and/or
- your candidates fit under the waiver of having completed 6-9 weeks of face-to-face student teaching plus alternative learning experiences and assessments and have not had a second triad meeting.

Diverse placements:

State regulations require providers to ensure that all candidates have experiences with diverse populations.

Minnesota Rule 8705.1000, subpart 3 (C). The unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.

If the following is true, you do **NOT** need to seek a variance:

- if your process assures that at SOME point during clinical experiences (field experience and/or student teaching), even with COVID-19 disruptions, candidates have experience with diverse populations including those listed in this rule; and/or
- if candidates can have experiences with diverse populations in future placements.

Experiences in full scope of licensure area sought:

State regulations require that candidates complete clinical experiences aligned to the scope and the content of the license sought.

Minnesota Rule 8705.1000, subpart 3 (B). The unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought.

If the following is true, you do **NOT** need to seek a variance:

- if your process assures that at SOME point during clinical experiences (field experience and/or student teaching), even with COVID-19 disruptions, candidates have experience with all levels within the scope; and/or
- if candidates can have experiences with a missing level in a future placement (even if virtual).

Field experience hours for candidates seeking initial licensure

State regulations require each candidate for initial licensure to complete at least 100 hours of field experience hours prior to student teaching.

Minnesota Rule 8705.1000, Subpart 3(G). For initial licensure, each program requires ... compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000 to 8710.8080.

If any of the following are true, you do **NOT** need to seek a variance:

- if candidates complete 15 weeks or more of full-time student teaching (as the weeks prior to the 12 required can be counted as field experience hours);
- if candidates complete 14 weeks of student teaching and an additional 20 hours of field experience (assuming 40 hours in a week of student teaching);
- if candidates can make up the hours through online or distance learning field experiences; and/or
- if candidates are able to make up the hours at another part of the program.

You may contact board staff to discuss the variance you would like to seek if:

- your candidates are student teaching in the fall of 2020 or spring of 2021 and candidates CANNOT make up the field experience hours through virtual learning field experiences or added experiences later in the program.

If you are seeking a [waiver for field experience hours](#), please include the number of candidates and the number of hours you are seeking to be waived. Please include your efforts to shift these experiences to another part of the program or to change these to virtual experiences. You may consider requesting replacement experiences for these missed field experience hours.

Variance requests approved:

On April 17, the Board approved Winona State University's variance request to authorize replacement experiences as set forth in the request for up to thirty hours of field experience for candidates completing student teaching for both an initial license and middle level endorsement in the fall of 2020.

Required documentation:

Providers must maintain records demonstrating how candidates met the intent of the standard through the variance granted.

Field experiences for candidates seeking additional licensure

State regulations require that programs determine the length of field experiences for additional license areas and provide a written evaluation.

Minnesota Rule 8705.2100, subpart 2 (D)(4)(f). For licenses added to an initial license, the program may determine the length of field experiences needed for each candidate to demonstrate program standards necessary to be recommended for an additional license as follows: i. the program must provide field experiences aligned to the scope of the licensure sought; ii. the length of field experience may vary depending on the prior academic preparation and experiences of each candidate; and iii. a written evaluation by a supervisor is required.

If any of the following are true, you do **NOT** need to seek a variance:

- Evaluated field experiences for additional license areas *may* occur in a virtual setting without a variance.
- Since the provider determines the length of the field experience, providers do NOT need to seek a variance for a shortened experience at this time.

The requirement of four weeks full time face-to-face only applies to middle level endorsements. This requirement does not apply to any other type of endorsement (ex. Preprimary, K-8 World Languages and Cultures) but rather the rule for additional licenses with the provider-determined length of experience and written evaluation.

Variance requests approved:

To date, no variance requests have been submitted or approved.

Student teaching for candidates seeking a middle level endorsement

Many candidates have not completed any face-to-face student teaching yet in the scope and content of the endorsement sought.

