

**Minnesota Professional Educator Licensing and Standards Board**

## **STATEMENT OF NEED AND REASONABLENESS (SONAR)**

**Possible Permanent Rules Relating to Teaching Licensure: Early Childhood Education, Computer Science, Ethnic Studies, BA Exemptions, American Indian History and Culture Renewal Components, Portfolio Application, and Other Legislative and Technical Requirements.**

**Revisor's ID 4863**



## 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

**Candidate:** The individual working toward licensure in the teacher preparation program

**Minnesota Department of Education (MDE):** The lead agency for Minnesota’s education system

**Professional Educator Licensing and Standards Board (PELSB):** The lead agency in Minnesota responsible for licensing teachers and related services providers and establishing licensure standards

**Teacher preparation program:** A licensure-specific training (e.g., elementary education, early childhood: special education) provided to teacher candidates (sometimes called “licensure program”)

**Tribal Nation:** The inherent authority of American Indian tribes to govern themselves

**Tribal Sovereignty:** a political and legal entity possessing inherent rights of self-government, having a government-to-government relationship with the U.S. and entitled to certain federal benefits, services, and protections through these relationships

## ACRONYMS

**BOT:** Minnesota Board of Teaching

**IHE:** Institute of Higher Education

**MDE:** Minnesota Department of Education

**OIE:** Office of Indian Education

**PELSB:** Professional Educator Licensing and Standards Board

**TNEC:** Tribal Nations Education Committee

## APPLICABLE LAWS

**Minn. Stat. chapter 122A:** State statutes governing teacher licensure and teacher preparation in Minnesota

**Minn. R. 8705.1010:** Unit Standards

**Minn. R. 8705.2100:** Request for Initial Program Approval (RIPA)

**Minn. R. 8705.2200:** Program Effectiveness Report for Continuing Approval (PERCA)

**Minn. R. 8705.2600:** Board Actions, Discretionary Variances, and Appeals

**Minn. R. 8710.0310:** Definitions and General Rules for Teaching Licenses

**Minn. R. 8710.0311:** Tier 1 License

**Minn. R. 8710.0312:** Tier 2 License

**Minn. R. 8710.0313:** Tier 3 License

**Minn. R. 8710.0314:** Tier 4 License

**Minn. R. 8710.0320:** Out-of-Field Permission

**Minn. R. 8710.0321:** Cross-Curricular Delivery Permission

**Minn. R. 8710.0326:** Lifetime Substitute License

**Minn. R. 8710.0330:** Teacher Licensure via Portfolio Application

**Minn. R. 8710.0500:** Examinations for Teacher Licenses

**Minn. R. 8710.2100:** Code of Ethics for Minnesota Teachers

**Minn. R. 8710.3000:** Teachers of Early Childhood Education

**Minn. R. 8710.3350:** Preprimary Endorsement License

**Minn. R. 8710.4100:** Teachers of American Indian Language, History, and Culture

**Minn. R. 8710.4810:** Teachers of Ethnic Studies (Proposed New Rule)

**Minn. R. 8710.4815:** Ethnic Studies Endorsement License for Teachers of Social Studies (Proposed New Rule)

**Minn. R. 8710.4875:** Teachers of Computer Science (Proposed New Rule)

**Minn. R. 8710.6000:** Speech-Language Pathologist

**Minn. R. 8710.6200:** School Psychologist

**Minn. R. 8710.6400:** School Counselor

**Minn. R. 8710.7200:** Clock Hours; Requirements for Renewal of Professional Licenses

**Minn. R. 8710.7500:** Local Committee of College or University

## NOTABLE POLICY CHANGES IMPACTING PROPOSED RULES

Year(s)	Notably policy changes impacting proposed rules
Prior to 2001	All teacher preparation programs were required to meet course requirements.
1999	The Board of Teaching (BOT) adopted new standards for all teacher preparation programs. These standards replaced required courses and went into effect in 2001. (See R-02873 Minnesota Administrative Rules Status System, available at <a href="https://www.revisor.mn.gov/rules/status/rule/75586">https://www.revisor.mn.gov/rules/status/rule/75586</a> .)
2017	The state legislature created the Professional Educator Licensing and Standards Board (PELSB) – combining the work of the BOT and MDE’s Licensing Division. Additionally, the state legislature adopted tiered licensure.
2023	The state enacted legislation modifying provisions for general education, education excellence, literacy, American Indian education, teachers, charter schools, special education, facilities, nutrition, libraries, early childhood, community education, and state agencies.
2024	Based on the 2023 enacted legislation, PELSB initiated the rulemaking process to consider required changes to teaching licensure: BA exemptions, American Indian history and culture professional development, use of portfolios for licensure application, and other legislative requirements.

## 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, subdivision 1, 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.

2017 Minn. Laws 1st Spec. Sess. 5, art. 12, sec. 20 provides:

TRANSFER OF POWERS.

(d) The Professional Educator Licensing and Standards Board must review all rules adopted by the Board of Teaching and amend or repeal rules not consistent with statute. The Professional Educator Licensing and Standards Board must review all teacher preparation programs approved by the Board of Teaching to determine whether the approved programs meet the needs of schools in Minnesota.

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

## INTRODUCTION & BACKGROUND

### *Professional Educator Licensing and Standards Board*

The Professional Educator Licensing and Standards Board (PELSB) was created by the state legislature in 2017, when the legislature combined the work of the Board of Teaching (BOT) and the Minnesota Department of Education’s Licensing Division. PELSB is governed by an 11-member board and is tasked with:

- licensing teachers and related services providers in Minnesota (Minn. Stat. 122A.09, subd. 4),
- establishing and maintaining teacher licensure standards and requirements (Minn. Stat. 122A.09, subd. 9),
- establishing and enforcing the Teacher Code of Ethics (Minn. Stat. 122A.09, subd. 1), and
- approving teacher preparation providers and programs to prepare candidates in Minnesota (Minn. Stat. 122A.092).

During the 2017 First Special Session, the state legislature enacted major reforms to teacher licensure in Minnesota. Notably, a tiered licensure system was created. The tiered licensure system includes four tiers of licensure and establishes several different means by which an individual can become a licensed teacher.

# Background on Proposed Rules

## Tiered Licensure

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 Overview

	Tier 1	Tier 2	Tier 3	Tier 4
Term	1 year	2 years	3 years	5 years
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	Required for first renewal in most licensure fields	Not required	Content and pedagogy exams in some instances	

The tiered licensure system creates multiple pathways to licensure based on a combination of factors, such as educational background, preparation, teaching experience, and test scores. For example, an applicant who completes a teach licensure program and passes applicable licensure exams (if required) is eligible for a Tier 3 license.

Tier 3 and Tier 4 licenses are held by the teacher and authorizes the teacher to work at any school district in the state. Tier 1 and Tier 2 licenses must be jointly applied for by the teacher and district and is tied to a specific licensure field. Tier 1 and Tier 2 licenses can be used while the teacher “works their way up through the tiers,” such as by completing a licensure program or after teaching for multiple years on a Tier 2 license.

## Board-approved licensure programs

The Professional Educator Licensing and Standards Board is responsible for approving all teacher preparation programs in Minnesota (Minn. Stat. 122A.092). A teacher preparation program (sometimes called “licensed program”) is licensure-specific training (e.g., elementary education, health education) provided to teacher candidates. A teacher preparation provider seeking to prepare candidates for teacher licensure in Minnesota must have each of its programs approved by PELSB prior to enrolling candidates.

Teacher preparation programs must develop learning opportunities and evaluations for licensure candidates aligned to each licensure standard in order to be approved to recommend candidates for licensure in Minnesota. Additionally, teacher preparation programs are responsible for evaluating candidate attainment of standards at multiple checkpoints throughout the program (Minn. R. 8705.1010, subpart 4 (D) (“Unit Standard 19”)).

## Licensure via Portfolio

Licensure via portfolio is a non-traditional pathway to teacher licensure in Minnesota. A teacher can obtain a Tier 3 license by successfully evidencing the required standards in one or more portfolios and by-passing applicable testing (Minn. Stat. 122A.183, subs. 1 and 2 (3)).

## 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 (more information below).
- Utilized a webpage to provide updates and share relevant documents (see [Proposed Permanent Rules Relating to Teacher Licensure, Renewal, and Other Legislative Requirements / Professional Educator Licensing and Standards Board \(PELSB\)](#)).
- Utilized GovDelivery, an email platform, to share updates and relevant documents with the over 2,500 individuals subscribed to PELSB’s rulemaking listserv.
- Provided updates to its board members and the public during board meeting.
- Participated in stakeholder sessions (more information below).

### *Request for Comments*

PELSB published a Request for Comments (RFC) for this rulemaking project in the State Register on February 18, 2025. This notice was also posted to the PELSB webpage dedicated to this rulemaking project and 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 120,000 email recipients).

The Request for Comments included information about a comment period that ran from February 18, 2025, through April 21, 2025. At the time the Request for Comments was released, PELSB released a draft rule. The Board received 183 comments, mainly focusing on the seven major topic areas (see Table of Contents).

After evaluating the response from commenters, on December 12, 2025, the Board voted to proceed with the proposed changes to the licensure standards.

*Community 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	Topic	Audience
October 2023 through March 2024	State Working Group on Computer Science (mandated by the MN Legislature).	PELSB participated in this working group. Report is online at <a href="#">Minnesota Computer Science State Strategic Plan</a>
November 16, 2023	Presentation	Tribal Nations Education Committee (TNEC)
December 8, 2023	Presentation	Phillips Indian Educators (PIE)
December 7, 2023	Discussion of Teacher Professional Development on American Indian History & Culture	Bois Forte Band of Chippewa & PELSB
December 13, 2023	Discussion of Teacher Professional Development on American Indian History & Culture	Leech Lake Band of Ojibwe & PELSB
December 13, 2023	Discussion of Teacher Professional Development on American Indian History & Culture	Lower Sioux Indian Community & PELSB
December 18, 2023	Discussion of Teacher Professional Development on	Red Lake Band of Chippewa Indians & PELSB

Date	Topic	Audience
	American Indian History & Culture	
December 18, 2023	Discussion of Teacher Professional Development on American Indian History & Culture	Shakopee Mdewakanton Sioux (Dakota) Community & PELSB
December 18, 2023	Discussion of Teacher Professional Development on American Indian History & Culture	White Earth Reservation and Minnesota Indian Women's Resource Center (MIWRC) & PELSB
October 10, 2024	Discussion of Teacher Professional Development on American Indian History & Culture	White Earth Reservation
January 4, 2024 & January 30, 2024	Discussion of Teacher Professional Development on American Indian History & Culture	Fond du Lac Band of Lake Superior Chippewa Reservation & PELSB
January 18, 2024	Discussion of Teacher Professional Development on American Indian History & Culture	Grand Portage Band of Lake Superior Chippewa & PELSB
February 2, 2024	Discussion of Teacher Professional Development on American Indian History & Culture	Prairie Island Indian Community & PELSB
November 16, 2023	Discussion of Teacher Professional Development on American Indian History & Culture	Tribal Nations Education Committee (TNEC)
December 8, 2023	Discussion of Teacher Professional Development on	Phillips Indian Educators (PIE)

Date	Topic	Audience
	American Indian History & Culture	
April 16, 2025	Definition of meaningful progress – discussion	MACTE & PELSB
March 5, 2025	Definition of meaningful progress – discussion	Lakes Country Service Cooperative – Alternative Teacher Education Program
2024-2025 (multiple meetings)	Discussion of proposed Computer Science rule	Minnesota Department of Education Academic Standards Division
Bi-weekly meetings May 2024-present	Discussion of proposed rule for BA exemption for Arts licensure	Minnesota Department of Education Academic Standards Division; Perpich Center for Arts Education
October 17, 2024	Definition of Deafblind – discussion	Alicia Lane, DHS
March 20, 2025	BA Exemption for Arts and World Language – Listening meeting	Hopkins High School teachers; Education Minnesota representatives
March 1, 2024	Working group on Ethnic Studies licensure	Minnesota Ethnic Studies Coalition & Ethnic Studies educator working groups
April 7, 2025	Ethnic Studies Licensure	Paul Spies (Metro State Univ.), Brian Lozenski (Macalaster Coll.)
2023-2024 (multiple meetings)	Early Childhood Education Licensure	State Early Childhood Workforce Committee (This committee prepared the revised ECE licensure using NAEYC national standards.)
February 2025 – present	Discussion of all rulemaking	MDE Academic Standards Division and PELSB – biweekly meetings
January 28, 2026	Computer Science rulemaking presentation and Q/A	State of Minnesota Computer Science Leaders Meeting

## Board participation

On April 19, 2024, the Professional Educator Licensing and Standards Board opened the policy rule for rulemaking. Throughout the rulemaking process, the Board received updates during regularly scheduled board meetings.

Additionally, the Board 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. This rulemaking project was brought before the Standards and Rules Advisory Committee multiple times to gather additional input, discuss questions and concerns, and highlight next steps.

The board meetings and committee meetings were open to the public.

Table 2: Board participation

Date	Meeting type	Summary
<b><u>January 2023-</u></b> <b><u>December 2025</u></b>	PELSB Standards and Rules Advisory Committee	Discussion of proposed rule at each quarterly meeting.
<b><u>July 2025</u></b>	Board Subcommittee	Reviewed comments received on the proposed rule and made recommendations to the full Board.
<b><u>April 2024-</u></b> <b><u>December 2025</u></b>	Regular Board Meetings	Authorization to propose rule; Discussion of comments received; Revisions to rule approved.

## 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 agency'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”**

The following classes of persons will be affected by the proposed rules: Teacher educators; Teacher licensure candidates; Teacher preparation programs, and Minnesota school districts, including charter schools.

The classes that will bear the costs of the proposed rules include: Teacher educators; Teacher licensure candidates; Teacher preparation programs, and Minnesota school districts, including charter schools, as these programs will be responsible for ensuring programmatic updates are made to implement the new standards. PELSB presumes that many of the proposed changes will be welcomed, as it will bring new options for teachers to get their licenses, Teacher educators; Teacher licensure candidates; Teacher preparation programs, and Minnesota school districts, including charter schools.

Teacher licensure candidates will benefit from the learning opportunities aligned to the new standards. Minnesota school districts, students, and families will benefit from the new skill sets that teachers will bring to their work.

**“(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 some minor costs and anticipated effects on state revenue for PELSB itself.

PELSB will be responsible for determining license status for teachers using a BA exemption or a portfolio for their application. PELSB anticipates that this responsibility will be a very small percentage of teachers applying for licensure in Minnesota.

**“(3) a determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule”**

The Board is not aware of any alternative methods to updating the licensure standards that would be less intrusive than aligning to national standards.

**“(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”**

The Board is not aware of any alternative methods to updating licensure requirements 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”**

Applicants for Minnesota teaching licenses will bear the costs for complying with the proposed rule. Applicants will have to pay a fee for their license application. Teachers renewing their licenses will have to pay for additional training in American Indian history and culture. In many cases, the teachers' school district will conduct this training during teacher professional development days.

**“(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 teachers not being able to obtain a license, and teachers not learning about American Indian history and culture.

**“(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 as related to licensure standards for teachers.

**“(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 proposed changes do not establish overlapping requirements with other state and federal requirements. The cumulative effect of the proposed changes to the licensure standards in combination with other state and federal requirement around education is a higher quality education for all of Minnesota's K-12 students.

## **PERFORMANCE-BASED RULES**

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

## **TEACHER SUPPLY AND DEMAND**

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

PELSB anticipates a positive effect on licensure more aligned to current student needs, cultural relevance, and the necessary knowledge and skills to be an effective teacher. The proposed rules should all help teachers enter the profession, complete training for the profession, and receive the professional development to expand their knowledge in the profession.

PELSB anticipates that teachers trained using the proposed rules will feel better prepared to enter the field and remain in the field. All proposed changes in the licensure-specific standards introduce, unify, and update the standards to be met in various licensure areas.

## ADDITIONAL NOTICE PLAN

This Additional Notice Plan was reviewed by the Office of Administrative Hearings and approved in a letter by Administrative Law Judge Kristien R. E. Butler on January 30, 2025.

PELSB's Additional Notice Plan includes electronic communication to:

### Education organizations:

- Education Minnesota (Minnesota's union representing over 86,000 teachers and related service providers, school support staff, and higher education faculty)
- Minnesota Association of Elementary School Principals
- Minnesota Association of Secondary School Principals
- Minnesota Association of School Administrators (MASA)
- Minnesota School Boards Association (MSBA)
- Minnesota Rural Educator Association (MREA)
- Association of Metro School Districts (AMSD)
- Tribal Nations Education Committee (TNEC)
- State Interagency Coordinating Council (ICC)
- Minnesota Parent Teacher Association (Minnesota PTA)
- Phillips Indian Educators

### Tribal Nations:

- Bois Forte Band of Chippewa
- Fond du Lac Band of Lake Superior Chippewa Reservation
- Gichi-Onigaming/Grand Portage Band of Lake Superior Chippewa
- Leech Lake Band of Ojibwe
- Lower Sioux Indian Community
- Mille Lacs Band of Ojibwe
- Prairie Island Indian Community
- Red Lake Band of Chippewa Indians
- Shakopee Mdewakanton Sioux (Dakota) Community
- Upper Sioux Community
- White Earth Reservation

### Teacher preparation organizations:

- Minnesota Association of Colleges for Teacher Education (MACTE)
- Minnesota State Colleges and Universities (MnSCU)

### State agencies:

- Department of Education (MDE)
- Department of Human Services (DHS)
- Office of Indian Education (OIE)
- Office of Higher Education (OHE)

- Board of School Administrators (BOSA)

#### PELSB Email Listservs:

- Rulemaking mail list under Minnesota Statutes, section 14.14, subd. 1a (over 2,000 email addresses)
- Standards and Rules Advisory Committee (27 email addresses)
- All approved teacher preparation providers in Minnesota (34 email addresses)

PELSB's Additional Notice Plan includes the use of a webpage dedicated to this rulemaking project. Drafts, updates, and key documents will be posted to this webpage throughout the rulemaking process.

