

Proposed Rule	Statutes	Differences	Proposed Rule Consistent w/ Statutes	What Statutes must change to achieve parity between in- and out-of-state applicants for teacher licensure
<p><b><u>8710.0450 APPLICANTS FOR LICENSURE FROM OUTSIDE MINNESOTA.</u></b></p> <p><u>Subpart 1. Definintions.</u> For the purposes of this part, the terms in this subpart have the meanings given them.</p> <p><u>A. Similar licensure area.....</u></p> <p><u>B. Similar content field.....</u></p> <p><u>C. Teacher preparation transcript.....</u></p> <p><u>D. Cultural competence.....</u></p> <p><u>Subp. 2. Full professional license.</u></p> <p><u>A. The Board of Teaching shall issue a five-year renewable full professional teaching license to applicants trained in another state when the applicant meets all of the following requirements:</u></p> <p><u>(1) holds a bachelor's degree from a college or university located in the United States that is regionally accredited by the Higher Learning Commission or by the regional association for accreditation of colleges and secondary schools;</u></p> <p><u>(2) completed teaching methods preparation</u></p>	<p>Defined in MS section 120B.30, subdivision 1, paragraph (l) and used in 122A.18, subdivision 2, paragraph (d)</p> <p>122A.23, subdivision 2, paragraph (a)</p> <p>(a) Subject to the requirements of sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a teaching license or a temporary teaching license under paragraphs (c) to (f) to an applicant who holds at least a baccalaureate degree from a regionally accredited college or university and holds or held an out-of-state teaching license that requires the applicant to successfully complete</p>	<p>122A.23, subdivision 2, paragraph (b)</p> <p>How does paragraph (b) fit in?</p>	<p>Rule does not account for paragraph (b)</p>	<p>122A.23, subdivision 2 available licenses:</p> <p>(a) Teaching license or temporary teaching license</p> <p>(b) standard license</p> <p>(c) teaching license</p> <p>(d) 1 year temporary, 4 year renewable</p> <p>(e) 1 year temporary, 4 year renewable</p> <p>(f) restricted teaching license</p> <p>(g) 2 year limited provisional</p> <p>(h) a license</p> <p>(i) teaching license or temporary teaching license</p> <p>See: 122A.23 122A.09 122A.18</p>

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<p><u>that is specific to the content of the licensure sought, specific to the scope of the licensure sought, and that addresses the pedagogy standards identified in part 8705.1000, subpart 2, item 1, as shown on a teacher preparation transcript;</u></p> <p><u>(3) completed a human relations preparation that provided instruction in culturally responsive teaching strategies and cultural competence, as shown by:</u></p> <p><u>(a) a teacher preparation transcript; or</u></p> <p><u>(b) a board-approved alternative;</u></p> <p><u>(4) completed methods of instruction specific to English language learners, as shown on a teacher</u></p>	<p>and requires the applicant to successfully complete a teacher preparation program approved by the issuing state, which includes either (1) field-specific teaching methods, student teaching, or equivalent experience, or (2) at least two years of teaching experience as the teacher of record in a similar licensure field.</p> <p>122A.23, subdivision 2, paragraph (c), clause (1)</p> <p>(1) successfully completed all exams and human relations preparation components required by the Board of Teaching; and</p> <p>122A.09, subdivision 4, paragraph (g)</p> <p>(g) The board must grant licenses to interns and to candidates for initial licenses based on appropriate professional competencies that are aligned with the board's licensing system and students' diverse learning needs. All teacher candidates must have preparation in English language development and content instruction for English learners in order to be able to effectively instruct the English learners in their classrooms. The board must include these licenses in a statewide differentiated licensing system that creates new leadership roles for successful experienced teachers premised on a collaborative professional culture dedicated to meeting students' diverse learning needs in the 21st century, recognizes the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways, and formalizes mentoring and induction for newly licensed teachers provided through a teacher support framework.</p> <p>122A.18, subdivision 2, paragraph (d)</p>			<p>better to integrate cultural competency standards and teacher preparation requirements related to those competencies.</p>