Minnesota Rule 8705.2100, subpart 2 (D)(4)(g). For middle level endorsement fields, the program requires a student teaching period of a minimum of four continuous weeks, full time, face-to-face.

Variance requests approved:

The Board approved variance requests from a number of providers authorizing student teaching continue online or through a distance learning format for candidates seeking middle level endorsements in the spring of 2020.

For a list of providers with approved variances, refer to Appendix B.

Required pipeline list documentation:

To help with the licensure process, PELSB is asking that teacher preparation providers submit a pipeline candidate list of all teacher candidates who had modified student teaching experiences in spring 2020. This pipeline list must be submitted to PELSB prior to recommending candidates for licensure.

PELSB has created a [pipeline template](#) to help with this process. Note that tabs have been created to separate candidates who have completed 10 weeks of face-to-face student teaching, 6-9 weeks, fewer than 6 weeks, and middle level endorsements. Once the pipeline list is completed, please save the file with your institution's name and email it to Emily Busta at emily.busta@state.mn.us. Please reach out to Emily with any questions.

Variance requests approved:

The Board approved variance requests from a number of providers authorizing for alternative experiences to prepare and evaluate candidates in the content and scope of the licensure area sought for candidates seeking middle level endorsements in the spring of 2020.

For a list of providers with approved variances, refer to Appendix B.

Required documentation:

Providers must create a pipeline list to send to PELSB. Additionally, providers must document alternative experiences on candidate recommendation forms.

Teacher Performance Assessment (edTPA) for candidates seeking initial licensure

State regulations require that a teacher candidate enrolled in a teacher preparation program for initial licensure complete a state-approved teacher preparation assessment during student teaching.

Minnesota Rule 8705.2100, subpart 2 (d)(4)(e). Evaluation of candidates seeking an initial teaching license includes the completion of the state-approved teacher performance assessment during the student teaching placement

While some candidates have completed the edTPA, are on track to complete the edTPA, or have finished the first or second task of the edTPA, many providers have indicated that completing the edTPA will be a challenge, if not impossible, for many candidates.

Variance requests approved:

For all providers who sought a variance from the teacher performance assessment for student teachers in the spring of 2020, including those that requested a full waiver, the Board approved a variance allowing providers to complete a locally-determined, summative teacher performance assessment including the components of planning, instruction, and assessment. The provider must use the assessment to give candidates feedback on each component due to the loss of feedback in the face-to-face classroom.

Documentation required:

Candidate files must have evidence that a locally-determined, summative teacher performance assessment with the components of planning, instruction, and assessment was completed for candidates who would have been required to take the edTPA but did not based on a variance granted.

New PERCA submissions with the details of the locally-determined, summative teacher performance assessment are NOT required. During on-site reviews, reviewers may ask for evidence of what was completed.

Other:

If a provider has required candidates to complete a practice edTPA or teacher performance assessment prior to student teaching, that does not meet the allowances of this variance.

Each PERCA report is reviewed individually by the Program Review Panel and considers the narrative report aligned with established data. Based on the disruption to edTPA scores in the spring of 2020, PELSB staff will recommend no program be given a status of “continuing approval with continuous improvement focus” based solely on low edTPA scores or no edTPA scores in the spring of 2020. However, a program may be approved with a continuous improvement focus based on longitudinal edTPA data.

PERCA Submissions

Clinical experiences for candidates in the spring of 2020 have been different from what is in the Board-approved program in the Educator Preparation Program Application System (EPPAS).

Minnesota Rule 8705.1000, 9.I states that “the unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process.”

Variance requests approved:

The Board approved a variance that waives the requirement that unit leaders report program changes related to clinical experiences impacted by on COVID-19 disruptions in the spring of 2020.³ As such, providers **should not** submit requests for variance of this rule.

Documentation required:

Individual candidate files must include individual’s clinical experiences. During on-site reviews, reviewers may ask to review candidate files from candidates enrolled in the spring of 2020. The Board may also reach out for additional information if there are concerns.