Finally, PELSB's Additional 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 hearing, the Board anticipates that the following witnesses will testify in support of the proposed rules and for the need and reasonableness of the proposed rules:

1. Dr. Yelena Bailey, Executive Director of the Professional Educator Licensing and Standards Board, to testify about mission of the Board and this rulemaking project.
2. Steven Rollin, Rulemaking Specialist at the Professional Educator Licensing and Standards Board, to testify about the proposed rules, this rulemaking process, and enter all the exhibits into the record.

# RULE-BY-RULE ANALYSIS

## Seven Key Topics in the Proposed Rule:

**Topic 1.** Implementing legislative changes that expand the exemption from a bachelor's degree requirement for licensure to include teachers seeking licensure in world language & culture, and the visual or performing arts

**Topic 2.** Adopting legislative required components to the renewal requirement specific to American Indian history and culture

**Topic 3.** Streamlining certain components of the licensure via portfolio process

**Topic 4.** Defining "meaningful progress" for the purpose of determining whether a teacher on a Tier 2 license can renew

**Topic 5.** Early Childhood Education Licensure – adoption of national standards for licensure

**Topic 6.** Ethnic Studies licensure – providing licensure stemming from legislative mandate for Ethnic Studies in the schools

**Topic 7.** Computer Science licensure – providing licensure stemming from legislative mandate for more Computer Science in the schools

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## Implementation of Bachelor’s Degree Exemption Legislation

**Topic 1.** **Implementing legislative changes that expand the exemption from a bachelor's degree requirement for licensure to include teachers seeking licensure in world language & culture, and the visual or performing arts.**

Overview -

This portion of the proposed rule focuses on legislative changes that expand the exemption from a bachelor's degree requirement for licensure to include teachers seeking licensure in world language & culture, and the visual or performing arts. Previously, the bachelor's degree exemption was limited to teachers of career and technical education (CTE) and career pathways when tiered licensure went into effect in 2018.

- Many teachers in the Arts and CTE have a multitude of experience that they can bring to a classroom. Unlike teachers in the core subject areas of Math, English, Science, and Social Studies, teachers in the Arts and CTE have many course preparations at the same time. It can be difficult for these teachers to be licensed in every course preparation. Conversely, school districts can have a difficult time finding qualified teachers to fill openings in the Arts and CTE. The proposed rule can help teachers get licensed in the Arts and CTE by allowing relevant work experience to count towards licensure.
- Like CTE, visual and performing arts is a field where successful practitioners may not necessarily have a bachelor’s degree. The proposed rule allows relevant work experience to count towards licensure in lieu of a BA.

- The 2023 legislative changes exempt the following applicants from needing a bachelor’s degree to qualify for a teaching license in any tier. All other tiered licensure requirements remain in effect and individuals must meet all qualifications to receive a license.

The 2023 legislative changes exempt the following applicants from needing a bachelor’s degree to qualify for a teaching license in any tier. All other tiered licensure requirements remain in effect and individuals must meet all qualifications to receive a license.

World Languages & Culture (Minn. R. 8710.4950 - [8710.4950 - MN Rules Part](#))

Individuals who are native language speakers of a world language are exempt from the bachelor's degree requirement when pursuing a license in a world language. The hiring school district will be responsible for attesting to the teacher's native language speaker status. Having the hiring school district verify native-speaker status follows precedent that was set in law during the 2014 legislative session. See MN Statute 122A.18 Subd. 2 ([Sec. 122A.18 MN Statutes](#)) Previously, non-native English speakers who did not take, or did not pass, the basic skills testing requirement in reading, writing, and math, could receive an immersion license to teach content in an immersion setting. As part of verifying their native speaker status, either a public school district or teacher preparation provider could attest to the candidate’s non-native English speaker status.

Visual Arts (Minn. R. 8710.4900 - [8710.4900 - MN Rules Part](#)), Dance (Minn. R. 8710.4310 - [8710.4310 - MN Rules Part](#)), Theatre (Minn. R. 8710.4320 - [8710.4320 - MN Rules Part](#)), and Music (Minn. R. 8710.4650 - [8710.4650 - MN Rules Part](#)).

Individuals with 5 years of relevant work experience in the visual or performing arts are exempt from the bachelor's degree requirement when pursuing a license in the arts aligned to their experience. The applicant will need to have their prior experience verified by a prior employer or the hiring school district. This practice aligns to what is already in place for CTE or Career Pathway candidates who are using relevant work experience to qualify for a CTE license.

The proposed rule will clarify the new statutory requirements for a teacher who does not hold a bachelor's degree and is seeking licensure in world languages & culture, visual arts, dance, theatre, or music.

### **Background on Community Experts**

Prior to moving to tiered licensure in 2018, the Board of Teaching offered Non-Licensed Community Expert permissions (NLCE). Requested by the school district on behalf of applicants, this permission was available to applicants that otherwise did not meet some or all of the requirements for an educator license (e.g. no bachelor’s degree). Community Expert permissions were designed for content experts to teach specialized courses to students, often in areas of CTE, the arts and world languages. When tiered licensure was established, the ability to grant NLCE was removed and a bachelor’s degree requirement (other than CTE fields) was implemented.

Changes in 2023 legislation expanded the BA exemption to include the arts and world languages. These changes better align to licensure options available previously with the NLCE permissions.

The 2023 legislation includes provisions that would return experts in world languages and visual and performing arts back into the classroom by expanding the exemption to hold a bachelor’s degree. These educators bring a host of cultural and professional experience to the classroom. PELSB believes expanding the BA exemption will

enrich our students lives by removing the barriers that have kept these educators out of the classroom since the tiered licensure system was instituted.

Between the school years of 1998-1999 to 2017-2018 there were a total of 4,746 community expert permissions granted.

- Visual or performing arts = 385
- World Languages and Cultures = 661
- Career and Technical Education = 310
- Academic Content Areas = 1,753
- English Language Learners = 145
- Bilingual Education = 74
- Special Education = 1,392

This exemption was made by the MN legislature in 2023; refer to [Statute 122A.181](#), Subd.2a. This change is aimed at removing barriers to teaching licensure by authorizing a person who has experience as a professional artist, but who does not hold a bachelor’s degree, to obtain a tiered license. Prior to tiered licensure, a school district could obtain a “non-licensed community expert” permission to allow a field-expert to teach in their specialty area. The availability of this permission sunsetted in 2018, removing many field-experts from the classroom, with the exception of teachers in the field of career and technical education (CTE), for whom the bachelor’s degree requirement exemption was maintained when tiered licensure was established.

**All other requirements for licensure remain the same.** Teachers using this exemption will likely enter on a Tier 1 license, which has specific requirements and limitations (for example, a school district must post the open position and first attempt to fill the position with a teacher holding a Tier 2, Tier 3, or Tier 4 license aligned to the assignment). Eventually, the teacher could move up the tiers by, for example, utilizing their professional development and mentorship to seek a Tier 3 license via the portfolio process, through which the teacher would demonstrate their ability to meet all content and pedagogy standards.

PELSB’s current rulemaking process is to align Minnesota Rule to the statutory requirements and set rules regarding how to determine five years of relevant work experience. The proposal for how to determine relevant work experience is “undertaking roles directly related to the sought licensure field. The work experience may be full time or part time and may be paid or unpaid.”

[FOR LANGUAGE, SEE 8710.0311 TIER 1 LICENSE – LINES 10.20 – 10.22 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.0311 TIER 1 LICENSE – LINES 12.4 – 13.2 OF THE [5/12/26 RULE DRAFT](#).]

10.20            Q. "Relevant work experience" means undertaking roles directly related to the  
10.21            sought licensure field. The work experience may be full time or part time and may be paid  
10.22            or unpaid.

12.4 **8710.0311 TIER 1 LICENSE.**

12.5 *[For text of subpart 1, see Minnesota Rules]*

12.6 Subp. 2. **Requirements.** The board must issue a Tier 1 license to an applicant upon  
12.7 request by the designated administrator of the hiring district and the applicant. The applicant  
12.8 must initiate the application process and meet the requirements of this subpart.

12.9 A. The applicant must:

12.10 *[For text of subitem (1), see Minnesota Rules]*

12.11 (2) hold a credential from outside the United States that is equivalent to a  
12.12 bachelor's degree, as verified by a credential evaluation completed by a credential evaluator  
12.13 approved by the National Association of Credential Evaluation Services or other  
12.14 board-approved credential evaluation service; ~~or~~

12.15 (3) for applicants in career and technical education fields and career pathway  
12.16 courses of study, have one of the following:

12.17 *[For text of units (a) and (b), see Minnesota Rules]*

12.18 (c) a professional certification aligned to the assignment from an approved  
12.19 certifying organization;

12.20 (4) for applicants seeking a world language and culture license pursuant to  
12.21 part 8710.4950, be a native speaker of the language; or

12.22 (5) for applicants seeking a license in the performing or visual arts pursuant  
12.23 to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650

13.1 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years  
13.2 of relevant work experience aligned to the assignment.

## Renewal Requirement in American Indian History and Culture

### Topic 2. Adopting required components to the renewal requirement specific to American Indian history and culture

Overview –

The 2023 state legislature created a new renewal requirement for all teachers on American Indian History & Culture. In order to renew a teaching license, a teacher must complete a training on the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Minnesota Tribal Nations. The law requires the Professional Educator Licensing and Standards Board to adopt rules to implement this requirement.

Proposed Training Requirements:

- Initial training: The initial training must address-
  - 1. key concepts and terminology, including Tribal sovereignty, Tribal Nation, American Indian, and Indigenous;
  - 2. the Dakota and Ojibwe peoples' relationship with Minnesota and their unique and distinct cultural heritages and sovereignty; and
  - 3. the laws that govern how Minnesota teachers, schools, and districts work with the 11 Tribal Nations that share geography with the state of Minnesota.
- Subsequent trainings: Once a teacher has completed an initial training in American Indian History and Culture, subsequent trainings must address one of the following topics:
  - 1. promising practices for serving American Indian students;
  - 2. incorporating Dakota or Ojibwe history, language, culture, and economic contributions into curriculum, resources, and classroom activities;
  - 3. understanding historical events and treaties relevant to the relationships among the federal government, the state of Minnesota, and the 11 Tribal Nations that share geography with the state of Minnesota;
  - 4. understanding the current status of treaty and land rights for the 11 Tribal Nations that share geography with Minnesota; and
  - 5. understanding the traumatic impact of federal and state laws and policies that were in place to eliminate cultural practices and the coherence of Tribal Nations, such as the American Indian boarding school system.

[Need and reasonableness]

Many teachers in Minnesota do not have a basic understanding of American Indian history and culture, including a basic understanding of the 11 Tribal Nations that share land with Minnesota. In previous years, the state enacted legislation requiring teachers to take professional development in cultural competency as part of their relicensure process. The legislation enacted in 2023 expanded professional development to include separate training from cultural competency.

The new law, passed by the Minnesota legislature in 2023, requires teachers renewing their license include professional development in the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Minnesota Tribal Nations. (MN Statutes – Section 122A.187, Subdivision 7). The Executive Director and staff of Professional Educator Licensing and Standards Board (PELSB) met with the Tribal Nations Education Committee (TNEC), which represents the 11 tribal nations in education matters, and held individual meetings with 10 out of 11 Minnesota Tribal Nations to gather input about the new relicensure requirement for teacher professional development on American Indian History and Culture.

PELSB has drafted rule language to take into account the new law and many of the common elements from meetings with the Minnesota Tribal Nations.

On recommendation from TNEC, as well as community partner feedback on the cultural competency training, the rule language has two levels of training – one for the initial training, and another for ongoing training. In teachers’ first relicensure, they would take the initial training, and in the subsequent relicensures, they would take advanced training. The goal is to not repeat training. The rule language provides concepts that must be taught in the training, but it does not mandate a certain training provider.

The Minnesota Department of Education (MDE) developed eLearning courses that will be made available to anyone who works in Minnesota public, charter, and tribal schools. MDE has the first course, “Key Concepts and Terms,” prepared and they are close to releasing it publicly. MDE is still developing the second course, “Federal Indian Policy.”

There is also a technical change - the wording for professional development requirements for all four tiers of teacher licenses has been unified.

[FOR LANGUAGE, SEE 8710.0310 DEFINITIONS & GENERAL RULES FOR TEACHING LICENSES – LINES 6.21 – 7.21 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.0311 TIER 1 LICENSE. – LINES 13.5 – 14.10 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.0312 TIER 2 LICENSE. – LINES 16.9 – 18.21 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.7200 CLOCK HOURS; REQUIREMENTS FOR RENEWAL OF PROFESSIONAL LICENSES – LINES 64.8 – 65.11 OF THE [5/12/26 RULE DRAFT](#).]

6.21 **8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES.**

6.22 Subpart 1. **Definitions.**

6.23 *[For text of item A, see Minnesota Rules]*

7.1 B. "American Indian history and culture initial training" means a training that  
7.2 addresses:

7.3 (1) key concepts and terminology, including Tribal sovereignty, Tribal Nation,  
7.4 American Indian, and Indigenous;

7.5 (2) the Dakota and Ojibwe peoples' relationship with Minnesota and their  
7.6 unique and distinct cultural heritages and sovereignty; and

7.7 (3) the laws that govern how Minnesota teachers, schools, and districts work  
7.8 with the 11 Tribal Nations that share geography with the state of Minnesota.

7.9 C. "American Indian history and culture ongoing training" means a training that  
7.10 addresses one of the following topics:

7.11 (1) promising practices for serving American Indian students;

7.12 (2) incorporating Dakota or Ojibwe history, language, culture, and economic  
7.13 contributions into curriculum, resources, and classroom activities;

7.14 (3) understanding historical events and treaties relevant to the relationships  
7.15 among the federal government, the state of Minnesota, and the 11 Tribal Nations that share  
7.16 geography with the state of Minnesota;

7.17 (4) understanding the current status of treaty and land rights for the 11 Tribal  
7.18 Nations that share geography with Minnesota; and

7.19 (5) understanding the traumatic impact of federal and state laws and policies  
7.20 that were in place to eliminate cultural practices and the coherence of Tribal Nations, such  
7.21 as the American Indian boarding school system.

13.5 Subp. 4. **First renewal.** To renew a Tier 1 license for the first time, the applicant must  
13.6 initiate the renewal application process, and the hiring district must meet the requirements  
13.7 of this subpart.

13.8 *[For text of items A to C, see Minnesota Rules]*

13.9 D. The hiring district must show the applicant participated in:

13.10 (1) professional development in:

13.11 ~~(1)~~ (a) cultural competency training;

13.12 (b) American Indian history and culture initial training;

13.13 (c) suicide prevention; and

13.14 (d) mental illness; and

13.15 (2) a mentorship program; and

13.16 ~~(3)~~ an evaluation aligned to the district's teacher development and evaluation  
13.17 model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision  
13.18 5, or if the statutory models are not practicable, to another identified district-aligned  
13.19 evaluation.

13.20 Subp. 5. **Second and third renewals.** To renew a Tier 1 license for the second or  
13.21 third time, the applicant must initiate the renewal application process, and the hiring district  
13.22 must meet the requirements of this subpart.

13.23 *[For text of items A and B, see Minnesota Rules]*

- 14.1 C. The hiring district must show the applicant participated in:
- 14.2 (1) professional development in:
- 14.3 (a) American Indian history and culture ongoing training;
- 14.4 (b) suicide prevention; and
- 14.5 (c) mental illness; and
- 14.6 ~~(1)~~ (2) a mentorship program; and
- 14.7 ~~(2)~~ an evaluation aligned to the district's teacher development and evaluation
- 14.8 model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision
- 14.9 5, or if the statutory models are not practicable, to another identified district-aligned
- 14.10 evaluation.

16.9 Subp. 4. **First renewal.** To renew a Tier 2 license for the first time, the applicant must  
16.10 initiate the renewal application process, and the requirements of this subpart must be met.

16.11 A. The hiring district must show the applicant participated in:

16.12 (1) professional development in:

16.13 ~~(1)~~ (a) cultural competency training; and

16.14 (b) American Indian history and culture (initial training);

16.15 (c) suicide prevention; and

16.16 (d) mental illness; and

16.17 (2) a mentorship program and an evaluation aligned to the district's teacher  
16.18 development and evaluation model under Minnesota Statutes, section 122A.40, subdivision  
16.19 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another  
16.20 identified district-aligned evaluation.

16.21 B. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher  
16.22 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~  
16.23 ~~provider,~~ has been made toward completion of the program. If no meaningful progress has

17.1 been made, the board must deem the applicant not to be enrolled in a teacher preparation  
17.2 program unless the applicant provides justification to the board for failing to make meaningful  
17.3 progress.

17.4 C. If the applicant holds a Tier 2 license based on holding a master's degree aligned  
17.5 to the licensure field, the district must certify that the applicant has completed professional  
17.6 development aligned to the standards of effective practice under part 8710.2000.

17.7 Subp. 5. **Second and third renewals.** To renew a Tier 2 license for the second or  
17.8 third time, the applicant must initiate the renewal application process, and the requirements  
17.9 of this subpart must be met.

17.10 A. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher  
17.11 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~  
17.12 ~~provider,~~ has been made toward completion of the program. If no meaningful progress has  
17.13 been made, the board must deem the applicant not to be enrolled in a teacher preparation  
17.14 program unless the applicant provides justification to the board for failing to make meaningful  
17.15 progress.

17.16 B. If the applicant holds a Tier 2 license based on holding a master's degree aligned  
17.17 to the licensure field, the district must certify that the applicant has completed professional  
17.18 development aligned to the standards of effective practice under part 8710.2000.

17.19 ~~B.~~ C. The hiring district must show the applicant participated in:

17.20 (1) professional development in:

17.21 (a) American Indian history and culture (ongoing training);

17.22 (b) suicide prevention; and

17.23 (c) mental illness; and

18.1                   (2) a mentorship program and an evaluation aligned to the district's teacher  
18.2 development and evaluation model under Minnesota Statutes, section 122A.40, subdivision  
18.3 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another  
18.4 identified district-aligned evaluation.

