

Minnesota Professional Educator Licensing and Standards Board

STATEMENT OF NEED AND REASONABLENESS (SONAR)

Possible Amendment of Rules Governing the Standards of Effective Practice, Teachers of Health, Teachers of American Indian Language, History, and Culture, Teachers of Physical Education, Teachers of Developmental Adapted Physical Education, Teachers of Parent And Family Education, Teachers of Adult Basic Education, and Tiered Licensure

Revisor's ID 4615



ALTERNATIVE FORMAT

Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make a request, contact:

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GLOSSARY

Applicant: The individual seeking a license to teach in Minnesota.

License-specific standards: The knowledge and skills a teacher of a particular subject or field (such as elementary education or math) needs in order to be effective.

District: A public school district, charter school, or other educational institution, including intermediate districts and schools, vocational cooperatives, special education cooperatives, state operated schools, regional service cooperatives, miscellaneous cooperatives, and education districts.

Endorsement: A licensure field that can only be added to an existing teaching license. For example, a teacher must hold a license to teach physical education in order to add an endorsement to teach developmental adapted physical education (DAPE).

Limited License: A former license granted under the Board of Teaching. A teacher applying for a limited license must have had at least a minor (or 15 credits) in the licensure area sought and must have had a job offer with a Minnesota public school.

Pedagogical standards: The knowledge and skills all teachers need to be effective.

Restricted license: A Tier 3 or Tier 4 license granted to a teacher who's training and teaching experience does not align to PELSB's current licensure. For example, a teacher who was trained in high school math could receive a restricted 7-12 math license (as opposed to 5-12) if the teacher has no middle school experience.

Student: An individual receiving instruction and assessment from a teacher or teacher candidate. Typically, a student is PreK – grade 12 pupil attending elementary, middle, or high school.

Standards of Effective Practice (“SEPs”): Pedagogical standards that all teacher candidates completing a board-approved initial licensure program or licensure via portfolio must meet (and that all initial licensure programs must address through a learning opportunity and an assessment). These pedagogical standards include the essential knowledge and skills a teacher needs to be effective in the classroom. The SEPs are set forth in Minn. R. 8710.2000.

Teacher educator: The individual employed or directed by the teacher preparation provider to facilitate a teacher candidate's learning opportunities and assessments (sometimes referred to as “instructor” or “faculty”).

Teacher candidates: The individual working towards licensure through a teacher preparation program.

Teacher preparation program: An approved program designed for preparing teacher candidates for their professional teaching license.

Teacher preparation provider: An approved organization responsible for offering one or more teacher preparation programs.

ACRONYMS

ABE: Adult Basic Education

CTE: Career and Technical Education

DAPE: Developmental Adapted Physical Education

IECIE: Increase Educators of Color and Indigenous Educators

InTASC: Interstate Teacher Assessment & Support Consortium

ISTE: International Society for Technology in Education

KPSTR: International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading

PFE: Parent and Family Education

PELSB: Professional Educator Licensing and Standards Board (sometimes referred to as "the Board")

RIPA: Request for Initial Program Approval

SEP: Standard of Effective Practice

INTRODUCTION

The Board is considering rule amendments to chapter 8710. Chapter 8710 contains the state's licensure rules for teachers, including the requirements to obtain and renew a tiered license. Additionally, chapter 8710 contains the required pedagogical standards ("Standards of Effective Practice") for teachers and license-specific standards that are integrated into teacher preparation programs approved by the Board and demonstrated by applicants as part of the licensure via portfolio process.

Tiered licensure rules

The Board is proposing the following changes:

- Technical
 - Update language specific to the collection of fees (8710.0200).
 - Establishing new and updating existing definitions (8710.0310).
 - Update rule language specific to the background check process (8710.0310).
 - Remove rule language specific to interim permissions from the Tier 1 licensure rule and out-of-field permission rule (8710.0311 and 8710.0320).
 - Clarify when a license or permission expires (8710.0313, 8710.0314, 8710.0320, and 8710.0321).
- Licensure
 - Require teachers to provide current contact information at the time of application, renewal, and when there are changes to contact information (8710.0310).
 - Clarify that when a teacher moves from a Tier 3 to a Tier 4 license after three years of teaching experience in Minnesota, that individual must complete the Tier 3 renewal requirements (clock hours and mandatory trainings) (8710.0313).
 - Allow out-of-state applicants to receive a Tier 3 license to teach middle level communication arts and literature, mathematics, social studies, or general science without holding another "standalone" license (8710.0313).
 - Allow a teacher, who holds a restricted or limited Tier 3 or Tier 4 license, to expand the grade levels of their license by: (1) completing two years of teaching experience within two grade levels of the currently approved licensure scope, (2) completing field-specific teaching within two grade levels of the currently approved licensure scope, or (3) completing field-specific methods and an evaluated field experience aligned to the approved licensure scope (8710.0313 and 8710.0314).
 - Clarify eligibility requirements for licensure via portfolio (8710.0330).
- Permissions
 - Allow a teacher to obtain additional out-of-field permissions for "good cause," including when the teacher is enrolled in a teacher preparation program aligned to the assignment and for all assignments under 0.25 FTE (8710.0320).
 - Require school districts to attest to providing supports for teachers who will use an out-of-field permission to teach outside of the scope or field of that teacher's license (8710.0320).
 - Clarify posting requirements for out-of-field permissions (8710.0320).
 - Clarify the requirements for a "cross curricular delivery permission" (formerly an "innovative program permission") (8710.0321).
- Substitute teaching

- Eliminate requirement that the applicant’s bachelor’s degree be “regionally accredited by the Higher Learning Commission or by the regional association for accreditation of colleges and secondary schools”
- Allow a short-call substitute to replace the same teacher of record for up to 20 consecutive school days (currently 15 days is permitted)
- Require school districts to replace a teacher-of-record with a long-term substitute or a teacher licensed for the assignment after the teacher has been absent for 20 consecutive school days or the assignment has remained unfilled for 20 consecutive school days
- Allow a shot-call substitute to continue substituting for the same teacher-of-record after 20 consecutive days when the substitute has submitted a completed licensure application for that particular assignment
- Clarify which assignments a teacher who holds a CTE short-call substitute teaching license can hold

License-specific rules

The Board is proposing the following changes to license-specific rules:

- Parent and Family Education (8710.3100)
 - Update standards
 - Exempt initial licensure candidates from the requirement that they complete 12 weeks of student teaching (other clinical experiences still required)
- Adult Basic Education (8710.4000)
 - Update standards
 - Exempt initial licensure candidates from the requirement that they complete 12 weeks of student teaching (other clinical experiences still required)
- American Indian Language, History, and Culture (8710.4100)
 - Reduce the number of resolutions from a Tribal Government that an applicant must obtain to apply to teach an American Indian Language, History, or Culture
- Health (8710.4500)
 - Update standards
- Physical Education (8710.4700)
 - Update standards
 - Expand the scope from K-12 to PreK-12
- Developmental Adapted Physical Education (8710.5300)
 - Update standards
 - Remove the requirement that candidates complete the Special Education Core Skills set forth in Minn. R. 8710.5000

Standards of Effective Practice (8710.2000)

The Board proposes to make changes to the Standards of Effective Practice, which are the pedagogical standards that all teacher candidates completing a board-approved initial licensure program or licensure via portfolio must meet (and that all initial licensure programs must address through a learning opportunity and an assessment). These pedagogical standards include the essential knowledge and skills a teacher needs to be effective from “Day 1” in the classroom. The Standards of Effective Practice have seen minimal changes since they were first adopted in 2001. The Board seeks to update the standards to ensure Minnesota teachers have the foundational knowledge and skills to provide the education Minnesota’s students deserve and need.

BACKGROUND

The Professional Educator Licensing and Standards Board (PELSB)

The Professional Educator Licensing and Standards Board (PELSB) is responsible for:

- licensing teachers in Minnesota;¹
- establishing and maintaining teacher licensure standards and requirements,²
- establishing and enforcing the Teacher Code of Ethics, and³
- approving teacher preparation providers and programs to prepare candidates in Minnesota.⁴

In 1973, the Minnesota Legislature established the Teacher Standards and Certification Commission. While its name was changed to the Teacher Standards and Certification Commission in 1975 and then the Board of Teaching in 1976, the essential responsibilities have remained the same.

From 1976 through 2017, the Board of Teaching was responsible for establishing and maintaining licensure standards and requirements for teacher preparation programs and teachers in the state. The Board of Teaching worked with the Minnesota Department of Education's Licensing Division to issue licenses to Minnesota teachers.

During the 2017 First Special Session, the state legislature enacted major reforms to teacher licensure in Minnesota. Notably, a tiered licensure system was created and the work of the Board of Teaching (BOT) and the Minnesota Department of Education's Licensing Division was combined.⁵

Tiered Licensure

Effective January 1, 2018, PELSB became the state board governing teacher licensure.⁶ In October 2018, PELSB adopted rules to implement the new tiered licensure system, which includes four tiers of licensure and establishes several different avenues by which an individual can become a licensed teacher. The tiered licensure system was a significant change from the prior licensing scheme.

Figure 1: Tiered Licensure Requirements

| | Tier 1 | Tier 2 | Tier 3 | Tier 4 |
|------|--------|---------|---------|---------|
| Term | 1 year | 2 years | 3 years | 5 years |

¹ Minn. Stat. 122A.09, subd. 4 (2019).

² Minn. Stat. 122A.09, subd. 9 (2019).

³ Minn. Stat. 122A.09, subd. 1 (2019).

⁴ Minn. Stat. 122A.092 (2019).

⁵ Laws of Minnesota 2017, 1st Spec. Sess. chapter 5, article 3.

⁶ Minn. Stat. 122A.09, subd. 4 (2019).

| | Tier 1 | Tier 2 | Tier 3 | Tier 4 |
|------------|--|--|----------------------------|-------------------|
| Renewals | Limited to 3 | Limited to 3 | Unlimited | Unlimited |
| Assignment | Tied to district (Job offer required) | Tied to district (Job offer required) | No restrictions | No restrictions |
| Testing | Not required | Optional | Content and pedagogy exams | Basic skills exam |

The tiered licensure system creates multiple pathways to licensure. For example, an applicant who completes a board-approved teacher preparation program and passes applicable licensure exams is eligible for a Tier 3 license.

Figure 2: Tiered Licensure in Minnesota (image credit: Education Minnesota)

Tiered licensure in Minnesota

TIER 1 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CAREER & TECHNICAL ED (CTE) OR CAREER PATHWAYS COURSE OF STUDY (CP)*

OR

***CTE OR CP CANDIDATES MUST HAVE ONE OF THE FOLLOWING:**

- AA degree
- Professional certification
- Five years of relevant work experience

Candidate must have a BA degree unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.

- Good for one year and can be renewed three times, though there are conditions under which districts can renew further.
- District and teacher apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher.
- These teachers are not in the teacher bargaining unit and are not earning credit toward probation. Teachers at Tier 1 do not have continuing contract rights.

Anticipated transition details can be found at www.educationminnesota.org/resources.aspx#credentials-licensure.
Revised April 22, 2021. Subject to change.

TIER 2 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

MINNESOTA APPROVED TEACHER PREPARATION PROGRAM ENROLLMENT

OR

MASTER'S DEGREE IN CONTENT AREA

OR

TWO OF THE FOLLOWING:

- Completed teacher preparation program
- Eight upper-division credits in subject area
- Training in subject-specific teaching methods
- Passing scores on state subject area and pedagogy tests
- Two or more years experience teaching in subject area

Candidate must be enrolled in a teacher preparation program, OR have a master's degree, OR have two of the following: completed teacher preparation program; eight upper-division credits in subject area; training in subject-specific teaching methods; two years of experience teaching in subject area; passing scores on state tests in subject area.

- Good for two years and can be renewed three times.
- District and teacher apply jointly.
- These teachers are in the teacher bargaining unit and are not probationary. However, if these teachers get to Tier 3, then two years of successful teaching at Tier 2 can count toward the Tier 3 requirement of three years of probation. Teachers at Tier 2 do not have continuing contract rights.

TIER 3 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

PASSING SCORES
CONTENT AND PEDAGOGY

AND

ONE OF THE FOLLOWING:

- Completion of a Minnesota approved teacher preparation program (traditional or alternative, if accredited)
- Completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs
- Portfolio in a given licensure field
- Three years teaching experience at Tier 2 without being placed on an improvement plan
- Professional teaching license from another state, license in good standing, and two years of teaching experience

Candidate has BA degree for all subjects except CTE or CP; passing scores on content and pedagogy exams, and ONE of the following: Completion of a Minnesota approved teacher preparation program (traditional or alternative, if accredited); completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs; portfolio in a given licensure field; professional teaching license from another state, license in good standing, and two years of teaching experience; three years of teaching experience; three years of teaching experience under a Tier 2 license and evidence of summative evaluations that did not result in placement on an improvement plan.

- Good for three years and can be renewed indefinitely.
- Teacher applies for the license.
- These teachers are in the bargaining unit and must complete three years of probation. If a teacher at Tier 3 got to Tier 3 via Tier 2, two years of teaching at Tier 2 can count toward the three-year probationary requirement. Teachers at Tier 3 have continuing contract rights after completion of the probationary period.

TIER 4 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

COMPLETION OF PREPARATION PROGRAM

AND

PASSING SCORES
CONTENT AND PEDAGOGY

AND

PASSING SCORES ON BOARD-APPROVED SKILLS EXAM

AND


THREE YEARS TEACHING EXPERIENCE IN MINNESOTA

AND

MOST RECENT SUMMATIVE EVALUATION MUST NOT HAVE RESULTED IN AN IMPROVEMENT PLAN

The candidate must meet all Tier 3 requirements, have completed a preparation program or portfolio, have passing scores on content and pedagogy exams and passing scores on board-approved skills exam. In addition, the most recent summative evaluation must not have resulted in placing the teacher on an improvement plan.

- Good for five years and can be renewed indefinitely.
- Teacher applies for the license.
- These teachers are in the bargaining unit. Teachers at Tier 4 have continuing contract rights after completion of the applicable probationary requirement.



THE VOICE FOR PROFESSIONAL EDUCATORS AND STUDENTS

Another pathway to a Tier 3 license is by completing licensure via portfolio. Through this process, a teacher can obtain a Tier 3 license by successfully evidencing the required licensure standards in one or

more portfolios and by passing applicable testing.

Understanding a teaching license – Tier, Licensure Field, and Scope

In Minnesota, a teacher providing instruction in a public school or charter school must hold a license or permission aligned to the field and grade level taught.⁷

Figure 3: Examples of teaching licenses

| Licensure Tier | Field | Scope | Sample assignments | Notes |
|-------------------------|--|---------------|---|------------------------|
| Tier 4 | Physical education | K – Grade 12 | Physical education (grades 9 -12) | |
| Tier 3 | American Indian Language, History, and Culture | Grades K – 12 | History and Culture of the Dakota people (grades 11 and 12) | |
| Tier 2 | Parent and Family Education | Parents | Early Childhood Family Education program (ECFE) Parent Educator | Job offer required |
| Tier 1 | Health education | Grades 5 – 12 | Health education (grades 6 – 8) | Job offer required |
| Tier 4 | Adult Basic Education | Ages 16+ | English as a second language | |
| Same Tier as PE license | Developmental Adapted Physical Education (DAPE) ⁸ | PreK – age 21 | Developmental Adapted Physical Education (K - grade 6) | DAPE is an endorsement |

⁷ Minn. Stat. 120A.22, subd. 10.

⁸ Note: A teacher must also hold a Physical Education license.

Teacher preparation

In addition to licensing teachers, the Board is responsible approving teacher preparation providers and programs to prepare candidates in Minnesota.⁹ A teacher preparation program (sometimes called “licensure program”) is licensure-specific training (e.g. elementary education, visual arts) provided to teacher candidates. A teacher preparation provider seeking to prepare candidates for teacher licensure in Minnesota must have each of its programs approved prior to enrolling candidates. A teacher candidate who completes teacher preparation and passes applicable licensure exams is eligible for a Tier 3 license.

To obtain approval as an initial licensure program, a provider must submit both a pedagogy application demonstrating how the program meets the Standards of Effective Practice (SEPs) and an application demonstrating how the program meets the license-specific standards (sometimes called “teacher standards” or “content standards”). Each program must have a learning opportunity and an assessment for each standard

Figure 4: Licensure Standards included in an Initial Licensure Program in PE



Special education programs must include core skills standards that are applicable to each special education field respectively. Special education programs must include a core application (outlined in 8710.5000), as well as a disability specific application.

Figure 5: Licensure Standards included in a Dual Licensure Program in PE and DAPE



⁹ Minn. Stat. 122A.092 (2019).

STATUTORY AUTHORITY

The Board's statutory authority to adopt the rules is stated in Minnesota Statutes:

Minn. Stat. 122A.09, subdivision 9 (a) – (c), provides:

(a) The Professional Educator Licensing and Standards Board must adopt rules subject to the provisions of chapter 14 to implement sections 120B.363, 122A.05 to 122A.09, 122A.092, 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185, 122A.187, 122A.188, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, and 122A.29.

(b) The board must adopt rules relating to fields of licensure, including a process for granting permission to a licensed teacher to teach in a field that is different from the teacher's field of licensure without change to the teacher's license tier level.

(c) The board must adopt rules relating to the grade levels that a licensed teacher may teach.

Minn. Stat. 122A.092, subdivisions 1 and 3 provides:

Subdivision 1. **Rules.** The board must adopt rules to approve teacher preparation programs, including alternative teacher preparation programs under section 122A.2451, nonconventional programs, and Montessori teacher training programs.

Subd. 3. **Specialized credentials.** The board must adopt rules creating flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project- and place-based learning, among other career and college readiness learning offerings.

Minn. Stat. 122A.18, subdivision 10(a) provides:

Subd. 10. **Licensure via portfolio.** (a) The Professional Educator Licensing and Standards Board must adopt rules establishing a process for an eligible candidate to obtain any teacher license under subdivision 1, or to add a licensure field, via portfolio. The portfolio licensure application process must be consistent with the requirements in this subdivision.

Under these statutes, the Board has the necessary statutory authority to adopt the proposed rules.

PUBLIC PARTICIPATION

The Professional Educator Licensing and Standards Board sought public participation for this rulemaking through a number of different means. Throughout the course of this rulemaking, PELSB:

- Solicited comments by publishing a request for comments in the State Register;
- Utilized a webpage to provide updates and share relevant documents (see <https://mn.gov/pelsb/board/rulemaking/licensing-academic-standards/>);
- Utilized GovDelivery, an email platform, to share updates and relevant documents with the over 2,400 individuals subscribed to PELSB's rulemaking listserv;
- Provided updates to its board members and the public during board meeting; and
- Participated in stakeholder sessions.

Request for Comments

PELSB published a Request for Comments (RFC) for this rulemaking project in the State Register on September 23, 2019.¹⁰ PELSB chose to leave the comment period open for longer than 60 days in order to gather additional feedback, especially as the Board considered new draft language. On May 3, 2021, PELSB published a notice in the State Register to close the comment period on June 1, 2021.¹¹ This notice was also posted to PELSB's webpage dedicated to this rulemaking and was sent electronically to all individuals registered to receive rulemaking updates, as well as a number of other individuals and organizations that are potentially impacted by the proposed changes (totaling over 9,000 email recipients).

During this initial comment period, PELSB received 69 written comments.¹² Additionally 16 comments and 2 replies were submitted through the Office of Administrative Hearing's eComments site.¹³ Comments were submitted by a number of stakeholders, including teachers, teacher preparation providers, teacher educators, and education advocacy organizations.

¹⁰ [44 SR 421](#).

¹¹ [45 SR 1188](#).

¹² Please note, several individuals and organizations submitted multiple comments.

¹³ See comments and replies in the "Discussion: 36362 PELSB Request for Comments" available at <https://minnesotaoah.granicusideas.com/discussions/36362-pelsb-request-for-comments/topics/submit-a-comment-135>.

Stakeholder engagement

In addition to publishing a Request for Comments, PELSB met with a number of individuals and organizations to obtain feedback regarding the rule development (see Table 1).