The board notes that it is not waiving any of the teacher standards or standards related to clinical experience by waiving this rule. By waiving this rule, providers have flexibility to shift clinical experiences and to determine how to meet standards in the spring of 2020. Documentation should make it clear that all teacher standards and clinical experience standards are still met.

³ Approved on April 10, 2020.

Applying for licensure

PELSB is working hard to ensure a seamless licensure application process for spring 2020 applicants.

Information for certifying officers:

Due to the increase in teleworking, PELSB has made accommodations to the application process for certifying officers. For spring 2020 applicants, PELSB has implemented the following changes:

1. Completion of a candidate pipeline list must be submitted to PELSB prior to recommending candidates for licensure. PELSB will be checking this list to make sure individuals are eligible for licensure. See “Required pipeline list documentation” on pages 4 and 8 for further instructions.
2. PELSB is able to mail out fingerprint cards to first-time licensure candidates. Directions are below on how candidates should request a fingerprint card.
3. Certifying officers are able to use electronic signatures on the “Verification of Completion of a State Approved Licensure Program” (Section 6) form. Please use the form provided in Appendix C when using e-signatures.
4. If your teacher candidates used other means to meet student teaching requirements (meaning they did not complete 10 or more weeks of either face-to-face and/or distance learning student teaching), please document this on the verification form (Section 6) or send appropriate attachments.
5. PELSB will be accepting unofficial transcripts as part of the application process. Certifying officers should compile the transcripts necessary for licensure and email them to their licensure candidates. This email should also include the completed verification (section 6) form. The candidate will be responsible for printing the email you send to them and include it in the application packet. This ensures that you, the certifying officer, have completed the necessary documentation. **Please do not send PELSB transcripts or verification forms separately.**
6. Finally, the steps below should be shared with your teacher candidates to ensure compliance with the application process.

Content and pedagogy testing:

Initial licensure applicants who have attempted, but not passed, testing will complete a Tier 2 application. Initial licensure applicants who have successfully completed testing will complete a Tier 3 application. Applicants who are adding a licensure field will complete a Tier 3 or Tier 4 application.

Applications for teacher licensure:

Please send only completed licensure applications to PELSB. Incomplete applications will cause a delay in processing your license. It is the licensure candidate's responsibility to ensure all materials are included in the application. NOTE: Due to the COVID-19 situation, PELSB has slightly changed the procedures for submitting materials. Please follow these instructions:

- Initial licensure candidates may need to request a fingerprint card directly from PELSB. To request a fingerprint card, please have the applicant [email](#) PELSB with their name and address and put "Fingerprint Card Request" in the subject line.
- Licensure candidates will need to work with their teacher preparation program to obtain all necessary transcripts to submit for licensure.
- Licensure candidates must complete their portion of the application. This includes Sections 1-5 for all applications. Sections 7-8 are not required for initial applicants.
- Licensure candidates must work with their teacher preparation provider to complete Section 6, "Verification of Completion of a State Approved Program". **Note: Your preparation provider may have additional steps you need to complete before they will recommend you for licensure.**
- Certifying officers should email the licensure candidate the completed Section 6 along with their transcripts. PELSB will accept unofficial transcripts for Spring 2020 candidates.
- Licensure candidates must print the email, the transcripts and Section 6 that are received from the certifying officer. **Transcripts that are submitted without the email indicating they have been forwarded from the teacher preparation provider will not be accepted.**
- Tier 2 licensure candidates who have been offered a teaching position will need to work with their Minnesota school district or charter school to complete Section 8, "District Verification for a Tier 2 License". For positions that start in the 2020-2021 school year, you can submit your licensure application any time after July 1.
- Once the application packet is complete, please send application, fingerprint card and fee to:

PELSB
1021 Bandana Blvd. E, Suite 222
St. Paul, MN 55108

Applications for administrative licenses:

Initial licensure applicants that have never held a file folder number (FFN) with PELSB can apply for their license [online](#). Applicants who currently have a Minnesota file folder number will complete a paper [Application for Administrative License](#).