18.5           Subp. 6. **Additional renewals.** To renew a Tier 2 license more than three times, the  
18.6 applicant must initiate the renewal application process, and the requirements of this subpart  
18.7 must be met.

18.8           A. The hiring district must show the applicant participated in:

18.9                   (1) professional development in:

18.10                         (a) American Indian history and culture (ongoing training);

18.11                         (b) suicide prevention; and

18.12                         (c) mental illness; and

18.13           A. (2) the applicant participated in a mentorship program and an evaluation  
18.14 aligned to the district's teacher development and evaluation model under Minnesota Statutes,  
18.15 section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are  
18.16 not practicable, to another identified district-aligned evaluation; ~~and.~~

18.17           B. The hiring district must show within the renewal application good cause  
18.18 justification for why the applicant should receive additional Tier 2 renewals pursuant to  
18.19 part 8710.0310, subpart 1, item H. The renewal application is reviewed pursuant to  
18.20 Minnesota Statutes, section 122A.182, subdivision 3. The board must issue or deny the  
18.21 renewal no later than 60 days after receiving the renewal application.

64.8 **8710.7200 CLOCK HOURS; REQUIREMENTS FOR RENEWAL OF**  
64.9 **PROFESSIONAL LICENSES.**

64.10 *[For text of subparts 1 and 2, see Minnesota Rules]*

64.11 Subp. 2a. **Professional development requirements.** To renew a Tier 3 or 4 license,  
64.12 an applicant who has been employed as a teacher during the renewal period of the expiring  
64.13 license must demonstrate the completion of requirements of this subpart to a local continuing  
64.14 education/relicensure committee for verification by the Professional Educator Licensing  
64.15 and Standards Board.

64.16 *[For text of item A, see Minnesota Rules]*

64.17 B. The applicant must show evidence of professional development in the following  
64.18 areas:

64.19 (1) positive behavior interventions under Minnesota Statutes, section  
64.20 122A.187, subdivision 4, for Tier 3 or 4 licenses issued under parts 8710.0313 and  
64.21 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2001, and thereafter;~~

64.22 (2) reading preparation under Minnesota Statutes, section 122A.187,  
64.23 subdivision 5, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their~~  
64.24 ~~previous equivalencies, which expire on June 30, 2004, and thereafter;~~

65.1 (3) mental illness training under Minnesota Statutes, section 122A.187,  
65.2 subdivision 6, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their~~  
65.3 ~~previous equivalencies, which expire on June 30, 2005, and thereafter; and~~

65.4 (4) at least one hour of suicide prevention training under Minnesota Statutes,  
65.5 section 122A.187, subdivision 6, for Tier 3 or 4 licenses issued under parts 8710.0313 and  
65.6 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2016, and thereafter.;~~  
65.7 and

65.8 (5) for teachers renewing a professional license for the first time, the American  
65.9 Indian history and culture initial training and for subsequent renewals, the American Indian  
65.10 history and culture ongoing training.

65.11 [For text of subparts 2b to 11, see Minnesota Rules]

## Licensure by Portfolio

### **Topic 3. Streamlining certain components of the licensure via portfolio process**

#### Overview -

- Licensure via portfolio is a nontraditional pathway to obtaining a teacher license in Minnesota. An applicant may obtain a Tier 3 or Tier 4 license or add a licensure field to an existing license by successfully evidencing the required standards in one or more portfolio.
- Licensure via Portfolio is a non-traditional option for earning a Tier 3 teaching license or to add additional licensure fields to an existing Tier 3 or Tier 4 teaching license. Through this process, a teacher can submit a “portfolio,” which is a collection of evidence with accompanying narratives describing how the teacher has the knowledge, skills and competencies required for a specific licensure field.
- The proposed rule streamlines the process for reviewing and approving portfolios. The proposed rule combines the review and appeal process for three areas of the portfolio applications: content portfolios, pedagogy portfolios, and core skills portfolios.

[FOR LANGUAGE, SEE 8710.0330 TEACHER LICENSURE VIA PORTFOLIO – LINES 24.11 – 30.5 OF THE [5/12/26 RULE DRAFT.](#)]

24.11 **8710.0330 TEACHER LICENSURE VIA PORTFOLIO APPLICATION.**

24.12 Subpart 1. **Purpose.** The licensure via portfolio is a nontraditional pathway to obtaining  
24.13 a teacher license in Minnesota. An applicant may obtain a Tier 3 license or add a licensure  
24.14 field to an existing Tier 3 or Tier 4 license by successfully evidencing the required standards  
24.15 in one or more portfolio ~~and by passing applicable testing.~~

24.16 Subp. 1a. [Renumbered as subpart 9]

24.17 Subp. 2. [See repealer.]

24.18 Subp. 3. **Application requirements.** An applicant who is recommended for licensure  
24.19 via portfolio review under subpart ~~2~~ 10 must submit an application for licensure to the board  
24.20 that meets the requirements of this subpart.

24.21 *[For text of items A to D, see Minnesota Rules]*

24.22 Subp. 4. [See repealer.]

24.23 Subp. 5. [See repealer.]

24.24 *[For text of subpart 6, see Minnesota Rules]*

25.1 Subp. 7. Definitions. For purposes of this part, the following terms have the meanings  
25.2 given:

25.3 A. "Core skills in career and technical education portfolio" means a portfolio that  
25.4 demonstrates that the applicant meets the content and methods standards in part 8710.8000.

25.5 B. "Core skills in special education portfolio" means a portfolio that demonstrates  
25.6 that an applicant meets the content and methods in part 8710.5000.

25.7 C. "Initial professional license" means the Tier 3 or Tier 4 license first held by  
25.8 the teacher.

25.9 D. "License-specific portfolio" means a portfolio that demonstrates that the  
25.10 applicant meets the content and methods standards aligned to the licensure area sought.

25.11 E. "Pedagogy portfolio" means a portfolio that demonstrates that the applicant  
25.12 meets the standards of effective practice in part 8710.2000.

25.13 Subp. 8. Required portfolios.

25.14 A. An application for an initial Tier 3 license must include a license-specific  
25.15 portfolio and a pedagogy portfolio. When applicable, the application must also include:

25.16 (1) a core skills in special education portfolio if the applicant is seeking a  
25.17 licensure field under part 8710.5050 (academic and behavioral strategist), 8710.5100 (blind  
25.18 or visually impaired), 8710.5200 (deaf or hard of hearing), 8710.5250 (oral/aural deaf  
25.19 education), 8710.5400 (developmental disabilities), 8710.5500 (early childhood special  
25.20 education), 8710.5600 (emotional or behavioral disorders), 8710.5700 (learning disabilities),  
25.21 8710.5800 (physical and health disabilities), or 8710.5850 (autism spectrum disorders); and

25.22 (2) a core skills in career and technical education portfolio if the applicant is  
25.23 seeking a licensure field under part 8710.8010 (communications technology careers),  
25.24 8710.8020 (construction careers), 8710.8030 (manufacturing careers), 8710.8040 (medical

26.1 careers), 8710.8050 (creative design careers), 8710.8060 (early childhood careers), 8710.8070  
26.2 (hospitality careers), or 8710.8080 (transportation careers).

26.3 B. An application to add a licensure field to an existing Tier 3 or Tier 4 license  
26.4 must include a license-specific portfolio. When applicable, the application must also include:

26.5 (1) a pedagogy portfolio if the applicant has not completed a state-approved  
26.6 teacher preparation program or been recommended for licensure via portfolio for an initial  
26.7 Tier 3 or Tier 4 license;

26.8 (2) a core skills in special education portfolio if the applicant is seeking to  
26.9 add a licensure field in special education to an existing Tier 3 or Tier 4 license and the  
26.10 applicant has not completed a state-approved teacher preparation program or been  
26.11 recommended for licensure via portfolio for an initial license in a special education licensure  
26.12 field; and

26.13 (3) a core skills in career and technical education portfolio if the applicant is  
26.14 seeking to add a licensure field in career and technical education to an existing Tier 3 or  
26.15 Tier 4 license and the applicant has not completed a state-approved teacher preparation  
26.16 program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4  
26.17 license in a career and technical education licensure field.

26.18 Subp. 9. Eligibility for portfolio process.

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

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

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

27.1 B. To be eligible to initiate the licensure via portfolio process to add a licensure  
27.2 field or expand the scope of a license, the applicant must have an existing Tier 3 or Tier 4  
27.3 license. [Renumbered from subpart 1a]

27.4 **Subp. 10. Portfolio review process.**

27.5 A. An applicant must submit an eligibility form to the board at least 30 days before  
27.6 submitting an application. An eligibility form, published on the board website, is used to  
27.7 determine whether the individual is otherwise eligible for licensure without the licensure  
27.8 via portfolio pathway and meets the minimum requirements for the portfolio process.

27.9 B. The application must be prepared according to published guidelines and  
27.10 submitted between 30 days and one year after the eligibility form is received by the board.  
27.11 Published guidelines are listed on the board website and adhere to the licensure via portfolio  
27.12 process under part 8710.0330.

27.13 C. The applicant must initiate the application process by submitting one or more  
27.14 portfolios aligned to published guidelines.

27.15 D. A portfolio must be reviewed by two reviewers who meet board-adopted  
27.16 qualifications within 90 days of receiving a complete application and required fees.

27.17 E. If the reviewers under item D do not recommend an applicant for licensure,  
27.18 the reviewers must provide specific information to the applicant on how to successfully  
27.19 demonstrate meeting any standard that was determined not met.

27.20 F. If the applicant submits the revised portfolio within two years from the date  
27.21 that the portfolio was not approved, one reviewer must review the revised portfolio and  
27.22 recommend it for approval or disapproval, applying the standards in effect on the date of  
27.23 the original submission. The approval or disapproval must occur within 60 days after  
27.24 receiving the revised submission. If the applicant resubmits a revised portfolio after two

28.1 years from the date that the portfolio was not approved, the portfolio must be reviewed in  
28.2 full according to item D, applying the standards in effect on the date of the resubmission.

28.3 Subp. 11. **Demonstrating standards.** An applicant must use evidence to demonstrate  
28.4 applicable standards. Examples of evidence include:

28.5 A. a transcript, a syllabi of college coursework, or both a transcript and syllabi;

28.6 B. subject-specific, high-quality professional development according to the federal  
28.7 Every Student Succeeds Act;

28.8 C. professional contributions to the field, including presentations given to local  
28.9 and national education organizations, minutes of attendance in education-related task forces  
28.10 or state or national committees, articles published by local or national education publications,  
28.11 or other activities that demonstrate the applicant has met the standards of effective practice  
28.12 and content requirements;

28.13 D. letters of recommendation illustrating relevant work experience aligned to the  
28.14 licensure area sought;

28.15 E. classroom performance as determined by student growth on criterion-referenced  
28.16 assessments;

28.17 F. a teacher performance evaluation completed by a supervisor or mentor;

28.18 G. teacher performance assessment scores;

28.19 H. unedited video recordings of classroom instruction; or

28.20 I. observation and evaluation feedback through mentorship, teacher evaluation,  
28.21 student teaching, or other supervised classroom teaching experiences.

29.1           Subp. 12. Substitutions.

29.2           A. An applicant may fulfill certain requirements of subparts 8 and 10 according  
29.3 to the substitutions allowed under items B to G. Standards met through substitutions are  
29.4 not required to be reviewed under subpart 10. If all standards within a particular portfolio  
29.5 are met through substitutions, the portfolio is not required to be reviewed under subpart 10.

29.6           B. In lieu of a pedagogy portfolio, an applicant may submit evidence of a passing  
29.7 score on a board-adopted teacher performance assessment as authorized under parts  
29.8 8705.1010, 8705.2100, and 8705.2200.

29.9           C. In lieu of a license-specific portfolio aligned to a career and technical education  
29.10 licensure field, an applicant may submit evidence of one of the following:

29.11                   (1) five years of relevant work experience aligned to the licensure field sought;

29.12                   (2) an associate's degree aligned to the licensure field sought; or

29.13                   (3) a professional certification, issued by an approved certifying organization  
29.14 under chapter 8705, aligned to the licensure field sought.

29.15           D. In lieu of a core skills in career and technical education portfolio, an applicant  
29.16 may submit evidence of meeting content and methods standards in part 8710.8000 through  
29.17 demonstrating standards at a board-approved career and technical education teacher  
29.18 preparation program under chapter 8705.

29.19           E. An applicant may submit evidence of a major received from a regionally  
29.20 accredited college or university aligned to the licensure field sought in lieu of the content  
29.21 standards in a license-specific portfolio.

29.22           F. An applicant may submit evidence of a professional license held in a correlating  
29.23 licensure field in lieu of the content and methods standards in a license-specific portfolio.

30.1 G. Standards met through learning opportunities and assessments at a  
30.2 board-approved teacher preparation program under chapter 8705 do not require review,  
30.3 except for those standards that are identified by the teacher preparation provider as "Not  
30.4 Met" or where the grade received in the course does not meet board-adopted criteria under  
30.5 chapter 8705.

## Meaningful Progress Toward Licensure

### **Topic 4. Defining "meaningful progress," for the purpose of determining whether a teacher on a Tier 2 license can renew**

Overview –

- Several sections in Minnesota Rule 8710 ask licensure candidates to make “meaningful progress” towards meeting the requirements for their license. Currently, the rule does not define the term, which leads to discrepancies in interpretation of the rule. The proposed rule adds a clearer definition of “meaningful progress”, which can assist licensure candidates on what they need for completion.
- PELSB met with several experts on teacher preparation providers (TPPs) to determine how to define meaningful progress in a way that will work for all types of programs. The meetings with TPPs resulted in the definition in the proposed rule (see rule language below).
- The proposed changes to the definition of “meaningful progress” do not apply to teachers seeking or renewing a Tier 1 license and those seeking licensure via portfolio. The proposed changes require teachers who hold a Tier 2 license based on the “enrollment pathway” to have demonstrated meaningful progress in order to renew their license.
- Additionally, the proposed changes require teachers who hold a Tier 2 license based on the “master’s degree pathway,” to have demonstrated meaningful progress by completing professional development aligned to the Standards of Effective Practice.
- Finally, the proposed changes allow a district to bypass posting a position when offering the position to a teacher who will need an Out-of-Field Permission (OFP) if the teacher is enrolled and making meaningful progress (Note: Enrollment is required for the initial OFP and meaningful progress is required at the point of renewal (or good cause)). This does not apply to candidates seeking licensure via portfolio.

[FOR LANGUAGE, SEE 8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES – LINES 8.14 – 9.13 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.0312 TIER 2 LICENSE – LINES 16.9 – 17.15 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.0320 OUT-OF-FIELD PERMISSION – LINES 21.23 – 23.4 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.6000 SPEECH-LANGUAGE PATHOLOGIST – LINES 61.16 – 63.7 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.6200 SCHOOL PSYCHOLOGIST – LINES 63.8 – 63.18 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.6400 SCHOOL COUNSELOR – LINES 63.19 – 64.7 OF THE [5/12/26 RULE DRAFT](#).]

8.14                    H. J. "Good cause" means:

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

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

8.18                    (3) the applicant is enrolled in a preparation program and ~~making~~ meaningful  
8.19 progress, ~~as defined by the provider, in a teacher preparation program aligned to the~~  
8.20 ~~assignment~~ has been made toward completion of the program; or

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

9.1            F. K. "Licensure area" or "licensure field" means the content taught for which  
9.2 standards have been adopted in Minnesota Rules.

9.3            L. "Meaningful progress has been made toward completion of the program or  
9.4 portfolio" means the applicant is enrolled in a teacher preparation program aligned to the  
9.5 assignment or is working on a portfolio, and the applicant:

9.6            (1) has completed an additional 15 credits in the program since the Tier 2  
9.7 license or out-of-field permission was issued or last renewed;

9.8            (2) has been found by the provider to have met a minimum of 25 percent  
9.9 more of the program requirements since the Tier 2 license or out-of-field permission was  
9.10 issued or last renewed; or

9.11            (3) has provided evidence for a minimum of 25 percent or more of the  
9.12 applicable licensure standards since the Tier 2 license or out-of-field permission was issued  
9.13 or last renewed.

16.9 Subp. 4. **First renewal.** To renew a Tier 2 license for the first time, the applicant must  
16.10 initiate the renewal application process, and the requirements of this subpart must be met.

16.11 A. The hiring district must show the applicant participated in:

16.12 (1) professional development in:

16.13 (1) (a) cultural competency training; and

16.14 (b) American Indian history and culture (initial training);

16.15 (c) suicide prevention; and

16.16 (d) mental illness; and

16.17 (2) a mentorship program and an evaluation aligned to the district's teacher  
16.18 development and evaluation model under Minnesota Statutes, section 122A.40, subdivision  
16.19 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another  
16.20 identified district-aligned evaluation.

16.21 B. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher  
16.22 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~  
16.23 ~~provider,~~ has been made toward completion of the program. If no meaningful progress has

17.1 been made, the board must deem the applicant not to be enrolled in a teacher preparation  
17.2 program unless the applicant provides justification to the board for failing to make meaningful  
17.3 progress.

17.4 C. If the applicant holds a Tier 2 license based on holding a master's degree aligned  
17.5 to the licensure field, the district must certify that the applicant has completed professional  
17.6 development aligned to the standards of effective practice under part 8710.2000.

17.7 Subp. 5. **Second and third renewals.** To renew a Tier 2 license for the second or  
17.8 third time, the applicant must initiate the renewal application process, and the requirements  
17.9 of this subpart must be met.

17.10 A. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher  
17.11 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~  
17.12 ~~provider,~~ has been made toward completion of the program. If no meaningful progress has  
17.13 been made, the board must deem the applicant not to be enrolled in a teacher preparation  
17.14 program unless the applicant provides justification to the board for failing to make meaningful  
17.15 progress.