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<p>preparation transcript;</p>	<p>(d) All colleges and universities approved by the board of teaching to prepare persons for teacher licensure must include in their teacher preparation programs a common core of teaching knowledge and skills to be acquired by all persons recommended for teacher licensure. Among other requirements, teacher candidates must demonstrate the knowledge and skills needed to provide appropriate instruction to English learners to support and accelerate their academic literacy, including oral academic language, and achievement in content areas in a regular classroom setting. This common core shall meet the standards developed by the interstate new teacher assessment and support consortium in its 1992 "model standards for beginning teacher licensing and development." Amendments to standards adopted under this paragraph are covered by chapter 14. The board of teaching shall report annually to the education committees of the legislature on the performance of teacher candidates on common core assessments of knowledge and skills under this paragraph during the most recent school year.</p> <p>122A.09, subdivision 4, paragraph (g)</p> <p>(g) The board must grant licenses to interns and to candidates for initial licenses based on appropriate professional competencies that are aligned with the board's licensing system and students' diverse learning needs. All teacher candidates must have preparation in English language development and content instruction for English learners in order to be able to effectively instruct the English learners in their classrooms. The board must include these licenses in a statewide differentiated licensing system that creates new leadership roles for successful experienced teachers premised on a collaborative professional culture dedicated to</p>			

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<p><u>(5) completed training in scientifically based reading instruction that addresses Minnesota Statutes, section 122A.06, subdivision 4, and 122A.18, subdivision 2a, as shown on a teacher preparation transcript;</u></p>	<p>meeting students' diverse learning needs in the 21st century, recognizes the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways, and formalizes mentoring and induction for newly licensed teachers provided through a teacher support framework.</p> <p>122A.06, subdivision 4</p> <p><b>Subd. 4. Comprehensive, scientifically based reading instruction.</b></p> <p>(a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.</p> <p>Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.</p> <p>(b) "Fluency" is the ability of students to read text with speed, accuracy, and proper expression.</p>			

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	<p>(c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.</p> <p>(d) "Phonics" is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.</p> <p>(e) "Reading comprehension" is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.</p> <p>(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.</p> <p>(g) Nothing in this subdivision limits the authority of a school district to select a school's reading program or curriculum.</p> <p>122A.18, subdivision 2a</p> <p>Subd. 2a. <b>Reading strategies.</b></p> <p>(a) All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher</p>			

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<p>(6) completed a field-based classroom experience of 12 or more weeks that included supervision from a qualified supervisor and feedback and evaluation from the supervisor, as shown by:</p>	<p>teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate's content areas. Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. These colleges and universities also must prepare candidates for initial licenses to teach prekindergarten or elementary students for the assessment of reading instruction portion of the examination of licensure-specific teaching skills under section 122A.09, subdivision 4, paragraph (e).</p> <p>(b) Board-approved teacher preparation programs for teachers of elementary education must require instruction in the application of comprehensive, scientifically based, and balanced reading instruction programs that:</p> <p>(1) teach students to read using foundational knowledge, practices, and strategies consistent with section 122A.06, subdivision 4, so that all students will achieve continuous progress in reading; and</p> <p>(2) teach specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels to become proficient readers.</p> <p>(c) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.</p> <p>122A.23, subdivision (a), clause (1)</p> <p>(1) field-specific teaching methods, student teaching, or equivalent experience, or</p>	<p>122A.23, subdivision 2, clause (1) or (2)</p> <p>(1) field-specific teaching methods</p>	<p>No Item 6 in statutes</p>	

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<p>(a) a teacher preparation transcript; or</p> <p>(b) summative evaluation of experience;</p> <p>(7) a passing score as determined by the Board of Teaching on a nationally recognized skills exam last adopted by the Board of Teaching in the following areas:</p>	<p>122A.23, subdivision 2, paragraphs (h) and (i)</p> <p>(h) The Board of Teaching may issue a license under this subdivision if the applicant has attained the additional degrees, credentials, or licenses required in a particular licensure field and the applicant can demonstrate competency by obtaining qualifying scores on the board-adopted skills examination in reading, writing, and mathematics, and on applicable board-adopted rigorous content area and pedagogy examinations under section 122A.09, subdivision 4, paragraphs (a) and (e).</p> <p>(i) The Board of Teaching must require an applicant for a teaching license or a temporary teaching license under this subdivision to pass a board-adopted skills examination in reading, writing, and mathematics before the board issues the license unless, notwithstanding other provisions of this subdivision, an applicable board-approved National Association of State Directors of Teacher Education and Certification interstate reciprocity agreement exists to allow fully certified teachers from other states to transfer their certification to Minnesota.</p>	<p>(1) field-specific teaching methods, student teaching, or equivalent experience, or (2) at least two years of teaching experience as the teacher of record in a similar licensure field.</p>		<p>122A.23, subdivision 2, (h), change "the exam" to "a board adopted exam" for teachers prepared in MN Not specified, but implicit. 20B.30, subdivision 1, paragraph (k) carry through accountability requirements into 122A.</p>
<p>(a) college and career ready math skills;</p> <p>(b) college and career ready reading skills; and</p> <p>(a) college and career ready writing skills;</p>	<p>120B.30, subdivision 1, paragraph (k)</p> <p>(k) For students in grade 8 in the 2012-2013 school year and later, a school, district, or charter school must record on the high school transcript a student's progress toward career and college readiness, and for other students as soon as</p>		<p>No</p>	<p>No specific career and college readiness requirements for teacher preparation in statutes.</p>