Please send only completed licensure applications to PELSB. Incomplete applications will cause a delay in processing your license. It is the licensure candidate's responsibility to ensure all materials are included in the application. NOTE: Due to the COVID-19 situation, PELSB has slightly changed the procedures for submitting materials. Please follow these instructions:

- Initial licensure candidates (never had a Minnesota FFN) may need to request a fingerprint card directly from PELSB. The request for a fingerprint card can be done through the online licensure application.
- Licensure candidates will need to work with their administrative preparation program to obtain all necessary transcripts to submit for licensure.

- Licensure candidates must complete their portion of the application. This includes Sections 1-5. Section 6 will need to be signed by your administrative preparation program. Section 8 will need to be signed by the school district. Applicants completing the application online should follow their checkoff list.
- Licensure candidates must work with their administrative preparation provider to complete Section 6, "Verification of Completion of a State Approved Program." **Note: Your preparation provider may have additional steps you need to complete before they will recommend you for licensure.**
- Certifying officers: PELSB will accept electronic signatures for Section 6. Please use the form provided in Appendix C: Verification of Completion of a State-approved Program.
- Certifying officers should email the licensure candidate the completed Section 6 along with their transcripts. For administrative licensure, please include bachelor's degree, master's degree AND administrative preparation transcripts. PELSB needs to see 60 credits beyond a bachelor's degree to issue an administrative license. PELSB will accept unofficial transcripts for Spring 2020 candidates.
- Licensure candidates must print the email, the transcripts and Section 6 that are received from the certifying officer. **Transcripts that are submitted without the email indicating they have been forwarded from the administrative preparation provider will not be accepted.**
- Licensure candidates must work with their school district to complete section 8. An authorized official at the school must verify three years of teaching experience.
- Once the application packet is complete, please send application, fingerprint card (if applicable) and fee to:

PELSB
1021 Bandana Blvd. E, Suite 222
St. Paul, MN 55108

Appendix A

On March 27, 2020, the Professional Educator Licensing and Standards Board (PELSB) has approved the following options for candidates hoping to complete their student teaching this spring:

- 10 weeks or more of face-to-face student teaching;
- 6 - 9 weeks of face-to-face student teaching supplemented by online or distance learning student teaching for a total of 10 weeks of student teaching (weeks do not have to be continuous);
- 6-9 weeks of face-to-face student teaching supplemented by replacement experiences or verification of preparedness (weeks do not have to be continuous).

Conditions:

- All variances are limited to candidates completing student teaching in the spring of 2020.
- Providers must document for each candidate the following:
 - Weeks of face-to-face student teaching completed;
 - Weeks of student teaching completed through an online or distance learning format (if applicable);
 - Replacement experiences (if applicable); and
 - Other verification of preparedness (if applicable).
- Providers must have evidence demonstrating that candidates are prepared to teach prior to recommending them for licensure.

The Board approved the discretionary variances above for the following institutions:

- *Augsburg University*
- *Bemidji State University*
- *Bethany Lutheran College*
- *Bethel University*
- *College of St. Benedict and St. John's University*
- *College of St. Scholastica*
- *Concordia College Moorhead*
- *Concordia University, St. Paul*
- *Crown College*
- *Gustavus Adolphus College*
- *Hamline University*
- *Martin Luther College*
- *Metropolitan State University*
- *Minnesota State University Mankato*
- *Minnesota State University Moorhead*
- *North Central University*
- *Southwest Minnesota State University*
- *St. Catherine University*
- *St. Cloud State University*
- *St. Mary's University of Minnesota*
- *St. Olaf College*
- *University of Minnesota Crookston*
- *University of Minnesota, Duluth*
- *University of Minnesota Morris*
- *University of Minnesota Twin Cities*
- *University of Northwestern*
- *University of St. Thomas*
- *Walden University*
- *Winona State University*

The Board approved the following variances for candidates with fewer than 6 weeks of face-to-face student teaching.