21.23 **8710.0320 OUT-OF-FIELD PERMISSION.**

21.24 *[For text of subpart 1, see Minnesota Rules]*

22.1 Subp. 2. **Requirements.**

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

22.5 *[For text of subitems (1) to (5), see Minnesota Rules]*

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

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

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

22.12 *[For text of items B and C, see Minnesota Rules]*

22.13 *[For text of subpart 3, see Minnesota Rules]*

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

22.17 *[For text of items A and B, see Minnesota Rules]*

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

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

23.1 (2) the applicant is enrolled in and ~~making~~ meaningful progress, ~~as defined~~  
23.2 ~~by the provider, in a teacher preparation program aligned to the assignment~~ has been made  
23.3 toward completion of the program; and

23.4 *[For text of item D, see Minnesota Rules]*

62.16 **8710.6000 SPEECH-LANGUAGE PATHOLOGIST.**

62.17 *[For text of subparts 1 to 1b, see Minnesota Rules]*

62.18 Subp. 1c. **Tier 2 license duration; renewal.**

62.19 *[For text of item A, see Minnesota Rules]*

62.20 B. For the first renewal, the applicant must show:

62.21 (1) meaningful progress, ~~as defined by the provider,~~ has been made toward  
62.22 completion of the program and a Tier 3 license. If no meaningful progress has been made,  
62.23 the board must deem the applicant to not meet renewal requirements unless the applicant  
62.24 provides justification to the board for failing to make meaningful progress; or

63.1 *[For text of subitem (2), see Minnesota Rules]*

63.2 C. For the second and third renewals, the applicant must show that meaningful  
63.3 progress, ~~as defined by the provider,~~ has been made toward completion of the program and  
63.4 a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant  
63.5 to not meet renewal requirements unless the applicant provides justification to the board  
63.6 for failing to make meaningful progress.

63.7 *[For text of subparts 2 to 6, see Minnesota Rules]*

63.8 **8710.6200 SCHOOL PSYCHOLOGIST.**

63.9 *[For text of subparts 1 to 1b, see Minnesota Rules]*

63.10 Subp. 1c. **Tier 2 license duration; renewal.**

63.11 *[For text of item A, see Minnesota Rules]*

63.12 B. If the applicant holds a Tier 2 license issued under subpart 1b, item A, subitem  
63.13 (2), the provider must certify that the applicant has made meaningful progress, ~~as defined~~  
63.14 ~~by the provider,~~ toward completion of the program and a Tier 3 license. If no meaningful  
63.15 progress has been made, the board must deem the applicant to not meet renewal requirements  
63.16 unless the applicant provides justification to the board for failing to make meaningful  
63.17 progress.

63.18 *[For text of subparts 2 to 5, see Minnesota Rules]*

63.19 **8710.6400 SCHOOL COUNSELOR.**

63.20 *[For text of subparts 1 to 1b, see Minnesota Rules]*

63.21 Subp. 1c. **Tier 2 license duration; renewal.**

63.22 *[For text of item A, see Minnesota Rules]*

64.1 B. If the applicant holds a Tier 2 license issued under subpart 1b, item A, subitem  
64.2 (2), the provider must certify that the applicant has made meaningful progress, ~~as defined~~  
64.3 ~~by the provider,~~ toward completion of the program and a Tier 3 license. If no meaningful  
64.4 progress has been made, the board must deem the applicant to not meet renewal requirements  
64.5 unless the applicant provides justification to the board for failing to make meaningful  
64.6 progress.

64.7 *[For text of subparts 2 to 6, see Minnesota Rules]*

## Early Childhood Education Licensure

### Topic 5. Early Childhood Education Licensure

#### Revised Licensure Standards for Early Childhood Education.

##### Overview

- PELSB proposes revised licensure for Early Childhood Education (ECE) by adopting the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Education Teachers. The proposed standards would adopt a nationally recognized method for teachers to be licensed as Early Childhood teachers and would replace the current licensure standards. For detailed information, see the [NAEYC website](#).
- One difference from the national standards is that the license includes reading standards commensurate to the READ Act ([Sec. 120B.12 MN Statutes](#)).
- The early childhood education license will also allow variances for cooperating teacher qualification for working in clinical experience with new ECE teachers in nonpublic schools.

A technical change in the preprimary endorsement license will match the sections to the revised ECE license.

[FOR LANGUAGE, SEE 8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION – LINES 33.11 – 38.24 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.3350 PREPRIMARY ENDORSEMENT LICENSE – LINES 39.1 – 39.7 OF THE [5/12/26 RULE DRAFT](#).]

33.11 **8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.**

33.12 *[For text of subpart 1, see Minnesota Rules]*

33.13 Subp. 2. **Licensure requirements.** ~~A candidate for licensure in~~ An applicant seeking  
33.14 a license to teach early childhood education for teaching young children from birth through  
33.15 age eight shall: must meet the requirements in parts 8710.0311 to 8710.0314 and Minnesota  
33.16 Statutes, sections 122A.181 to 122A.184.

33.17 A. ~~hold a baccalaureate degree from a college or university that is accredited by~~  
33.18 ~~the regional association for the accreditation of colleges and secondary schools;~~

33.19 B. ~~demonstrate the standards for effective practice for licensing of beginning~~  
33.20 ~~teachers in part 8710.2000; and~~

33.21 C. ~~show verification of completing a Professional Educator Licensing and~~  
33.22 ~~Standards Board preparation program approved under chapter 8705 leading to the licensure~~  
33.23 ~~of teachers of early childhood education in subpart 3.~~

34.1 Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial  
34.2 licensure program for early childhood education must demonstrate the content standards  
34.3 set forth in subpart 6 and the standards for effective practice in part 8710.2000.

34.4 Subp. 2b. **Additional licensure program.** A candidate completing a board-approved  
34.5 additional licensure program for early childhood education must demonstrate the content  
34.6 standards set forth in subpart 6. The candidate must also demonstrate the standards for  
34.7 effective practice in part 8710.2000 if the candidate has not completed a state-approved  
34.8 teacher preparation program or been recommended for licensure via portfolio for an initial  
34.9 Tier 3 or Tier 4 license.

34.10 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio  
34.11 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth  
34.12 in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part  
34.13 8710.2000.

34.14 Subp. 3. [See repealer.]

34.15 Subp. 3a. [See repealer.]

34.16 *[For text of subparts 4 and 5, see Minnesota Rules]*

34.17 Subp. 6. **Subject matter standards.** A teacher of early childhood education must  
34.18 demonstrate the knowledge and skills in items A to E.

34.19 A. **Child development and learning in context.** The teacher must:

34.20 (1) understand the developmental period of early childhood from birth through  
34.21 age eight across cognitive, language, social, emotional, physical, and creative developmental  
34.22 domains, including bilingual and multilingual development;

35.1                   (2) understand and value each child as an individual with unique  
35.2 developmental variations, experiences, strengths, interests, abilities, challenges, and  
35.3 approaches to learning and with the capacity to make choices;

35.4                   (3) understand the ways that child development and the learning process  
35.5 occur in multiple contexts, including family, culture, language, community, and early  
35.6 learning setting, as well as in a larger societal context that includes structural inequities;

35.7                   (4) use knowledge about the developmental period of early childhood, about  
35.8 individual children, and about development and learning in cultural context, which is known  
35.9 as multidimensional knowledge, to make evidence-based decisions that support each child;

35.10                  (5) understand and demonstrate positive, caring, supportive relationships and  
35.11 interactions as the foundation of early childhood educators' work with young children;

35.12                  (6) understand and use teaching skills that are responsive to the learning  
35.13 trajectories of young children and to the needs of each child, recognizing that differentiating  
35.14 instruction, incorporating play as a core teaching practice, and supporting the development  
35.15 of executive function skills are critical for young children; and

35.16                  (7) use a broad repertoire of developmentally appropriate, culturally and  
35.17 linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect  
35.18 the principles of universal design for learning.

35.19                  B. Knowledge, application, and integration of academic content in the early  
35.20 childhood curriculum. The teacher must:

35.21                  (1) understand content knowledge, which is the central concepts, methods  
35.22 and tools of inquiry, and structure, and resources for the academic disciplines in an early  
35.23 childhood curriculum;

36.1                   (2) understand pedagogical content knowledge, which is how young children  
36.2 learn in each discipline, and how to use the teacher's knowledge and practices to support  
36.3 young children's learning in each content area;

36.4                   (3) modify teaching practices by applying, expanding, integrating, and  
36.5 updating their content knowledge in the disciplines, their knowledge of curriculum content  
36.6 resources, and their pedagogical content knowledge; and

36.7                   (4) meet the statutory requirements regarding evidence-based practices in  
36.8 reading, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124, and as required  
36.9 by Minnesota Statutes, section 122A.092, subdivision 5, and part 8710.3200, subpart 3,  
36.10 items C to F.

36.11                C. Family-teacher partnerships and community connections. The teacher must:

36.12                   (1) know about, understand, and value the diversity of families;

36.13                   (2) collaborate as a partner with families in young children's development  
36.14 and learning through respectful, reciprocal relationships and engagement; and

36.15                   (3) use community resources to support young children's learning and  
36.16 development and to support families and build partnerships between early learning settings,  
36.17 schools, and community organizations and agencies.

36.18                D. Child observation, documentation, and assessment. The teacher must:

36.19                   (1) understand that assessments (formal and informal, formative and  
36.20 summative) are conducted to make informed choices about instruction and for planning in  
36.21 early learning settings;

36.22                   (2) know a wide range of types of assessments and each assessment's purpose  
36.23 and associated methods and tools;

37.1                   (3) use screening and assessment tools in ways that are ethically grounded,  
37.2 ability appropriate, and developmentally, culturally, and linguistically appropriate to  
37.3 document developmental progress and to promote positive outcomes for each child; and

37.4                   (4) build assessment partnerships with families and professional colleagues.

37.5                   E. Professionalism as an early childhood educator. The teacher must:

37.6                   (1) identify and involve themselves with the early childhood field and serve  
37.7 as informed advocates for young children, families, and the profession;

37.8                   (2) know about and uphold ethical and other early childhood professional  
37.9 guidelines;

37.10                  (3) use professional communication skills, including technology-mediated  
37.11 strategies, to effectively support young children's learning and development and to work  
37.12 with families and colleagues;

37.13                  (4) engage in continuous, collaborative learning to inform practice; and

37.14                  (5) develop and sustain the habit of reflective and intentional practice in their  
37.15 daily work with young children and as a member of the early childhood profession.

37.16                  Subp. 7. **Placements for candidates completing an initial licensure program.** Across  
37.17 the combination of student teaching and other field experiences, a candidate completing an  
37.18 initial licensure program must have experiences demonstrating the knowledge and skills  
37.19 under subpart 6 at the following three levels within a range of educational programming  
37.20 models: infant or toddler, preschool, and kindergarten through grade 3.

37.21                  Subp. 8. **Placements for candidates completing an additional licensure program.** A  
37.22 candidate completing an additional licensure program must have experiences teaching early  
37.23 childhood education at all three levels: infant or toddler, preschool, and kindergarten through

38.1 grade 3. The candidate must complete a practicum teaching early childhood education in  
38.2 at least one of the levels: infant or toddler, preschool, or kindergarten through grade 3.

38.3 **Subp. 9. Cooperating teacher requirements for placements in nonpublic schools**  
38.4 **working at the infant or toddler and preprimary levels.** If a candidate has a clinical  
38.5 experience placement in a nonpublic school, the unit must collaborate with each school  
38.6 partner to ensure alignment with part 8705.1010, subpart 3, item B, or ensure the following  
38.7 requirements are met:

38.8 A. the cooperating teacher must have a minimum of 3 years of teaching experience  
38.9 at the age level that the placement occurs (infant, toddler, preprimary):

38.10 B. the cooperating teacher must have the endorsement of the site director to host  
38.11 a preservice teacher:

38.12 C. the cooperating teacher must have one or more of the following:

38.13 (1) an undergraduate degree or certificate or graduate degree in Early  
38.14 Childhood Education, Elementary Education, or Child Development;

38.15 (2) a prior or current teaching license in kindergarten through grade 6  
38.16 education, kindergarten through grade 6 with a preprimary endorsement, or birth through  
38.17 grade 3; or

38.18 (3) previous experience hosting preservice teachers with documented success  
38.19 from university supervisor feedback;

38.20 D. the cooperating teacher must have documented completion of professional  
38.21 development within the last five years specific to teaching at the requested level; and

38.22 E. the cooperating teacher must work closely with the university supervisor and  
38.23 course instructors to provide guidance for the teacher candidate each week with formal  
38.24 observations or informal check-ins for student teaching placements.

39.1 **8710.3350 PREPRIMARY ENDORSEMENT LICENSE.**

39.2 *[For text of subparts 1 and 2, see Minnesota Rules]*

39.3 Subp. 3. **Subject matter standards.** A teacher of preprimary education valid for  
39.4 teaching preprimary students age three through prekindergarten must meet the standards in  
39.5 part 8710.3000, subpart 3, items A (preprimary only), C, J, K, L, and M (preprimary only)  
39.6 6.

39.7 *[For text of subparts 4 and 5, see Minnesota Rules]*

## Ethnic Studies Licensure

### Topic 6. Ethnic Studies licensure

#### **New Licensure Standards for Ethnic Studies Teachers.**

- PELSB proposes adoption of standards for a separate teaching license for Ethnic Studies. The proposed standards address a 2023 Minnesota law that requires Ethnic Studies in schools ([Sec. 120B.251 MN Statutes](#)). Minnesota high schools must offer an Ethnic Studies course starting in the 2026-27 school year, and elementary and middle schools must offer Ethnic Studies instruction by the 2027-28 school year. The proposed new license standards will help ensure that Ethnic Studies teachers meet statewide academic standards.
- The Minnesota Ethnic Studies Coalition facilitated working groups in 2022 and 2023 to deliberate the need for a separate Ethnic Studies license. The working groups were comprised of Ethnic Studies experts (K-12 teachers and coordinators, higher education teachers, coordinators, and scholars, and community experts). The working groups found that Social Studies teachers are licensed to teach Ethnic Studies, but they are not well-prepared for the subject. The working groups recommended a separate Ethnic Studies license for well-prepared teachers in the subject and developed proposed rules. PELSB approved the proposed rules after reviewing public comments.
- The ethnic studies licenses will be split into two types:
  - Grades 5-12 Ethnic Studies teaching license; and
  - Grades 5-12 Ethnic Studies Endorsement for Social Studies teachers.
- The two types of licenses match the Ethnic Studies working group recommendation, and recognize a need presented by various commenters. PELSB had originally proposed only a K-12 license, but the volume of the subject matter standards proved to be overwhelming for a single license. PELSB also considered additional endorsement areas (e.g. for World Language and Arts), but the subject matter standards did not provide enough overlap to give a good match for an endorsement. K-6 teachers are already eligible to teach ethnic studies.

[FOR LANGUAGE, SEE 8710.4810 TEACHERS OF ETHNIC STUDIES – LINES 40.18 – 49.19 OF THE [5/12/26 RULE DRAFT](#).]

[FOR LANGUAGE, SEE 8710.4815 ETHNIC STUDIES ENDORSEMENT LICENSE FOR TEACHERS OF SOCIAL STUDIES – LINES 49.20 – 55.23 OF THE [5/12/26 RULE DRAFT](#).]

40.18 **8710.4810 TEACHERS OF ETHNIC STUDIES.**

40.19 Subpart 1. Scope of practice. A teacher of ethnic studies is authorized to provide to  
40.20 students in grades 5 through 12 instruction in the interdisciplinary study of race, ethnicity,  
40.21 and Indigeneity.

40.22 Subp. 2. Licensure requirements. An applicant seeking a license to teach ethnic  
40.23 studies must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314  
40.24 and Minnesota Statutes, sections 122A.181 to 122A.184.

41.1 Subp. 3. **Initial licensure program.** A candidate completing a board-approved initial  
41.2 licensure program for ethnic studies must demonstrate the content standards set forth in  
41.3 subpart 6 and the standards for effective practice in part 8710.2000.

41.4 Subp. 4. **Additional licensure program.** A candidate completing a board-approved  
41.5 additional licensure program for ethnic studies must demonstrate the content standards set  
41.6 forth in subpart 6. The candidate must also demonstrate the standards for effective practice  
41.7 in part 8710.2000 if the candidate has not completed a state-approved teacher preparation  
41.8 program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4  
41.9 license.

41.10 Subp. 5. **Licensure via portfolio.** An applicant seeking an initial license via portfolio  
41.11 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth  
41.12 in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part  
41.13 8710.2000.

41.14 Subp. 6. **Subject matter standards.** A candidate for licensure as a teacher of ethnic  
41.15 studies must demonstrate the knowledge and skills in items A to D.