Table 1: Stakeholder engagement

| Date | Type | Facilitator | Audience |
|-----------------|-----------------------------|---|--|
| Feb. 19, 2019 | Listening session | PELSB | Open to all members of the public |
| March 20, 2019 | Listening session | Education Evolving | Teachers from alternative programs and settings |
| March 28, 2019 | Listening session | Education Minnesota | Educator Policy Innovation Center (EPIC) team |
| Jan. 7, 2020 | Listening session | PELSB | Open to all members of the public |
| Feb. 19, 2020 | Listening session | MAAP | Students and teachers involved in alternative education |
| Feb. 20, 2020 | Presentation | MACTE | Teacher educators from colleges and universities |
| July 29, 2020 | Listening Session (virtual) | MNEEP | Open to all members of the public |
| Oct. 23, 2020 | Presentation (virtual) | MACTE | Teacher educators from in colleges and universities |
| Dec. 8, 2020 | Listening session (virtual) | MNEEP Emerging Multilinguals Network | Emerging Multilinguals Network members (focus on multilingualism and English language development) |
| Dec. 17, 2020 | Listening session (virtual) | Tribal Nations Education Committee (TNEC) | TNEC is a group of tribally appointed representatives which advocates for American Indian students in Minnesota. (focus on the American Indian Language, Culture, and History license) |
| January 8, 2021 | Listening session (virtual) | Phillips Indian Educators | Ad-hoc group of Native educators and administrators, who work in the Phillips neighborhood (Minneapolis) |

| Date | Type | Facilitator | Audience |
|-----------------|--------------------------------|------------------------------------|---|
| | | | (focus on the Standards of Effective Practice and the American Indian Language, Culture, and History license) |
| Feb. 5, 2021 | Listening Session (virtual) | Phillips Indian Educators | Ad-hoc group of Native educators and administrators, who work in the Phillips neighborhood (Minneapolis) (focus on the Standards of Effective Practice and the American Indian Language, Culture, and History license) |
| Feb. 17, 2021 | Listening Session (virtual) | PELSB | Open to all members of the public (focus on the Standards of Effective Practice) |
| Feb. 19, 2021 | Presentation (virtual) | MACTE | Teacher educators from colleges and universities |
| March 3, 2021 | Listening session (virtual) | St. Paul Public Schools | Current and former administrators from St. Paul Public Schools who supervise beginning teachers (focus on the Standards of Effective Practice) |
| March 11, 2021 | Listening session (virtual) | EdAllies | Alternative preparation providers (focus on the Standards of Effective Practice) |
| March 16, 2021 | Listening session (virtual) | Decoding Dyslexia | Decoding Dyslexia board of directors (focus on the Standards of Effective Practice) |
| April 14, 2021 | Listening session (virtual) | University of St. Thomas | Teacher educators and education policy stakeholders (focus on the Standards of Effective Practice) |
| April 16, 2021 | Presentation (virtual) | MACTE | Teacher educators from colleges and universities |
| August 17, 2021 | Presentation (virtual) | Minnesota Ethnic Studies Coalition | The Coalition is comprised of a number of individuals and organizations focused on integrating ethnics studies into K-12 school instruction (focus on the Standards of Effective Practice) |

| Date | Type | Facilitator | Audience |
|-------------------|-----------------------------|---|---|
| September 2, 2021 | Listening session (virtual) | University of St. Thomas | Teacher educators and education policy stakeholders (focus on the Standards of Effective Practice) |
| October 21, 2021 | Listening session (virtual) | Tribal Nations Education Committee (TNEC) | TNEC is a group of tribally appointed representatives which advocates for American Indian students in Minnesota. (focus on the American Indian Language, Culture, and History license and Standards of Effective Practice) |

Board participation

On December 13, 2019, the Board chair appointed a subcommittee, comprised of three board members, tasked with reviewing stakeholder input and approving changes to draft rule language. This subcommittee began meeting to review public comments and to approve changes to the draft rule changes. Subcommittee meetings were open to the public and drafts of the proposed rule changes were also made publicly available.

Additionally, the Board’s Committee to Increase Educators of Color and Indigenous Educators (IECIE) also reviewed draft language and feedback, focusing specifically on how to embed culturally responsive pedagogy and anti-racism into the proposed Standards of Effective Practice. The IECIE Committee is responsible for researching and recommending policies and strategies to the Board that would help increase the number of educators of color and Indigenous educators in Minnesota, including possible changes to state rules. The Committee sees the revision of the Standards of Effective Practice as a prime opportunity to conduct this work.

Finally, the Board also has an advisory committee – the Standards and Rules Advisory Committee - comprised of several stakeholder organizations, which is responsible for providing input on Board policy considerations. These committee meetings are open to the public.

Table 2: Board participation

| Date & time | Location | Participants |
|---|-----------|---------------------|
| January 30, 2020, from 4:00 – 6:00 p.m. | In-person | R-4615 Subcommittee |
| February 14, 2020, from 11:00 a.m. – 1 p.m. | In-person | R-4615 Subcommittee |

| Date & time | Location | Participants |
|---|-----------|----------------------------------|
| Feb. 19, 2020, from 10:00 a.m. – 12:00 p.m. | In-person | Standards & Rules Advisory Comm. |
| March 2, 2020, from 4:00 – 6:00 p.m. | In-person | R-4615 Subcommittee |
| April 20, 2020, from 4:00 – 6:00 p.m. | Virtual | R-4615 Subcommittee |
| May 11, 2020, from 4:00 – 6:00 p.m. | Virtual | R-4615 Subcommittee |
| June 10, 2020, from 10:00 a.m. – 12:00 p.m. | Virtual | R-4615 Subcommittee |
| June 22, 2020, from 10:00 – 11:00 a.m. | Virtual | R-4615 Subcommittee |
| July 6, 2020, from 10:00 – 11:00 a.m. | Virtual | R-4615 Subcommittee |
| July 20, 2020, from 10:00 – 11:00 a.m. | Virtual | R-4615 Subcommittee |
| July 27, 2020, from 10:00 – 11:00 a.m. | Virtual | R-4615 Subcommittee |
| August 10, 2020, from 10:00 – 11:00 a.m. | Virtual | R-4615 Subcommittee |
| August 13, 2020, from 4:30 – 6:30 p.m. | Virtual | IECIE Committee |
| August 24, 2020, from 9:00 – 11:00 a.m. | Virtual | R-4615 Subcommittee |
| September 17, 2020, from 4:30 – 6:30 p.m. | Virtual | IECIE Committee |
| November 5, 2020, from 1:00 – 3:00 p.m. | Virtual | Standards & Rules Advisory Comm. |
| November 5, 2020, from 3:00 – 4:30 p.m. | Virtual | R-4615 Subcommittee |
| February 4, 2021, from 1:00 – 3:00 p.m. | Virtual | Standards & Rules Advisory Comm. |
| March 1, 2021, from 5:00 – 6:00 p.m. | Virtual | R-4615 Subcommittee |
| March 24, 2021, from 4:00 – 5:30 p.m. | Virtual | R-4615 Subcommittee |
| April 19, 2021, from 4:00 – 5:30 p.m. | Virtual | R-4615 Subcommittee |
| July 16, 2021 Board Meeting & Retreat | In-person | All board members |
| September 16, 2021, from 4:30 – 6:00 p.m. | Virtual | IECIE Committee |
| September 17, 2021 Board Meeting | Virtual | All board members |
| September 29, 2021, from 4:00 – 6:00 p.m. | Virtual | R-4615 Subcommittee |

| Date & time | Location | Participants |
|---------------------------------|----------|-------------------|
| October 8, 2021 Board Meeting | Virtual | All board members |
| November 12, 2021 Board Meeting | Virtual | All board members |
| December 10, 2021 Board Meeting | Virtual | All board members |
| January 14, 2022 Board Meeting | Virtual | All board members |

On January 14, 2022, during a public board meeting and after several months of discussion, the Board authorized board staff to publish the Notice of Intent to Adopt Rule along with a draft dated December 12, 2021.

REGULATORY ANALYSIS

Minnesota Statutes, section 14.131, sets out eight factors for a regulatory analysis that must be included in the SONAR. Paragraphs (1) through (8) below quote these factors and then give the Board's response.

(1) A description of the classes of persons who probably will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule

Tiered licensure rules

School districts and current teachers will be impacted by the proposed changes to the tiered licensure rules. The changes are mainly clarifications and will have minimal impact. However, the changes to the out-of-field permissions should help districts and teachers process applications easier in certain situations.

One specific group of individuals who will be impacted by the proposed changes is a small number of teachers who hold a Tier 2 license and use an out-of-field permission for more than 50% of their assignments. The proposed rule change will require these individuals to obtain a Tier 1 license instead of an out-of-field permission, which must be renewed more frequently.

License-specific rules

Teacher preparation providers will be impacted by the proposed changes to license-specific rules, as providers will be responsible for ensuring their programs align to any changes that occur. Notably, most of the proposed changes will be welcomed, as it will bring the license-specific rules in alignment with national standards and/or the field of practice. Teacher candidates will benefit from the learning opportunities aligned to the new standards.

Notably, teacher candidates completing teacher preparation programs in DAPE licensure will no longer be required to complete learning opportunities and assessments aligned to the Special Education Core Skills. Additionally, DAPE licensure applicants will not be required to complete Special Education Core Skills examinations in order to obtain a Tier 3 license, which will be welcomed by many applicants who have been unable to pass these exams and are stuck using out-of-field permissions as they are not eligible for a Tier 3 or Tier 4 license without passing applicable examinations.

Standards of Effective Practice and license-specific rules

Teacher preparation providers will be impacted by the proposed changes to the Standards of Effective Practice, as providers will be responsible for ensuring their programs align to any changes that occur. Once implemented, teacher candidates will benefit from a more cohesive and updated set of standards. E-12 public school students will benefit from teachers prepared under standards aligned to current student needs, such as trauma-informed standards and standards addressing issues of systemic racism.

(2) The probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenues

While PELSB does not anticipate that other agencies will have costs associated with the implementation and enforcement of the proposed rules, PELSB anticipates that there will be costs and anticipated effects on state revenue for PELSB, itself.

Table 3: Probable costs to PELSB

| Proposed rule change | Probable costs and any anticipated effect on state revenue |
|--|---|
| Tiered licensure rules | Nominal costs to update application forms and tiered licensure materials |
| Standards of Effective Practice and license-specific changes | Teacher preparation providers will be required to update their programs to align with any adopted rule changes. PELSB is responsible for approving programs. While PELSB relies on a volunteers (the Program Review Panel), PELSB will need additional meetings to review all updated programs, where mileage and/or small stipends may be provided to panel members. |

(3) A determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule

Tiered licensure rules

The proposed changes to the tiered licensure rules simplify or clarify the application and renewal process for licenses and permissions. The Board is not aware of less costly methods or less intrusive methods for achieving these purposes.

Standards of Effective Practice

PELSB worked with an expansive stakeholder base to ensure the proposed standards were aligned with student needs while limiting the impact on teacher preparation providers and candidates. This translated into many standards being directly aligned to national standards and a reduction in standards from 125 to closer to 70. The Board is not aware of less costly methods or less intrusive methods for overhauling the state’s pedagogical standards.

License-specific rules

Licensure-specific standards are regularly revised at the national level. Changes made in this rulemaking align to national changes and/or reduce barriers previously identified by stakeholders (such as the clinical experience requirements for teacher candidates completing initial licensure programs in Adult Basic Education or Parent and Family Education). These changes decrease costs for providers and candidates.

(4) A description of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule

Tiered licensure rules

Because the policies and requirements specific to licensure are in rule, pursuing changes through the rulemaking process is the only method for implementing new policies and clarifying existing policies.

Standards of Effective Practice

Many stakeholders encouraged the Board to consider adopting the [InTASC Model Core Teaching Standards](#). Teacher preparation providers who are accredited by the Council for the Accreditation of Educator Preparation (CAEP) must implement these standards, which means there are a number of providers already meeting these standards. Other stakeholders recommended using some of the InTASC Model Core Teaching Standards, in certain cases, but to also consider other practice-based standards and state standards.

The Board is not proposing to adopt the InTASC standards in full because the standards, which were adopted in 2013, do not include enough emphasis on culturally-responsive pedagogy. Rather, the Board aligns many of the proposed standards with InTASC standards. The Board is proposing other standards to fill gaps not addressed by the InTASC standards. Additionally, the Board is utilizing the core standards as a framework for its own standards. Finally, the Board has released a number of resources comparing the existing Standards of Effective Practice, the proposed Standards of Effective Practice, and the InTASC standards, so that providers and members of the public can see where there is overlap.

License-specific rules

The Board is not aware of any alternative methods to updating licensure standards without entering into rulemaking.

(5) The probable costs of complying with the proposed rule, including the portion of the total costs that will be borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses, or individuals

Tiered licensure rules

The Board does not anticipate that the proposed changes to the tiered licensure rules will result in costs for affected parties.

Standards of Effective Practice and license-specific rules

Teacher preparation providers will be directly impacted by the proposed changes to the Standards of Effective Practice and license-specific rules. Each provider will have to evaluate their current licensure programs to determine whether their programs meet new standards. For some providers, this may mean revising, adding, or deleting courses for teacher candidates. For other providers, the new standards are already embedded into their programs. The time for review and the scope of changes will vary drastically between the 35 different providers in the state.

(6) The probable costs or consequences of not adopting the proposed rule, including those costs or consequences borne by identifiable categories of affected parties, such as separate classes of government units, businesses, or individuals

The primary costs and consequences of not adopting the proposed rules are the potential impact on students, families, and future teachers. For example, the existing Standards of Effective Practice lack standards specific to culturally-relevant pedagogy, which has proven to be an effective tool to increase student outcomes. Additionally, several of the proposed amendments seek to remove known barriers to teacher licensure, such as completion of the Special Education Core Skills examination for applicants seeking an endorsement in DAPE.

(7) An assessment of any differences between the proposed rule and existing federal regulations and a specific analysis of the need for and reasonableness of each difference

There are no known differences between the proposed rule and existing federal regulations.

(8) An assessment of the cumulative effect of the rule with other federal and state regulations related to the specific purpose of the rule. . . . '[C]umulative effect' means the impact that results from incremental impact of the proposed rule in addition to other rules, regardless of what state or federal agency has adopted the other rules. Cumulative effects can result from individually minor but collectively significant rules adopted over a period of time.

The Board is proposing these rule amendments to improve and clarify tiered licensure and to improve and update licensing standards for teachers. The proposed changes do not establish overlapping requirements with other state and federal requirements. The cumulative effect of the proposed changes to tiered licensure and licensure standards in combination with state and federal requirement around education is a higher quality education for all of Minnesota's students.

PERFORMANCE-BASED RULES

Minnesota Statutes, sections 14.002 and 14.131, require that the SONAR describe how the Board, in developing the rules, considered and implemented performance-based standards that emphasize superior achievement in meeting the Board's regulatory objectives and maximum flexibility for the regulated party and the agency in meeting those goals.

Throughout this rulemaking effort, the Board has sought to develop rules that help support an educational system that ensures all Minnesota students have high quality educators in their schools. The Board has proposed rules that would streamline and/or clarify the application and renewal process for teachers; update outdated pedagogical and license-specific standards; and remove barriers for teacher candidates completing licensure programs in Developmental Adapted Physical Education, Adult Basic Education, and Parent and Family Education.

The Board believes the proposed rules strengthen Minnesota's pedagogical and license-specific standards, which will translate to Minnesota's teachers being even better prepared for the first day in the classroom. The Board believes the proposed standards are performance—based to the extent possible because the proposed rules streamline or remove barriers, when possible, and establish minimum standards for teachers seeking a Tier 3 license (replacing outdated or moot old standards). This is especially seen in the Board's proposed changes to the Standards of Effective Practice, which reduces the total number of standards and would allow teacher preparation providers even more flexibility to infuse their programs with the components they deem essential, while still ensuring the foundational knowledge and skills remain the underpinning of all programs.

TEACHER SUPPLY AND DEMAND

Minnesota Statutes, section 122A.09, subdivision 9 (e) requires the Board to include a description of a proposed rules' probable effect on teacher supply and demand in the statement of need and reasonableness.

Proposed changes to tiered licensure

The changes proposed primarily clarify and streamline the process for issuing and reviewing licensure and permission applications and will have no effect on supply and demand.

The following proposed changes should ease the impact of teacher shortages in districts:

- Allowing school districts in some specific circumstances to offer an assignment to a teacher, requiring an out-of-field permission, without first posting the assignment for a number of days. These changes will ease the impact of a teacher shortage on districts.
- Allowing a district to fill a teacher absence or vacancy with a short-call substitute for 20 days (instead of 15 days).

The following proposed change may require a teacher to renew their license more often:

- The Board is proposing to limit the ability of a teacher, who holds a Tier 2 license, to use an out-of-field permission for more than 50% of their assignments. An individual who qualified for a Tier 2 license in one field can apply for a Tier 1 license in the other field if it is more than 50% of their assignment, so should have no impact on the supply of teachers.

Proposed changes to the Standards of Effective Practice

Reducing, streamlining, and updating the standards for new teachers should have a direct impact on increasing the number of teachers into the profession. Standards more aligned to current student needs, cultural relevance, and the necessary knowledge and skills to be an effective should all help teachers enter the profession, complete training for the profession, and receive the preparation to be able to stay in the profession.

Proposed changes to license-specific standards

All changes in the licensure-specific standards clarify, update, and simplify the standards to be met in each licensure area. This should have no impact on Physical Education and Health (neither increase nor decrease the number) but should increase candidates in DAPE, Adult Basic Education, and Parent and Family Education with reduced requirements and streamlined placement opportunities.

NOTICE PLAN

This Notice Plan was reviewed by the Office of Administrative Hearings and approved in a letter by Administrative Law Judge Jim Mortenson on September 12, 2019.

PELSB's Notice Plan includes:

- Electronic notice: Prior to or on the same date that the Request for Comments is published in the *State Register*, PELSB will electronically provide notice to the following individuals and/or organizations:
 - PELSB's rulemaking email list (containing over 1,160 interested individuals)
 - Approved teacher preparation providers in Minnesota, including all licensing officers and field directors, and all approved alternative teacher preparation providers in Minnesota
 - PELSB's Standards and Rules Advisory Committee
 - School district administrators
 - Minnesota Association of Colleges for Teacher Education
 - Education Minnesota
 - Education Evolving
 - Minnesota Education Equity Partnership
 - Minnesota Comeback
 - The Coalition to Increase Teachers of Color and American Indian Teachers
 - Minnesota Rural Educator Association
 - Association of Metro School Districts
 - Minnesota Association of Elementary School Principals
 - Minnesota Association of Secondary School Principals
 - Commissioners of the Department of Education
 - Commissioner of the Office of Higher Education
 - Teachers holding an active teaching license in adult basic education, developmental adaptive physical education, health, physical education, and parent and family education
 - A random sample of 100 teachers holding an active teaching license
 - PACER Center
 - Minnesota PTA
 - Dyslexia Advocates
 - Dyslexia Parent Alliance
 - OutFront Minnesota
 - MN Chapter of National Association of Multicultural Education

- Webpage dedicated to rulemaking project: On November 9, 2018, PELSB created a webpage dedicated to this rulemaking project to make the rulemaking process as transparent as possible and as a repository for relevant information. This webpage is updated frequently and is accessible to the general public. Prior to or on the same date that the Request for Comments is

published in the *State Register*, PELSB will post its Request for Comments on this webpage. The webpage is available at <https://mn.gov/pelsb/board/rulemaking/licensing-academic-standards/>.

Finally, PELSB's Notice Plan did not include notifying the Commissioner of Agriculture because the rules do not affect farming operations per Minnesota Statutes, section 14.111.

CONSULTATION WITH MMB ON LOCAL GOVERNMENT IMPACT

As required by Minnesota Statutes, section 14.131, PELSB will consult with Minnesota Management and Budget (MMB) by sending MMB copies of the documents that are sent to the Governor's Office for review and approval on the same day that the documents are sent to the Governor's Office. PELSB will consult with MMB before publishing the Notice of Intent to Adopt. The documents will include:

- the Governor's Office Proposed Rule and SONAR Form;
- the proposed rules; and
- the SONAR.

PELSB will submit a copy of the cover correspondence and any response received from Minnesota Management and Budget to OAH at the hearing or with the documents it submits for ALJ review.

DETERMINATION ABOUT RULES REQUIRING LOCAL IMPLEMENTATION

As required by Minnesota Statutes, section 14.128, subdivision 1, PELSB has considered whether these proposed rules will require a local government to adopt or amend any ordinance or other regulation in order to comply with these rules. PELSB has determined that they do not because the proposed rules pertain to teacher licensure and teacher preparation, and do not pertain to local governments. Compliance with these rules falls solely on approved teacher preparation providers, license applicants, licensed teachers, and school districts seeking to hire. Enforcement of these rules falls solely on the Board.

COST OF COMPLYING FOR SMALL BUSINESS OR CITY

Agency Determination of Cost

As required by Minnesota Statutes, section 14.127, PELSB has considered whether the cost of complying with the proposed rules in the first year after the rules take effect will exceed \$25,000 for any small business or small city. PELSB has determined that the cost of complying with the proposed rules in the first year after the rules take effect will not exceed \$25,000 for any small city or small business.

LIST OF WITNESSES

If these rules go to a public hearing, the Board anticipates that the following witnesses will testify in support of the need and reasonableness of these proposed rules:

1. Alex Liuzzi, Executive Director of the Professional Educator Licensing and Standards Board, will testify about the proposed rule language and the rule review and revision process.
2. Yelena Bailey, PELSB's Director of Education Policy, will testify about the proposed rule language and the rule review and revision process
3. Michelle Hersh Vaught, PELSB's Rulemaking Specialist, will testify about the proposed rule language and the rule review and revision process.

RULE-BY-RULE ANALYSIS

This section describes each rule change or proposed repeal of obsolete, unnecessary, or duplicative rules.

8710.0200. Fees.

PELSB proposes the following changes to Minn. R. 8710.0200:

Each application for the issuance or renewal of a license to teach shall be accompanied by a processing fee in compliance with the fee authorized by the legislature. The fees shall be paid to the ~~commissioner of education~~ board who shall deposit ~~them with the commissioner of management and budget~~ the fees in the general revenue fund, as provided by law, ~~and report each month to the commissioner of management and budget the amount of fees collected.~~

PELSB proposes this change in order to bring the rule into alignment with state statute. Many legislative changes were made in 2017, including the creation of PELSB. Minnesota Statutes 122A.21 was modified to require fees paid to the Board be “deposited in the state treasury.”¹⁴

Further, PELSB proposes to remove an outdated requirement that the Board report each month to MMB. Notably, this rule was first adopted when the Board of Teaching received an appropriation as a rider on the Department of Education and had an indirect relationship with the Minnesota Department of Management and Budget. Now PELSB works with the Small Agency Resource Team at the Department of Administration with direct and ongoing communication regarding revenue and spending. A monthly report is no longer meaningful to the cooperation between the agencies.