On April 3, 2020, the Board approved discretionary variance requests for Bethel University, St. Catherine University, St. Mary's University of Minnesota, and St. Olaf College based on a combination of face-to-face student teaching, continuation of online student teaching, and additional experiences as put forward in the variance requests as follows:

- *Bethel University* (for 19 candidates). Candidates have completed three weeks of face-to-face student teaching and will continue student teaching in an online or distance learning format for at least seven additional weeks. Additionally, the provider will create alternative assignments to ensure candidates are prepared to teach.
- *St. Catherine University* (for 4 candidates). Candidates completed five weeks of face-to-face student teaching. Candidates will complete another five to nine weeks of student teaching in an online or distance learning format. The provider will have supports and evaluations for candidates during the student teaching experience. The provider will also have alternative learning experiences.
- *St. Mary's University of Minnesota* (for 1 candidate). The candidate has completed 3 weeks of face-to-face student teaching. The candidate will continue to work with the cooperating teacher for the remainder of the school year to plan and provide online instruction. The candidate has years of experience as an instructional coach. The provider has created alternative learning experiences as well.
- *St. Olaf* (For 16 candidates). Four candidates completed four weeks of face-to-face student teaching and twelve candidates completed five weeks of face-to-face student teaching. Candidates will complete, including online or distance learning, at least ten weeks of student teaching. Candidates completed robust practica experiences. The provider will use various assessments to verify competencies have been met.

On April 3, 2020, the Board approved the variance from *Walden University* as written for it 27 candidates. Candidates completed three weeks of face-to-face student teaching. Additionally, candidates will complete at least seven weeks of simulated student teaching (videos, avatars (four weeks) and then flexible (three weeks).

On April 10, 2020, the Board approved the variance requests from the Gustavus Adolphus College, University of Minnesota – Twin Cities, and University of St. Thomas to authorize a combination of face-to-face student teaching, online or distance learning student teaching, and additional experiences as set forth in each variance request:

- *Gustavus Adolphus College* (for 24 candidates). Gustavus Adolphus College provided additional information about supplemental activities that would occur in the spring of 2020 to make up for the missed face-to-face experiences. Twenty-four candidates completed five weeks of face-to-face student teaching. Candidates will continue student teaching online for at least five additional weeks. The provider will have supports and evaluations for candidates during the online student teaching experience.
- *University of Minnesota – Twin Cities* (for 52 candidates)
 - One K-12 Spanish candidate has had twelve official days of face-to-face student teaching. This candidate is working as a long-term Spanish substitute teacher on a Tier 2 license and will continue to be supported by the cooperating teacher and university supervisor.
 - Eight Agricultural Education/Work-Based Learning candidates completed five weeks of face-to-face student teaching and all are continuing with the same placements through distance learning. Candidates will have an intensive three-day virtual course to make up for lost face-to-face experience. Candidates will log experiences related to the Standards of Effective Practice.
 - Twenty-two Math candidates completed four weeks of student teaching (equivalent to eight weeks when consider part-time practicum experiences). These candidates completed 180 field experience hours (note: only 100 hours are required). All candidates are continuing with same placements to ten weeks full-time through

distance learning. Faculty are developing individualized plans to support and evaluate candidates for candidates who need it. Faculty will be providing online teaching opportunities as part of supplemental teaching course.

- Twenty candidates completed one full week of face-to-face student teaching in Communication, Arts, and Literature. All candidates are continuing their student teaching through distance learning or online student teaching for a total of 10 weeks full-time. Candidates completed an abundance of field experience hours and started in their student teaching placement in December 2019 part-time. Candidates will complete an additional portfolio assignment in their distance/online student teaching experience to verify candidate preparedness. The provider commits to offering support and evaluation once candidates have been hired in the fall. The provider also commits to offering classroom management and other specific new teacher professional development.
- One Elementary Education candidate completed four weeks of face-to-face student teaching (equivalent of nine weeks of full-time student teaching when including part-time practicum experiences). During 300+ hours in student teaching classroom, the candidate co-taught and co-planned Tuesday through Thursday for full-days for 15 weeks in the fall, during which the candidate had four formal observations with written and verbal feedback and one triad meeting. This candidate will have six additional weeks of virtual student teaching.
- *University of St. Thomas* (20 candidates). Twenty candidates have completed five weeks of face-to-face student teaching and will continue for five to seven weeks of distance learning student teaching. Candidates will complete supplemental assignments including reviewing case study documents and curated teaching videos, documenting virtual observations with the provider's observation protocol tool, and participating in virtual discussion of observations. All candidates completed more than the 100 required field experience hours and candidates received feedback during those experiences.