41.16 A. **Content knowledge.** The teacher must:

41.17 (1) analyze social and human relationships with the natural world through  
41.18 Indigenous, precolonial, decolonial, and postcolonial lenses;

41.19 (2) understand how Indigeneity, race, gender, and other markers of identity  
41.20 are constructed and how these structures are maintained through power and language;

41.21 (3) understand the construction of Tribal sovereignty and federal  
41.22 nation-to-nation status of American Indian Nations. Examples of this include but are not  
41.23 limited to:

41.24 (a) the relationships of land to sovereign Tribal Nations and political  
41.25 status;

- 42.1                           **(b) the history and existence of Indian education programs across**  
42.2 **Minnesota;**
- 42.3                           **(c) the existence and importance of Dakota and Anishinaabe sacred sites**  
42.4 **across Minnesota;**
- 42.5                           **(d) how to compare and contrast the political status differences among**  
42.6 **types of Tribal homelands and among different groups, including Tribal citizens, United**  
42.7 **States citizens, state citizens, dual citizens, federally recognized Tribal members, immigrants,**  
42.8 **and refugees and the relationships among these groups;**
- 42.9                           **(e) the long-term impacts and implications of treaties today with Tribal**  
42.10 **Nations, especially for Dakota and Anishinaabe Nations and their sovereignty; and**
- 42.11                           **(f) the construction of race and Indigeneity (including complicating ideas**  
42.12 **such as blood quantum, Mestizaje, AfroLatinidad, and lineage) and an examination of how**  
42.13 **geography and politics mediate these constructions;**
- 42.14                           **(4) understand how counternarratives serve to deconstruct dominant narratives**  
42.15 **that reproduce the status quo, power, and oppression, including;**
- 42.16                           **(a) counternarratives of resistance and activism within communities that**  
42.17 **have historically faced oppression;**
- 42.18                           **(b) the importance of countering the prevalence of dominant narratives**  
42.19 **regarding the helplessness of the colonized, enslaved, and disenfranchised, including how**  
42.20 **those narratives can be dispelled; and**
- 42.21                           **(c) that colonization is a dynamic process that requires the involvement**  
42.22 **of people within colonized groups and is not simply an event resulting in one group having**  
42.23 **continuous and supreme power over another;**

- 43.1                   (5) understand the multidimensional aspects of identity construction,  
43.2 including:
- 43.3                   (a) how identity is constructed by systems of power and people in  
43.4 positions of privilege;
- 43.5                   (b) how marginalized communities have redefined and reclaimed their  
43.6 own identities;
- 43.7                   (c) how identities intersect with and can shift across different  
43.8 socio-geo-political contexts;
- 43.9                   (d) how personal family histories, communities, and cultural backgrounds  
43.10 impact identity; and
- 43.11                   (e) how community cultural wealth has the potential to uplift and  
43.12 empower Black and Indigenous individuals and other people of color;
- 43.13                   (6) understand and apply critical frameworks to analyze how historical  
43.14 structures of power and domination impact intersectional historical and contemporary  
43.15 inequalities at individual and societal levels, such as:
- 43.16                   (a) historical and ongoing social constructions of race and white  
43.17 supremacy;
- 43.18                   (b) how power is defined and created and how it affects Black and  
43.19 Indigenous communities and other communities of color;
- 43.20                   (c) the history of slavery, settler-colonialism, genocide, neocolonialism,  
43.21 imperialism, and capitalism;
- 43.22                   (d) intersectional identities and the interlocking nature of power and  
43.23 oppression;

44.1 (e) ideological, institutional, interpersonal, and internalized forms of  
44.2 oppression; and

44.3 (f) the historical relationship between educational debt among low-income  
44.4 children, Black and Indigenous children, and other children of color and the erasure of  
44.5 ethnic studies in Minnesota;

44.6 (7) understand and apply critical frameworks to analyze histories of collective  
44.7 liberation, resistance, and social transformation; and

44.8 (8) understand the history and plurality of the disciplines and pedagogies of  
44.9 ethnic studies, including:

44.10 (a) the history of the development of the modern ethnic studies movement  
44.11 through the solidarity of the four groups that built the Third World Liberation Front: African  
44.12 Americans, Asian Americans, American Indians, and Latin Americans; and

44.13 (b) the difference between ethnic studies and multiculturalism, diversity,  
44.14 equity, and inclusion.

44.15 B. Pedagogical practices and learning environment. The teacher must:

44.16 (1) understand the broad scope of the ethnic studies strand and be able to  
44.17 develop lessons and units that help students build toward broader ethnic studies expertise;

44.18 (2) draw on community cultural wealth as a framework for asset-based  
44.19 teaching. Examples of cultural capital and wealth include but are not limited to social  
44.20 navigation skills, language, aspiration, resistance, and family;

44.21 (3) understand how to be intentional to avoid causing harm. Examples of this  
44.22 include but are not limited to recognizing trauma-informed pedagogies and that students  
44.23 carry their lives into the classroom with them; avoiding retraumatizing students through

- 45.1 images, words, texts, and behaviors that perpetuate historical oppression; and facilitating  
45.2 classrooms where children have agency, discuss emotions, and ask questions;
- 45.3 (4) understand how assessment shapes student experiences and learning,  
45.4 including:
- 45.5 (a) how to design assessments that have relevance to students' lives and  
45.6 communities and facilitate the development of student agency in their communities; and
- 45.7 (b) how to support whole-child evaluation or hold schools accountable  
45.8 to colonial structures in educational settings;
- 45.9 (5) understand and identify power dynamics impacting student learning in  
45.10 education systems and within a classroom setting;
- 45.11 (6) understand how to co-create learning spaces with students;
- 45.12 (7) engage in student-centered and community-centered learning practices;  
45.13 and
- 45.14 (8) embed interdisciplinary methods of teaching and content, including:
- 45.15 (a) collaborating with other experts in multiple disciplines;
- 45.16 (b) exploring content spanning the arts, literature, history, science, and  
45.17 other subject areas;
- 45.18 (c) inviting community experts to interact with students; and
- 45.19 (d) actively drawing on students' knowledge and positioning students as  
45.20 knowledge producers.
- 45.21 C. Community relationships. The teacher must:
- 45.22 (1) understand the interconnectedness of learning that occurs in and outside  
45.23 the classroom, including:

- 46.1                    (a) the importance of inviting multiple perspectives into the classroom  
46.2 and how to engage with elders and other community members;
- 46.3                    (b) that the arts and artists are a key part of ethnic studies;
- 46.4                    (c) the importance of relationships between families, youth, and elders;
- 46.5                    (d) how to provide opportunities to engage and learn in the community;
- 46.6                    (e) educators' role as facilitators in nurturing community relations; and
- 46.7                    (f) skills central to community organizing and relationship building;
- 46.8                    (2) understand how to engage the local community;
- 46.9                    (3) create learning opportunities in which families, neighborhoods, lands,  
46.10 and places become central sites for ethnic studies. Examples of this include but are not  
46.11 limited to:
- 46.12                    (a) the roles of informal and formal education outside of the classroom  
46.13 (community organizations, religious and spiritual spaces, and family education);
- 46.14                    (b) heritage and ancestral knowledges are passed down through oral  
46.15 histories and stories that are part of family culture; and
- 46.16                    (c) kinship networks (how families are constructed) vary across  
46.17 communities, such as the Indigenous concept of "all my relatives" which represents an  
46.18 awareness of the interconnectedness of all life and the relationship to everything in creation;  
46.19 and
- 46.20                    (4) be able to research the histories of local Black and Indigenous communities  
46.21 and other communities of color and integrate local history into the curriculum, including:
- 46.22                    (a) how community is defined and how communities define themselves;

47.1 (b) the history of solidarity movements within local community-based  
47.2 organizations and institutions advocating for social change;

47.3 (c) the history and current realities of the school's surrounding  
47.4 neighborhoods; and

47.5 (d) the history of segregation, gentrification, exploitation, and  
47.6 racialization of Black and Indigenous communities and other communities of color.

47.7 D. Supporting reading instruction. A teacher of ethnic studies must understand  
47.8 the content and methods for teaching reading, including:

47.9 (1) knowledge of reading processes and instruction, including:

47.10 (a) orthographic knowledge and morphological relationships within  
47.11 words;

47.12 (b) the relationship between word recognition and vocabulary knowledge,  
47.13 fluency, and comprehension in understanding text and content materials;

47.14 (c) the importance of direct and indirect vocabulary instruction that leads  
47.15 to enhanced general and domain-specific word knowledge;

47.16 (d) the relationships between and among comprehension processes related  
47.17 to print processing abilities, motivation, reader's interest, background knowledge, cognitive  
47.18 abilities, knowledge of academic discourse, and print and digital text; and

47.19 (e) the development of academic language and its impact on learning  
47.20 and school success; and

47.21 (2) the ability to use a wide range of instructional practices, approaches,  
47.22 methods, and curriculum materials to support reading instruction, including:

48.1                    (a) the appropriate applications of a variety of instructional frameworks  
48.2 that are effective in meeting the needs of readers of varying proficiency levels and linguistic  
48.3 backgrounds in secondary settings;

48.4                    (b) the ability to scaffold instruction for students who experience  
48.5 comprehension difficulties;

48.6                    (c) selection and implementation of a wide variety of before, during, and  
48.7 after reading comprehension strategies that develop reading and metacognitive abilities;

48.8                    (d) the ability to develop and implement effective vocabulary strategies  
48.9 that help students understand words including domain-specific content words;

48.10                   (e) the ability to develop critical literacy skills by encouraging students  
48.11 to question texts and analyze texts from multiple viewpoints or perspectives;

48.12                   (f) the ability to identify instructional practices, approaches, and methods  
48.13 and match materials, print and digital, to the cognitive levels of all readers, guided by  
48.14 evidence-based rationale to support the developmental, cultural, and linguistic differences  
48.15 of readers;

48.16                   (g) the appropriate applications of a wide variety of instructional  
48.17 frameworks that are effective in meeting the needs of readers in secondary school settings  
48.18 across developmental levels, proficiency, and linguistic backgrounds; and

48.19                   (h) the ability to plan instruction and select strategies that help students  
48.20 read and understand social studies texts and spur student interest in more complex reading  
48.21 materials, including the ability to help students:

48.22                         i. recognize fact and opinion and the words that signal opinions and  
48.23 judgments;

49.1 ii. distinguish between primary and secondary sources, for example,  
49.2 historical records versus textbooks;

49.3 iii. think critically, for example, drawing inferences or conclusions  
49.4 from facts, analyzing author's purpose and point of view, discerning cause and effect  
49.5 relationships, detecting bias, and evaluating evidence;

49.6 iv. use and interpret maps, globes, and other nonlinguistic or graphic  
49.7 tools such as timelines, photographs, charts, statistical tables, digital tools, and political  
49.8 cartoons; and

49.9 v. use other text features such as glossaries, indexes, detailed  
49.10 databases about countries, and appendices of documents or maps.

49.11 Subp. 7. **Placements for candidates completing an initial licensure program.** Across  
49.12 the combination of student teaching and other field experiences, candidates completing an  
49.13 initial licensure program must have experiences teaching ethnic studies at two levels: middle  
49.14 level (grades 5 through 8) and high school level (grades 9 through 12).

49.15 Subp. 8. **Placements for candidates completing an additional licensure program.** A  
49.16 candidate completing an additional licensure program must have experiences teaching at  
49.17 two levels: middle level (grades 5 through 8) and high school level (grades 9 through 12).  
49.18 The candidate must complete a practicum teaching ethnic studies in at least one of the levels:  
49.19 middle level or high school level.

49.20 **8710.4815 ETHNIC STUDIES ENDORSEMENT LICENSE FOR TEACHERS OF**  
49.21 **SOCIAL STUDIES.**

49.22 Subpart 1. **Scope of practice.** A teacher of ethnic studies is authorized to provide to  
49.23 students in grades 5 through 12 instruction in the interdisciplinary study of race, ethnicity,  
49.24 and Indigeneity.

50.1 Subp. 2. **Endorsement requirements.** A candidate for endorsement in ethnic studies  
50.2 must hold or apply and qualify for a license to teach social studies under part 8710.4800.  
50.3 A candidate must also demonstrate the standards for effective practice in part 8710.2000 if  
50.4 the candidate has not completed a state-approved teacher preparation program or been  
50.5 recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license.

50.6 Subp. 3. **Endorsement program.** A candidate completing a board-approved  
50.7 endorsement program for ethnic studies must demonstrate the content standards set forth  
50.8 in subpart 4.

50.9 Subp. 4. **Subject matter standards.** A candidate for endorsement as a teacher of  
50.10 ethnic studies must demonstrate the knowledge and skills in items A to C.

50.11 A. **Content knowledge.** The teacher must:

50.12 (1) analyze social and human relationships with the natural world through  
50.13 Indigenous, precolonial, decolonial, and postcolonial lenses;

50.14 (2) understand how Indigeneity, race, gender, and other markers of identity  
50.15 are constructed and how these structures are maintained through power and language;

50.16 (3) understand the construction of Tribal sovereignty and federal  
50.17 nation-to-nation status of American Indian Nations. Examples of this include but are not  
50.18 limited to:

50.19 (a) the relationships of land to sovereign Tribal Nations and political  
50.20 status;

50.21 (b) the history and existence of Indian education programs across  
50.22 Minnesota;

50.23 (c) the existence and importance of Dakota and Anishinaabe sacred sites  
50.24 across Minnesota;

51.1 (d) how to compare and contrast the political status differences among  
51.2 types of Tribal homelands and among different groups, including Tribal citizens, United  
51.3 States citizens, state citizens, dual citizens, federally recognized Tribal members, immigrants,  
51.4 and refugees and the relationships among these groups;

51.5 (e) the long-term impacts and implications of treaties today with Tribal  
51.6 Nations, especially for Dakota and Anishinaabe Nations and their sovereignty; and

51.7 (f) the construction of race and Indigeneity (including complicating ideas  
51.8 such as blood quantum, Mestizaje, AfroLatinidad, and lineage) and an examination of how  
51.9 geography and politics mediate these constructions;

51.10 (4) understand how counternarratives serve to deconstruct dominant narratives  
51.11 that reproduce the status quo, power, and oppression, including:

51.12 (a) counternarratives of resistance and activism within communities that  
51.13 have historically faced oppression;

51.14 (b) the importance of countering the prevalence of dominant narratives  
51.15 regarding the helplessness of the colonized, enslaved, and disenfranchised, including how  
51.16 those narratives can be dispelled; and

51.17 (c) that colonization is a dynamic process that requires the involvement  
51.18 of people within colonized groups and is not simply an event resulting in one group having  
51.19 continuous and supreme power over another;

51.20 (5) understand the multidimensional aspects of identity construction,  
51.21 including:

51.22 (a) how identity is constructed by systems of power and people in  
51.23 positions of privilege;

- 52.1                    (b) how marginalized communities have redefined and reclaimed their  
52.2 own identities;
- 52.3                    (c) how identities intersect with and can shift across different  
52.4 sociopolitical and geopolitical contexts;
- 52.5                    (d) how personal family histories, communities, and cultural backgrounds  
52.6 impact identity; and
- 52.7                    (e) how community cultural wealth has the potential to uplift and  
52.8 empower Black and Indigenous individuals and other people of color;
- 52.9                    (6) understand and apply critical frameworks to analyze how historical  
52.10 structures of power and domination impact intersectional historical and contemporary  
52.11 inequalities at individual and societal levels, such as:
- 52.12                    (a) historical and ongoing social constructions of race and white  
52.13 supremacy;
- 52.14                    (b) how power is defined and created and how it affects Black and  
52.15 Indigenous communities and other communities of color;
- 52.16                    (c) the history of slavery, settler-colonialism, genocide, neocolonialism,  
52.17 imperialism, and capitalism;
- 52.18                    (d) intersectional identities and the interlocking nature of power and  
52.19 oppression;
- 52.20                    (e) ideological, institutional, interpersonal, and internalized forms of  
52.21 oppression; and
- 52.22                    (f) the historical relationship between educational debt among low-income  
52.23 children, Black and Indigenous children, and other children of color and the erasure of  
52.24 ethnic studies in Minnesota;

53.1 (7) understand and apply critical frameworks to analyze histories of collective  
53.2 liberation, resistance, and social transformation; and

53.3 (8) understand the history and plurality of the disciplines and pedagogies of  
53.4 ethnic studies, including:

53.5 (a) the history of the development of the modern ethnic studies movement  
53.6 through the solidarity of the four groups that built the Third World Liberation Front: African  
53.7 Americans, Asian Americans, American Indians, and Latin Americans; and

53.8 (b) the difference between ethnic studies and multiculturalism, diversity,  
53.9 equity, and inclusion.

53.10 B. Pedagogical practices and learning environment. The teacher must:

53.11 (1) understand the broad scope of the ethnic studies strand and be able to  
53.12 develop lessons and units that help students build toward broader ethnic studies expertise;

53.13 (2) draw on community cultural wealth as a framework for asset-based  
53.14 teaching. Examples of cultural capital and wealth include but are not limited to social  
53.15 navigation skills, language, aspiration, resistance, and family;

53.16 (3) understand how to be intentional to avoid causing harm. Examples of this  
53.17 include but are not limited to recognizing trauma-informed pedagogies and that students  
53.18 carry their lives into the classroom with them; avoiding retraumatizing students through  
53.19 images, words, texts, and behaviors that perpetuate historical oppression; and facilitating  
53.20 classrooms where children have agency, discuss emotions, and ask questions;

53.21 (4) understand and identify power dynamics impacting student learning in  
53.22 education systems and within a classroom setting;

53.23 (5) understand how to co-create learning spaces with students;

- 54.1                   (6) engage in student-centered and community-centered learning practices;  
54.2    and
- 54.3                   (7) embed interdisciplinary methods of teaching and content, including:  
54.4                   (a) collaborating with other experts in multiple disciplines;  
54.5                   (b) exploring content spanning the arts, literature, history, science, and  
54.6    other subject areas;  
54.7                   (c) inviting community experts to interact with students; and  
54.8                   (d) actively drawing on students' knowledge and positioning students as  
54.9    knowledge producers.
- 54.10                C. Community relationships. The teacher must:
- 54.11                (1) understand the interconnectedness of learning that occurs in and outside  
54.12    the classroom, including:  
54.13                (a) the importance of inviting multiple perspectives into the classroom  
54.14    and how to engage with elders and other community members;  
54.15                (b) that the arts and artists are a key part of ethnic studies;  
54.16                (c) the importance of relationships between families, youth, and elders;  
54.17                (d) how to provide opportunities to engage and learn in the community;  
54.18                (e) educators' role as facilitators in nurturing community relations; and  
54.19                (f) skills central to community organizing and relationship building;  
54.20                (2) understand how to engage the local community;

55.1                   (3) create learning opportunities in which families, neighborhoods, lands,  
55.2 and places become central sites for ethnic studies. Examples of this include but are not  
55.3 limited to:

55.4                   (a) the roles of informal and formal education outside of the classroom  
55.5 (community organizations, religious and spiritual spaces, and family education);

55.6                   (b) heritage and ancestral knowledges are passed down through oral  
55.7 histories and stories that are part of family culture; and

55.8                   (c) kinship networks (how families are constructed) vary across  
55.9 communities, such as the Indigenous concept of "all my relatives" which represents an  
55.10 awareness of the interconnectedness of all life and the relationship to everything in creation;  
55.11 and

55.12                   (4) be able to research the histories of local Black and Indigenous communities  
55.13 and other communities of color and integrate local history into the curriculum, including:

55.14                   (a) how community is defined and how communities define themselves;

55.15                   (b) the history of solidarity movements within local community-based  
55.16 organizations and institutions advocating for social change;

55.17                   (c) the history and current realities of the school's surrounding  
55.18 neighborhoods; and

55.19                   (d) the history of segregation, gentrification, exploitation, and  
55.20 racialization of Black and Indigenous communities and other communities of color.