¹⁴ 2017 Minn. Laws 1st Spec. Sess. 5, art. 11, sec. 5.

8710.0310. Definitions and General Rules for Teaching Licenses.

Minnesota Rules, part 8710.0310 establishes definitions for chapter 8710 and establishes a number of foundational rules and requirements for those individuals seeking or holding a license.

Subpart 1. Definitions.

Subpart 1 establishes definitions that are used and applied throughout chapter 8170. PELSB proposes to adopt and modify several definitions.

“Cultural competency training”

PELSB proposes to modify the definition of “cultural competency training” as follows:

"Cultural competency training" means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities, consistent with part 8710.2000, ~~subpart 4,~~ and Minnesota Statutes, section 120B.30, subdivision 1, paragraph 4 (q).

PELSB is seeking to adopt new Standards of Effective Practice (more information below) in order to better address the needs of Minnesota’s student population. As part of this overhaul, standards specific to “diverse learners,” which currently reside in part 8710.2000, subpart 4, are embedded throughout the proposed standards. Therefore the reference to “subpart 4” is no longer needed.

“Day”

PELSB proposes to add a definition of “day” to Minn. R. 8710.0310:

"Day" means a calendar day, unless otherwise noted.

There are a number of timelines set forth in rule that are important for applicants and licensed teachers. Therefore, PELSB proposes to adopt a standard definition of the term “day” to ensure a common understanding.

“Good cause”

PELSB proposes to modify the definition of “good cause” as follows:

"Good cause" means:

(1) the applicant is unable to meet the requirements of a higher licensure tier due to a lack of a board-approved teacher preparation program in the licensure area;

(2) the ~~position~~ assignment is a full-time equivalency of ~~0.1~~ 0.25 or less; ~~or~~

(3) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment; or

~~(3)~~ (4) the applicant demonstrates to the board barriers to reaching a higher licensure tier. Barriers may include but are not limited to financial burdens to obtaining a higher tiered license, inability to pass licensure exams, or lack of geographic proximity to teacher preparation.

In 2018, PELSB adopted rules governing the issuance of out-of-field permissions (OFPs). An out-of-field permission allows a teacher holding a Tier 2, 3, or 4 license to teach outside of the scope and/or field of their license. OFPs are valid for up to one school year and can be renewed up to four additional years beyond the initial year. Minn. R. 8710.0320 establishes the requirements for obtaining and renewing an OFP.

In order to renew an out-of-field permission more than four times, the hiring district must provide a good cause justification as to why the teacher should receive additional OFPs. PELSB seeks to add to the definition of “good cause” in order to add additional flexibilities for schools and teachers.

First, PELSB seeks to allow a school district and teacher to indicate “good cause” when an assignment is a full-time equivalency of 0.25 or less (current rule allows 0.1 or less). Additionally, PELSB seeks to allow a school district and teacher to indicate “good cause” when the teacher is actively seeking to add a license aligned to the assignment through completion of an additional licensure program.

“Innovative program”

PELSB proposes a number of changes to the rules governing innovative program permissions, including giving this permission a new name. More information about the Board’s proposals, including the need and reasonableness of deleting the definition of “innovative program,” can be found under the section titled [“Innovative Program Permission”](#) below.

“Substitute teacher”

PELSB proposes to add a definition of “substitute teacher” to Minn. R. 8710.0310:

“Substitute teacher” means an individual who replaces a teacher of record during an approved leave of absence or fills an unfilled vacancy pursuant to part 8710.0327.

PELSB issues two different licenses specific to substitute teaching – a “short-call substitute license” and a “lifetime substitute license.” PELSB seeks to clarify the requirements for obtaining a short-call substitute license and to clarify when each license is required. To do so, PELSB proposes to establish a definition of the term “substitute teacher.”

“Teacher of record”

PELSB proposes to modify the definition of “teacher of record” in Minn. R. 8710.0310:

"Teacher of record" means an individual who is responsible for the planning, instruction, and assessment of students in a classroom and, when applicable, authorized to grant students credit for meeting standards attributed to the content taught, or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and assessment of students in a classroom. Serving in one of the following assignments or roles does not meet the definition of teacher of record: paraprofessional, short-term substitute, teacher aide, teacher in a home-school setting, or as an instructor of post-secondary students outside the E-12 setting.

The definition of “teacher of record” was established in October 2018, following the enactment of the tiered licensure system in 2017.¹⁵ The term is used throughout chapter 8710, including:

- One pathway to a Tier 2 license is by an applicant having served at least two years as a “teacher of record” aligned to the license sought;¹⁶
- One pathway to a Tier 3 license is by having held a professional license in another state and by having served at least two years as a teacher of record aligned to the license sought;
- Another pathway to a Tier 3 license is by having completed a state-approved teacher preparation program in another state with field-specific student teaching equivalent to student teaching in Minnesota. An applicant for a Tier 3 license does not need to demonstrate field-specific student teaching equivalent to student teaching in Minnesota if that applicant has served at least two years as a teacher of record aligned to the license sought;
- Another pathway to a Tier 3 license is by having served for at least three years as a teacher of record under a Tier 2 license aligned to the license sought; and
- Finally, an applicant for a Tier 4 license must have served for three years as a teacher of record in Minnesota.

PELSB seeks to clarify the definition of teacher of record. First, PELSB seeks to acknowledge that certain teaching assignments do not result in the granting of student credit, such as elementary education, parent and family education, and adult basic education. Serving as a teacher in one of these assignments does and should count as serving as a teacher of record. Second, PELSB seeks to explicitly identify assignments and roles that do not count towards serving as a teacher of record.

Subpart 2. Teacher licenses, in general.

Subpart 2 establishes a number of basic rules governing teacher licensure in Minnesota. PELSB seeks to make technical changes to one paragraph (Paragraph D) and add two new paragraphs to establish requirements specific to providing updated contact information (Paragraphs F and G).

¹⁵ See 43 SR 463 for PELSB’s notice of adopting new rules.

¹⁶ Note: This is a simplification of the requirement. An applicant who has two years of teaching experience as a teacher of record must also satisfy additional requirements, such as having a job offer from a school district.

Item C.

PELSB proposes a number of changes to the rules governing innovative program permissions, including giving this permission a new name. More information about the Board's proposals can be found under the section titled "[Innovative Program Permission](#)" below.

Item D.

PELSB proposes to modify item D as follows:

~~D. The board must request a criminal history background check be performed by the Bureau of Criminal Apprehension consistent with Minnesota Statutes, section 122A.18, subdivision 8, upon an individual applying for a teaching license or substitute license for the first time. Upon renewal of a teaching license or substitute license, the board must perform a new background check on the license holder that includes a review for national arrests, charges, and convictions if a background check has not been completed on the license holder within the last five years.~~

PELSB proposes this change in order to bring the rule into alignment with state statute. In 2019, state statute was modified to require PELSB to contract with the Department of Human Services to obtain background check information, including data collected and maintained by the Bureau of Criminal Apprehension.¹⁷ One benefit of contracting with the Department of Human Services for background checks is the ability to receive "new" criminal or maltreatment information that is received. The receipt of this information on an ongoing basis eliminates the need to obtain "new studies" and the related costs.

Item F and Item G.

PELSB proposes to add Item F and Item G:

F. At the time of application and renewal, each applicant must provide the board with a current street address, telephone number, and e-mail address.

G. Each applicant and licensed teacher must notify the board in writing of any change in address, telephone number, or e-mail address within 30 days of the change.

PELSB proposes to require correct contact information be provided upon renewal and upon 30 days of any address change. These proposed rules are needed to ensure PELSB can notify licensed teachers and applicants of important information as well as to also provide them sufficient legal notice and time to respond as required by statute.

For example, Minnesota Statutes sections 14.61 and 14.63 requires final orders to be mailed to all parties, and appeal rights begin to run upon receipt of said order. If PELSB cannot contact licensed applicants and licensed teachers by mail as required by law because of old or incorrect mailing

¹⁷ Laws of Minnesota 2019, 1st Spec. Sess. chapter 11, article 3, section 6, available at <https://www.revisor.mn.gov/laws/2019/1/11/>.

information, appeals periods could be either forfeited, missed, or never begin to run. As another example, Minnesota Statutes section 122A.188, requires PELSB to send application denial letters which detail the appeals process and information important to applicant's potential licensure which would be difficult or impossible if PELSB does not have correct contact information.

Correct and promptly updated address information is also imperative to protect data privacy rights so as not to send private or confidential information to old or incorrect addresses when conducting PELSB official business. It also prevents redundancies in returned mail as well as preventing unnecessary delays in completing official PELSB business.

Finally, this rule mirrors many other state Board administrative rules which require correct contact information to be provided upon renewal as well as after a move in order to better facilitate and conduct official Board business (e.g., Minn. R. 1105.1100, 6310.3300, etc.).

8710.0311. Tier 1 License.

A Tier 1 license is specific to a particular “content area” and to the applicant and district requesting the license. A Tier 1 license is valid for one year and requires the applicant to hold a bachelor’s degree.¹⁸ Minn. R. 8710.0311 establishes the requirements for receiving and renewing a Tier 1 license.

Subpart 2, item D; Subpart 4, item E; Subpart 5, item D; and Subpart 6, item E

PELSB proposes to strike the following language, which is found in subpart 2, item D; subpart 4, item E; subpart 5, item D; and subpart 6, item E:

A committee of board staff designated by the board must review applications that meet board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:

- (1) the district hires a Tier 2, 3, or 4 licensed teacher;
- (2) the applicant is issued a short-call substitute license;
- (3) the district submits a completed Tier 1 application that is denied or accepted by the board; or
- (4) 30 days after issuance.

When this rule language was adopted in 2018, the Board had the authority to issue an emergency permission to allow a teacher to work in a classroom while the teacher’s background check with PELSB was processing (so long as the hiring district had completed a background check). In 2019, state statute was amended, such that the Board was no longer permitted to issue this emergency permission pending the results of a background check.¹⁹ With the change in statute, this rule part is no longer valid.

¹⁸ Note: This requirement does not apply to teachers of career and technical education.

¹⁹ Laws of Minnesota 2019, 1st Spec. Sess. chapter 11, article 3, section 6, available at <https://www.revisor.mn.gov/laws/2019/1/11/>.

C. The applicant must show one of the following:

(4) holds or held a professional license from another state in good standing aligned to the licensure area sought with at least two years of experience teaching as the teacher of record where the license is held aligned to the licensure area sought

8710.0313. Tier 3 License.

A Tier 3 license is a three-year teaching license transferrable to any school in Minnesota. There are several ways a teacher can be qualified for a Tier 3 license, such as by completing a state-approved teacher preparation program, competing licensure via portfolio, or having held a professional teaching license from another state.²⁰

Subpart 2, item C (4)

PELSB proposes to modify subpart 2, item C (4) in the following way:

This proposed rule change helps clarify the pathway to a Tier 3 license by evidencing teaching experience in another state. The proposed rule change would ensure a teacher using this pathway to Tier 3 license would have out-of-state teaching aligned to the out-of-state teaching license, as opposed to trying to gain the teaching experience in Minnesota. This proposed change is needed to ensure the teacher is prepared to be in the classroom as a Tier 3 teacher.

²⁰ Minn. Stat. 122A.183.

Subpart 5, item B

PELSB proposes to adopt rule language that would establish additional pathways for a teacher to expand the scope of their Tier 3 license to a current Minnesota licensure scope through different experiences. These pathways would help teachers who hold either a limited or restricted license.

~~B. Applicants with content training and~~ Upon request and at the time of application or renewal, a teacher who holds a Tier 3 license that is restricted or limited in scope must be granted the full scope of a currently approved Minnesota license when:

(1) the teacher has two years of teaching experience in the content area within two grade levels of a currently approved Minnesota licensure scope ~~must be granted the full scope of the Minnesota license;~~

(2) the teacher has completed field-specific student teaching within two grade levels of a currently approved Minnesota licensure scope; or

(3) the teacher has completed:

(a) field-specific methods in a state-approved teacher preparation program aligned to the scope of the currently approved Minnesota license; and

(b) an evaluated field experience aligned to the scope of the currently approved Minnesota license.

Under current rule, a teacher can expand the scope of their license to a currently approved licensure scope if the teacher has content training and experience within two grade levels. For example, an out-of-state teacher who holds a 1-6 elementary license is eligible for Minnesota's K-6 elementary license if that teacher has two years of teaching experience at grade 1.

The Board proposes to also allow a teacher who has completed of field-specific student teaching within two grade levels of the currently approved license to be eligible to expand their license to the full scope. This practice aligns with the ability for a teacher to expand through two years of teaching experience.

Additionally, PELSB seeks to allow a teacher who has completed field-specific methods in a state-approved teacher preparation program and an evaluated field experience to expand to the full scope of the license. Currently, teacher preparation providers are responsible for assessing what each candidate needs to expand the scope of their license. This proposal would standardize the "minimum" requirements for all preparation providers in Minnesota. Preparation providers could still require "more," such as a reading course. This practice was originally in rule to help Minnesota teachers who held a 1-6 elementary license add Kindergarten to their license when the scope of the license was initially changed.

Subpart 6

PELSB proposes to add subpart 6, which reads:

Subp. 6. **Addition to Tier 3 license.** When a licensure area is added to a Tier 3 license issued under this part, the expiration date is the date previously established for the Tier 3 license in effect.

This rule language is currently found in part 8710.0310, subpart 3. PELSB proposes moving this rule language so that it is included in the part governing Tier 3 licenses.

Subpart 7

PELSB proposes to add subpart 7, which reads:

Subp. 7. **Middle level licenses.**

A. The board must issue a Tier 3 license to teach middle level communication arts and literature, mathematics, social studies, and general science, pursuant to parts 8710.3310 to 8710.3340, to an applicant who:

(1) holds a professional license in another state aligned to the license sought and has two years of teaching experience; or

(2) has completed a state-approved teacher preparation program aligned to the license sought that includes field-specific student teaching equivalent to field-specific student teaching in board-approved teacher preparation programs. The field-specific student teaching requirement does not apply to an applicant who has two years of teaching experience.

B. The scope of the license shall not exceed grades 5 through 8.

If the applicant holds two or more professional licenses, the board may not issue a stand-alone middle level license.

An applicant who completes an out-of-state teacher preparation program or holds an out-of-state teaching license may be eligible for a Tier 3 license to teach in Minnesota. Unfortunately, it is not uncommon for these applicants to be prepared and/or have experiences that do not directly align to a Minnesota teaching license. This is the case for out-of-state teachers who were prepared and/or have experience teaching middle level communication arts and literature, math, science, or social studies, because these are considered “endorsements” in Minnesota, which means that a teacher must hold another license in order to add the middle level endorsement (i.e., an endorsement cannot be held as a standalone license).²¹

Under current rule, these applicants cannot obtain a Tier 3 license to teach a content area at the middle level without also obtaining some other license (such as an elementary education license). This has led

²¹ Minn. R. 8710.3310–8710.3340.

to many of these teachers seeking a Tier 2 license instead, which requires a job offer and must be renewed more frequently than a Tier 3 license. The proposed rule change would allow out-of-state applicants who have completed preparation and/or have teaching experience and a license from another state to hold a Tier 3 license in a middle level content area.

8710.0314. Tier 4 License.

A Tier 4 license is a five-year teaching license transferrable to any school in Minnesota. To obtain a Tier 4 license, a teacher must complete a state-approved teacher preparation program, obtain passing scores in content and pedagogy examinations, obtain passing scores in the basic skills examinations, and have three years of teaching experience in Minnesota.²²

Subpart 3

PELSB proposes to modify subpart 3 in the following way:

Subp. 3. **Adding a Tier 4 license.** To add an additional Tier 4 license, the applicant must show evidence of meeting the requirements of subpart 2, item C, and part 8710.0313, subpart 2, item C, subitem (1), (2), or (3), or (4), in the licensure area sought. An applicant may add a teachers of science endorsement by meeting the requirements of part 8710.4770. When a licensure area is added to a Tier 4 license issued under this part, the expiration date is the date previously established for the Tier 4 license in effect.

The first change allows a teacher, who already holds one or more licenses, to add another license if the teacher “holds or held a professional license from another state in good standing aligned to the licensure area sought with at least two years of experience teaching as the teacher of record aligned to the licensure area sought.” This is currently a pathway to obtain a Tier 3 license.

The second change reflects the established practice that sets the renewal schedule for an individual with multiple licenses are consistent for ease of the teacher, the renewal committees, and processing of licenses. This addition to rule simply clarifies what is already established practice. This rule language currently exists in part 8710.0310, subpart 3.

²² Minn. Stat. 122A.184.

Subpart 6, item B

PELSB proposes to adopt rule language that would establish additional pathways for a teacher to expand the scope of their Tier 4 license to a current Minnesota licensure scope through different experiences. These pathways would help teachers who hold a limited or restricted license.

Subp. 6. Restrictions and expansions.

~~B. Applicants with content training and~~ Upon request and at the time of application or renewal, a teacher who holds a Tier 4 license that is restricted or limited in scope must be granted the full scope of a currently approved Minnesota license when:

(1) the teacher has two years of teaching experience in the content area within two grade levels of a currently approved Minnesota licensure scope ~~must be granted the full scope of the Minnesota license;~~

(2) the teacher has completed field-specific student teaching within two grade levels of a currently approved Minnesota licensure scope; or

(3) the teacher has completed:

(a) field-specific methods in a state-approved teacher preparation program aligned to the scope of the currently approved Minnesota license; and

(b) an evaluated field experience aligned to the scope of the currently approved Minnesota license.

Under current rule, a teacher can expand the scope of their license to a currently approved licensure scope if the teacher has content training and experience within two grade levels. For example, an out-of-state teacher who holds a 1-6 elementary license is eligible for Minnesota's K-6 elementary license if that teacher has two years of teaching experience at grade 1.

The Board proposes to also allow a teacher who has completed field-specific student teaching within two grade levels of the currently approved license to be eligible to expand their license to the full scope. This practice aligns with the ability for a teacher to expand through two years of teaching experience.

Additionally, PELSB seeks to allow a teacher who has completed field-specific methods in a state-approved teacher preparation program and an evaluated field experience to expand to the full scope of the license. Currently, teacher preparation providers are responsible for assessing what each candidate needs to expand the scope of their license. This proposal would standardize the "minimum" requirements for all preparation providers in Minnesota. Preparation providers could still require "more," such as a reading course. This practice was originally in rule to help Minnesota teachers who held a 1-6 elementary license add Kindergarten to their license when the scope of the license was initially changed.

Subpart 7

PELSB proposes to add subpart 7:

Subp. 7. **Moving from Tier 3 to Tier 4 license.** An applicant who holds a Tier 3 license and is seeking a Tier 4 license after three years of teaching experience in Minnesota, and who has passed the board-approved skills exam, must meet the renewal clock hour requirements in part 8710.7200, subpart 2, and the professional development requirements in part 8710.7200, subpart 2a.

Before the implementation of tiered licensure, all teachers who held a 5-year professional license were subject to the same renewal requirements. Now, teachers renewal requirement vary depending on tier. For example, a teacher who holds a Tier 3 license must renew their license every three years. At the same time, a teacher holding a Tier 3 license may become eligible for a Tier 4 license upon the third year of teaching.

PELSB proposes new rule language to ensure a teacher who holds a Tier 3 license must complete the necessary renewal requirements and clock hour requirements before continuing to teach after three years, even if they are moving to a Tier 4 license. This change clarifies that process to ensure these individuals complete the necessary renewal requirements set forth in Minn. Stat. 122A.187 and part 8710.7200.

8710.0320. Out-of-Field Permission.

Prior to the implementation of tiered licensure in 2018, the former Board of Teaching issued three different special permissions – a personnel variance, the experimental program waiver, and the non-licensed community expert (NLCE).

The same 2017 omnibus bill that created tiered licensure also overhauled the Board’s ability to offer special permissions. This new state law required PELSB to adopt rules to “grant[] permission to a licensed teacher to teach in a field that is different from the teacher’s field of licensure without change to the teacher’s license tier level.”²³

In 2018, the Board adopted rules creating the “out-of-field permission” to allow a teacher holding a Tier 2, 3, or 4 license to teach outside of the scope and/or field of their license. OFPs are valid for up to one school year and can be renewed up to four additional years beyond the initial year. Minn. R. 8710.0320 establishes the requirements for obtaining and renewing an OFP.

Subpart 1

PELSB proposes to modify subpart 1 in the following way:

Subpart 1. **Purpose.** An out-of-field permission authorizes a teacher holding a Tier 2, 3, or 4 license, consistent with this part, to teach in ~~a field not aligned with~~ an assignment outside of the scope or field of the license held.

