

## Standard 24.

The unit must ensure each teacher educator of field-specific methods instruction, including reading methods, is able to show expertise for teaching assignments through documentation of one of the following:

(1) the individual:

(a) holds a master's degree or higher in any field and:

- i. has at least 18 graduate credits aligned to the content area of instruction;
- ii. has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction; or
- iii. has completed a state-approved teacher preparation program aligned to the content area of instruction; and

(b) has three years of experience as a teacher of record, including at least one year aligned to the scope and content area of instruction;

(2) the individual:

(a) holds a bachelor's degree in any field;

(b) has completed a state-approved teacher preparation program; and

(c) has seven years of experience as a teacher of record, including at least three years aligned to the scope and content area of instruction.

At least one of the components listed in units (a) and (b) must align to the content area of instruction;

(3) for teacher educators of field-specific methods in career and technical education or the visual and performing arts, the individual:

(a) holds a bachelor's degree in any field and:

- i. the bachelor's degree is aligned to the content area of instruction;
- ii. the individual has at least five years of relevant professional work experience aligned to the teacher educator's content area of instruction; or
- iii. the individual has completed a state-approved teacher preparation program aligned to the content area of instruction; and

(b) has seven years of experience as a teacher of record, including at least three aligned to the scope and content area of instruction; or

(4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification.

### Evidence

High-quality teacher preparation depends on methods instructors who possess deep, field-specific expertise in both content and pedagogy, particularly in foundational areas such as reading, mathematics, science, and social studies. At Fond du Lac Tribal & Community College (FDLTCC), the Elementary Education Unit ensures that every teacher educator assigned to field-specific methods instruction—including reading methods—meets rigorous qualification standards aligned with Minnesota expectations. This commitment is reflected in unit policies, hiring practices, course assignment procedures, and annual verification processes (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026](#))

The unit uses a **structured, four-pathway verification system** to ensure methods instructors demonstrate appropriate expertise. These pathways honor multiple forms of preparation, including advanced academic study, extensive PK–12 teaching experience, approved teacher preparation

programs, professional practice, and Indigenous or community-based knowledge systems. This approach allows the unit to maintain high standards while valuing the lived professional expertise essential to culturally responsive teacher preparation (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026](#))

A **single, centralized methods faculty qualification document** is maintained and includes **only teacher educators who teach field-specific methods courses**, the specific methods teaching assignments (e.g., reading methods, math methods), and documentation of which Standard 24 pathway (1–4) applies to each assignment. Faculty may appear multiple times if different pathways apply to different courses. This document is reviewed annually and prior to each semester’s course assignments (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026](#))

The qualification verification process begins during hiring. Human Resources verifies degree completion, while the Dean reviews transcripts, licensure records, state-approved teacher preparation completion, graduate credits, research activity, and detailed documentation of PK–12 teaching experience. Search committees record the preliminary pathway determination, and all documentation is retained in the instructor’s qualification file (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026.pdf](#) ).

Before any methods course assignment is finalized, the Dean verifies alignment between the instructor’s documented qualifications and the **content and pedagogical focus of the specific methods course**. For example, reading methods instructors must demonstrate preparation aligned to structured literacy competencies and Minnesota’s reading statute expectations, while math methods instructors must show strong mathematics content preparation and classroom experience teaching math. This course-by-course verification ensures candidates are taught by instructors with directly relevant expertise (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026](#) ).

For instructors who teach multiple methods courses, the unit verifies pathway eligibility **separately for each course**, ensuring that qualifications align appropriately to each content area and scope. This individualized assignment review is documented and approved prior to scheduling (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026](#) )

The unit maintains **centralized, up-to-date qualification files** for all methods instructors. These files include CVs or résumés, official transcripts, licensure or program completion records, PK–12 teaching experience verifications, graduate credit documentation, and research records where applicable. Files are reviewed annually and updated whenever course assignments change or new credentials are earned (Evidence: Teacher Educator Qualification Policy: [Faculty Qualifications 2025-2026](#))

Through this rigorous, transparent, and culturally grounded system, FDLTCC ensures that **all field-specific methods instructors—including those teaching reading methods—demonstrate verified expertise aligned to their teaching assignments**. By implementing multiple qualification pathways, requiring course-specific verification, maintaining comprehensive documentation, and conducting regular reviews, the Elementary Education Unit fully meets **PELSB Standard 24** and ensures candidates

are guided by knowledgeable, experienced, and well-prepared teacher educators (Evidence: completed Standard 24 evidence matrix; annual compliance summary).