55.21                   Subp. 5. **Placements for candidates completing a program.** The candidate must  
55.22 complete a practicum teaching students in at least one of the two levels: middle level (grades  
55.23 5 through 8), or high school level (grades 9 through 12).

## Computer Science Licensure

### Topic 7. Computer Science licensure

Overview -

- PELSB proposes adoption of the 2020 Computer Science Teachers Association Standards for Computer Science Teachers. The proposed standards would adopt a nationally recognized method for teachers to be licensed as Computer Science teachers. Detailed information can be found on the [CSTA website](#).
- The computer science license will be set as a grades 5-12 computer science teaching license. Minnesota’s Computer Science (CS) Working Group developed a state strategic plan for computer science, finalized in March, 2024, which describes ten recommendations for long-term and sustained growth of computer science education across all public K-12 and charter schools in Minnesota, as outlined in the Computer Science Education Advancement Act, [Minn. Stat. 120B.241 \(2023\)](#). The recommendations are aligned to the requirements outlined in the legislation, such as licensure, high-quality professional development, continuous improvement, and standards, among others.
- [Minnesota Computer Science State Strategic Plan](#)
- The license follows the computer science working group recommendation, and recognizes a need presented by various commenters. PELSB had originally proposed only a K-12 license, but the volume of the subject matter standards proved to be overwhelming for a 5-12 license. K-6 teachers are already eligible to teach computer science.

[FOR LANGUAGE, SEE 8710.4875 TEACHERS OF COMPUTER SCIENCE – LINES 56.1 – 62.15 OF THE [5/12/26 RULE DRAFT](#).]

56.1 **8710.4875 TEACHERS OF COMPUTER SCIENCE.**

56.2 Subpart 1. **Scope of practice.** A teacher of computer science is authorized to provide  
56.3 to students in grades 5 through 12 instruction that is designed to teach students how to think  
56.4 computationally, create new technologies, use and create software, and understand how  
56.5 computers process information. A teacher of computer science is also authorized to provide  
56.6 student instruction for exploring the foundational concepts of algorithms, computational  
56.7 thinking, problem-solving, creativity, logical thinking, and preparing for the digital world.

56.8 Subp. 2. **Licensure requirements.** An applicant seeking a license to teach computer  
56.9 science must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314  
56.10 and Minnesota Statutes, sections 122A.181 to 122A.184.

56.11 Subp. 3. **Initial licensure program.** A candidate completing a board-approved initial  
56.12 licensure program for computer science must demonstrate the content standards set forth  
56.13 in subpart 6 and the standards for effective practice in part 8710.2000.

56.14 Subp. 4. **Additional licensure program.** A candidate completing a board-approved  
56.15 additional licensure program for computer science must demonstrate the content standards  
56.16 set forth in subpart 6. The candidate must also demonstrate the standards for effective  
56.17 practice in part 8710.2000 if the candidate has not completed a state-approved teacher  
56.18 preparation program or been recommended for licensure via portfolio for an initial Tier 3  
56.19 or Tier 4 license.

56.20 Subp. 5. **Licensure via portfolio.** An applicant seeking an initial license via portfolio  
56.21 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth  
56.22 in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part  
56.23 8710.2000.

56.24 Subp. 6. **Subject matter standards.** A candidate for licensure as a teacher of computer  
56.25 science must demonstrate the knowledge and skills in items A to F.

57.1 A. Computer science knowledge and skills. Computer science teachers must  
57.2 demonstrate and continuously develop thorough knowledge of computer science content.  
57.3 They must demonstrate proficiency with the computer science concepts of the grade bands  
57.4 they teach and must integrate these concepts with computer science practices, including  
57.5 computational thinking. They must also understand the progression of content before and  
57.6 after the grade bands they teach. A computer science teacher must:

57.7 (1) apply computer science and computational thinking practices in flexible  
57.8 and appropriate ways. Practices include:

57.9 (a) fostering an inclusive computing culture around computing;

57.10 (b) communicating about computing;

57.11 (c) recognizing and defining computational problems;

57.12 (d) developing and using abstractions;

57.13 (e) creating computational artifacts; and

57.14 (f) testing and refining computational artifacts;

57.15 (2) apply knowledge of how hardware and software function to input, process,  
57.16 store, and output information within computing systems by analyzing interactions, designing  
57.17 projects, and troubleshooting problems;

57.18 (3) model how computing devices connect via networks and the Internet to  
57.19 facilitate communication and explain tradeoffs between usability and security;

57.20 (4) collect, store, transform, and analyze digital data to better understand the  
57.21 world and make more accurate predictions;

57.22 (5) design, implement, debug, and review programs in an iterative process  
57.23 using appropriate computer science tools and technologies; interpret algorithms; and explain  
57.24 tradeoffs associated with different algorithms; and

58.1 (6) analyze how people influence computing through their behaviors, cultural  
58.2 norms, and social interactions, as well as how computing impacts society in both positive  
58.3 and negative ways.

58.4 B. Equity and inclusion. Computer science teachers must proactively advocate  
58.5 for equity and inclusion in the computer science classroom. They must work toward an  
58.6 intentional, equity-focused vision to improve access, engagement, and achievement for all  
58.7 of their computer science students. A computer science teacher must:

58.8 (1) examine how structural barriers and social and psychological factors  
58.9 contribute to inequitable access, engagement, and achievement in computer science among  
58.10 marginalized groups and reflect on how issues of equity manifest in their own computer  
58.11 science teaching context;

58.12 (2) develop purposeful strategies to proactively challenge unconscious bias  
58.13 and minimize stereotype threats in computer science;

58.14 (3) incorporate diverse perspectives and experiences of individuals from  
58.15 marginalized groups in curricular materials and instruction;

58.16 (4) create and implement a plan to improve access, engagement, and full  
58.17 participation in computer science using classroom data to inform decision-making; and

58.18 (5) evaluate tools and curricula and leverage resources to improve accessibility  
58.19 for all students.

58.20 C. Instructional design. Computer science teachers must design learning  
58.21 experiences that engage students in problem solving and creative expression through  
58.22 computer science, using pedagogical content knowledge. They must plan to meet the varied  
58.23 learning, cultural, linguistic, and motivational needs of individual students to build student  
58.24 self-efficacy and capacity in computer science. A computer science teacher must:

59.1                   (1) analyze computer science curricula for implementation in the classroom  
59.2 in terms of computer science standards alignment, accuracy, completeness of content,  
59.3 cultural relevance, and accessibility;

59.4                   (2) design and adapt learning experiences that align to comprehensive grades  
59.5 5 through 12 computer science standards;

59.6                   (3) use universal design for learning, culturally relevant pedagogy, and other  
59.7 techniques to support all students in successfully accessing and engaging with content;

59.8                   (4) design learning experiences that make connections to other disciplines  
59.9 and real-world contexts;

59.10                  (5) plan opportunities for students to create and share open-ended and  
59.11 personally meaningful projects;

59.12                  (6) plan activities that use evidence-based, computer science-specific teaching  
59.13 strategies to develop students' conceptual understanding and proactively address student  
59.14 misconceptions in computer science; and

59.15                  (7) develop multiple forms and modalities of assessment to provide feedback  
59.16 and support and use resulting data for instructional decision-making and differentiation.

59.17                  D. Classroom practice. Computer science teachers must be responsive classroom  
59.18 practitioners who implement evidence-based pedagogy to facilitate meaningful experiences  
59.19 and produce empowered learners of computer science. A computer science teacher must:

59.20                  (1) use inquiry-based learning to enhance student understanding of computer  
59.21 science content;

59.22                  (2) cultivate a positive classroom climate that values and amplifies varied  
59.23 perspectives, abilities, approaches, and solutions;

60.1                   (3) promote student self-efficacy by facilitating student creativity, choice in  
60.2 product and process, and self-directed learning;

60.3                   (4) provide structured opportunities for students to collaborate in computer  
60.4 science and develop students' ability to provide, receive, and respond to constructive feedback  
60.5 in designing, implementing, and reviewing computational artifacts;

60.6                   (5) create and scaffold meaningful opportunities for students to discuss, read,  
60.7 and write about computer science concepts and how they integrate computer science  
60.8 practices; and

60.9                   (6) use formative assessments to provide timely, specific, and actionable  
60.10 feedback to students and to adjust instruction and develop students' ability to interpret and  
60.11 use feedback from computers, teachers, peers, and the community.

60.12                   E. Supporting reading instruction. A teacher of computer science must understand  
60.13 the content and methods for teaching reading, including:

60.14                   (1) knowledge of reading processes and instruction, including:

60.15                   (a) orthographic knowledge and morphological relationships within  
60.16 words;

60.17                   (b) the relationship between word recognition and vocabulary knowledge,  
60.18 fluency, and comprehension in understanding text and content materials;

60.19                   (c) the importance of direct and indirect vocabulary instruction that leads  
60.20 to enhanced general and domain-specific word knowledge;

60.21                   (d) the relationships between and among comprehension processes related  
60.22 to print processing abilities, motivation, reader's interest, background knowledge, cognitive  
60.23 abilities, knowledge of academic discourse, and print and digital text; and

61.1                   (e) the development of academic language and its impact on learning  
61.2 and school success; and

61.3                   (2) the ability to use a wide range of evidence-based instructional practices,  
61.4 approaches, methods, and curriculum materials to support reading instruction, including:

61.5                   (a) the appropriate applications of a variety of instructional frameworks  
61.6 that are effective in meeting the needs of readers of varying proficiency levels and linguistic  
61.7 backgrounds in secondary settings;

61.8                   (b) the ability to scaffold instruction for students who experience  
61.9 comprehension difficulties;

61.10                  (c) selection and implementation of a wide variety of before, during, and  
61.11 after reading comprehension strategies that develop reading and metacognitive abilities;

61.12                  (d) the ability to develop and implement effective vocabulary strategies  
61.13 that help students understand words including domain-specific content words;

61.14                  (e) the ability to plan instruction and select strategies that help students  
61.15 read and understand computer science texts and spur student interest in more complex  
61.16 reading materials, including:

61.17                            i. the density of ideas;

61.18                            ii. concepts that build within a chapter or across chapters;

61.19                            iii. use of equations to model life situations, asking students to create  
61.20 or restate in words or sentences the relationship between symbols and the situation being  
61.21 modeled;

61.22                            iv. text with diagrams and graphs; and

- 62.1 v. use of different representations to aid students in understanding  
62.2 the underlying computer science concept, matching each representation to the learning styles  
62.3 of different individuals; and
- 62.4 (f) model strategies for representing computer science ideas in literal,  
62.5 symbolic, graphic, and digital modes, including asking students to restate symbolic  
62.6 representations, such as numerals, equations, and graphs, in words or sentences.
- 62.7 Subp. 7. Placements for candidates completing an initial licensure program. Across  
62.8 the combination of student teaching and other field experiences, candidates completing an  
62.9 initial licensure program must have experiences teaching computer science at two levels:  
62.10 middle level (grades 5 through 8) and high school level (grades 9 through 12).
- 62.11 Subp. 8. Placements for candidates completing an additional licensure program. A  
62.12 candidate completing an additional licensure program must have experiences teaching  
62.13 computer science at two levels: middle level (grades 5 through 8) and high school level  
62.14 (grades 9 through 12). The candidate must complete a practicum teaching computer science  
62.15 in at least one of the two levels: middle level and high school level.

## Other Rule Fixes

### LIFETIME SUBSTITUTE LICENSE – Short-Call Extension

#### Overview –

The change in lifetime substitute teaching length in a single replacement is extended from 15 to 20 days to match up to short-call substitute teaching in Minn. Rules, part 8710.0327 ([8710.0327 - MN Rules Part](#) ).

[FOR LANGUAGE, SEE 8710.0326 LIFETIME SUBSTITUTE LICENSE – LINES 24.1 – 24.10 OF THE [5/12/26 RULE DRAFT](#).]

24.1 **8710.0326 LIFETIME SUBSTITUTE LICENSE.**

24.2 Subpart 1. **Purpose.** A lifetime substitute license is issued, consistent with this part,  
24.3 to a retired teacher and authorizes the license holder to ~~replace a teacher of record who is~~  
24.4 ~~on an approved leave of absence~~ serve as a substitute teacher according to part 8710.0327.

24.5 *[For text of subparts 2 and 3, see Minnesota Rules]*

24.6 Subp. 4. **Limitations.** A teacher holding a lifetime substitute license may replace the  
24.7 same teacher of record ~~on an approved leave of absence~~ or fill a vacancy for more than ~~15~~  
24.8 20 consecutive school days if the substitute teacher's previous Tier 3 or 4 license, Minnesota  
24.9 five-year standard license or its equivalent, or professional license from another state is  
24.10 aligned to the assignment.

## TEACHERS OF AMERICAN INDIAN LANGUAGE, HISTORY, AND CULTURE

Overview –

The proposed changes to streamline a Tier 3 application for teachers of American Indian language, history, and culture would include:

- Submission of a resolution that:
  - must specify the American Indian language or history and culture to be taught;
  - is prepared by the tribal government governing the tribe or community speaking the language or representing the history and culture for which licensure is requested (alternate affidavit option is eliminated);
  - attests to the applicant's competence in an American Indian language or the knowledge and understanding of an American Indian history and culture; and,
- An end to some current application requirements.

The TNEC education representatives from the 11 tribal nations in Minnesota recommended this change. PELSB is deferring to their sovereign expertise.

[FOR LANGUAGE, SEE 8710.4100 TEACHERS OF AMERICAN INDIAN LANGUAGE, HISTORY, AND CULTURE – LINES 39.8 – 40.17 OF THE [5/12/26 RULE DRAFT](#)]

39.8 **8710.4100 TEACHERS OF AMERICAN INDIAN LANGUAGE, HISTORY, AND**  
39.9 **CULTURE.**

39.10 *[For text of subparts 1 and 2, see Minnesota Rules]*

39.11 Subp. 3. **License requirements for a Tier 3 license.** An applicant for a Tier 3 license  
39.12 to teach American Indian language, history, and culture shall submit an application that:

39.13 A. specifies the American Indian language or history and culture to be taught;

39.14 and

39.15 B. ~~demonstrates that one of the following qualifications is met:~~

39.16 ~~(1) the applicant possesses competence in the American Indian language for~~  
39.17 ~~which licensure is requested;~~

39.18 ~~(2) the applicant possesses unique qualifications relative to or knowledge~~  
39.19 ~~and understanding of the American Indian history and culture for which licensure is~~  
39.20 ~~requested;~~

39.21 ~~(3) the applicant holds a bachelor's degree or academic degree approved by~~  
39.22 ~~the board;~~

39.23 ~~(4) the applicant completed a course of study approved by the board;~~



- If completing the required number of weeks of student teaching as required in Standards 11 & 12 is not feasible due to an emergency declaration by the state, an authorized strike, or other unforeseen circumstances as determined by the unit, the unit may allow the candidate to complete replacement activities or waive up to two weeks. The unit must document the emergency circumstances with the candidate's file to provide more flexibility to teacher preparation providers and align with a current Board resolution.
- This aligns with discretionary variances granted by the Board.

[FOR LANGUAGE, SEE 8705.1010 UNIT STANDARDS – LINES 1.4 – 3.20 OF THE [5/12/26 RULE DRAFT](#).]

1.4 **8705.1010 UNIT STANDARDS.**

1.5 [For text of subparts 1 and 2, see Minnesota Rules]

1.6 Subp. 3. **Standards for clinical experiences.**

1.7 [For text of items A and B, see Minnesota Rules]

1.8 C. Standard 11. For candidates seeking an initial professional license, the unit  
1.9 must:

1.10 (1) provide a minimum of 100 field experience hours prior to student teaching  
1.11 that includes:

1.12 ~~(a)~~ at least 60 field experience hours that are aligned to the scope and  
1.13 content of the licensure field sought;

1.14 ~~(b)~~ experience with students who differ in race, ethnicity, home language,  
1.15 and socioeconomic status; and

1.16 ~~(c)~~ experience with students with a range of exceptionalities, including  
1.17 students on an individualized education plan; and

1.18 (2) provide a minimum of 12 full-time weeks, or the equivalent number of  
1.19 weeks where the candidate is participating in at least 80 percent of the contracted school  
1.20 week, of face-to-face student teaching that:

1.21 [For text of units (a) to (e), see Minnesota Rules]

1.22 (f) includes a written evaluation by the supervisor that addresses the  
1.23 candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required  
1.24 professional dispositions; and

2.1                   (3) across clinical experiences, ensure candidates have a variety of placements  
2.2 that include:

2.3                   (a) experience with students who differ in race, ethnicity, home language,  
2.4 and socioeconomic status; and

2.5                   (b) experience with students with a range of exceptionalities, including  
2.6 students on an individualized education plan.