PELSB seeks to make technical clarifications to subpart 1. An out-of-field permission can be used to fill an assignment in a different field (for example, a teacher holding a social studies license can use an OFP to fill an assignment in a non-social studies field, such as math or Hmong language). Additionally, a teacher can use an OFP to fill an assignment outside the scope of their license (for example, a teacher who holds a 9-12 science license can use an OFP to fill a science assignment in grades 5 – 8).

Subpart 2, item A (3)

PELSB proposes to modify subpart 2, item A (3) in the following way:

A. The board must issue an out-of-field permission upon request by the designated administrator of the hiring district. The applicant must initiate the application process, and the hiring district must show:

(3) the applicant holds a bachelor's degree ~~to receive an out-of-field permission for any license under parts 8710.3000 to 8710.5850~~ if required by statute or rule to teach the field for which the out-of-field permission is sought

²³ Minn. Stat. 122A.09, subd. 9 (b).

PELSB proposes changes to subitem (3) to clarify when an applicant must hold a bachelor's degree. While a bachelor's degree is required for most teaching licenses and assignments, there are exemptions. This rule change seeks to acknowledge that in some circumstances the applicant may not be required to hold a bachelor's degree in order to receive an out-of-field permission.

Subpart 2, item A (5) and (6)

PELSB proposes to modify subpart 2, item A (5) and (6) in the following way:

A. The board must issue an out-of-field permission upon request by the designated administrator of the hiring district. The applicant must initiate the application process, and the hiring district must show:

(5) the district will provide professional development and other supports for the applicant in any content area assigned to an out-of-field permission; and

(6) the position was posted for at least 15 days on the board-approved statewide job board. The hiring district does not need to post the position on the board-approved statewide job board when:

(a) the assignment is a full-time equivalency of 0.25 or less; or

(b) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment.

PELSB proposes adding new language to subitem (5) to require districts to provide supports for teachers who will be teaching in an assignment outside of the scope or field of their license.

Finally, PELSB proposes adding language to subitem (6) in order to clarify the "OFP posting requirement" for school districts. Since the adoption of the rules governing OFPs in 2018, there have been numerous conversations about when a school district should be required to post an open assignment before offering the assignment to a teacher who will need a permission to fill the assignment.

Example: The school district needs to fill a high school chemistry assignment. The school wants to fill the assignment with one of its current math teachers. Under current rules, the school is required to post the assignment on EdPost, the board-approved statewide job board, for a minimum of 15 days, before offering the position to the math teacher.

PELSB proposes to allow school districts to bypass the posting requirement in two circumstances:

1. When the school district is seeking to fill an assignment that will be equivalent to 0.25 full time equivalent or less;
2. When the school district would like to offer the assignment to a teacher, who is enrolled in a teacher preparation program aligned to the assignment. (For example, a district wants to offer the high school chemistry assignment to a math teacher who is enrolled in an additional licensure program for chemistry.)

This rule change is necessary to give school districts more flexibility to offer certain assignments more quickly, while largely maintaining the requirement that districts advertise for open assignments in order to attempt to find teachers who hold the appropriate license for the assignment.

Subpart 2, item D and Subpart 4, item D

PELSB proposes to strike the following language, which is found in subpart 2, item D and subpart 4, item D:

A committee of board staff designated by the board must review applications that meet board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:

- (1) the district hires a Tier 2, 3, or 4 licensed teacher;
- (2) the applicant is issued a short-call substitute license;
- (3) the district submits a completed Tier 1 application that is denied or accepted by the board; or
- (4) 30 days after issuance.

When this rule language was adopted in 2018, the Board had the authority to issue an emergency permission to allow a teacher to work in a classroom while the teacher's background check with PELSB was processing (so long as the hiring district had completed a background check). In 2019, state statute was amended, such that the Board was no longer permitted to issue this emergency permission pending the results of a background check.²⁴ With the change in statute, this rule part is no longer valid.

²⁴ Laws of Minnesota 2019, 1st Spec. Sess. chapter 11, article 3, section 6, available at <https://www.revisor.mn.gov/laws/2019/1/11/>.

Subpart 3

PELSB proposes to modify subpart 3 in the following way:

Subp. 3. **Duration.** An out-of-field permission is valid for up to one school year and expires on June 30 of the expiration year, unless otherwise indicated under item A or B at the time the permission is granted.

An out-of-field permission can be used until September 1 after the date of expiration if the placement is aligned to the permission and is:

A. in a summer school program at the district; or

B. part of the year-round school.

With this proposed rule change, PELSB seeks to clarify how long an out-of-field permission is valid for. Subpart 6 authorizes a teacher an unlimited amount of out-of-field permissions for the purposes of providing instruction in summer school. By allowing a permission that is granted for the school year to be extended to summer school or year-round school, it saves the school district and teacher from submitting additional paperwork. It also ensures the teacher's credentials are valid for their teaching assignment for the entire year with no interruption to their class.

Subpart 4, item B and item C

PELSB proposes to modify subpart 4, item B and item C, in the following way:

Subp. 4. **Renewal.** An out-of-field permission may be renewed four times. To renew an out-of-field permission, the applicant must initiate the application process, and the hiring district must show:

B. the district will provide professional development and other supports for the applicant in any content area assigned to an out-of-field permission;

C. the position was posted for at least 60 days on the board-approved statewide job board. If an applicant accepts the position but later turns it down, the hiring district must repost the position for 15 days; and. The hiring district does not need to post the position on the board-approved statewide job board when:

(1) the assignment is a full-time equivalency of 0.25 or less; or

(2) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment; and ...

As stated above, PELSB seeks to require districts provide supports to teachers who will be teaching out-of-field or scope and to "waive" the OFP posting requirement in certain circumstances.

Subpart 6, item D

PELSB proposes to add item D, which reads:

D. A teacher holding a Tier 2 license may hold an out-of-field permission for no more than 50 percent of the teacher's total assignments.

PELSB proposes to limit the amount of time a teacher holding a Tier 2 license may teach outside of the field or scope of their license using an out-of-field permission. Specifically, PELSB proposes to limit a teacher, who holds a Tier 2 license, from teaching more than half of their total teaching assignment on an out-of-field permission.

Tier 2 licenses are designed to fulfill a district need where a teacher, who holds a Tier 3 or Tier 4 license, cannot be hired for an assignment. Similarly, an out-of-field permission is designed to meet a temporary or limited need for a licensed teacher to provide instruction outside of their licensure area or scope. While a teacher holding a Tier 2 license may obtain an out-of-field permission to teach a course, or courses, outside of their licensure area or scope, teaching the majority of their time in another licensure area or scope would no longer meet the purpose and intent of the Tier 2 license. If a district has an assignment that is more than half-time that cannot be filled by a Tier 3 or 4 teacher, then the district must follow the procedures for hiring a teacher who is eligible for a Tier 2 or Tier 1 license for that particular assignment.

8710.0321. Innovative Program Permission.

Prior to the implementation of tiered licensure in 2018, the former Board of Teaching issued three different special permissions – a personnel variance, the experimental program waiver, and the non-licensed community expert (NLCE). The same 2017 omnibus bill that created tiered licensure also overhauled the Board’s ability to offer special permissions. This new state law required PELSB to create a new permission – similar to the experimental program waiver. Specifically, PELSB was directed to “permit a licensed teacher teaching in an alternative education program to instruct students in a content area for which the teacher is not licensed” in order to “enable a school district or a charter school to meet the needs of students enrolled in an alternative education program and to enable licensed teachers instructing those students to satisfy content area licensure requirements.”²⁵

In 2018, the Board adopted rules establishing an innovative program permission (IPP). Since the adoption of the IPP rule, there has been ongoing confusion about what types of program models and teachers qualify for this permission. Therefore, the Board is proposing a number of changes to this part in order to clarify the permission requirements and purposes.

A central concern addressed in the proposed changes is the confusion over what type of programs should apply for an innovative program permission. Previously titled “experimental waiver,” public comment addressed that many programs that were using teachers teaching multiple content areas to students were not “experimental,” many of them in existence for decades. During the 2018 administrative rule process, the title was changed to “innovative program permission.” This attempted to expand the scope of programs that would fit this permission, programs that were unlike traditional models of education and “innovative” in some way or another. However, this has proved equally concerning, as many innovative programs do not require a teacher to teach multiple content areas. The central audience for these permissions, as identified in statute, are State-Approved Alternative Programs. These programs are not experimental and vary in how “innovative” they are compared to traditional educational models. The proposed changes in this rulemaking focus on the exact purpose of the permission – to allow a teacher licensed in one area to teach multiple content areas to a single group of students as a requirement of the educational model of the school or program.

8710.0310, subpart 1 (H) “innovative program.”

The Board proposes to delete the definition of “innovative program.” The Board believes much of the confusion around this permission stems from the permission’s name. Therefore, the Board seeks to rename this permission the “Cross-Curricular Delivery Permission.”

8710.0310, subpart 2 (C) and 8710.0321

The Board proposes to replace “innovative program permission” with “cross-curricular delivery permission” through chapter 8710.

²⁵ Minn. Stat. 122A.09, subd. 10(b).

8710.0321, subpart 1. Purpose.

The Board proposes to clarify the intent of this rule part as follows:

Subpart 1. **Purpose.** ~~An innovative program~~ A cross-curricular delivery permission authorizes a licensed teacher holding a Tier 3 or Tier 4 license, consistent with this part, to teach multiple fields ~~within an established innovative program to a group of students.~~

PELSB proposes to modify the purpose to clarify that the permission is aligned to the “delivery model.”

8710.0321, subpart 2. Requirements.

The Board proposes to clarify the requirements for this permission as follows:

Subp. 2. **Requirements.** The board must issue ~~an innovative program~~ a cross-curricular delivery permission upon request by the designated administrator of the hiring district. The applicant must initiate the application process, and the hiring district must show:

- A. the applicant holds a bachelor's degree ~~and;~~
- B. the applicant holds a Tier 3 or 4 license ~~other than for a related services professional;~~
- C. the applicant will serve as the teacher of record; and
- ~~B. D. the teaching assignment is within an innovative program.~~ assignments require:
 - (1) content credit be granted for graduation as required by Minnesota Statutes, section 120B.024; or
 - (2) the use of state academic standards as required by Minnesota Statutes, sections 120B.02 and 120B.021; and
- E. the assignment is within a middle school or high school setting (grades 5 through 12).

The Board proposes amendments to subpart 2 in order to clarify when a teacher would be eligible to receive a cross-curricular delivery permission. The Board believes these requirements will help districts and teachers understand when this particular permission is needed (or not) and the requirements a teacher must meet in order to be issued this permission.

8710.0321, subpart 2a. Limitations.

The Board proposes to clearly outline the limitations of this permission as follows:

Subp. 2a. Limitations.

A. A cross-curricular delivery permission cannot be issued if the applicant holds only a license to serve as a related services professional.

B. A cross-curricular delivery permission cannot be issued for any of following assignments: special education, elementary education, early childhood education, related services, driver's education, work-based learning, or English as a second language.

C. A cross-curricular delivery permission cannot be issued for any assignment for which state or federal law requires specific training or licensure requirements.

The Board proposes a new subpart in order to clearly outline when a permission cannot be issued. These limitations align to state and federal requirements around who can be licensed as a teacher and/or which funding can be used for certain teachers. Additionally, these limitations outline several areas for which a permission would be nonsensical, such as elementary education or early childhood education, as these licensure areas already otherwise the teacher to provide subject-specific instruction in multiple areas (such as reading, math, physical education, etc.).

8710.0321, subpart 3. Duration.

The Board proposes to modify subpart 3 as follows:

Subp. 3. **Duration.** ~~An innovative program~~ A cross-curricular delivery permission is valid for ~~up to one~~ school year and expires on June 30 of the expiration year, unless otherwise indicated under item A or B at the time the permission is granted. A cross-curricular delivery permission can be used until September 1 after the date of expiration if the placement is aligned to the permission and is:

A. in a summer school program; or

B. part of a year-round program or school.

With this proposed rule change, PELSB seeks to clarify how long a cross-curricular delivery permission is valid for. By allowing a permission that is granted for the school year to be extended to summer school or year-round school, it saves the school district and teacher from submitting additional paperwork. It also ensures the teacher's credentials are valid for their teaching assignment for the entire year with no interruption to their class

8710.0325. Short-Call Substitute License.

In Minnesota, an individual must hold a license to substitute teach. The Board is authorized to issue licenses to substitute teach.²⁶

Subpart 1

PELSB proposes to modify subpart 1 as follows:

Subpart 1. **Purpose.** A short-call substitute license authorizes the license holder to replace the same teacher of record or fill a vacancy for no more than ~~15~~ 20 consecutive school days.

PELSB is proposing to lengthen the number of days a teacher can substitute teach on a “short-call substitute license” from 15 to 20 consecutive days. In order for a school district to offer an applicant a Tier 1 license or an out-of-field permission to fill an assignment, the school must post the assignment for a minimum of 15 days. This process, which does not include the background check process for new teachers, often takes 15-20 days to process for districts. By expanding the consecutive days from 15 to 20, it would allow districts more opportunity to place the applicant they are hoping to hire permanently with a Tier 1 or an out-of-field permission as a short-call substitute while their application processes and not be required to place a separate substitute in the classroom after 15 days if the application is not yet completed.

Additionally, this change addresses concerns from districts regarding an ongoing shortage of substitute teacher, allowing an individual to teach 5 days longer without requiring to find another substitute. It keeps the days at 20, understanding that students need a teacher licensed for the assignment and able to design, implement, and assess the content for effective education for all students.

Subpart 2, item A

PELSB proposes to modify subpart 2, item A, as follows:

Subp. 2. **Requirements.** The board must issue a short-call substitute license to an applicant who meets the requirements of this subpart. The applicant must:

A. hold the minimum of 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~~, as verified by a college transcript

Prior to rule changes in 2018, applicants seeking a short call substitute teaching license were not required to hold a regionally accredited bachelor’s degree. Once rule changed, applicants who previously qualified for a short-call substitute license with a non-regionally accredited degree were no longer able to renew their license. Demand for short-call substitute teachers remains high for school

²⁶ Minn. Stat. 122A.18, subdivision 7a.

districts across Minnesota. Removing the regionally-accredited degree requirement for short-call substitute teachers will help applicants and school districts meet hiring needs.

Subpart 2, paragraph D

PELSB proposes to modify subpart 2, paragraph D, as follows:

~~D. be enrolled in and making meaningful progress, as defined by the provider, in a board-approved~~
state-approved teacher preparation program and have successfully completed student teaching ~~to be~~
~~employed as a short call substitute teacher.~~

Under current rules, an individual is qualified for a short-call substitute teaching license if the individual is enrolled in a board-approved teacher preparation program and has completed student teaching. While this language allows an individual to obtain a short-call substitute teaching license prior to the completion of teacher preparation, and in some cases prior to obtaining a bachelor's degree, this language is a barrier for individuals enrolled in an out-of-state teacher preparation program, such as an approved program in Wisconsin, North Dakota, South Dakota, or Iowa. Therefore, PELSB seeks to allow any individual, who is enrolled in an approved program and who has completed student teaching, to qualify for a short-call substitute teaching license. Further, PELSB removed the requirement for "make meaningful progress" as this requirement is considered overly burdensome for both the individual and teacher preparation programs.

Subpart 2, item C, and subpart 2a

PELSB proposes to clarify the requirements for a teacher to short-call substitute teach in a career and technical education (CTE) assignment as follows:

Subp. 2. **Requirements.** The board must issue a short-call substitute license to an applicant who meets the requirements of this subpart. The applicant must:

~~C. for applicants in career and technical education fields and career pathway courses of study, have one of the following:~~

~~(1) five years of relevant work experience aligned to the assignment;~~

~~(2) an associate's degree aligned to the assignment; or~~

~~(3) a professional certification aligned to the assignment from an approved certifying organization; or~~

Subp. 2a. **Requirements for a CTE short-call substitute license.** The board must issue a short-call substitute license to authorize an individual to substitute teach in career and technical education and career pathway courses of study to an applicant who meets the requirements of subpart 2 or if the applicant has one of the following:

A. five years of relevant work experience aligned to a career and technical education field or career pathway;

B. an associate's degree aligned to a career and technical education field or career pathway; or

C. a professional certification aligned to a career and technical education field or career pathway from an approved certifying organization.

Minnesota Statutes section 122A.18, subdivision 7a requires PELSB to issue a short call substitute license to an applicant who meets the qualifications for a Tier 1 license as described in section 122A.181. When adopting rule language to implement this statutory requirement, this rule part did not differentiate assignments for applicants who do not hold a bachelor's degree. As currently written, an individual who does not hold a bachelor's degree but meets the Tier 1 requirements to teach in a CTE assignment could receive a substitute license and then substitute in any assignment. That said, section 122A.181 authorizes a teacher who does not hold a bachelor's degree to only receive a Tier 1 license in their aligned career and technical education field.

This change in rule clarifies that differentiation, ensuring that individuals who meet the career and technical education requirements in 122A.181 are still allowed to receive a short-call substitute license and also ensures that these individual only substitute in career and technical education assignments.

To provide this clarity for districts and teachers, a separate type of short-call substitute license needs to be created. By adopting this rule, PELSB could issue and districts could see that the substitute license is specific to career and technical education assignments.

8710.0327. Substitute Teaching.

The Board is responsible for issuing licenses to substitute teach.²⁷ PELSB proposes adding a new rule part to clarify:

- The difference between short-term (“short-call”) and long-term substitute teaching;
- When a substitute teaching license is required; and
- Limitations.

Subpart 1

PELSB proposes to add the following subpart:

Subpart 1. Term for a short-call substitute. An individual may serve as a short-call substitute for the same teacher of record for no more than 20 consecutive school days.

In alignment with the proposed change to 8710.0325, subpart 1, PELSB proposes to lengthen the number of days a short-call substitute can fill any given assignment from 15 consecutive days to 20 consecutive days. After 20 consecutive days, the school must fill the assignment with a teacher licensed for the assignment or with an individual authorized to serve as a long-term substitute.

Subpart 2

PELSB proposes to add the following subpart:

Subp. 2. Short-call substitute teaching. An individual is authorized to replace a teacher of record and serve as a short-call substitute when:

- A. the individual holds a valid Tier 1, Tier 2, Tier 3, or Tier 4 license pursuant to this chapter;
- B. the individual holds a short-call substitute license pursuant to part 8710.0325; or
- C. the individual holds a lifetime substitute license pursuant to part 8710.0326.

In addition to individuals who hold a short-call substitute license, several other teachers can serve in a short-call teaching assignment, including teachers who hold a tiered license or a lifetime substitute license. PELSB proposes adding this subpart to explicitly outline all the different licenses and individuals who can fill a short-term assignment or vacancy.

²⁷ Minn. Stat. 122A.18, subdivision 7a.

Subpart 3

PELSB proposes to add the following subpart:

Subp. 3. **Limitations.** An individual acting as a short-call substitute is not considered a teacher of record.

PELSB proposes to add rule language to clearly indicate that serving as a short-call substitute teacher does not count as serving as a teacher of record for the purposes of licensure.

Subpart 4

PELSB proposes to add the following subpart:

Subp. 4. **Filling a vacancy.** When a teacher of record is absent from an assignment for more than 20 consecutive school days or a vacancy remains unfilled for more than 20 consecutive school days, the assignment must be filled with a long-term substitute or a teacher licensed for the assignment.

PELSB proposes to add rule language that requires a school district to fill an assignment after it has been empty for over 20 days. PELSB is aware that some schools have continuously filled assignments with short-call substitute teachers rather than with a teacher licensed for the assignment or a long-term substitute. Short-call substitutes are not intended to be used to fill long absences.

Subpart 5

PELSB proposes to add the following subpart:

Subp. 5. **Long-term substitute teaching.** The following individuals are authorized to serve as a long-term substitute:

A. an individual who holds a Tier 1, Tier 2, Tier 3, or Tier 4 license aligned to the assignment;

B. an individual who holds an out-of-field permission aligned to the assignment; or

C. an individual who holds a lifetime substitute license pursuant to part 8710.0326 and held a Tier 3 or Tier 4 license, Minnesota five-year standard license or its equivalent, or a professional license from another state aligned to the assignment.

There are several ways a school district can fill a long-term absence or vacancy. PELSB proposes to list all eligible license types that can serve in a long-term substitute teaching assignment under one subpart.

Subpart 6

PELSB proposes to add the following subpart:

Subp. 6. **Emergency extensions.** An individual authorized to short-call substitute teach pursuant to subpart 2 may continue replacing the same teacher of record for more than 20 consecutive school days when the individual has submitted a completed application for a license for the assignment.

PELSB proposes adding language that authorizes a short-call substitute to continue serving in their assignment for beyond 20 days when the individual has submitted an application for a Tier 1, Tier 2, Tier 3, or Tier 4 license and the application is pending. This will ensure that the school can maintain continuity for its students while the application is processed and the license for the assignment is issued.

8710.0330. Teacher Licensure via Portfolio Application.

Licensure via portfolio is a non-traditional pathway for obtaining a license to teach in Minnesota. The portfolio provides an alternative process to assess the knowledge, skills and competencies of individuals seeking a license who may not have completed an approved teacher preparation program in the licensure field being sought. Minn. R. 8710.0330 establishes the requirements and process for obtaining licensure via portfolio.

