



Minnesota State University Moorhead
RED: a Repository of Digital Collections

Teacher Education Newsletters

Teacher Education

Fall 12-9-2020

Teacher Ed Newsletter

Kari DeSutter
Minnesota State University Moorhead

Follow this and additional works at: <https://red.mnstate.edu/teacherednews>



Part of the [Education Commons](#)

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

Recommended Citation

DeSutter, Kari, "Teacher Ed Newsletter" (2020). *Teacher Education Newsletters*. 5.
<https://red.mnstate.edu/teacherednews/5>

This Newsletter is brought to you for free and open access by the Teacher Education at RED: a Repository of Digital Collections. It has been accepted for inclusion in Teacher Education Newsletters by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact RED@mnstate.edu.

Teacher Ed Newsletter

Fall 2020

Prepared by Keri DeSutter, Director of Teacher Education

Topics:

- PELSB Updates
- Additional Information Related to PELSB Resolutions
- Accreditation Timeline
- And Some Good News!

Save the Date!

Spring Teacher Education Meeting

- January 8
- 9:00-11:00
- Location: Zoom (link to be provided in email and calendar invite)

See you there!

PELSB Updates

- The online licensing system for initial licensure candidates is active. We will plan to have spring completers use the new online system.
- For candidates who received a conditional Tier 3 license last spring, they can begin the online renewal process starting January 1st.
- PERCA reporting processes are changing. Individual program narratives will no longer be required. **Updated syllabi will be required for next PERCA cycle!**
- New Unit Rule is very close to final adoption. New Unit Rule states providers seeking national accreditation only need to report on a subset of Unit Rule standards. 😊
- The Standards of Effective Practice (SEPs) are now under rule review with more emphasis on:
 - Cultural Competency
 - Building Relationships
 - Social-Emotional Learning
 - Trauma
 - Technology
 - Professional Dispositions
- **Once the SEPs are adopted courses and syllabi will need to be revised!**

Additional Information Related to PELSB Resolutions

In response to COVID-19, PELSB has passed several resolutions effective for the 2020-2021 academic year.

Resolutions include:

- ✓ Flexibility related to student teaching requirements. For this academic year student teaching does not have to be face-to-face and does not have to be continuous. The student teaching experience still must be for a minimum of 12 weeks.
- ✓ Flexibility on field experiences prior to student teaching. PELSB has provided many options for how field experience requirements can be met.
- ✓ Flexibility on the levels of experience candidates will need to meet licensure requirements. For example, if a specific licensure area requires three levels of experience, elementary, middle, and high school, we can recommend candidates who have only had experience in two out of the three levels. (Note: This is only for the 2020-2021 academic year! Next year's completers will need to meet all requirements unless the resolution is extended.)
- ✓ Option to submit a discretionary variance for experiences in non-school settings to count towards 100 hours of field experience.

Did you know?

Our PELSB and CAEP site visits are scheduled!

Here's the timeline:

- CAEP Self-Study Report due July 2, 2021
- CAEP Formative Feedback Report due November 3, 2021
- PELSB Pre Site Visit Meeting in November 2021
- Solicitation of Third-Party Comments during December 2021
- CAEP Self-Study Addendum due January 3, 2022
- PELSB site visit team is approved in January 2022
- PELSB Self-Study Report due February 2022
- **CAEP and PELSB Site Visit occur April 3-5, 2022**
- Site Visit Report from CAEP received May 3, 2022
- Fall 2022 CAEP Accreditation Council meets to determine accreditation decision.



Hoping everyone finds some time to relax and enjoy a well-deserved break!

Some Good News! – Employers are Satisfied with MSUM Teacher Education Graduates!

Satisfaction of Employers and Employment Milestones (CAEP Component 4.3)

Satisfaction of employers is evidenced from both quantitative and qualitative data gathered from the Supervisor Survey. Example qualitative comments from the 2018-2019 Supervisor Survey include:

- Her level of professionalism is one of the reasons I hired her. She has a level of maturity and understanding of the teaching profession beyond her years. Additionally, her high level of academic and instructional knowledge is noteworthy. She is doing a great job for us. Open to feedback and students/staff are enjoying her positive energy.
- She did an amazing job her first year teaching. Her poise, confidence and demeanor all led her to giving the impression of being a veteran teacher. We were lucky to get her on staff. I hope she remains here for a long period of time.
- She has been a wonderful addition to our team. She is such a strong teacher that we have had other teachers observe her instruction as part of our ongoing professional development of all our teachers.
- She has been an excellent addition to our staff, has done very well in this new position. She is a hard worker who receives feedback really well. We are excited about what her future brings.
- I would hire again!
- I was very impressed. He was able to be a spark for our PLC. He has been a great contributor to our meetings. He has been a great asset to our team.
- One of the best first year teachers I've ever worked with.
- I was very impressed. He exceeded my expectations.