2.7                   D. Standard 12. For candidates seeking more than one professional license, the  
2.8 unit must:

2.9                   (1) provide a minimum of 100 field experience hours prior to student teaching  
2.10 that include:

2.11                   ~~(a)~~ at least 30 field experience hours that are aligned to the scope and  
2.12 content of each license and endorsement sought;

2.13                   ~~(b)~~ experience with students who differ in race, ethnicity, home language,  
2.14 and socioeconomic status; and

2.15                   ~~(c)~~ experience with students with a range of exceptionalities, including  
2.16 students on an individualized education plan; and

2.17                   (2) provide a minimum of 14 full-time weeks, or the equivalent number of  
2.18 weeks where the candidate is participating in at least 80 percent of the contracted school  
2.19 week, of face-to-face student teaching that:

2.20                   *[For text of units (a) to (e), see Minnesota Rules]*

2.21                   (f) includes a written evaluation by the supervisor that addresses the  
2.22 candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and  
2.23 the required professional dispositions; and

3.1 (3) across clinical experiences, ensure candidates have a variety of placements  
3.2 that include:

3.3 (a) experience with students who differ in race, ethnicity, home language,  
3.4 and socioeconomic status; and

3.5 (b) experience with students with a range of exceptionalities, including  
3.6 students on an individualized education plan.

3.7 [For text of items E to G, see Minnesota Rules]

3.8 [For text of subparts 4 to 7, see Minnesota Rules]

3.9 Subp. 7a. Student teaching during an emergency.

3.10 A. If completing face-to-face student teaching as required in Standard 11 and  
3.11 Standard 12 is not feasible due to an emergency declaration by the state, an authorized  
3.12 strike, or other unforeseen circumstances as determined by the unit, the unit may allow a  
3.13 candidate to complete up to two weeks of student teaching in a virtual setting. The unit must  
3.14 document replacement activities and the emergency circumstances with the candidate's file.

3.15 B. If completing the required number of weeks of student teaching as required in  
3.16 Standard 11 and Standard 12 is not feasible due to an emergency declaration by the state,  
3.17 an authorized strike, or other unforeseen circumstances as determined by the unit, the unit  
3.18 may allow the candidate to complete replacement activities or waive up to two weeks. The  
3.19 unit must document replacement activities and the emergency circumstances with the  
3.20 candidate's file.

## **REQUEST FOR INITIAL PROGRAM APPROVAL (RIPA) - Apprenticeships**

Overview –

The proposed rule adds apprenticeships as a specific program type for training teachers.

- Registered apprenticeships are a time-tested model to: recruit, train and retain a highly skilled and diverse workforce. In November 2021, the United States Department of Labor recognized teaching as an approved apprenticeship field. A Registered Teacher Apprenticeship Program (RTAP) offers an innovative new pathway for individuals to complete a teacher preparation program while being

employed by a school district, charter school, Tribally Controlled School, or service cooperative to earn their Minnesota teaching license.

- Minnesota Registered Teacher Apprenticeship Programs are designed to build a diverse and qualified teaching workforce that contributes to ensuring every child receives a quality education. At the center of RTAPs is a commitment to provide equitable opportunities for teacher apprentices, particularly those from underrepresented communities, to enter the teaching profession. Under the RTAP model, teacher apprentices will “earn while they learn”, integrating coursework with on-the-job training to gain practical classroom skills.
- See [Registered Teacher Apprenticeship Program](#) for a detailed explanation.

[FOR LANGUAGE, SEE 8705.2100 REQUEST FOR INITIAL PROGRAM APPROVAL – LINES 3.21 – 4.21 OF THE 5/12/26 RULE DRAFT.]

3.21 **8705.2100 REQUEST FOR INITIAL PROGRAM APPROVAL (RIPA).**

3.22 *[For text of subpart 1, see Minnesota Rules]*

3.23 Subp. 2. **Request for initial program approval (RIPA).** The request for initial

3.24 program approval (RIPA) must be submitted according to the procedures in this subpart.

4.1 [For text of items A to C, see Minnesota Rules]

4.2 D. Program applications must include all requirements in subitems (1) to (6).

4.3 [For text of subitems (1) to (4), see Minnesota Rules]

4.4 (5) The application must provide evidence of its program type. A program  
4.5 can have more than one program type. Program types include:

4.6 [For text of units (a) to (h), see Minnesota Rules]

4.7 (i) "Apprenticeship," defined as a program offered in partnership between  
4.8 the employing school or district and the sponsor to provide on-the-job learning and teaching  
4.9 experiences through co-teaching, mentorship, and related technical instruction (learning  
4.10 opportunities and assessments).

4.11 i. The apprenticeship program must ensure each apprentice  
4.12 (candidate) is placed with a journey worker (cooperating teacher) and teaching experiences  
4.13 and wages scaffold over time.

4.14 ii. The apprenticeship program must ensure that each journey worker  
4.15 (cooperating teacher) serves as the teacher of record and receives ongoing professional  
4.16 development in co-teaching, mentoring, and coaching skills.

4.17 iii. The apprentice receives a wage during the course of the program.

4.18 iv. To become a registered apprenticeship program, the program  
4.19 must be approved by the Minnesota Department of Labor and Industries.

4.20 [For text of subitem (6), see Minnesota Rules]

4.21 [For text of subparts 3 and 4, see Minnesota Rules]

## PROGRAM EFFECTIVENESS REPORT FOR CONTINUING APPROVAL (PERCA) – Technical Changes

Overview –

There are a few technical changes regarding the Program Effectiveness Report for Continuing Approval (PERCA):

- The elimination of state required examinations makes the threshold statement regarding examinations unnecessary [Minn. Stat. 122A.185, subd. 1 - [Sec. 122A.185 MN Statutes](#)].
- Extending notifications to candidates planning to enroll in a formerly approved program is necessary for reasonable communication with affected parties.
- Eliminating the need to post status of approval and identified focus areas allows for streamlined work between the board and the program. Board actions are still posted to the public on the PELSB website.
- The change to three years of continuing approval is technical, since three years is stated earlier in the paragraph. As currently written, it conflicts with the duration of continuing approval.

[FOR LANGUAGE, SEE 8705.2200 PROGRAM EFFECTIVENESS REPORT FOR CONTINUING APPROVAL (PERCA)  
– LINES 5.1 – 6.7 OF THE [5/12/26 RULE DRAFT](#).]

5.1 **8705.2200 PROGRAM EFFECTIVENESS REPORT FOR CONTINUING**  
5.2 **APPROVAL (PERCA).**

5.3 *[For text of subparts 1 to 3, see Minnesota Rules]*

5.4 Subp. 3a. **Board determinations.** Based on the findings of the PERCA submission  
5.5 and recommendations of the PRP or board staff, the board must make one of the program  
5.6 approval decisions in items A to D.

5.7 *[For text of item A, see Minnesota Rules]*

5.8 B. The board must grant continuing approval with focus areas for three years  
5.9 when the program report revealed that one or more standards, rules, or candidate performance  
5.10 measures were not in compliance with board criteria, ~~including when less than 70 percent~~  
5.11 ~~of candidates meet board-adopted thresholds on state-required examinations and~~  
5.12 ~~board-adopted performance assessments.~~ Continuing program approval status is granted  
5.13 with board-identified areas of focus for continuous improvement. The continuous  
5.14 improvement portion of the PERCA report must include evidence of progress in the identified  
5.15 focus areas in the subsequent reporting cycle. ~~The board must make the status of approval~~  
5.16 ~~with continuous improvement focus and the identified focus areas publicly available on the~~  
5.17 ~~board's website.~~ Based on evidence of progress specific to the focus areas, the board may  
5.18 grant an additional ~~two~~ three years of continuing approval with continuous improvement  
5.19 focus.

5.20 C. The board must place a program on probation for up to two years when the  
5.21 program does not demonstrate acceptable progress on focused continuous improvement  
5.22 plans. Probationary status authorizes the program to continue with one year to demonstrate  
5.23 progress on identified unmet standards, rules, or candidate performance measures. During  
5.24 the first year a program is on probation, the board must identify the program as "at risk of  
5.25 low performing" in the state Title II report card. After one year, and based on a written  
5.26 progress report, the board may grant a second one-year extension of the probationary status

6.1 prior to discontinuing the identified program. Candidates enrolled or planning to enroll in  
6.2 a formerly approved program that is placed on probationary status must be notified of the  
6.3 program's status. Probationary status may result in federal reporting or financial aid  
6.4 implications or may impact other accreditations. During the second year a program is on  
6.5 probation, the board must identify the program as "low performing" in the state Title II  
6.6 report card.

6.7 *[For text of item D, see Minnesota Rules]*

6.8 Subp. 4. [Repealed, 45 SR 1159]

### **BOARD ACTIONS, DISCRETIONARY VARIANCES, AND APPEALS – Technical Change**

#### Overview –

This is a technical change that if violations are resolved, and if there are no other areas of focus for the program, then PELSB will change a teacher preparation program’s status to continuing approval.

[FOR LANGUAGE, SEE 8705.2600 BOARD ACTIONS, DISCRETIONARY VARIANCES, AND APPEALS – LINES 6.9 – 6.20 OF THE [5/12/26 RULE DRAFT](#).]

6.9 **8705.2600 BOARD ACTIONS, DISCRETIONARY VARIANCES, AND APPEALS.**

6.10 *[For text of subparts 1 to 5, see Minnesota Rules]*

6.11 Subp. 6. **Interim reports.**

6.12 *[For text of item A, see Minnesota Rules]*

6.13 B. Upon receipt of the interim report, the board must take one or more of the  
6.14 following actions:

6.15 (1) notify the unit in writing that sufficient evidence has been submitted to  
6.16 determine that the violations identified in the interim report are "Met" and, if there are no  
6.17 other areas of focus for the unit or program, change the status of the unit or program approval,  
6.18 whichever is applicable, to continuing approval;

6.19 *[For text of subitems (2) to (7), see Minnesota Rules]*

6.20 *[For text of item C, see Minnesota Rules]*

## DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES - Technical Changes

Overview –

PELSB is proposing a technical change to delineate the term “professional license” to include Tier 3 & 4 licenses, a 5-year professional license, or an out-of-state professional license. The change will formalize the definition.

PELSB is also proposing a technical change to calculate years of teaching experience for a teacher. The change will unify the definition throughout the licensure rule.

[FOR LANGUAGE, SEE 8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES – LINES 10.10 – 10.12 OF THE [5/12/26 RULE DRAFT](#)]

[FOR LANGUAGE, SEE 8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES – LINES 11.23 – 12.2 OF THE [5/12/26 RULE DRAFT](#)]

- 11.23        Subp. 1a. Calculating years of experience. For purposes of calculating years of  
11.24 experience under this chapter, a year of experience requires being a teacher of record for at  
11.25 least 90 student contact days. Days devoted to parent-teacher conferences, teachers'  
11.26 workshops, and other staff development opportunities and days on which a teacher is absent  
  
12.1        from school must not be included in determining the number of student contact days on  
12.2        which a teacher performs services.

## TIER 1 LICENSE – Technical Change

Overview –

For additional renewals of a Tier 1 license, a hiring district must still show that the licensure area has teacher shortages, economic development region shortages, or teachers that reflect the racial or ethnic diversity of students in the region. The proposed technical change would de-link this determination from the biennial supply and demand report. This would allow hiring districts more avenues and more timely avenues to make the determination.

[FOR LANGUAGE, SEE 8710.0311 TIER 1 LICENSE – LINES 14.11 – 15.4 OF THE [5/12/26 RULE DRAFT](#)]

14.11 Subp. 6. **Additional renewals.** To renew a Tier 1 license more than three times, the  
14.12 applicant must initiate the renewal application process, and the hiring district must meet  
14.13 the requirements of this subpart.

14.14 *[For text of items A and B, see Minnesota Rules]*

14.15 C. The hiring district must show one of the following:

14.16 *[For text of subitem (1), see Minnesota Rules]*

14.17 (2) the Tier 1 teacher is teaching in a licensure area, including licensure field  
14.18 shortages, economic development region shortages, and regions where there is a shortage  
14.19 of licensed teachers who reflect the racial or ethnic diversity of students in the region ~~as~~  
14.20 ~~identified in the biennial supply and demand report under Minnesota Statutes, section~~  
14.21 ~~127A.05, subdivision 6.~~

14.22 If the hiring district cannot meet the requirements of item C, the district must provide within  
14.23 the renewal application good cause justification for why the applicant should receive

15.1 additional Tier 1 renewals pursuant to part 8710.0310, subpart 1, item ~~H~~ J. The renewal  
15.2 application is reviewed pursuant to Minnesota Statutes, section 122A.181, subdivision 3.

15.3 The board must issue or deny the renewal no later than 60 days after receiving the renewal  
15.4 application.

## **TIER 2 LICENSE – Clear statement of pedagogy requirements**

This is a technical change to reiterate that the standards of effective practice must be met before renewing a Tier 2 license.

[FOR LANGUAGE, SEE 8710.0312 TIER 2 LICENSE – LINES 16.9 – 17.18 OF THE [5/12/26 RULE DRAFT](#)]

16.9 Subp. 4. **First renewal.** To renew a Tier 2 license for the first time, the applicant must  
16.10 initiate the renewal application process, and the requirements of this subpart must be met.

16.11 A. The hiring district must show the applicant participated in:

16.12 (1) professional development in:

16.13 ~~(1) (a) cultural competency training; and~~

16.14 (b) American Indian history and culture (initial training);

16.15 (c) suicide prevention; and

16.16 (d) mental illness; and

16.17 (2) a mentorship program and an evaluation aligned to the district's teacher  
16.18 development and evaluation model under Minnesota Statutes, section 122A.40, subdivision  
16.19 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another  
16.20 identified district-aligned evaluation.

16.21 B. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher  
16.22 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~  
16.23 ~~provider,~~ has been made toward completion of the program. If no meaningful progress has

17.1 been made, the board must deem the applicant not to be enrolled in a teacher preparation  
17.2 program unless the applicant provides justification to the board for failing to make meaningful  
17.3 progress.

17.4 C. If the applicant holds a Tier 2 license based on holding a master's degree aligned  
17.5 to the licensure field, the district must certify that the applicant has completed professional  
17.6 development aligned to the standards of effective practice under part 8710.2000.

17.7 Subp. 5. **Second and third renewals.** To renew a Tier 2 license for the second or  
17.8 third time, the applicant must initiate the renewal application process, and the requirements  
17.9 of this subpart must be met.

17.10 A. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher  
17.11 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~  
17.12 ~~provider,~~ has been made toward completion of the program. If no meaningful progress has  
17.13 been made, the board must deem the applicant not to be enrolled in a teacher preparation  
17.14 program unless the applicant provides justification to the board for failing to make meaningful  
17.15 progress.

17.16 B. If the applicant holds a Tier 2 license based on holding a master's degree aligned  
17.17 to the licensure field, the district must certify that the applicant has completed professional  
17.18 development aligned to the standards of effective practice under part 8710.2000.

#### **TIER 4 LICENSE – Experience from any state**

This is a technical change to allow the license holder to show three years of experience in any state and not just Minnesota. This incorporates 2023 legislation [Minn. Statute 122A.184 Subdivision 1 (2) - [Sec. 122A.184 MN Statutes](#)].

[FOR LANGUAGE, SEE 8710.0314 TIER 4 LICENSE – LINES 20.1 – 20.6 OF THE [5/12/26 RULE DRAFT](#)]

20.1 **8710.0314 TIER 4 LICENSE.**

20.2 Subpart 1. **Purpose.** A Tier 4 license authorizes the license holder, consistent with  
20.3 this part, to teach in the field and scope aligned to the license holder's preparation. A Tier  
20.4 4 license indicates the license holder has had at least three years of experience in Minnesota  
20.5 within the field and scope of licensure and completed the professional development  
20.6 requirements mandated by statute.

**TIER 4 LICENSE – Showing completion of teacher preparation program**

This is a technical change to allow an applicant to show teacher preparation by additional methods of portfolio or National Board of Professional Standards Certification. These methods already exist; this just formalizes them.

[FOR LANGUAGE, SEE 8710.0314 TIER 4 LICENSE – LINES 21.3 – 21.16 OF THE [5/12/26 RULE DRAFT](#)]

21.3 B. The applicant must ~~have completed~~ show one of the following:

21.4 (1) completion of a board-approved teacher preparation program aligned to  
21.5 the licensure area sought. The board must accept certifications for related services  
21.6 professionals under parts 8710.6000 to 8710.6400 in lieu of completion of a board-approved  
21.7 teacher preparation program; or

21.8 (2) completion of a preparation program approved in another state aligned  
21.9 to the licensure area sought that included field-specific student teaching equivalent to  
21.10 field-specific student teaching in Minnesota-approved teacher preparation programs. The  
21.11 applicant is exempt from field-specific student teaching if the applicant has at least two  
21.12 years of field-specific experience teaching as the teacher of record;

21.13 (3) a recommendation for licensure via portfolio aligned to the licensure area  
21.14 sought; or

21.15 (4) National Board of Professional Standards Certification aligned to the  
21.16 licensure area sought.

**TIER 4 LICENSE – Exam exemptions**

This is a technical change to show that exam exemptions are under a particular section of the rules (MN Rules 8710.0500 - [8710.0500 - MN Rules Part](#)) and not under a general “board-approved” exemption.

[FOR LANGUAGE, SEE 8710.0314 TIER 4 LICENSE – LINES 21.17 – 21.20 OF THE [5/12/26 RULE DRAFT](#)]

21.17 C. The applicant must obtain passing scores on ~~the board-approved~~ pedagogy and  
21.18 content examinations aligned to the licensure area sought, unless the applicant is exempt  
21.19 under part 8710.0500. Any licensure area that does not have a board-approved content  
21.20 ~~examination is exempt from the content examination requirement.~~

### **CROSS-CURRICULAR DELIVERY PERMISSION – Generalized permission**

This is a technical change to simplify the permission necessary to extend it.

[FOR LANGUAGE, SEE 8710.0321 CROSS-CURRICULAR DELIVERY PERMISSION – LINES 23.12 – 23.21 OF THE [5/12/26 RULE DRAFT](#)]

23.12 **8710.0321 CROSS-CURRICULAR DELIVERY PERMISSION.**

23.13 *[For text of subparts 1 to 2a, see Minnesota Rules]*

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

23.19 A. ~~in a summer school program; or~~

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

23.21 *[For text of subpart 4, see Minnesota Rules]*

### **EXAMINATIONS FOR TEACHER LICENSES – Exam exemptions; Approved providers**

This is a technical change that approved providers can attest to completion of licensure requirements without showing exam completion. This is part of the exam exemptions from Minnesota 2023 legislation. MN Statutes 122A.185, Subd. 1a was repealed in 2023, meaning that completers of teacher preparation programs are no longer required to complete testing requirements ([Sec. 122A.185 MN Statutes](#)).