Subpart 1

PELSB proposes to modify subpart 1 to clarify the purposes of the licensure via portfolio process as follows:

Subpart 1. **Purpose.** ~~An applicant who has not completed teacher preparation or is unable to obtain a Tier 3 license through other requirements may apply for an initial Tier 3 license by submitting a pedagogy portfolio, content portfolio, and, if applicable, a core skills portfolio to the board to demonstrate the applicant has met the standards aligned to the licensure area sought. An applicant who has completed teacher preparation in one or more additional licensure areas may apply to add licensure areas to a current Tier 3 or 4 license by submitting a content portfolio and, if applicable, a core skills portfolio to the board to demonstrate the applicant has met the standards aligned to the additional licensure areas sought.~~ The licensure via portfolio is a nontraditional pathway to obtaining a teacher license in Minnesota. An applicant may obtain a Tier 3 license or add a licensure field to an existing Tier 3 or Tier 4 license by successfully evidencing the required standards in one or more portfolio and by passing applicable testing.

PELSB proposes to modify subpart 1 in order to clearly describe the intent of the licensure via portfolio process (currently rule language describes eligibility requirements).

Subpart 1a and Subpart 2, item D

PELSB proposes to add a subpart 1a and modify subpart 2, item D, in order to clarify eligibility requirements.

Subp. 1a. Eligibility for portfolio process.

A. To be eligible to initiate the licensure via portfolio process to pursue an initial Tier 3 license, the applicant must have:

(1) one year of experience as the teacher of record in the licensure area sought and completed a yearlong mentorship program; or

(2) two years of experience as a teacher of record in the licensure area sought.

B. To be eligible to initiate the licensure via portfolio process to add a licensure field or expand the scope of a license, the applicant must have an existing Tier 3 or Tier 4 license.

Subp. 2. Portfolio review process.

D. A pedagogy portfolio must be reviewed by a panel of educators within 90 days of receiving a complete pedagogy portfolio and required fees. An applicant may present the contents of a submitted pedagogy portfolio in person to the panel on the set review date. An applicant may choose not to present the contents of the submitted pedagogy portfolio to the panel on the review date and thereby waives the right to defend the pedagogy portfolio material in person. To indicate knowledge of effective teaching dispositions under the Minnesota Code of Ethics for Teachers, the applicant must submit a completed evaluation by the individual responsible for the mentorship or supervision of the applicant for review by the panel of educators ~~after completing one of the following:~~

~~(1) a yearlong mentorship program aligned to board adopted criteria; or~~

~~(2) two years of experience teaching as the teacher of record in the licensure area sought.~~

The proposed changes seek to embed all the eligibility requirements into a single subpart. Additionally, for an individual seeking an initial Tier 1 license through the portfolio process, PELSB seeks to clarify that the individual must have completed a year of teaching in the licensure area sought in order to pursue this option. For an individual seeking to add to an existing Tier 3 or Tier 4 license, PELSB seeks to amend the eligibility requirements so that a teacher can add to any Tier 3 or Tier 4 license, regardless to whether the teacher has previously completed a teacher preparation program.

Subpart 2, item E and item G

PELSB proposes to modify subpart 2, item E and item G, as follows:

E. If the panel of educators under item D does not recommend an applicant for licensure via the pedagogy portfolio, the panel must provide specific information to the applicant on how to successfully demonstrate meeting any standard the panel determined was not met. If the applicant ~~may submit one~~ submits the revised pedagogy portfolio, which within one year from the date the portfolio is not approved, one member of the panel of educators must ~~be recommended~~ review the revised portfolio and recommend it for approval or disapproval by one member of the panel of educators within 60 days of receiving the revised submission. If the applicant resubmits a revised portfolio after one year from the date the portfolio is not approved, the portfolio will be considered a new submission.

G. If the content reviewers under item F do not recommend the applicant for licensure via the content portfolio, the reviewers must provide specific information to the applicant on how to successfully demonstrate meeting any standard the reviewers determined was not met. If the applicant ~~may submit one~~ submits the revised content portfolio, which within one year from the date the portfolio is not approved, one of the content reviewers must ~~be recommended~~ review the revised portfolio and recommend it for approval or disapproval by one of the content reviewers within 60 days of receiving the revised submission. If the applicant resubmits a revised portfolio after one year from the date the portfolio is not approved, the portfolio will be considered a new submission.

If an applicant is not recommended for licensure, the applicant can resubmit their portfolio(s) for additional review. In order to maintain consistency with reviewers and ensure that feedback offered in the first submission can be adequately reviewed and addressed, PELSB proposes to establish a resubmission timeframe of one year. This proposed timeframe will not prevent an individual from submitting a portfolio again if they need longer than an additional year, but simply that they must start the process as an initial submission with potentially new reviewers.

Subpart 4

PELSB proposes to modify subpart 4 as follows:

Subp. 4. **CTE exceptions portfolios.** An applicant for any career and technical education field under parts 8710.8010 to 8710.8080 ~~is exempt from the criteria in subpart 3 and~~ may apply for an initial Tier 3 license under part 8710.0313 through portfolio review under Minnesota Statutes, section 122A.18, subdivision 10, ~~if~~ if. The applicant ~~completed parts 8710.2000 and 8710.8000, and meets one of the following requirements~~ must:

A. demonstrate competency in the standards of effective practice set forth in part 8710.2000;

B. demonstrate competency in the CTE core skills set forth in part 8710.8000; and

C. demonstrate competency in the applicable licensure standards set forth in parts 8710.8010 to 8710.8080. Competency in the licensure standards can be demonstrated through one of the following criteria:

~~A.~~ (1) has five years of relevant work experience aligned to the licensure area sought;

~~B.~~ (2) holds an associate's degree aligned to the licensure area sought; or

~~C.~~ (3) holds a professional certification aligned to the licensure area sought from an approved certifying organization.

PELSB seeks to clarify the licensure via portfolio process for applicants seeking a license to teach in career and technical education. The current rule language implies that submission of a content portfolio was not an option for applicants seeking CTE licensure and that only the criteria in items A, B, and C were ways to demonstrate content knowledge. This clarification ensures that an applicant can choose to demonstrate content knowledge through prior experience – such as through five years of relevant work experience, an associate’s degree, or a professional certification - as well as submission of a content portfolio.

8710.2000. Standards of Effective Practice.

In 2001, Minnesota adopted pedagogical standards that represent the knowledge and skills needed to ensure Minnesota’s teachers are prepared to teach all of Minnesota’s students. These pedagogical standards, called the “Standards of Effective Practice,” include over 100 sub-standards (divided amongst 10 base standards) ranging from instructional strategies to ethics. In 2010, several technology standards were added. Beyond these updates, no substantive changes have been made since the initial adoption of these standards. After a multi-year process, involving input from individuals and organizations representing thousands of stakeholders, the Board proposes to update the Standards of Effective Practice to best serve Minnesota’s students, families, teachers, and schools.

Minnesota’s student population is rapidly growing more racially and ethnically diverse while the teacher workforce has remained stagnant in growth of teachers of color. Research is clear that teachers of color improve student outcomes for all students, especially for students of color.²⁸ While many factors impact Minnesota’s challenges in growing a racially diverse teaching workforce, stakeholders have identified the lack of anti-racist and equity language and concepts required to be addressed through teacher preparation and as a component of licensure as one barrier. Just as importantly, the predominantly white teacher workforce must be equipped to understand their own implicit bias and the unique lived experiences of all their students as a core requirement of teaching.²⁹ For this reason, PELSB has worked closely with a wide range of stakeholders, including researchers and experts in the field of pedagogy, to ensure that anti-racism, cultural competency, and implicit bias were effectively embedded and identified throughout the scope of the proposed Standards of Effective Practice.

The proposed Standards of Effective Practice are needed and reasonable to ensure Minnesota’s teachers have the necessary foundation of knowledge and skills to enter the dynamic and challenging teaching workforce. In just the past few years, teachers have needed to navigate a pandemic, online learning environments, and concerns over student mental health and wellness, all well ensuring their students continue to progress and learn. The proposed Standards of Effective Practice build off of the last 20+ years of pedagogical understanding in order to incorporate concepts and themes that have emerged as key factors of student success, such as the ability to support and foster positive conditions for learning through strong and supportive relationships.

Standard 1. Student Learning.

A teacher must not only have subject-matter expertise, but also the knowledge and skills specific to how students learn. Standards 1(A) through 1(H) represent the various ways students may learn and builds off of the understanding that students have unique identities and assets that should be used as a tool

²⁸ [Diversifying the Teacher Profession through High-Retention Pathway](#), Learning Policy Institute (April 2018).

²⁹ Paula J. Mellom, Rolf Straubhaar, Carissa Balderas, Michael Ariail, Pedro R. Portes, “They come with nothing:” How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners, *Teaching and Teacher Education*, Volume 71, 2018, Pages 98-107, ISSN 0742-051X, <https://doi.org/10.1016/j.tate.2017.12.013>.

for learning and engagement. Standards 1(I) through 1(N) address learner differences (this is encompassed by the current standard called “Diverse Learners” within subpart 4).

Many of the concepts captured by the proposed standards, including trauma and mental health, were identified by stakeholders as key areas that needed to be included in the updated standards as they are absent in the current standards.

Figure 6: Basis for Proposed Standards 1(A) through 1(N)

| Proposed Standard | Basis |
|--|---|
| <p>(A). The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students’ backgrounds and identifies.</p> | <p>InTASC 2(j). The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>SEP 3(A). The teacher must understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning.</p> <p>SEP 3(F). The teacher must understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society.</p> <p>SEP 6(E). The teacher must understand the power of language for fostering self-expression, identity development, and learning.</p> |
| <p>(B). The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.</p> | <p>SEP 10(D). The teacher must understand the concept of addressing the needs of the whole learner.</p> |
| <p>(C). The teacher understands how students construct knowledge and acquire skills.</p> | <p>InTASC 1(d). The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p> <p>SEP 2(A). The teacher must understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.</p> |
| <p>(D). The teacher understands how alignment with a student’s cultural background is necessary to make meaningful connections that enable</p> | <p>SEP 3(H). The teacher must understand cultural and community diversity; and know how to learn about and incorporate a student’s experiences, cultures, and community resources into instruction.</p> |

| Proposed Standard | Basis |
|---|---|
| the construction of knowledge and acquisition of skills. | |
| (E). The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization and recall. | <p>InTASC 8(j). The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>SEP 4(B). The teacher must understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated.</p> |
| (F). The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame. | <p>InTASC 8(j). The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>SEP 4(B). The teacher must understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated.</p> |
| (G). The teacher understands that each student’s cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners’ strengths, needs, and cultural ways of knowing. | <p>InTASC 1(e). The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>SEP 2(B). The teacher must understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions.</p> <p>SEP 2(D). The teacher must use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.</p> |
| (H). The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. | <p>InTASC 1(g). The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>SEP 3(E). The teacher must understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</p> <p>SEP 3(O). The teacher must use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;</p> |
| (I). The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional | <p>InTASC 2(i). The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> |

| Proposed Standard | Basis |
|--|---|
| strategies and resources to support language development. | <p>SEP 3(C). The teacher must know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.</p> <p>SEP 6(A). The teacher must understand communication theory, language development, and the role of language in learning.</p> |
| (J). The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs. | <p>InTASC 2(h). The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>SEP 3(B). The teacher must know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.</p> <p>SEP 3(N). The teacher must identify when and how to access appropriate services or resources to meet exceptional learning needs.</p> |
| (K). The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations. | <p>KPSTR 2.3. Identify the distinguishing characteristics of dyslexia.</p> <p>KPSTR 4A.3. Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</p> <p>SEP 3(M). The teacher must accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes.</p> |
| (L). The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts. | <p>California. The teacher knows how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p>SEP 10(B). The teacher must understand how factors in a student’s environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.</p> |
| (M). The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts. | <p>Minn. Stat. 122A.187, subd. 6. Mental illness. The Professional Educator Licensing and Standards Board must adopt rules that require all licensed teachers renewing a teaching license under sections 122A.181 to 122A.184 to include in the renewal requirements at least one hour of suicide prevention best practices training in each licensure renewal period based on nationally recognized evidence-based programs and practices, among the continuing education credits required to renew a license under this subdivision. Initial training must include understanding the key</p> |

| Proposed Standard | Basis |
|--|--|
| | warning signs of early-onset mental illness in children and adolescents, and during subsequent licensure renewal periods, training must include a more in-depth understanding of students' mental illness trauma, accommodations for students' mental illness, parents' roles in addressing students' mental illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942 governing restrictive procedures, and de-escalation methods, among other similar topics |
| (N). The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning. | <p>SEP 10(E). The teacher must understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning.</p> <p>Minn. Stat. 122A.66. All educational institutions providing teacher education must offer a program in the personal use and misuse of and dependency on tobacco, alcohol, drugs and other chemicals. Every student attending educational institutions in preparation for teaching service shall be required to take and to satisfactorily complete a program under this section.</p> |

Standard 2. Learning Environments.

Students learn best in classrooms and school environments where they feel safe, supported, and engaged.³⁰ Furthermore, research has shown that elements of student identity, such as race and culture, have a measurable impact on student perceptions of school climate and learning environment.³¹ Standard 2 includes a number of sub-standards identifying the key knowledge and skills a teacher must embody in order to create and maintain an environment that allows all students to learn and thrive.

Standards 2(A) and 2(D) address the teacher's understanding and ability to incorporate student identity within the classroom environment. Standards 2(B) and 2(F) focuses on the teacher's ability to manage the learning environment. Standard 2(C) addresses the teacher's ability to create a safe, positive learning environment for all students in an effort to prevent and appropriately respond to student behavior concerns. Finally, Standard 2(E) addresses the teacher's ability to support students as they process bias, discrimination, and other equities.

³⁰ MDE's [School Climate webpage](#).

³¹ Bryson, Sara L., and Kristina K. Childs. "Racial and Ethnic Differences in the Relationship Between School Climate and Disorder." *School Psychology Review*, vol. 47, no. 3, Sept. 2018, pp. 258+. *Gale Academic OneFile*, link.gale.com/apps/doc/A557425508/AONE?u=cuny_nytc&sid=bookmark-AONE&xid=e507eba2. Accessed 4 Mar. 2022.

Figure 7: Basis for Proposed Standards 2(A) through 2(F)

| Proposed Standard | Basis |
|---|--|
| <p>(A). The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.</p> | <p>InTASC3(k). The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>SEP 3(Q). The teacher must develop a learning community in which individual differences are respected.</p> <p>SEP 5(C). The teacher must know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations.</p> <p>SEP 5 (E). The teacher must understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p> <p>SEP 5(H). The teacher must establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.</p> <p>Washington. Educators create an environment that goes beyond welcoming students and families, recognizing that the school belongs to the community.</p> <p>Learning Policy Institute. Shared values and norms co-developed by students with teachers are part of a proactive, positive classroom management approach that builds community.</p> |
| <p>(B). The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.</p> | <p>InTASC3(i). The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>SEP 5(A). The teacher must understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p> <p>SEP 5(F). The teacher must know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.</p> <p>SEP 5(J). The teacher must recognize the relationship of intrinsic motivation to student lifelong growth and learning.</p> |

| Proposed Standard | Basis |
|---|---|
| | <p>SEP 5(K). The teacher must use different motivational strategies that are likely to encourage continuous development of individual learner abilities.</p> |
| <p>(C). The teacher understands that relationship-based, culturally affirming and proactive approaches to behavior are more likely to lead to improved student outcomes than exclusionary practices.</p> | <p>SEP 9(C). The teacher must understand the influences of the teacher’s behavior on student growth and learning.</p> <p>Learning Policy Institute. Cultivating a supportive school environment that instills safety and belonging involves developing restorative practices that are trauma-informed and healing-oriented.</p> |
| <p>(D). The teacher fosters an environment that ensures student identities, such as, race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs, are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.</p> | <p>Learning Policy Institute. Cultivating a supportive school environment that instills safety and belonging involves fostering culturally responsive and inclusive learning experiences through which all students feel valued.</p> <p>New York. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.</p> <p>SEP 3(H). The teacher must understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction.</p> <p>SEP 10(D). The teacher must understand the concept of addressing the needs of the whole learner.</p> <p>Washington. The career educator knows how to appraise their classroom organization, environment, and management routines to ensure that they are free of cultural biases and equitable to students from all cultural backgrounds.</p> |
| <p>(E). The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.</p> | <p>SEP 3(D). The teacher must understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism.</p> <p>InTASC5(g). The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>Washington. The educator has the ability to recognize and effectively address dehumanizing biases, including, but not limited to, sexism, racism, prejudice and discrimination, and an awareness of the impact such biases have on interpersonal relations.</p> <p>Learning Policy Institute. Directly addressing stereotype threats and creating identity-safe, culturally affirming environments</p> |

| Proposed Standard | Basis |
|---|--|
| | improve academic performance while also strengthening belonging and a growth mindset. |
| (F). The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. | <p>InTASC 3(f). The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>SEP 6(B). The teacher must understand how culture and gender differences can affect communication in the classroom.</p> <p>SEP 6(C). The teacher must understand the importance of nonverbal as well as verbal communication.</p> <p>SEP 6(D). The teacher must know effective verbal, nonverbal, and media communication techniques.</p> <p>SEP 6(F). The teacher must use effective listening techniques.</p> <p>SEP 6(G). The teacher must foster sensitive communication by and among all students in the class.</p> <p>Washington. Educators can explain how communication styles may differ across cultures and adjust content or conversations to individuals’ or groups’ lived experiences and interests.</p> <p>Washington. Educators employ a variety of verbal and nonverbal strategies to maintain two-way communication with students and families.</p> |

Standard 3. Assessment.

A teacher must understand and know how to use assessment data to “understand each learner’s progress, plan and adjust instruction [], provide feedback to learnings, and document learner progress against standards.”³² Standard 3 seeks to build off the current Standards of Effective Practice specific to assessment by including requirements that the teacher understand how to identify and use various assessments, while identifying individual needs, with the purposes of monitoring student progress.

Standards 3(A), 3(B), 3(C), and 3(H) address the teacher’s foundational understanding of assessments, including how bias can impact assessment data and how to take into consideration the impact of a student’s disability, methods of communication, culture, and language, when preparing for an assessment or analyzing data. Standards 3(D) and 3(E) focus on the teacher’s ability to communicate student progress. Standard 3(F) addresses a teacher’s ability to use assessments (of various forms) in order to track student learning, modify instruction, and use the findings to support individual students.

³² [2011 InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0](#), pages 4 – 5.

Finally, Standard 3(G) focuses on the teacher’s ability to analyze and use assessment data in order to improve teaching.

Figure 8: Basis for Proposed Standards 3(A) through 3(H)

| Proposed Standard | Basis |
|---|---|
| <p>(A). The teacher understands the varying types and multiple purposes of assessment.</p> | <p>InTASC6(k). The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>SEP 8(B). The teacher must understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.</p> <p>SEP 8(C). The teacher must understand the purpose of and differences between assessment and evaluation.</p> |
| <p>(B). The teacher understands how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences.</p> | <p>SEP 8(E). The teacher must select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes.</p> <p>SEP 8(G). The teacher must use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.</p> |
| <p>(C). The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.</p> | <p>InTASC6(b). The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>InTASC6(k). The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>SEP 8(D). The teacher must understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns</p> |
| <p>(D). The teacher understands the positive impact of effective descriptive feedback for learners, engages students in understanding and identifying quality work, and uses a variety of strategies for communicating this feedback.</p> | <p>InTASC6(n). The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>SEP 8(M). The teacher must responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.</p> |

| Proposed Standard | Basis |
|---|--|
| <p>(E). The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.</p> | <p>SEP 8(I). The teacher must implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning</p> <p>InTASC6(d). The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>InTASC8(b). The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs</p> |
| <p>(F). The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.</p> | <p>InTASC1(a). The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>SEP 2(E). The teacher must assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.</p> |
| <p>(G). The teacher, independently and in collaboration with colleagues, uses a variety of data, including data disaggregated by student race, ethnicity, and home language, to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> | <p>InTASC9(c). Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>SEP 8(F). The teacher must use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.</p> <p>SEP 8(H). The teacher must use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.</p> <p>SEP 8(J). The teacher must evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work.</p> <p>SEP 8(N). The teacher must use technology resources to collect and analyze data, interpret results, communicate findings to improve instructional practice and maximize student learning.</p> <p>SEP 9(H). The teacher must use classroom observations, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.</p> |

| Proposed Standard | Basis |
|--|---|
| (H). The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. | Illinois. The competent teacher uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. |

Standard 4. Planning for Instruction.