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<p>(8) a passing score as determined by the Board of Teaching on a pedagogy exam last adopted by the Board of Teaching and specific to the scope of the license being sought;</p>	<p>practicable.</p> <p>122A.23, subdivision 2, paragraphs (h) and (i)</p> <p>(h) The Board of Teaching may issue a license under this subdivision if the applicant has attained the additional degrees, credentials, or licenses required in a particular licensure field and the applicant can demonstrate competency by obtaining qualifying scores on the board-adopted skills examination in reading, writing, and mathematics, and on applicable board-adopted rigorous content area and pedagogy examinations under section 122A.09, subdivision 4, paragraphs (a) and (e).</p> <p>(i) The Board of Teaching must require an applicant for a teaching license or a temporary teaching license under this subdivision to pass a board-adopted skills examination in reading, writing, and mathematics before the board issues the license unless, notwithstanding other provisions of this subdivision, an applicable board-approved National Association of State Directors of Teacher Education and Certification interstate reciprocity agreement exists to allow fully certified teachers from other states to transfer their certification to Minnesota.</p> <p>122A.09, subdivision 4, paragraphs (b) and (e)</p> <p>(b) The board must require all candidates for teacher licensure to demonstrate a passing score on a board-adopted skills examination in reading, writing, and mathematics, as a requirement for initial teacher licensure, except that the board may issue up to four temporary, one-year teaching</p>			

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	<p>licenses to an otherwise qualified candidate who has not yet passed the board-adopted skills exam. The board must require colleges and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the board-adopted skills examination, including those for whom English is a second language. The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content and pedagogy requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1. The Board of Teaching and the entity administering the content, pedagogy, and skills examinations must allow any individual who produces documentation of a disability in the form of an evaluation, 504 plan, or individual education program (IEP) to receive the same testing accommodations on the content, pedagogy, and skills examinations that the applicant received during their secondary or postsecondary education.</p> <p>(e) The board must adopt rules requiring candidates for initial licenses to pass an examination of general pedagogical knowledge and examinations of licensure-specific teaching skills. The rules shall be effective by September 1, 2001. The rules under this paragraph also must require candidates for initial licenses to teach prekindergarten or elementary students to pass, as part of the examination of licensure-specific teaching skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive, scientifically based reading instruction under section 122A.06, subdivision 4, and their knowledge and understanding of the foundations of reading development, the</p>			

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<p>development of reading comprehension, and reading assessment and instruction, and their ability to integrate that knowledge and understanding.</p> <p>(9) a passing score as determined by the Board of Teaching on a content exam last adopted by the Board of Teaching and specific to the content of the license being sought; and</p>	<p>development of reading comprehension, and reading assessment and instruction, and their ability to integrate that knowledge and understanding.</p> <p>122A.23, subdivision 2, paragraphs (h) and (i)</p> <p>(h) The Board of Teaching may issue a license under this subdivision if the applicant has attained the additional degrees, credentials, or licenses required in a particular licensure field and the applicant can demonstrate competency by obtaining qualifying scores on the board-adopted skills examination in reading, writing, and mathematics, and on applicable board-adopted rigorous content area and pedagogy examinations under section 122A.09, subdivision 4, paragraphs (a) and (e).</p> <p>(i) The Board of Teaching must require an applicant for a teaching license or a temporary teaching license under this subdivision to pass a board-adopted skills examination in reading, writing, and mathematics before the board issues the license unless, notwithstanding other provisions of this subdivision, an applicable board-approved National Association of State Directors of Teacher Education and Certification interstate reciprocity agreement exists to allow fully certified teachers from other states to transfer their certification to Minnesota.</p> <p>122A.09, subdivision 4, paragraph (b)</p> <p>(b) The board must require all candidates for teacher licensure to demonstrate a passing score on a board-adopted skills examination in reading, writing, and mathematics, as a requirement for</p>			