On April 10, 2020, the Board approved the variance request from *Hamline University* for eight teacher candidates to authorize a combination of face-to-face student teaching, online or distance learning student teaching, with the condition of providing additional assignments to support candidates from what they missed in having face-to-face student teaching. Candidates completed five weeks of face-to-face student teaching. Candidates completed one to two weeks of active collaboration with cooperating teacher to plan for distance learning. Additionally, candidates will complete five weeks of distance-learning instructional delivery.

On April 17, 2020 the Board approved the variance request from *Hamline University* for one teacher candidate to authorize two weeks of student teaching, two weeks of co-planning, and six weeks of distance learning student teaching in the spring and another four weeks of face-to-face student teaching in the fall.

Appendix B

The Board acted to approve variances allowing for online or distance learning student teaching for candidates seeking middle level endorsements in the spring of 2020 for the following providers:

- *Augsburg University* (April 17, 2020)
- *Bethany Lutheran College* (April 3, 2020)
- *Bethel University* (April 3, 2020)
- *College of St. Benedict and St. John's University* (April 17, 2020)
- *Concordia College, Moorhead* (April 17, 2020)
- *Concordia University, St. Paul* (April 10, 2020)
- *North Central University* (April 10, 2020)
- *St. Catherine University* (April 3, 2020)
- *St. Mary's University of Minnesota* (April 10, 2020)
- *University of St. Thomas* (April 3, 2020)
- *Winona State University* (April 3, 2020)

On April 3, 2020, the Board acted to approve variances to allow for alternative experiences to prepare and evaluate candidates in the content and scope of the licensure area sought for candidates seeking to complete their program to obtain a middle level endorsement in the spring of 2020 from the following providers:

- *Bemidji State University*
- *College of St. Benedict and St. John's University*
- *Concordia University, St. Paul*
- *Crown College*
- *Minnesota State University, Mankato*
- *Minnesota State University, Moorhead*
- *St. Mary's University of Minnesota*
- *University of Minnesota, Morris*
- *University of Minnesota, Twin Cities*
- *University of Northwestern*

Appendix C

Name	File Folder Number
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Section 6: Verification of Completion of a State-Approved Licensure Program

This section is to be completed by the state-approved licensure program certification officer.

<p>The state-approved teacher preparation program is from OUTSIDE of Minnesota AND is (check all that apply):</p> <p><input type="radio"/> a regionally accredited program</p> <p><input type="radio"/> an alternative preparation program</p>	<p>The state-approved teacher preparation program is:</p> <p><input type="radio"/> a Minnesota state-approved program</p>
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Student Teaching/Practicum/Internship				
<i>For special education</i> , include the ages/grade levels AND specific disability categories (with the severity levels: mild, moderate, severe, and/or profound) of students served in each placement. License issuance may be delayed without this information.				
School/Organization	Licensure Field(s)	Grade Level(s) Taught	Dates	
			Start	End

Licensure Program Completed		
<i>For special education licenses, please identify the specific disability category.</i>		
Subject/Licensure Field	Grade Levels	Date Preparation Program Completed

Print Name of Certification Officer or Registrar		Title	
Email Address for Certification Officer or Registrar		Telephone Number for Certification Officer or Registrar	
Name of Institution		Location (city, state, ZIP code)	
Signature of Certification Officer or Registrar			Date