The sub-standards within Standard 4 represent a teacher’s ability to plan and manage instruction based on knowledge of the subject matter, their students, the community, and curriculum goals, including the ability to select culturally-relevant resources, materials, and technologies, and implement appropriate accommodations. Standards 4(A), 4(B), 4(C), 4(G), and 4(I) address the knowledge and skills required to plan instruction aligned to academic standards and the ability to use technology, prior student knowledge and experiences, and culture as part of one’s instruction. Standards 4(D), 4(E), and 4(F) address the teacher’s ability to use and build-off student experiences and identities to make instruction individualized, relevant, and meaningful (and therefore, increasing achievement outcomes).³³ Finally, Standard 4(H) addresses the teacher’s ability to create opportunities for students to learn about systems of oppression and apply these lessons in order to eliminate historical and contemporary injustices.³⁴

Figure 9: Basis for Proposed Standards 4(A) through 4(I)

| Proposed Standard | Basis |
|--|--|
| (A). The teacher understands Minnesota’s English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction. | Minn. R. 3501.1200. The purpose of these standards is to establish statewide standards for English language development that govern the instruction of students identified as English learners under Minnesota Statutes, sections 124D.58 to 124D.65. The state of Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium The Minnesota Department of Education (MDE) adopted the World-class Instructional Design and Assessment English Language Development (WIDA ELD) standards in 2011. WIDA 2020 Edition of the ELD Standards Framework |

³³ Tanase. (2020). Is good teaching culturally responsive. *Journal of Pedagogical Research*, 4(3), 1–16. <https://doi.org/10.33902/JPR.2020063333>

³⁴ This standard aligns to the proposed K-12 academic standard for social studies, which reads “The student will use ethnic and Indigenous studies methods and sources to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.” See Proposed Permanent Rules Relating to K-12 Academic Standards in Social Studies, rule draft dated 11/12/21.

| Proposed Standard | Basis |
|---|---|
| <p>(B). The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.</p> | <p>InTASC7(h). The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>SEP 1(J). The teacher must design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.</p> |
| <p>(C). The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, national or international discipline-specific standards.</p> | <p>SEP 4(A). The teacher must understand Minnesota's graduation standards and how to implement them.</p> <p>SEP 8(A). The teacher must be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501.</p> <p>Minn. R. 8705.1010, Standard 2(3). The unit must ensure each program provides effective instruction on: lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards.</p> <p>InTASC7(g). The teacher understands content and content standards and how these are organized in the curriculum</p> |

| Proposed Standard | Basis |
|--|---|
| <p>(D). The teacher designs instruction to build on learners’ prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> | <p>InTASC2(c). The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>SEP 1(G). The teacher must use a student’s thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.</p> <p>SEP 3(K). The teacher must identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs.</p> <p>SEP 4(F). The teacher must design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p> <p>SEP 7(B). The teacher must plan instruction using contextual considerations that bridge curriculum and student experiences.</p> <p>SEP 7(F). The teacher must implement learning experiences that are appropriate for curriculum goals, relevant for learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.</p> <p>Learning Policy Institute. Ensuring that [children] have rich learning experiences also requires culturally responsive content and materials that relate new information to students’ life experiences.</p> |

| Proposed Standard | Basis |
|--|--|
| <p>(E). The teacher plans how to achieve each student’s learning goals by choosing anti-racist, culturally relevant and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.</p> | <p>InTASC7(b). The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>SEP 7(C). The teacher must plan instructional programs that accommodate individual student learning styles and performance modes.</p> <p>SEP 7(D). The teacher must create short-range and long-range plans that are linked to student needs and performance.</p> <p>SEP 7(E). The teacher must design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.</p> <p>Washington. The pre-service educator is introduced to evaluative practices of curricula, textbooks, and instructional materials for cultural appropriateness.</p> |
| <p>(F). The teacher features, highlights, and uses resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum.</p> | <p>SEP 1(G). The teacher must evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts.</p> <p>SEP 3(P). The teacher must bring multiple perspectives to the discussion of subject matter, including attention to a student’s personal, family, and community experiences and cultural norms.</p> <p>Learning Policy Institute. Ensuring that [children] have rich learning experiences also requires culturally responsive content and materials that:</p> <ul style="list-style-type: none"> • reflect and respect the legitimacy of different cultures; • empower students to value all cultures, not just their own; [and] • incorporate cultural information into the heart of the curriculum, instead of simply adding on at the margins[.] |
| <p>(G). The teacher creates opportunities for students to learn, practice, and use language of the content area.</p> | <p>InTASC4(h). The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>SEP 6(A). The teacher must understand communication theory, language development, and the role of language in learning.</p> |
| <p>(H). The teacher creates opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.</p> | <p>New York. Inclusive curriculum and assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one’s own scope. It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.</p> |

| Proposed Standard | Basis |
|--|--|
| (I). The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning. | <p>ISTE 5(c). Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.</p> <p>SEP 4(K). The teacher must use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.</p> |

Standard 5. Instructional Strategies.

The sub-standards within Standard 5 address the necessity for a teacher to understand and use a variety of instructional strategies to encourage student understanding of the content. Research has shown how student achievement increases when the teacher has cultural competency in the cultures of their students and designs activities which build upon the cultural and linguistic strengths of their students.³⁵ Therefore, many of the sub-standards highlight the importance of drawing on student community, language, and identity as a foundational competent of implementing various instructional strategies.

Standards 5(B), 5(C), 5(E), 5(F) 5(G), 5(I), and 5(J) address the teacher’s ability to design and implement different learning opportunities to support student learning and skills, critical thinking, and problem solving. Standards 5(A), 5(D), and 5(H) address the teacher’s ability to use a student’s culture and language to make learning more relevant and meaningful and to encourage critical thinking about race and culture.³⁶ Finally, Standard 5(K) focuses on the teacher’s ability to foster social-emotional learning, which has been shown to help student learn to be caring, civil, problem-solve; value excellence; and academically achieve.³⁷

³⁵Tanase. (2020). Is good teaching culturally responsive. *Journal of Pedagogical Research*, 4(3), 1–16. <https://doi.org/10.33902/JPR.2020063333>; Gay. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>; Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers’ multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736–752. <https://doi-org.citytech.ezproxy.cuny.edu/10.1111/bjep.12328>

³⁶ Proposed Standard 5(H) aligns to the proposed K-12 academic standard for social studies, which reads “The student will analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender.” See Proposed Permanent Rules Relating to K-12 Academic Standards in Social Studies, rule draft dated 11/12/21.

³⁷ [What does research say? Demand for SEL is on the rise, and it is easy to see why: SEL makes a difference.](#) See also [SEL Implementation Guidance](#) from the Minnesota Department of Education.

Figure 10: Basis for Proposed Standards 5(A) through 5(K)

| Proposed Standard | Basis |
|--|--|
| <p>(A). The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> | <p>InTASC 8(c). The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>SEP 3(J). The teacher must know about community and cultural norms.</p> <p>SEP 3(O). The teacher must use information about students’ families, cultures, and communities as the basis for connecting instruction to students’ experiences.</p> <p>SEP 7(F). The teacher must implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.</p> <p>SEP 11(J). The teacher must identify and use community resources to foster student learning.</p> <p>Washington. The pre-service educator seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences.</p> |
| <p>(B). The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.</p> | <p>SEP 1(C). The teacher must connect disciplinary knowledge to other subject areas and everyday life.</p> <p>SEP 1(J). The teacher must design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.</p> <p>Learning Policy Institute. Transferable learning requires application of knowledge to authentic tasks.</p> |
| <p>(C). The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.</p> | <p>InTASC 3(b). The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>SEP 5(L). The teacher must design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;</p> |
| <p>(D). The teacher uses learners’ native languages as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills.</p> | <p>Minn. Stat. 122A.092, Subd. 5(a). 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</p> |

| Proposed Standard | Basis |
|---|---|
| <p>(E). The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> | <p>InTASC 8(e). The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>SEP 1(E). The teacher must use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings.</p> <p>SEP 3(L). The teacher must use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes.</p> <p>SEP 4(I). The teacher must vary the instructional process to address the content and purposes of instruction and the needs of students.</p> |
| <p>(F). The teacher asks questions to stimulate discussion that serves different purposes such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.</p> | <p>InTASC 8(i). The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>SEP 6(J). The teacher must know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.</p> |
| <p>(G). The teacher engages all students in developing higher order questioning skills and metacognitive processes.</p> | <p>InTASC 8(f). The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>SEP 4(D). The teacher must nurture the development of student critical thinking, independent problem solving, and performance capabilities.</p> <p>SEP 5(M). The teacher must engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning.</p> |
| <p>(H). The teacher encourages critical thinking about culture and race and includes missing narratives to dominant culture in the curriculum.</p> | <p>Illinois. The culturally responsive teacher and leader will embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.</p> <p>Illinois. The culturally responsive teacher and leader will understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>New York. The teacher must provide opportunities for students to critically examine topics of power and privilege. These can be planned project-based learning initiatives, instructional activities embedded into the curriculum, or discussion protocols used in response to inequity that occurs in the school and/or classroom.</p> |

| Proposed Standard | Basis |
|---|--|
| <p>(I). The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.</p> | <p>InTASC Rubric Progressions 3(2)(1). The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills.</p> <p>SEP 5(R). The teacher must organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.</p> |
| <p>(J). The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p> | <p>ISTE 5(a). Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs</p> <p>SEP 3(R). The teacher must identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p> <p>SEP 6(K). The teacher must use a variety of media and educational technology to enrich learning opportunities.</p> <p>SEP 7(H). The teacher must plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.</p> |
| <p>(K). The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> | <p>SEP 5(D). The teacher must know how to help people work productively and cooperatively with each other in complex social settings.</p> <p>SEP 5(I). The teacher must establish peer relationships to promote learning.</p> <p>SEP 5(P). The teacher must develop expectations for student interactions, academic discussions, and individual and group responsibility to create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.</p> <p>Massachusetts. Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>CASEL. When students have supportive relationships and opportunities to develop and practice social, emotional, and cognitive skills across many different contexts, academic learning accelerates.</p> <p>Learning Policy Institute. For students to become engaged, effective learners, educators need to simultaneously develop cognitive, social, and emotional skills along with content knowledge and related academic skills.</p> |

Standard 6. Professional Responsibilities.

The sub-standards within Standard 6 represent the overarching legal and ethical responsibilities specific to the profession of teaching. Standards 6(A), 6(B), and 6(I) address the foundational policies that all teacher must know and understand in order to ensure student rights are protected. Standards 6(C) and 6(D) address the teacher’s understanding of the historical foundations of education, including the way that federal and state governments have undermined the ability for all children to obtain a high quality education. Finally, Standards 6(E), 6(F), 6(G), 6(H), and 6(J) ensure all teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Figure 11: Basis for Proposed Standards 6(A) through 6(J)

| Proposed Standard | Basis |
|---|---|
| (A). The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students. | <p>SEP 9(K). The teacher must understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8710.2100.</p> <p>Minn. R. 8705.1010, Standard 2(2). The unit must ensure each program provides effective instruction on the teacher Code of Ethics.</p> <p>InTASC 9(o). The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p> |
| (B). The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect. | <p>InTASC 9(j). The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>SEP 10(C). The teacher must understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect.</p> <p>SEP 10(F). The teacher must understand data practices.</p> <p>SEP 10(L). The teacher must understand mandatory reporting laws and rules.</p> <p>SEP 8(L). The teacher must establish and maintain student records of work and performance.</p> |
| (C). The teacher understands the historical foundations of education in Minnesota, | InTASC 10(l). The teacher understands schools as organizations within a historical, cultural, political, and social |

| Proposed Standard | Basis |
|--|---|
| including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, gender, sexual orientation, language, socioeconomic status, or country of origin. | <p>context and knows how to work with others across the system to support Learners.</p> <p>SEP 9(A). The teacher must understand the historical and philosophical foundations of education.</p> <p>New York. The teacher recognizes that personal, cultural, and institutionalized discrimination and racism creates and sustains privileges for some while creating and sustaining disadvantage for others.</p> |
| (D). The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels. | Illinois 24.50 (b)(1). The culturally responsive teacher and leader will understand the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels. |
| (E). The teacher explores their own intersecting social identities and how they impact daily experience as an educator. | <p>Illinois 24.50 (a)(6). The culturally responsive teacher and leader will explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.</p> <p>Illinois 24.50 (a)(7). The culturally responsive teacher and leader will recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.</p> <p>Illinois 24.50 (a)(1). The culturally responsive teacher and leader will understand and value the notion that multiple lived experiences exist, that there is often not one “correct” way of doing or understanding something, and that what is seen as “correct” is most often based on our lived experiences.</p> |
| (F). The teacher assesses how their biases, perceptions, and disciplinary training may affect their teaching practice and perpetuate oppressive systems and accesses tools to mitigate their own behavior to disrupt oppressive systems. | <p>Illinois 24.50 (a)(10). Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p> <p>InTASC9(e). The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> |
| (G). The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and | InTASC9(g). The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. |

| Proposed Standard | Basis |
|---|--|
| to make adaptations and adjustments towards more equitable outcomes. | SEP 9(B). The teacher must understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment. |
| (H). The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities. | <p>InTASC 9(k). The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system- wide priorities.</p> <p>SEP 9(E). The teacher must understand the role of reflection and self-assessment on continual learning.</p> <p>SEP 9(F). The teacher must understand the value of critical thinking and self-directed learning.</p> |
| (I). The teacher advocates, models, and teaches safe, legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media. | <p>InTASC 9(f). The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p>SEP 10(M). The teacher must understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.</p> |
| (J). The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving. | <p>InTASC 9(d). The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.</p> <p>SEP 9(D). The teacher must know major areas of research on teaching and of resources available for professional development.</p> <p>SEP 9 (I). The teacher must use professional literature, colleagues, and other resources to support development as both a student and a teacher.</p> <p>SEP 9(G). The teacher must understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues.</p> <p>SEP 9(J): The teacher must collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback.</p> <p>SEP 9(M). The teacher must understand the role of continuous development in technology knowledge and skills representative of technology applications for education.</p> |

| Proposed Standard | Basis |
|-------------------|---|
| | SEP 10(J). The teacher must identify and use community resources to foster student learning. |

Standard 7. Collaboration and Leadership.

The sub-standards in Standard 7 address the teacher’s ability to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, as well as the teacher’s ability to seek appropriate leadership roles and opportunities to advance the profession. Standards 7(A), 7(B), and 7(C) address the teacher’s knowledge of and ability to effectively collaborate. Standards 7(D) and 7(E) address the teacher’s ability to critically assess curriculum and school practices in order to ensure all students are represented and supported. Finally, Standard 7(F) addresses the teacher’s understanding of leadership models and ability to advocate for their students, school, their community, and profession.

Figure 12: Basis for Proposed Standards 7(A) through 7(F)

| Proposed Standard | Basis |
|--|--|
| (A). The teacher understands the importance of engaging in reciprocal communication about student development, learning, and performance with families that operate from an asset-based and culturally affirming standpoint. | <p>Massachusetts Standard 3, Indicator C: Communication indicator. Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.</p> <p>ISTE 4(d). Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p> <p>Kansas 10.2.3PS. Welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources.</p> <p>Texas 4D.iv: Communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.</p> <p>SEP 10(I). The teacher must consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments.</p> |

| Proposed Standard | Basis |
|---|---|
| <p>(B). The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.</p> | <p>SEP 10(K). The teacher must establish productive relationships with parents and guardians in support of student learning and well-being.</p> <p>High-Leverage Practices in Special Education 3. Collaborate with families to support student learning and secure needed services.</p> |
| <p>(C). The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.</p> | <p>InTASC 7(e): The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>SEP 10(G). The teacher must collaborate with other professionals to improve the overall learning environment for students.</p> |
| <p>(D). The teacher identifies gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and incorporates curriculum to fill these gaps.</p> | <p>New York. Identifying inclusive curriculum and assessment. Identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds. Advocate for fair representation of these absent perspectives.</p> |
| <p>(E). The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.</p> | <p>New York. Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community.</p> <p>California. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance</p> |
| <p>(F). The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, and/or national level; and advocates for students, the school, the community, and the profession.</p> | <p>InTASC 10(k). The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession</p> |

Standard 8. Racial Consciousness and Reflection.

In order to understand and implement culturally-responsive pedagogy, a teacher must have a foundational understanding of how race and racism are embedded in our institutions and everyday life. The sub-standards within Standard 8 represent the foundational knowledge and skills all teachers must embody in order to effectively teach all of Minnesota's students. These standards are built upon established theories in sociology, ethnic studies, and history, and were prepared in collaboration with hundreds of stakeholders.

Standards 8(A) through 8(D) address the different theories and concepts that a teacher must understand in order to have the awareness and ability to talk about race and racism. Standards 8(E) through 8(G) focus on how race in the United States has impacted different peoples and how discrimination and privilege can be exacerbated when also considering an individuals' class, gender, sexuality, religion, national origin, immigration status, language, ability, and/or age.

In alignment with other state efforts

The proposed Standards of Effective Practice align with other efforts across the state to ensure every child receives a high-quality education and has access to caring and qualified teachers.

Priorities for Transforming Education in the State of Minnesota³⁸

1. We need schools to get ready for every child in order for every child to reach their highest potential.
2. We need to create standards that address the modern needs of our society, workforce, and democracy.
3. We need to redesign and rebuild systems that are anti-racist and culturally affirming with policy and practice decisions centering on the development of students of color and American Indian students to achieve racially equitable outcomes.
4. We need to have a continuous pipeline of diverse, anti-racist education professionals, who are reflective of our diverse families and who are prepared and supported for students on day one and throughout their careers.
5. We need to prioritize education funding to ensure that every child has a quality learning experience that prepares them for a successful future in a complex and diverse global community.
6. We need to ensure that students find relevance and representation in the curriculum, their teachers and their overall educational experience resulting in equitable outcomes.
7. We need to mobilize all of us – not just teachers and students – to nurture assets and dismantle barriers so every student and their family has all Minnesotans supporting their academic and personal growth.

³⁸ Excerpt from the Governor's Education Roundtable: A Roadmap for Transformational Change in Minnesota Education (2020).

The sub-standards within Standard 8 are needed and reasonable and will ensure future teachers can truly serve all of Minnesota’s students, families, and schools.

Figure 13: Basis for Proposed Standards 8(A) through 8(G)

| Proposed Standard | Basis |
|---|---|
| (A). The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality. | Washington. Educators [are aware of the] power and privilege and disadvantages created by social structure, i.e. race/ethnicity, national origin/language, sex and gender, gender identity, sexual orientation, physical/ developmental ability, socioeconomic class. |
| (B). The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism. | Illinois. The culturally responsive teacher and leader will understand the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels. Washington. The professional educator understands the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels. |
| (C). The teacher understands how ethno-centrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity. | Washington. Educators examine the history of schooling in the U.S. and its impact on sovereign Tribal Nations and other minoritized groups in Washington State. Washington. The pre-service educator understands the history of culture and cultures in the United States, including changing views of the role of public education in fostering cultural ideas and aims. Washington. Educators are aware of deficit approach vs. strength based approach. |
| (D). The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages. | Illinois. The culturally responsive teacher and leader will understand and value the notion that multiple lived experiences exist, that there is often not one “correct” way of doing or understanding something, and that what is seen as “correct” is most often based on our lived experiences. |
| (E). The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans. | Washington. The pre-service educator understands equity pedagogy and demonstrates self-understanding and knowledge of the histories, model characteristics, and intra-group differences of ethnic groups. |
| (F). The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages. | SEP, Standard 3 (G). The teacher must understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. |

| Proposed Standard | Basis |
|--|---|
| (G). The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age. | <p>Washington. Educators can describe:</p> <ul style="list-style-type: none"> • Their various intersecting identities. • The extent to which those identities are congruent or incongruent to those they serve. • How their ways of being impact students, families, and other educators. |

More background on the proposed Standards of Effective Practice

Implementation

In Minnesota, all teacher candidates completing an initial licensure program and all applicants seeking an initial license via portfolio must demonstrate the “Standards of Effective Practice.” Preparation providers take different approaches in embedding the Standards of Effective Practice into their programs. For a variety of practical reasons, including allowing candidates in different licensure programs to take common coursework, ensuring that candidates have strong content knowledge, and reducing coursework for additional licensure candidates, programs often have these pedagogy standards separate from the license-specific standards with the exception of methods instruction and student teaching.

Minnesota is one of a few states where individuals can submit evidence of meeting standards for the profession through a portfolio process completely separate from approved teacher preparation providers. This process requires an individual to look at each individual standard and provide a narrative and evidence for how the individual meets the entire scope of the standard. As the Standards of Effective Practice were reviewed, this lens was included to ensure the standards were sufficiently reasonable and sufficiently robust to fit both within approved teacher preparation programs and individuals meeting standards through portfolio.

Alignment with InTASC Standards

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of education. This organization put together a group of national experts to evaluate standards necessary for all teachers across the nation. This group, the Interstate Teacher Assessment and Support Consortium (InTASC), worked with over 20 national education organizations to develop and design the Model Core Teaching Standards. This robust review and development process regularly reviews and updates the standards since their development in 1992. Since this time, national assessments and the majority of states core standards align to the InTASC Model Core Teaching Standards. Minnesota’s current Standards of Effective Practice are aligned to these standards, as well. The current rulemaking for assessing these standards included many teacher preparation provider comments to adopt the 2011 InTASC standards or use the exact language of the sub-standards when preparing a standard in a related area. This is requested, in part, because national teacher preparation

accreditation organizations align to InTASC standards. While the Board is not seeking to adopt the 1992 or 2011 InTASC standards in full, the proposed standards continue to be based on the ten standards in both the 1992 and 2011 versions. To see the model standards included in the 1992 and 2011 versions, please see Appendix I.

Concepts not included in the proposed Standards of Effective Practice

Notably, the Board removed the base standard and sub-standards specific to Subject Matter knowledge and skills (see Minn. R. 8710.2000, subpart 2). While this standard and related sub-standards are extremely important and valuable, the Board did not include them in the proposed standards as subject matter standards are already covered by the license-specific standards and therefore are unnecessary within the Standards of Effective Practice.