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<p>(10) <u><i>completed a teacher preparation program approved in another state</i></u> that includes pedagogy preparation aligned to either the Minnesota Standards of effective practice or the model core teaching standards of the Interstate Teacher Assessment and Support Consortium, as shown by a signed recommendation form from the teacher preparation program.</p>	<p>initial teacher licensure, except that the board may issue up to four temporary, one-year teaching licenses to an otherwise qualified candidate who has not yet passed the board-adopted skills exam. The board must require colleges and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the board-adopted skills examination, including those for whom English is a second language. The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content and pedagogy requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1. The Board of Teaching and the entity administering the content, pedagogy, and skills examinations must allow any individual who produces documentation of a disability in the form of an evaluation, 504 plan, or individual education program (IEP) to receive the same testing accommodations on the content, pedagogy, and skills examinations that the applicant received during their secondary or postsecondary education.</p> <p>122A.23, subdivision 2, paragraph (a)</p> <p>(a) Subject to the requirements of sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a teaching license or a temporary teaching license under paragraphs (c) to (f) to an applicant who holds at least a baccalaureate degree from a regionally accredited college or university and holds or held an out-of-state teaching license that requires the applicant to successfully complete a teacher preparation program approved by the</p>	<p>NOTE: italicized and bold phrase complies with requirements of statute. Non-italicized portion may conflict with 122A.23, subdivision 2, paragraph (a).</p> <p>Does every other state have alignment with INTASC standards? If no, can't do--If yes, doesn't matter</p>		

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<p>B. Applicants who are applying for a license to teach in the following grades and subject areas shall meet the requirements in item A and have the equivalent of a major in the appropriate content area as</p> <p><u>(1) grades 5 through 12, grades 9 through 12, kindergarten through grade 12, physical education;</u></p> <p><u>(2) kindergarten through grade 12, visual arts;</u></p> <p><u>(3) kindergarten through grade 12, music;</u></p> <p><u>(4) kindergarten through grade 12, dance;</u></p> <p><u>(5) kindergarten through grade 12, world languages; or</u></p> <p><u>(6) kindergarten through grade 12, theater.</u></p> <p>Subp. 3. <b>Initial full professional license.</b> The board shall issue a one-year nonrenewable initial full professional license to a teacher trained in another state who has completed subpart 2, item A, subitems (1) and (9), but needs to complete any of subpart 2, item A, subitems (2) to (8).</p>	<p>a teacher preparation program approved by the issuing state, which includes either (1) field-specific teaching methods, student teaching, or equivalent experience, or (2) at least two years of teaching experience as the teacher of record in a similar licensure field.</p> <p>120B.021, paragraph (a), clause (7)</p> <p>(7) the arts, for which statewide or locally developed academic standards apply, as determined by the school district. Public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.</p>	<p>120B.021, subdivision 1, clause (7) References to elementary, middle, and high school</p> <p>Intent of itemized rule list is unclear.</p> <p>Yes. This license is not found in statutes.</p>	<p>No.</p>	<p>No specific tie between standards applicable to students and teacher preparation requirements.</p> <p>Is one year, one time limit realistic in all circumstances. The ability to satisfy the remaining requirements will vary depending on the teacher preparation program or institution. What statutes must change?</p>