Additionally, the legislature expanded who can attest that license requirements have been met for a teacher applicant. “An approved provider” replaces “Minnesota colleges and universities.” Based on Minnesota Rules 8705.1010 ([8705.1010 - MN Rules Part](#)), 8705.1100 ([8705.1100 - MN Rules Part](#)), and Minnesota Statutes 122A.2451 ([Sec. 122A.2451 MN Statutes](#)), teacher preparation programs may be based in an Institution of Higher Education, school district, charter school, or education non-profit. The updated language reflects this change in eligibility for being a teacher preparation provider. The rule language is updated to include all entities that can be a teacher preparation provider.

[FOR LANGUAGE, SEE 8710.0500 EXAMINATIONS FOR TEACHER LICENSES – LINES 30.6 – 30.12 OF THE [5/12/26 RULE DRAFT](#)]

30.6 **8710.0500 EXAMINATIONS FOR TEACHER LICENSES.**

30.7 *[For text of subparts 1 to 4, see Minnesota Rules]*

30.8 Subp. 5. **Licensure recommendation.** In recommending candidates for licensure,  
30.9 ~~Minnesota colleges and universities~~ an approved provider selected under subpart 2 shall  
30.10 attest that license requirements have been met, ~~including successful completion of all~~  
30.11 ~~examinations required under this part.~~

30.12 *[For text of subparts 6 to 13, see Minnesota Rules]*

**CODE OF ETHICS FOR MINNESOTA TEACHERS – Elimination of restatement of statute; elimination of one-year limit on record-keeping**

This is a technical change to eliminate the restatement of the Minnesota Statutes, section 214.10 ([Sec. 214.10 MN Statutes](#)). Instead, the rule will simply cite the statute. In this way, the rule will stay current with any future changes to the statute.

Another technical change allows the board to extend the one-year limit to keep letters of censure on file. This allows the board to comply with the Minnesota Government Data Practices Act ([Ch. 13 MN Statutes](#)), and to match the needs of record-keeping.

[FOR LANGUAGE, SEE 8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS – LINES 30.13 – 33.10 OF THE [5/12/26 RULE DRAFT](#)]

30.13 **8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS.**

30.14 *[For text of subparts 1 and 2, see Minnesota Rules]*

30.15 Subp. 3. **Statutory Enforcement of code: complaints, investigation, and hearing.**

30.16 ~~A. The Enforcement of the provisions of the code of ethics for Minnesota teachers~~  
30.17 ~~shall must be in accord with Minnesota Statutes, section 214.10.~~

30.18 ~~"Minnesota Statutes, section 214.10, complaints; investigation and hearing.~~

30.19 ~~Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or~~  
30.20 ~~any other person who performs services for the board who receives a complaint or other~~  
30.21 ~~communication, whether oral or written, which complaint or communication alleges or~~  
30.22 ~~implies a violation of a statute or rule which the board is empowered to enforce, shall~~  
30.23 ~~promptly forward the substance of the communication on a form prepared by the attorney~~  
30.24 ~~general to the designee of the attorney general responsible for providing legal services to~~

31.1 the board. Before proceeding further with the communication, the designee of the attorney  
31.2 general may require the complaining party to state the complaint in writing on a form  
31.3 prepared by the attorney general. Complaints which relate to matters within the jurisdiction  
31.4 of another governmental agency shall be forwarded to that agency by the executive secretary.  
31.5 An officer of that agency shall advise the executive secretary of the disposition of that  
31.6 complaint. A complaint received by another agency which relates to a statute or rule which  
31.7 a licensing board is empowered to enforce shall be forwarded to the executive secretary of  
31.8 the board to be processed in accordance with this section.

31.9 Subd. 2. Investigation and hearing. The designee of the attorney general providing legal  
31.10 services to a board shall evaluate the communications forwarded by the board or its members  
31.11 or staff. If the communication alleges a violation of statute or rule which the board is to  
31.12 enforce, the designee is empowered to investigate the facts alleged in the communication.  
31.13 In the process of evaluation and investigation, the designee shall consult with or seek the  
31.14 assistance of the executive secretary or, if the board determines, a member of the board who  
31.15 has been designated by the board to assist the designee. The designee may also consult with  
31.16 or seek the assistance of any other qualified persons who are not members of the board who  
31.17 the designee believes will materially aid in the process of evaluation or investigation. The  
31.18 executive secretary or the consulted board member may attempt to correct improper activities  
31.19 and redress grievances through education, conference, conciliation, and persuasion, and in  
31.20 these attempts may be assisted by the designee of the attorney general. If the attempts at  
31.21 correction or redress do not produce satisfactory results in the opinion of the executive  
31.22 secretary or the consulted board member, or if after investigation the designee providing  
31.23 legal services to the board, the executive secretary or the consulted board member believes  
31.24 that the communication and the investigation suggest illegal or unauthorized activities  
31.25 warranting board action, the designee shall inform the executive secretary of the board who  
31.26 shall schedule a disciplinary hearing in accordance with Minnesota Statutes, chapter 14.  
31.27 Before the holding of a disciplinary hearing may be directed, the designee or executive

32.1 secretary shall have considered the recommendations of the consulted board member. Before  
32.2 scheduling a disciplinary hearing, the executive secretary must have received a verified  
32.3 written complaint from the complaining party. A board member who was consulted during  
32.4 the course of an investigation may participate at the hearing but may not vote on any matter  
32.5 pertaining to the case. The executive secretary of the board shall promptly inform the  
32.6 complaining party of the final disposition of the complaint. Nothing in this section shall  
32.7 preclude the board from scheduling, on its own motion, a disciplinary hearing based upon  
32.8 the findings or report of the board's executive secretary, a board member or the designee of  
32.9 the attorney general assigned to the board. Nothing in this section shall preclude a member  
32.10 of the board or its executive secretary from initiating a complaint.

32.11 Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful  
32.12 regulation activities, a board may issue subpoenas and compel the attendance of witnesses  
32.13 and the production of all necessary papers, books, records, documents, and other evidentiary  
32.14 material. Any person failing or refusing to appear or testify regarding any matter about  
32.15 which the person may be lawfully questioned or produce any papers, books, records,  
32.16 documents, or other evidentiary materials in the matter to be heard, after having been required  
32.17 by order to the board or by a subpoena of the board to do so may, upon application to the  
32.18 district court in any district, be ordered to comply therewith. The chair of the board acting  
32.19 on behalf of the board may issue subpoenas and any board member may administer oaths  
32.20 to witnesses, or take their affirmation. Depositions may be taken within or without the state  
32.21 in the manner provided by law for the taking of depositions in civil actions. A subpoena or  
32.22 other process or paper may be served upon any person named therein, anywhere within the  
32.23 state by any officer authorized to serve subpoenas or other process or paper in civil actions,  
32.24 with the same fees and mileage and in the same manner as prescribed by law for service of  
32.25 process issued out of the district court of this state. Fees and mileage and other costs shall  
32.26 be paid as the board directs."

32.27 *[For text of subpart 4, see Minnesota Rules]*

33.1 Subp. 5. **Enforcement procedures.** The Professional Educator Licensing and Standards  
33.2 Board may impose one or more of the following penalties when it has found a violation of  
33.3 the code of ethics. These actions shall be taken only after all previous efforts at remediation  
33.4 have been exhausted.

33.5 *[For text of item A, see Minnesota Rules]*

33.6 B. A letter of censure from the board may be sent to the person determined to be  
33.7 in violation of the standards of the code of ethics. A copy of the letter shall be filed with  
33.8 the board. ~~Such letters shall be kept on file for a period of time not to exceed one calendar~~  
33.9 ~~year.~~

33.10 *[For text of items C to E, see Minnesota Rules]*

## LOCAL COMMITTEE OF PROVIDERS

Overview –

This is a technical change. The language below is updated to include all entities that can be a teacher preparation provider. Approved providers may combine to form committees to verify and grant clock hours for teacher licensure.

Based on Minnesota Rules 8705.1010 [[8705.1010 - MN Rules Part](#)], 8705.1100 [[8705.1100 - MN Rules Part](#)], and Minnesota Statutes 122A.2451 [[Sec. 122A.2451 MN Statutes](#)], teacher preparation programs may be based in an institution of higher education, school district, charter school, or education non-profit. The updated language reflects this change in eligibility for being a teacher preparation provider.

[FOR LANGUAGE, SEE 8710.7500 LOCAL COMMITTEE OF COLLEGE OR PROVIDERS – LINES 65.12 – 65.18 OF THE [5/12/26 RULE DRAFT](#)]

65.12 ~~8710.7500 LOCAL COMMITTEE OF COLLEGE OR UNIVERSITY PROVIDERS.~~

65.13 ~~A college or university provider~~ approved to prepare teachers for licensure in education  
65.14 may form a local committee or combine with other ~~approved colleges or universities~~  
65.15 ~~providers~~ to form joint committees. Licensed ~~personnel~~ teachers serving as teacher educators  
65.16 in approved ~~colleges or universities~~ programs may affiliate with a local committee established  
65.17 in a local school district or nonpublic school. Duties of the committee and criteria for granting  
65.18 clock hours ~~shall be~~ are identical to those for committees of public school districts.

### DEAFBLIND/DEAFBLINDNESS – revised terms

This is a technical change. The term “deaf-blind” is changed to “deafblind” and the term “deaf-blindness” is changed to “deafblindness” throughout the rule. This incorporates modern term usage.

[FOR LANGUAGE, SEE LINES 65.19 – 65.21 OF THE [5/12/26 RULE DRAFT](#)]

- 65.19 **TERM CHANGE.** In Minnesota Rules, parts 8710.5050 to 8710.5200, the term "deaf-blind"  
65.20 is changed to "deafblind" and the term "deaf-blindness" is changed to "deafblindness"  
65.21 wherever the terms appear.

### FULL LISTING OF RULE REFERENCES TO TEACHER LICENSES

This is a technical change to add Career Pathways Teachers to the list of teacher licenses covered in unit standards, requests for initial program approval, and portfolio review. This was an unintended omission in the current rules.

[FOR LANGUAGE, SEE LINES 65.22 – 65.24 OF THE [5/12/26 RULE DRAFT](#)]

- 65.22 **INSTRUCTION TO REVISOR.** In Minnesota Rules, parts 8705.1010, 8705.2100, and  
65.23 8710.0330, the reference to part 8710.8080 is changed to part 8710.9010 wherever the  
65.24 reference appears.

### RENUMBERING INSTRUCTIONS AND REPEALER

These are technical changes to change the numbering in the portfolio portion of the proposed rule and in the Early Childhood Education portion of the rule.

[FOR LANGUAGE, SEE LINES 66.1 – 66.7 OF THE [5/12/26 RULE DRAFT](#)]

66.1 **RENUMBERING INSTRUCTION.** In Minnesota Rules, part 8710.0330, the subparts  
66.2 listed in column A are renumbered as the subparts listed in column B.

66.3	<u>Column A</u>	<u>Column B</u>
66.4	<u>Subpart 3</u>	<u>Subpart 13</u>
66.5	<u>Subpart 6</u>	<u>Subpart 14</u>

66.6 **REPEALER.** Minnesota Rules, parts 8710.0330, subparts 2, 4, and 5; and 8710.3000,  
66.7 subparts 3 and 3a, are repealed.

## EFFECTIVE DATES

This is a technical change to list the effective dates of the proposed rules. Changes to current licensure areas (Early Childhood Education & Preprimary Endorsement licenses) need additional lead time for the teacher preparation providers to enact the revised rule. Conversely, new licensure areas do not need an extended effective date because PELSB has set-up processes determined in requests for initial program approval under Minnesota Rule 8705.2100 [[8705.2100 - MN Rules Part](#)].

Legislative and technical changes do not need an extended effective date because they are already mandated by legislation or quickly implementable.

[FOR LANGUAGE, SEE LINES 66.8 – 66.10 OF THE [5/12/26 RULE DRAFT](#)]

66.8 **EFFECTIVE DATE.** The amendments to Minnesota Rules, parts 8710.3000 and 8710.3350,  
66.9 are effective July 1, 2030. The remaining amendments and the repealer are effective five  
66.10 working days after publication of the notice of adoption in the State Register.

## 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

Exhibit B: Board resolution authorizing rulemaking

Exhibit C: The proposed rules, with the Revisor’s certificate of approval

Exhibit D: The Statement of Need and Reasonableness (SONAR)

Exhibit E: The Notice of Intent to Adopt Rules (Dual Notice), as sent and published in the State Register

Exhibit F: Not applicable (Chief Judge authorization to omit rule published in State Register)

Exhibit G: Certificate of Mailing the Notice of Intent to Adopt Rules and the Certificate of Accuracy of the Mailing List

Exhibit H: Certificate of Additional Notice

Exhibit I: Certificate of Mailing the SONAR to the Legislative Reference Library and a copy of the transmittal letter showing that the Board sent the SONAR to the Legislative Reference Library

Exhibit J: All written comments and submissions on the proposed rules that the Board received during the comment period.

Exhibit K: Notice of withdrawal of hearing request (if applicable)

Exhibit L: A copy of the adopted rules

Exhibit M: Notice that Board adopted substantially different rule (if applicable)

Exhibit N: The unsigned Order Adopting Rules that complies with the requirements in part 1400.2090.

Exhibit O: A notice of submission of rules to the Court of Administrative Hearings and a copy of a transmittal letter or certificate of mailing the notice of submission of rules to the Court of Administrative Hearings (if applicable)

Exhibit P: Any other document or evidence to show compliance with any other law or rule that the Board is required to follow in adopting these rules. These are:

Exhibit P.1.: The Certificate of Sending Notice to Legislators per Minnesota Statutes, section 14.116 and a copy of the transmittal letter.

Exhibit P.2.: A copy of the memorandum from the Department of Management and Budget, evaluating the fiscal impact and benefits of the proposed rule changes on local governments.

Exhibit P.3.: The certificate showing compliance with Minnesota Statutes, section 14.111, regarding farming operations. (This requirement was addressed in the SONAR.)

Exhibit P.4: The compliance cost determination required by Minnesota Statutes, section 14.127. (This requirement was addressed in the SONAR.)

Exhibit P.5: The analysis and determination about whether local ordinance adoption is required and effective date required by Minnesota Statutes, section 14.128. (This requirement was addressed in the SONAR.)

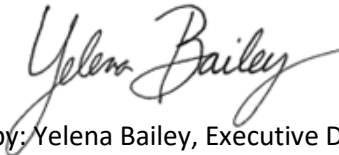
Exhibit P.6: Other Minnesota Statutes that apply only to some rulemakings. (None known. All requirements were addressed in the SONAR.)

Exhibit P.7: The Board's response to the written comments and submissions on the proposed rules that the Board received during the comment period.



**CONCLUSION**

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



Date: 05/29/2026

Signed by: Yelena Bailey, Executive Director

# APPENDIX I: TIERED LICENSURE INFOGRAPHIC

Licensure Infographic Update 2024 (Source: PELSb)



## EDUCATOR LICENSURE

Effective July 1, 2024

[mn.gov/pelsb](http://mn.gov/pelsb)  
[pelsb@state.mn.us](mailto:pelsb@state.mn.us)  
 651-539-4200

**TIER 1**

Bachelor's Degree

or falls under exemption from Bachelor's Degree

1 YEAR JOB OFFER 3 RENEWALS

**Special Education:**  
 A teacher is limited to a total of 3 years on a Tier 1 license in any special education licensure field

**TIER 2**

Bachelor's Degree

or falls under exemption from Bachelor's Degree

and

**ONE of the following:**

- Enrolled in a teacher preparation program in Minnesota\*
- Master's Degree\*
- Completed a teacher preparation program\* but does not yet meet requirements for a Tier 3 or Tier 4 license

2 YEARS JOB OFFER 3 RENEWALS

**TIER 3**

Bachelor's Degree

or falls under exemption from Bachelor's Degree

and

Pass applicable licensure exams

or falls under exemption from licensure exams

and

**ONE of the following:**

- Completed a teacher preparation program in Minnesota\*
- Completed a teacher preparation program in another state\* and either:
  - (A) Equivalent student teaching or
  - (B) Two years of teaching experience
- Licensure via Portfolio\*
- 3 years of teaching experience in licensure field with a Tier 2 license
- Professional teaching license from another state\* and two years of teaching experience\*

3 YEARS TEACHER APPLIES UNLIMITED RENEWALS

**TIER 4**

Bachelor's Degree

or falls under exemption from Bachelor's Degree

and

Pass applicable licensure exams

or falls under exemption from licensure exams

and

3 years of teaching experience\*

and

**ONE of the following:**

- Completed a teacher preparation program in Minnesota\*
- Completed a teacher preparation program in another state\* and either:
  - (A) Equivalent student teaching or
  - (B) Two years of teaching experience
- Licensure via Portfolio\*
- National Board Certification\*

5 YEARS TEACHER APPLIES UNLIMITED RENEWALS

**EXEMPTIONS FROM BACHELOR'S DEGREE:**

- Career and Technical Education & Career Pathways: Hold an Associate's degree\*, professional certification\*, or 5 years of relevant work experience\*
- Dance, Theater, Visual Arts, & Music: 5 years of relevant work experience\*
- World Language & Culture: Native speaker of language

**EXEMPTIONS FROM LICENSURE EXAMS:**

- Completed a teacher preparation program in Minnesota
- Completed a teacher preparation program in another state and passed applicable exams
- Recommended for licensure via portfolio
- Holds National Board Certification

**Note:** \* indicates that experience must be aligned to licensure field sought

Last updated July 24, 2024