The Board also decided that general reading standards should not be included in the Standards of Effective Practice. Under the current rules, there are no single set of reading standards that are common across all licensure areas, which speaks to the unique demands of different licensure areas. If the Board were to move some reading standards that are common among many licensure programs into the Standards of Effective Practice, it would mean extra, unnecessary program requirements for many candidates. Adding reading standards into the proposed Standards would also make program design more complicated as program-specific reading requirements would still have to be included to address reading in the content area. Moving the reading standards would put a burden on teacher preparation providers to have more reading teacher educators, where it can be challenging to find qualified individuals.

Minnesota law requires that all Board-approved teacher preparation programs include a common core of knowledge and skills for all teacher candidates that must meet the 1992 InTASC model standards (see Minn. Stat. 122A.092, subdivision 2(4)). The proposed Standards align to and build off the 1992 and 2011 InTASC model standards.

The Standards of Effective Practice represent the knowledge and skills that future employers have a right to assume teachers possess; both in the area of content and in teaching skills.

Candidates completing teacher preparation in Minnesota or the licensure via portfolio process must demonstrate the Standards of Effective Practice in order to receive a license.

The Board has no jurisdiction over private, parochial, or home schools. A teacher in a private, parochial, or home school is not required to hold a teaching license.

The proposed rules do not mandate what a teacher must teach; curricula decisions are made by individual schools.

8710.3100. Teachers of Parent and Family Education.

Teachers who hold the Parent and Family Education (PFE) license are authorized to facilitate and teach in Early Childhood Family Education (ECFE) programs.³⁹ These teachers are responsible for educating parents and other caregivers about the physical, cognitive, social, and emotional development of children, as well as exposing parents and caregivers to various community resources and services. In Minnesota, all families with children between the ages of birth through prekindergarten can participate in ECFE.

There have been no major substantive changes to the Parent and Family Education licensure rule since it first went into effect in 2001. The Board seeks to clarify licensure requirements, update the content-area standards, and clarify clinical experience requirements.

Subpart 1. Scope of practice.

PELSB proposes to modify subpart 1 in the following way:

Subpart 1. **Scope of practice.** A teacher of parent and family education is authorized to ~~instruct parents in an~~ design, implement, and evaluate educational experiences for parents and other caregivers of all ages with children prenatal through grade 12, including but not limited to early childhood family education program programs.

The Board proposes to modify the scope of practice in order to be more inclusive of programs that may be appropriate for a PFE teacher to provide instruction or facilitate.

Subpart 2. Licensure requirements.

Subpart 2 contains the licensure requirements for an applicant seeking a license to teach parent and family education. The requirements in subpart 2 became moot following the extensive legislative changes made in 2017 that created tiered licensure. Now, depending on the licensure tier, the licensure requirements vary. Therefore, PELSB proposes to update subpart 2 with rule language that acknowledges licensure requirements are established in parts 8710.0311 to 8710.314 and Minnesota Statutes, section 122A.181 to 122A.184.

Subpart 2a. Initial licensure program.

PELSB proposes adding a subpart to describe the requirements for a teacher candidate completing an initial licensure program. This requirement aligns with Minnesota Rules 8705.2100, which requires all initial licensure programs to provide candidates with learning opportunities and assessments aligned to the license-specific standards of the license sought and the standards of effective practice.

³⁹ Minn. Stat. 124D.13, subd. 11.

Subpart 2b. Additional licensure program.

In order to enroll in an additional licensure program, a teacher candidate must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the candidate to have demonstrated the standards of effective practice. Therefore, this subpart indicates that a candidate completing an additional licensure program is only required to demonstrate the license-specific standards.

Subpart 2c. Licensure via portfolio.

Subpart 2c reiterates the requirement for an individual pursuing the licensure via portfolio process for an initial Tier 3 license to teach parent and family education. This individual must complete a portfolio aligned to the license-specific standards in this rule part as well as a portfolio aligned to the standards of effective practice (with a focus on teaching parents and caregivers).

Subpart 2d. Adding a license via portfolio.

In order to add a license through the licensure via portfolio process, an individual must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the individual to have demonstrated the standards of effective practice. Therefore, Subpart 2d reiterates that an individual pursuing the licensure via portfolio process to add a license to teach parent and family education to an existing license must only complete a portfolio aligned the license-specific standards in this rule part.

Subpart 3. Subject matter standard.

In 2015, the Board of Teaching initiated a rulemaking to make changes to a number of licensure rules, including the Parent and Family Education licensure rule.¹ This rulemaking was not completed before the Board of Teaching was dissolved and replaced by the Professional Educator Licensing and Standards Board.

In 2019, a group of stakeholders, including from the Department of Education and teacher preparation programs, prepared additional proposed changes in order to update the standards and place additional emphasis race, culture, and trauma. The Board used these proposed changes to create a rule draft. These proposed changes are needed and reasonable to ensure Minnesota's PFE teachers are prepared to guide and instruct new parents and caregivers.

Subpart 4a. Clinical experiences for candidates completing an initial licensure program.

Board-approved initial licensure programs must provide their candidates with clinical experiences, including twelve weeks of student teaching.⁴⁰ Because of the Parent and Family Education license and teaching assignments are considerably different from other licenses/assignments, the Board has exempted these programs from requiring the 12 weeks of student teaching.⁴¹ The Board proposes to

⁴⁰ Minn. R. 8705.1010, subpart 3 (C)(2).

⁴¹ See [PELSB Resolution 2020.06](#) (Resolution to extend the waiver of student teaching requirements for Adult Basic Education (ABE) and Parent and Family Education (PFE) initial licensure programs), adopted on July 10, 2020.

explicitly exempt the PFE programs from requiring a conventional 12 weeks of student teaching and proposes to establish more appropriate clinical experience requirements for these initial licensure candidates.

Teachers who hold the Parent and Family Education license may fill the following assignments: Early Childhood Family Education (ECFE) Parent Educator, Coordinator of ECFE, and Coordinator of School Readiness. Many of these assignments only take place for a few days or hours per week (unlike a more conventional assignment, such as 2nd grade, Pre-algebra, or History). Therefore, it would be overly burdensome to find a full-time placement for an initial licensure candidate aligned to one of the assignments. That said, it is still needed and reasonable that these candidates be placed for some clinical experiences, be observed to ensure that they have the required skills, knowledge, and dispositions and obtain feedback to enable them to grow in their roles.

Subpart 4b. Clinical experiences for candidates completing an additional licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an additional licensure program in Minnesota. Some requirements are not appropriate for a teacher candidate completing an additional licensure program in parent and family education. For example, while a candidate completing an elementary education program can easily find a placement with a continuous group of students, this may not be realistic for a candidate looking for a PFE placement. Therefore, PELSB proposes to create specific clinical experience requirements for candidates completing an additional licensure program in parent and family education that mirrors the intent of the updated clinical experience rules without being overly burdensome.

8710.4000. Teachers of Adult Basic Education.

The mission of Adult Basic Education in Minnesota is to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members, and citizens.⁴² An adult education program is a day or evening program specifically for adults who are no longer required to attend elementary or secondary school.⁴³ Teachers provide instruction on reading, writing, math, speaking, listening, English-language development, and GED readiness.

Subpart 1. Scope of practice.

PELSB proposes modifying subpart 1 in the following way:

Subpart 1. **Scope of practice.** A teacher of adult basic education is authorized to provide to learners, who ~~are 16 years of age or over~~ have aged out of the compulsory attendance requirement for secondary schools as set forth in Minnesota Statutes, section 120A.22, and are not enrolled in elementary or secondary schools, instruction that is designed to develop mastery of basic education skills including English language skills. This part shall not prohibit a school board from employing a teacher who holds a ~~valid Minnesota classroom~~ teaching license but who is not licensed as a teacher of adult basic education to teach adult basic education. A license under this part does not qualify a teacher to provide instruction leading to a high school diploma.

PELSB proposes to modify the scope of the license from “16 years of age or older” to “have aged out of the compulsory attendance requirement” in order to ensure that this licensure rule can reflect any changes to state or federal law at the time of those changes.

Subpart 2. Licensure requirements.

Subpart 2 contains the licensure requirements for an applicant seeking a license to teach adult basic education. The requirements in subpart 2 became moot following the extensive legislative changes made in 2017 that created tiered licensure. Now, depending on the licensure tier, the licensure requirements vary. Therefore, PELSB proposes to update subpart 2 with rule language that acknowledges licensure requirements are established in parts 8710.0311 to 8710.314 and Minnesota Statutes, section 122A.181 to 122A.184.

Subpart 2a. Initial licensure program.

PELSB proposes adding a subpart to describe the requirements for a teacher candidate completing an initial licensure program. This requirement aligns with Minnesota Rules 8705.2100, which requires all

⁴² [Overview of Adult Basic Education \(ABE\) in Minnesota](#) (revised June 2019).

⁴³ Minn. Stat. 124D.52. Minn. Stat. 120A.22, subd. 5, establishes the state’s compulsory attendance requirements.

initial licensure programs to provide candidates with learning opportunities and assessments aligned to the license-specific standards of the license sought and the standards of effective practice.

Subpart 2b. Additional licensure program.

In order to enroll in an additional licensure program, a teacher candidate must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the candidate to have demonstrated the standards of effective practice. Therefore, this subpart indicates that a candidate completing an additional licensure program is only required to demonstrate the license-specific standards.

Subpart 2c. Licensure via portfolio.

Subpart 2c reiterates the requirement for an individual pursuing the licensure via portfolio process for an initial Tier 3 license to teach adult basic education. This individual must complete a portfolio aligned to the license-specific standards in this rule part as well as a portfolio aligned to the standards of effective practice.

Subpart 2d. Adding a license via portfolio.

In order to add a license through the licensure via portfolio process, an individual must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the individual to have demonstrated the standards of effective practice. Therefore, Subpart 2d reiterates that an individual pursuing the licensure via portfolio process to add a license to teach health to an existing license must only complete a portfolio aligned the license-specific standards in this rule part.

Subpart 3. Subject matter standards.

In 2015 the Board of Teaching initiated a rulemaking to make changes to a number of licensure rules, including the Adult Basic Education licensure rule.⁴⁴ This rulemaking was not completed before the Board of Teaching was dissolved and replaced by the Professional Educator Licensing and Standards Board.

In 2019, a group of stakeholders, including from the Department of Education and teacher preparation programs, prepared additional proposed changes in order to update the standards and place additional emphasis on digital literacy. The Board used these proposed changes to create a rule draft.

The proposed rule changes fall into the following categories:

- ABE Organization and System,
- Adult Teaching and Learning,
- Language and Literacy Development (including reading standards),
- Mathematics,

⁴⁴ Proposed Amendments to Rules Governing Developmental and Adapted Physical Education and Technical Changes, Minnesota Rules 8710.5300, Revisor's ID Number RD4370.

- Employment and Transition Skills, and
- Digital Literacy.

The proposed updates are needed and reasonable to ensure ABE teachers are prepared to teach their students the skills to:

- Obtain employment and gain additional employment skills,
- Gain family literacy skills,
- Develop speaking, listening, reading, writing, and grammar skills (for English language learners),
- Become a U.S. citizen, and/or
- Pass the approved high school equivalency test (formerly known as the GED).

Subpart 3a. Clinical experiences for candidates completing an initial licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an initial licensure program in Minnesota. Many of these requirements are not necessarily appropriate for a teacher candidate completing an initial licensure program in adult basic education. For example, while a candidate completing an elementary education program can easily find a student teaching placement for 12 continuous weeks, adult basic programs do not use this standardized format for its programming. Therefore, PELSB proposes to create specific clinical experience requirements for candidates completing an initial program in adult basic education that mirrors the intent of the updated clinical experience rules without being overly burdensome.

Subpart 3b. Clinical experiences for candidates completing an additional licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an additional licensure program in Minnesota. Some requirements are not appropriate for a teacher candidate completing an additional licensure program in adult basic education. For example, while a candidate completing an elementary education program can easily find a placement with a continuous group of students, this may not be realistic for a candidate looking for an ABE placement. Therefore, PELSB proposes to create specific clinical experience requirements for candidates completing an additional licensure program in adult basic education that mirrors the intent of the updated clinical experience rules without being overly burdensome.

8710.4100. Teachers of American Indian Language, History, and Culture.

Minnesota Statutes 124D.75 provides a unique pathway to obtain a license to teach American Indian Language, History, and Culture in Minnesota.⁴⁵ This pathway, originally put into law in 1977, is founded in the principle that tribal governments are best equipped to judge whether an individual has the necessary knowledge and skills to teach their nation or community's language, history, and culture.

In consultation with the Tribal Nations Education Committee (TNEC), the Board initially opened this rule part to reduce the number of resolutions an applicant must obtain from a tribal government in order to evidence qualifications for this license and to establish a clear pathway forward if an applicant is unable to obtain a resolution attesting to their knowledge and skills. After further assessment of this rule part, additional changes were proposed to clarify how this license works alongside the tiered licensure framework.

Subpart 1. Issuance of license authorized.

PELSB proposes to update the statutory reference included in subpart 1 because Minnesota Statutes 126.49 was renumbered as 124D.75.

Subpart 2. Scope of practice.

PELSB proposes to modify the scope of this license from a "kindergarten through grade 12" license to a "birth through grade 12" license. Public schools have expanded the scope of access to students beginning at birth. This change aligns to other licensure areas that have extended their scope in recent years and allows an individual with this license to provide instruction in American Indian language, history, and culture, to students ages birth through pre-kindergarten, as well as kindergarten through grade 12.

Subpart 3. License requirements for a Tier 3 license.

Subpart 3 establishes the licensure requirements for an applicant seeking to teach an American Indian language, history, or culture. PELSB proposes to identify the different ways in which an individual could demonstrate the required knowledge and understanding. These qualifications stem from Minnesota Statutes 124D.75, as well as 122A.183.

Additionally, PELSB seeks to reduce the number of resolutions required to obtain this license. Current rule language requires two resolutions be submitted; however, many stakeholders have highlighted that this can prove to be a hugely unnecessary burden. Therefore, PELSB seeks to reduce the number of resolutions required to one. Further, PELSB seeks to add a pathway for an applicant to seek this license if the individual is unable to obtain a resolution from a tribal government.

⁴⁵ This pathway is in alignment with the [Native American Languages Act of 1990, P.L. 101-477](#).

Subpart 3a. License requirements for a Tier 4 license.

PELSB proposes adding a new subpart in order to address how an individual would obtain a Tier 4 license. The proposed rule language reiterates the applicable requirements for a Tier 4 license in Minnesota Statutes 122A.184 and Minnesota Rules 8710.0314.

Subpart 6. Limitations.

PELSB proposes to clarify that a license to teach American Indian Language, History, and Culture is only eligible as a Tier 3 or Tier 4 license. This means that a school district cannot request this license (a Tier 1 and Tier 2 license must be applied for jointly by the hiring school district and license applicant). Rather, only an applicant, with a resolution from a tribal government or community or through a review by PELSB, in consultation with TNEC, can obtain this license. PELSB argues that this limitation is needed and reasonable as Minn. Stat. 124D.75 created this pathway to licensure to ensure that Tribal Nations are responsible for ensuring a teacher has the knowledge and skills to teach American Indian language, history and culture.

8710.4500. Teachers of Health.

In Minnesota, all students in kindergarten through grade 8 must receive health education every year and all high school students must receive health education at least once during their high school experience.⁴⁶ Further, school districts are encouraged to provide instruction on mental health and violence prevention as part of their curricula.⁴⁷ While there are no statewide standards or benchmarks for K-12 health education, school districts are responsible for using locally-developed academic standards.

Minnesota Rules 8710.4500 establishes the license-specific standards for teachers of health education. In 2010, reading standards were added.⁴⁸ Beyond those changes, there have been no changes to the license-specific standards since they were first adopted in 1999 (effective in 2001).⁴⁹

Subpart 2. Licensure requirements.

Subpart 2 contains the licensure requirements for an applicant seeking a license to teach health. The requirements in subpart 2 became moot following the extensive legislative changes made in 2017 that created tiered licensure. Now, depending on the licensure tier, the licensure requirements vary. Therefore, PELS B proposes to update subpart 2 with rule language that acknowledges licensure requirements are established in parts 8710.0311 to 8710.314 and Minnesota Statutes, section 122A.181 to 122A.184.

Subpart 2a. Initial licensure program.

PELS B proposes adding a subpart to describe the requirements for a teacher candidate completing an initial licensure program. This requirement aligns with Minnesota Rules 8705.2100, which requires all initial licensure programs to provide candidates with learning opportunities and assessments aligned to the license-specific standards of the license sought and the standards of effective practice.

Subpart 2b. Additional licensure program.

In order to enroll in an additional licensure program, a teacher candidate must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the candidate to have demonstrated the standards of effective practice. Therefore, this subpart indicates that a candidate completing an additional licensure program is only required to demonstrate the license-specific standards.

⁴⁶ Minn. Stat. 120B.021; see also the Minnesota Department of Education's [Health Education webpage](#).

⁴⁷ Minn. Stat. 120B.21 and Minn. Stat. 120B.22.

⁴⁸ See [34 SR 595](#).

⁴⁹ Note: In 2010, the Board of Teaching adopted "reading standards" and in 2014, the Board of Teaching adopted placement requirements for clinical experiences. During neither of these rulemakings were there proposed changes to the subject matter standards.

Subpart 2c. Licensure via portfolio.

Subpart 2c reiterates the requirement for an individual pursuing the licensure via portfolio process for an initial Tier 3 license to teach health. This individual must complete a portfolio aligned to the license-specific standards in this rule part as well as a portfolio aligned to the standards of effective practice.

Subpart 2d. Adding a license via portfolio.

In order to add a license through the licensure via portfolio process, an individual must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the individual to have demonstrated the standards of effective practice. Therefore, Subpart 2d reiterates that an individual pursuing the licensure via portfolio process to add a license to teach health to an existing license must only complete a portfolio aligned the license-specific standards in this rule part.

Subpart 3. Subject matter standards.

Beginning in 2019, PELSB began meeting with stakeholders in order to prepare proposed changes to the health education licensure rule. Stakeholders recommended that PELSB update the licensure rule to better align the [Centers for Disease and Prevention’s \(CDC\) Health Education Curriculum Analysis Tool \(HECAT\)](#) and [Society of Health and Physical Educator’s \(SHAPE\) National Health Education Standards](#) and resources.

The alignment to standards, resources, and tools developed by the CDC and SHAPE will not only support further alignment with physical education and DAPE teachers, but will also support a more comprehensive system of education focused on health and wellness for all students and schools in Minnesota.

The proposed standards within subpart 3 include the health education topics, knowledge, and skills that all health education teachers must have in order to effectively implement a health education program that is medically accurate, age-appropriate, and supports students to engage in health-promoting decisions and behaviors.

Subpart 3a. Placements for candidates completing an initial licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an initial licensure program in Minnesota. Therefore, PELSB proposes to remove rule language addressing minimum clinical experience requirements (such as the 100 hours prior to student teaching and the minimum of 12 weeks of student teaching), which are addressed in chapter 8705, and instead allow subpart 3a to specifically focus on the placement requirements for candidates completing an initial licensure program as the placement requirements vary on the field and scope of licensure.

The Health Education Curriculum Analysis Tool (HECAT) is an assessment tool developed by the Centers for Disease Control and Prevention in partnership with health education experts from state and local education agencies, schools, colleges and universities, and national organizations. The HECAT is aligned with the National Health Education Standards and is based on the Characteristics of Effective Health Education.

Subpart 3b. Placements for candidates completing an additional licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an additional licensure program in Minnesota. Therefore, PELSB proposes to add subpart 3b to specifically focus on the placement requirements for candidates completing an additional licensure program in health as the placement requirement vary on the field and scope of licensure.

8710.4700. Teachers of Physical Education (PE).

In Minnesota, all students in kindergarten through grade 8 must receive instruction in physical education every year. High school students must receive instruction in physical education at least once during their high school experience.⁵⁰

In 2016, the legislature mandated that the Minnesota Department of Education to adopt the most recent SHAPE American (Society of Health and Physical Educators) kindergarten through grade 12 standards and benchmarks for physical education.⁵¹ The legislature further authorized the department to make modifications and adaptations to accommodate state interests.⁵²

Therefore, the Board is proposing updates to the Physical Education teacher licensure rule in order to align more directly with the SHAPE American standards for students.

Subpart 1. Scope of practice.

PELSB proposes to expand the scope of the PE license from kindergarten through grade 12 to prekindergarten through grade 12. Minnesota Statute 126C.126 provides funding to districts to offer all day programming for student in prekindergarten. Minnesota school districts seek to provide physical education to prekindergarten students with a licensed Physical Education teacher.

Subpart 2. Licensure requirements.

Subpart 2 contains the licensure requirements for an applicant seeking a license to teach physical education. The requirements in subpart 2 became moot following the extensive legislative changes made in 2017 that created tiered licensure. Now, depending on the licensure tier, the licensure requirements vary. Therefore, PELSB proposes to update subpart 2 with rule language that acknowledges licensure requirements are established in parts 8710.0311 to 8710.314 and Minnesota Statutes, section 122A.181 to 122A.184.