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<p><u>Subp. 4. Restricted full professional license. For teachers initially licensed in another state in a field or scope not recognize in Minnesota, a restricted full professional license may be issued in the same scope, field, or both as the license issued in the other state upon evidence of meeting the following requirements submitted to the Educator Licensing Division of the Minnesota Department of Education:</u></p> <p><u>A. a full professional license from another state; and</u></p> <p><u>B. the requirements in subpart 2.</u></p>	<p>122A.23, subdivision 2, paragraph (f)</p> <p>(f) The Board of Teaching must issue a restricted teaching license for only in the content field or grade levels specified in the out-of-state license to an applicant who:</p> <p>(2) holds or held an out-of-state teaching license where the out-of-state license is more limited in the content field or grade levels than a similar Minnesota license.</p> <p>(1) successfully completed all exams and human relations preparation components required by the Board of Teaching; and</p>	<p>Yes</p> <p>The requirements in subpart 2 go beyond MS, section 122A.23, subdivision 2, paragraphs (f) and (i) requiring only completion of board exams and human relations, but not other statutory provisions</p>	<p>Subdivision 2, paragraph (f): "In a field or scope more limited in content field or grade levels" not recognition "Board of Teaching must issue" - Rule gives issuing to MDE</p> <p>No</p> <p>No</p>	<p>122A.23, subdivision 2, paragraph (f), clause (1)</p> <p>No limited license with rule requirements in Minnesota Statutes, section 122A.23, subdivision 2</p>
<p><u>Subp. 5. Limited license. The board shall issue a one-year three-time renewable limited license to applicants who meet the following requirements:</u></p> <p><u>A. completed at least a minor in the content area in the licensure area sought; and</u></p> <p><u>B. evidence of enrollment in a teacher preparation program.</u></p> <p><u>Subp. 6. Provisional permission. The board shall issue a two-year renewable provisional license to</u></p>	<p>122A.23, subdivision 1, paragraph (g)</p>	<p>Yes</p>	<p>Headnote should clearly reflect license vs. permission No.</p>	<p>license should be two year limited provisional under Minnesota Statutes, section 122A.23, subdivision 2, paragraph (g)</p>

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<p><u>applicants who meet the following requirements, as provided by the hiring district:</u></p> <p><u>A. applicant has a professional classroom teaching license in another field;</u></p> <p><u>B. the designated position is in a shortage area, as determined annually by the commissioner of the Minnesota Department of Education;</u></p> <p><u>C. the position was posted for at least 30 days on the board-approved job posting site and no individual licensed in the field applied; and</u></p> <p><u>D. for renewal, the applicant is currently engaged in ongoing professional development, coursework, or both in the designated licensure area.</u></p>	<p>(g) The Board of Teaching may issue a two-year limited provisional license to an applicant under this subdivision to teach in a shortage area, consistent with section 122A.18, subdivision 4a.</p> <p>122A.18, subdivision 4a</p> <p>Subd. 4a. <b>Limited provisional licenses.</b></p> <p>The board may grant two-year provisional licenses to licensure candidates in a field in which they were not previously licensed or in a field in which a shortage of licensed teachers exists. A shortage is defined as an inadequate supply of licensed personnel in a given licensure area as determined by the commissioner.</p>		No	122A.23, subdivision 2, paragraph (g). The statute does not expressly authorize renewal.
<p><u>Subp. 7. Portfolio review. Applicants from another state, who completed an alternative or nonconventional teacher preparation program and have applied for and did not have evidence of meeting requirements for a professional license in subpart 2, item A, may apply for that license through the portfolio review process. Applicants may use the portfolio review process to provide alternative documentation to show that the requirements cited by the board as not met in the initial application are actually met. The alternative documentation shall include:</u></p> <p><u>A. a transcript, syllabi, or both of college coursework;</u></p> <p><u>B. subject-specific, high-quality professional development, as defined by the federal Elementary and Secondary Education Act, section 9101, part 34;</u></p> <p><u>C. professional contributions to the field;</u></p> <p><u>D. classroom performance, as determined by</u></p>	<p>122A.21, subdivision 2</p> <p>Subd. 2. <b>Licensure via portfolio.</b></p> <p>(a) An eligible candidate may use licensure via portfolio to obtain an initial licensure or to add a licensure field, consistent with applicable Board of Teaching licensure rules.</p> <p>(b) A candidate for initial licensure must submit to the Educator Licensing Division at the department one portfolio demonstrating pedagogical competence and one portfolio demonstrating content competence.</p> <p>(c) A candidate seeking to add a licensure field must submit to the Educator Licensing Division at the department one portfolio demonstrating content competence.</p> <p>(d) The Board of Teaching must notify a candidate who submits a portfolio under paragraph (b) or (c)</p>	Yes	Is section 122A.21, subdivision 2, intended to apply to teachers trained in other states under Minnesota Statutes, section 122A.23 or 122A.245?	Minnesota Statutes, section 122A.23, does not expressly authorize. No clear connection of licensing by portfolio and licensing of out-of-state teachers. <p>Rule appears inconsistent with Minnesota Statutes, section 122A.245, subdivision 6, cross-references to section 122A.23, subdivision 1. Subdivision 1 is applicable to traditional programs, but silent as to alternative programs</p>



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