Subpart 2a. Initial licensure program.

PELSB proposes adding a subpart to describe the requirements for a teacher candidate completing an initial licensure program in physical education. This requirement aligns with Minnesota Rules 8705.2100, which requires all initial licensure programs to provide candidates with learning opportunities and assessments aligned to the license-specific standards and the standards of effective practice.

⁵⁰ Minn. Stat. 120B.021; see also the Minnesota Department of Education's [Physical Education webpage](#).

⁵¹ Minn. Stat. 120B.021, subd. 1(c).

⁵² Id.

Subpart 2b. Additional licensure program.

In order to enroll in an additional licensure program, a teacher candidate must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the candidate to have demonstrated the standards of effective practice. Therefore, this subpart indicates that a candidate completing an additional licensure program is only required to demonstrate the license-specific standards.

Subpart 2c. Licensure via portfolio.

Subpart 2c reiterates the requirement for an individual pursuing the licensure via portfolio process for an initial Tier 3 license to teach physical education. This individual must complete a portfolio aligned to the license-specific standards in this rule part as well as a portfolio aligned to the standards of effective practice.

Subpart 2d. Adding a license via portfolio.

In order to add a license through the licensure via portfolio process, an individual must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the individual to have demonstrated the standards of effective practice. Therefore, Subpart 2d reiterates that an individual pursuing the licensure via portfolio process to add a license to teach physical education to an existing license must only complete a portfolio aligned the license-specific standards in this rule part.

Subpart 3. Subject matter standards.

Beginning in 2019, PELSB began meeting with stakeholders in order to prepare proposed changes to the physical education licensure rule. Stakeholders recommended that PELSB update the licensure rule to better align to the SHAPE American (Society of Health and Physical Educators) kindergarten through grade 12 standards and benchmarks.

As mentioned above, the SHAPE standards and benchmarks were adopted by Minnesota for its K-12 academic standards in physical education. Therefore, the proposed standards ensure future teachers will be trained in the needed subject matter and skills to effectively implement standards and benchmarks within Minnesota's schools, including the ability to support and assess students:

- Competency in motor skills and movement patterns.
- Application of knowledge of concepts, principles, strategies, and tactics to movement and performance.
- Demonstration of knowledge and skills to achieve and maintain physical fitness and physical activity.
- Demonstration of responsible personal and social behavior that respects self and others.

- Recognition of the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.⁵³

The proposed standards within subpart 3 ensure future physical education teachers will have the knowledge and skills to support students be physically literate individuals.

Subpart 3a. Placements for candidates completing an initial licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an initial licensure program in Minnesota. Therefore, PELSB proposes to remove rule language addressing minimum clinical experience requirements (such as the 100 hours prior to student teaching and the minimum of 12 weeks of student teaching), which are addressed in chapter 8705, and instead allow subpart 3a to specifically focus on the placement requirements for candidates completing an initial licensure program as the placement requirement vary on the field and scope of licensure.

Subpart 3b. Placements for candidates completing an additional licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing an additional licensure program in Minnesota. Therefore, PELSB proposes to add subpart 3b to specifically focus on the placement requirements for candidates completing an additional licensure program in physical education as the placement requirement vary on the field and scope of licensure.

⁵³ Physical Education, <https://education.mn.gov/MDE/dse/stds/phyed/> (last visited March 8, 2022).

8710.5300. Teachers of Developmental Adapted Physical Education (DAPE).

Developmental Adapted Physical Education, often referred to as DAPE, is specially designed physical education instruction and services for children with disabilities.⁵⁴ The DAPE teacher is responsible for designing and adapting the learning environment and instruction to assist students actively participate in physical education. The DAPE teacher works collaboratively with other teachers, related service providers, and families to implement a child's individualized education program (IEP) plan.

DAPE is an endorsement, which means that a teacher must also hold a license to teach physical education (PE).

Previous rulemaking efforts

In 2012, the Board of Teaching adopted substantial changes to the rules governing Special Education licensure, including the requirement that teacher candidates enrolled in a DAPE endorsement program must complete the "Special Education Core Skills" standards, which are codified in Minnesota Rules 8710.5000. The Special Education Core Skills include standards specific to reading strategies for special education students. Since the implementation of these requirements, multiple stakeholder groups have testified before the Board explaining how DAPE's classification as a Special Education endorsement was unreasonable and unnecessary and this classification has resulted in undue harm to teacher candidates and a decrease in teachers seeking to add an endorsement in DAPE to their existing PE teaching license.

Based on these concerns, in 2015 the Board of Teaching initiated a rulemaking to remove the Special Education Core Skills requirement from the DAPE endorsement.⁵⁵ This rulemaking was not completed before the Board of Teaching was dissolved and replaced by the Professional Educator Licensing and Standards Board.

Beginning in 2019, PELSB began meeting with stakeholders in order to prepare review and prepare changes to the DAPE endorsement rule. In addition to reviewing the Special Education Core Skills requirement, these stakeholders recommended additional changes in order to update the endorsement standards and better align the standards to the proposed PE standards, as well as student and district needs in Minnesota.

Subpart 1. Scope of practice.

PELSB proposes to modify subpart 1 as follows:

⁵⁴ See Minn. R. 3525.1352 for eligibility requirements.

⁵⁵ Proposed Amendments to Rules Governing Developmental and Adapted Physical Education and Technical Changes, Minnesota Rules 8710.5300, Revisor's ID Number RD4370.

Subpart 1. **Scope of practice.** A teacher of ~~special education~~: developmental adapted physical education (DAPE) is authorized to provide evaluation and specially designed instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness ~~and gross motor~~ fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports. Teachers must collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized physical ~~educational~~ education programming as specified in a child's individualized education program plans (IEP) plan.

PELSB proposes to update subpart 1 to better align with the definition of “Developmentally Adapted Physical Education” established in Minnesota Rules 3525.1352, subpart 1.

"Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Subpart 2. Licensure requirements.

PELSB proposes to modify subpart 2 in order to clarify the requirements for a DAPE endorsement. First, PELSB seeks to remove items A and D as all tiered licensure requirements are established in part 8710.0311 through 8710.0314. Second, PELSB proposes to move the requirement in item B to a new subpart (see subpart 2a below). Finally, PELSB proposes to remove the Special Education Core Skills requirement for the DAPE endorsement.

Removing the Special Education Core Skills requirement will result in:

- Teacher preparation providers offering an endorsement program will no longer be required to provide teacher candidates with learning opportunities and assessments aligned to each of the special education core skills standards in part 8710.5000, including the reading standards;⁵⁶
- Applicants pursuing an endorsement through the portfolio process will not have to submit a portfolio demonstrating the special education core skills standards in part 8710.5000; and
- All applicants seeking a Tier 3 or Tier 4 license will not have to complete the Special Education Core Skills examination.

It is important to note that removing the “special education” classification from this endorsement does not change the type of services eligible students can receive. A PE teacher, with a DAPE endorsement, is

⁵⁶ Please note: Even if the Special Education Core Skills requirements are removed, DAPE applicants will have completed reading standards as part of their preparation or portfolio for a Tier 3 license to teach Physical Education.

able to build off their knowledge and skills specific to physical education to implement a child's individualized education program plan in order to support the child's physical education goals and objectives.

Subpart 2a. Physical education license required.

PELSB proposes to add a new subpart, which reads:

Subp. 2a. Physical education license required. An applicant for a DAPE license must hold or apply and qualify for a license to teach physical education.

In Minnesota, the DAPE license is considered an endorsement, which means that it cannot “stand alone.” Rather, the teacher must hold or apply and qualify for another license; specifically a license to teach PE.⁵⁷ While this requirement is not new, PELSB proposes updating the requirement so that the requirement can apply to not only teacher candidates completing a teacher licensure program, but also licensure applicants (such as those seeking to add this endorsement through the portfolio process).

Subpart 2b. Additional licensure programs.

In order to enroll in an additional licensure program, a teacher candidate must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the candidate to have demonstrated the standards of effective practice. Therefore, this subpart indicates that a candidate completing an additional licensure program is only required to demonstrate the license-specific standards.

Subpart 2c. Adding a license via portfolio.

In order to add a license or endorsement through the portfolio process, an individual must have already completed an initial licensure program or the licensure via portfolio process. Both of those pathways require the individual to have demonstrated the standards of effective practice. Therefore, Subpart 2c reiterates that an individual seeking to add a DAPE endorsement to an existing license must only complete a portfolio aligned to the license-specific standards in this rule part.

If an individual is seeking a license to teach PE and a DAPE endorsement at the same time, the PE license must be treated as the initial license and the applicant must complete a content portfolio aligned to the PE license-specific standards, a portfolio aligned to the Standards of Effective Practice, and a portfolio aligned to the license-specific standards in this rule part.

Subpart 3. Subject matter standards.

PELSB proposes to update the DAPE subject matter standards to ensure that future DAPE teachers have the knowledge and skills to ensure each child's physical education program meets their needs. The proposed changes align with the DAPE program philosophy, which proclaims:

⁵⁷ Minn. R. 8710.5300, subpart 2 (B).

“Physical education is an essential and basic component of a comprehensive educational program. [] Physical education promotes a healthy body, develops coordination and motor skills, fosters creativity, and enhances peer interaction and socialization.

DAPE is a special education service area defined by two areas of instructional support.

The term “Developmental” focuses on the outcomes to be achieved in an environment that allows for sequential growth through a process of assessment: planning, program implementation, and progress evaluation. Each student’s unique physical, social, emotional and intellectual development is considered when determining how the outcomes are to be achieved. Through an individualized approach that recognizes personal interests and abilities, appropriate expectations are determined. It is through a carefully planned, diversified program of “developmental” activities, games, sports, and rhythms suited to the interest and capabilities of each student that the outcomes could be realized.

The term “Adapted” focuses on individualizing the instructional process. Instructional adaptation includes selecting the setting and environment, determining the pace of instruction, providing appropriate teaching strategies and modifying equipment.

DAPE programming must incorporate the philosophy of the physical education and special education programs. It is through the collaboration of physical education and special education that appropriate individual programming can be determined for each student. DAP programming supports the regular physical education curriculum. Assessment, curriculum development and instruction are critical components in both DAPE and regular physical education programming.”⁵⁸

The proposed standards build off of the PE standards set forth in Minnesota Rules 8710.7400 in order to enhance the future teacher’s ability to implement a child’s IEP— from determining eligibility to monitoring and adjusting instruction and accommodations.

Subpart 3a. Placements for candidates completing a licensure program.

In 2021, PELSB adopted rules establishing updated clinical experience requirements for teacher candidates completing a licensure program in Minnesota. Therefore, PELSB proposes to update and clarify placement requirements for candidates completing a DAPE program.

⁵⁸ [MN DAPE Best Practice Operational Guide \(September 2012\)](#).

Repealer.

8710.0310, subpart 3. Addition to a Tier 3 or Tier 4 license.

PELSB proposes repealing subpart 3 and adopting this language in each specific licensure rule (see proposed rule language in 8710.0313, subpart 6 and 8710.0314, subpart 3) in an effort for the tiered licensure rules to be more transparent and understandable for the public.

Subp. 3. **Addition to a Tier 3 or 4 license.** When a licensure area is added to a Tier 3 or 4 license issued under parts 8710.0313 and 8710.0314, the expiration date is the date previously established for the Tier 3 or 4 license in effect.

8710.0400. Applicants prepared outside of Minnesota.

PELSB proposes to repeal 8710.0400 because these rules are no longer applicable with tiered licensure. Prior to tiered licensure, the former Board of Teaching had requirements in place to ensure applicants who completed out-of-state licensure programs received “essentially equivalent” training experience to those of teacher who completed a Minnesota program. Since the creation of tiered licensure, there are many avenues for an out-of-state teacher to receive a license. Therefore, PELSB proposes to repeal this rule part.

For example:

- A person who completed a teacher preparation program in another state (such as Wisconsin or North Dakota) is eligible for a Tier 3 license if the individual has passed applicable content and pedagogy exams.
- A person who completed a teacher preparation program in another state (such as Wisconsin or North Dakota) is eligible for a Tier 2 license if the individual has obtained a job offer from a Minnesota school district.

8710.0550. Additional fields of licensure.

Minnesota Rules 8710.0550 establishes rules and processes for adding additional fields to a teacher’s existing license. The policies listed in 8710.0550 were developed prior to tiered licensure and therefore, do not align with current practice. This rule is now moot.

More specifically, the terminology used in Subpart 1 is outdated and the language is not used in PELSB’s tiered licensure structure (e.g. nonrenewable license, entrance license, continuing secondary vocational license). Moreover, some of the licensure fields that are called out in Subpart 1 are licenses that PELSB no longer issues (e.g. consumer homemaking and family life education, industrial education, marketing education). Any teacher seeking to add an additional license would need to meet requirements listed in PELSB’s Tier 3 or Tier 4 (Minnesota Rule 8710.0313 and 8710.0314) licensure rule and would not be required to meet requirements under this subpart.

Subpart 2 of this rule calls out requirements to add additional middle school licensure. PELSB has updated our middle school rules (Minnesota Rules 8710.3310-8710.3340) that provide current practice on how teachers can add a middle school endorsement. Subpart 2 of 8710.0550 again uses outdated teacher licensure language that no longer aligns with tiered licensure.

Subpart 3 addresses the need for elementary education teachers to add Kindergarten as an endorsement to their license. Prior to 2001, elementary education candidates could receive a 1-6 elementary education license that did not include Kindergarten. After 2001, all Minnesota programs were required to train elementary teachers in grades K-6. For teachers who did not receive kindergarten training, this rule was implemented to create an avenue for them to add the additional grade level.

With this rulemaking effort, PELSB has expanded this policy more broadly to apply to any license type that needs to expand to a Minnesota-approved scope (both within elementary and secondary licensure fields). The new rule language authorizing the expansion of scope can be found in our proposed rule sections in 8710.0313, subpart 5, and 8710.0314, subpart 6.

Finally, Subpart 4 of 8710.0550 concerns teaching experience for reading teachers. Being this rule is more than 20 years old, its sentiment is no longer applicable. Any candidate seeking licensure today would apply under the Tier 3 or Tier 4 licensure standards.

8710.3100, subpart 4 (Parent and Family Education licensure); 8710.4000, subpart 4 (Adult Basic Education licensure); 8710.4100, subpart 4 (American Indian Language, History, and Culture licensure); 8710.4500, subpart 4 (Health education licensure); 8710.4700, subpart 4 (Physical Education licensure); 8710.5300, subpart 4 (DAPE licensure); and 8710.4770, subpart 3 (Science endorsement via examination)

PELSB proposes to repeal the following subpart, which is found in a number of licensure rules:

Subp. []. **Continuing license.** A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

This subpart is unnecessary as several other rules establish specific requirements for holding a tiered license, moving to a higher tiered license, and/or renewing one's tiered license. For example, Minnesota Rules 8710.7000 through 8710.7700 establish renewal requirements for teachers holding a Tier 3 or Tier 4 license, while Minnesota Rules 8710.0311 and 8710.0312 establish the renewal requirements teachers holding a Tier 1 or Tier 2 license.

8710.3100, subpart 5; 8710.4100, subpart 5 (American Indian Language, History, and Culture licensure); and 8710.5300, subpart 5 (DAPE licensure)

PELSB proposes to repeal the following subpart, which is found in a number of licensure rules:

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of [licensure area] are effective on [date], and thereafter.

This subpart is unnecessary as the effective dates listed in each licensure rule have long passed.

8710.3310, subpart 4 (Communications Arts and Literature middle level endorsement); 8710.3320, subpart 4 (Mathematics middle level endorsement); 8710.3330, subpart 4 (Social Studies middle level endorsement); 8710.3340, subpart 4 (General Science middle level endorsement); 8710.3350, subpart 4 (Preprimary endorsement); 8710.3360, subpart 4 (K-8 World Language and Culture endorsement); 8710.4525, subpart 4 (Computer, Keyboarding, and Related Technology Applications licensure); 8710.4725, subpart 4 (Reading endorsement); 8710.5900, subpart 4 (Career and Technical Education Accommodation Specialist licensure); 8710.8010, subpart 4 (Communications Technology Careers licensure); 8710.4925, subpart 4 (Reading Leader endorsement); 8710.8020, subpart 4 (Construction Careers licensure); 8710.8030, subpart 4 (Manufacturing licensure); 8710.8040, subpart 4 (Manufacturing Careers licensure); 8710.8050, subpart 5 (Creative Design Careers licensure); 8710.8060, subpart 4 (Early Childhood Careers licensure); 8710.8070, subpart 4 (Hospitality Service Careers); and 8710.8080, subpart 4 (Transportation Careers licensure)

PELSB proposes to repeal the following subpart, which is found in a number of licensure rules:

Subp. []. **Professional license.** A professional license shall be issued and renewed according to this chapter.

This subpart is unnecessary as several other rules establish specific requirements for holding a tiered license, moving to a higher tiered license, and/or renewing one's tiered license. For example, Minnesota Rules 8710.7000 through 8710.7700 establish renewal requirements for teachers holding a Tier 3 or Tier 4 license, while Minnesota Rules 8710.0311 and 8710.0312 establish the renewal requirements teachers holding a Tier 1 or Tier 2 license.

Effective Date.

PELSB proposes several effective dates, which vary in order to ensure teachers, schools, and teacher preparation programs have the necessary time to meet the new standards and requirements.

EFFECTIVE DATE. The amendments to Minnesota Rules, parts 8710.2000, 8710.3100, 8710.4000, 8710.4500, 8710.4700, and 8710.5300 are effective July 1, 2024.

PELSB proposes that the amendments to the following rules go into effect on July 1, 2024: 8710.2000 (Standards of Effective Practice), 8710.3100 (Parent and Family Education), 8710.4000 (Adult Basic Education), 8710.4500 (Health licensure), 8710.4700 (Physical Education licensure), and 8710.5300

(DAPE licensure) in order to give teacher preparation programs time to implement these new standards. New programs will have the ability to use the new standards upon adoption. Additionally, individuals seeking a license via portfolio will have the option to use the existing or new standards until the effective date.

EFFECTIVE DATE. ... Minnesota Rules, part 8710.0314, subpart 7, is in effect only for Tier 3 licenses issued after the date of adoption.

PELSB proposes for this subpart, which establishes requirements for teachers moving from a Tier 3 to a Tier 4 license, to go into effect only for Tier 3 licenses issued after the date of adoption to ensure that individuals holding a Tier 3 before the date of adoption are not held subject to these new requirements.

LIST OF EXHIBITS

In support of the need for and reasonableness of the proposed rules, the Board anticipates that it will enter the following exhibits into the hearing record:

- Exhibit A: [The Request for Comments, as published in the State Register on September 23, 2019](#)
- Exhibit B: Not included – a petition for rulemaking
- Exhibit C1: [A draft of the proposed rule changes, dated December 16, 2021](#)
- Exhibit C2: The Revisor’s certificate of approval
- Exhibit D: The Statement of Need and Reasonableness (SONAR)
- Exhibit E1: The Notice of Intent to Adopt Rules after a Hearing, as mailed
- Exhibit E2: The Notice of Intent to Adopt Rules, as published in the State Register
- Exhibit F: Not included - a letter from the Chief Administrative Law Judge authorizing the Board to omit the text of the proposed rules from the Notice of Intent to Adopt Rules published in the State Register
- Exhibit G1: Certificate of Mailing the Notice of Intent to Adopt Rules
- Exhibit G2: Certificate of Accuracy of the Mailing List
- Exhibit H: Certificate of Additional Notice
- Exhibit I: Certificate documenting that the Board sent a copy of the SONAR to the Legislative Reference Library (LRL)
- Exhibit J: All written comment and submission on the proposed rule changes that the Board received during the comment period
- Exhibit K: Other documents to demonstrate compliance with other laws and rules (See below)
- Exhibit K1: [Board resolution authorizing rulemaking, dated September 14, 2018](#)
- Exhibit K2: [Notice to Close Comment Period, as published in the State Register on May 3, 2021](#)
- Exhibit K3: Certificate of Notifying Legislators of Publication of Notice of Intent to Adopt Rule
- Exhibit K4: Consultation with Minnesota Management and Budget (MMB)

CONCLUSION

Based on the foregoing, the proposed rules are both needed and reasonable.

A handwritten signature in black ink, appearing to read "Alex Liuzzi". The signature is written in a cursive style with a large initial "A" and "L".

Signed by: Alex Liuzzi, Executive Director

Dated: April 1, 2022

APPENDIX I: InTASC MODEL STANDARDS

| <u>2011 InTASC Model Core Teaching Standards</u> | <u>1992 Model Standards for Beginning Teacher Licensing, Assessment, and Development</u> |
|--|---|
| <p>Standard 1. Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> | <p>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> |
| <p>Standard 2. Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> | <p>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> |
| <p>Standard 3. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.</p> | <p>Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> |
| <p>Standard 4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> | <p>Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> |
| <p>Standard 5. Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> | <p>Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> |
| <p>Standard 6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> | <p>Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> |

| <u>2011 InTASC Model Core Teaching Standards</u> | <u>1992 Model Standards for Beginning Teacher Licensing, Assessment, and Development</u> |
|---|--|
| <p>Standard 7. Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> | <p>Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> |
| <p>Standard 8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> | <p>Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> |
| <p>Standard 9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> | <p>Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> |
| <p>Standard 10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> | <p>Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> |