

Revisions to the rule draft dated 12/16/21

Adopted by the Professional Educator Licensing and Standards Board on July 29, 2022

Line	Edit
3.3	... teacher in a home-school setting, <u>teacher in a private early childhood program, or as an instructor of post-secondary students outside the E-12 setting.</u>
8.12	Subp. 5. Restrictions and Expansions.
8.14	<i>Instructions: Reinstate item B and make a revision (in red)</i> Applicants with content training and <u>or</u> experience within two grade levels of a currently approved Minnesota licensure scope must be granted the full scope of the Minnesota license. <u>C. Upon request and at the time of application or renewal, a teacher who holds a Tier 3 license that is restricted or limited in scope ...</u>
10.10	<i>Instructions: Reinstate item B and make a revision (in red):</i> Applicants with content training and <u>or</u> experience within two grade levels of a currently approved Minnesota licensure scope must be granted the full scope of the Minnesota license. <u>C. Upon request and at the time of application or renewal, a teacher who holds a Tier 4 license that is restricted or limited in scope ...</u>
11.17	<u>(5) the district will provide professional development, mentorship, or and other supports for the applicant in any content area assigned to an out-of-field permission; and</u>
13.5	<u>B. the district will provide professional development, mentorship, or and other supports for the applicant in any content area assigned to an out-of-field permission; and</u>
18.13	<u>Subpart 1. Term for a short-call substitute. An individual may serve as a short-call substitute for the same teacher of record or fill a vacancy for no more than 20 consecutive school days. Subp. 2. Short-call substitute teaching. An individual is authorized to replace a teacher of record and serve as a short-call substitute when: ...</u>
20.16	[For text of items A to <u>B C</u> , see Minnesota Rules] <u>C. Applications to add a licensure area to a current Tier 3 or 4 license must include a content portfolio that shows the applicant meets the content standards aligned to the licensure area sought under parts 8710.3000 to 8710.5850 and 8710.8000. <u>Applications to add a licensure area to an existing Tier 3 license or Tier 4 license must also include a pedagogy portfolio pursuant to item (B)(4) when the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial license. Applications to add a licensure area in special education or career and technical education to an existing Tier 3 license or Tier 4 license must also include a core skills portfolio pursuant to item (B)(2) or (B)(3) if the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial license in a special education area or career and technical education area respectively.</u></u>

Line	Edit
21.7	If the applicant may submit one submits the revised pedagogy portfolio, which within one year <u>two years</u> from the date the portfolio is not approved, one member of the panel of educators must be recommended review the revised portfolio and recommend it for approval or disapproval by one member of the panel of educators within 60 days of receiving the revised submission. If the applicant resubmits a revised portfolio after one year <u>two years</u> from the date the portfolio is not approved, the portfolio <u>may be reviewed in full under new pedagogical standards will be considered a new submission.</u>
21.17	If the applicant may submit one submits the revised content portfolio, which within one year <u>two years</u> from the date the portfolio is not approved, one of the content reviewers <u>a content reviewer</u> must be recommended review the revised portfolio and recommend it for approval or disapproval by one of the content reviewers within 60 days of receiving the revised submission. <u>If the applicant resubmits a revised portfolio after</u> one year <u>two years</u> from the date the portfolio is not approved, the portfolio <u>may be reviewed in full under new content standards will be considered a new submission.</u>
38.4	The teacher understands <u>the importance of that</u> relationship-based, culturally affirming, and proactive approaches to behavior <u>and implements these approaches are more likely in order to lead to improved</u> improve student outcomes <u>than and reduce</u> exclusionary practices.
41.4	The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, <u>including those who are</u> developing literacy skills.
41.14	The teacher encourages <u>and knows how to nurture</u> critical thinking about culture and race and includes <u>multiple perspectives and</u> missing narratives to from the dominant culture in the curriculum.
42.13	After "class," add "disability, religion"
42.24	Delete: The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities. Replace with: <u>The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.</u>
46.5	<i>Instructions: Remove subpart 2d from draft</i>
51.15	<i>Instructions: Remove subpart 2d from draft</i>
62.18	(3) the applicant holds the minimum of a bachelor's degree from a college or university located in the United States that is regionally accredited by the Higher Learning Commission or by the regional association for accreditation of colleges and secondary schools, as verified by a college transcript; (4) the applicant holds an <u>or</u> academic degree approved by the board;
66.1	<i>Instructions: Remove subpart 2d from draft</i>
73.23	<u>Subp. 3b. Placements for candidates completing an additional licensure program. Candidates</u> <u>A candidate</u> completing an additional licensure program must have experiences teaching <u>health</u> at both the middle level (grades 5 through 8) and high school level (grades 9 through 12). <u>The candidate must complete a practicum teaching health in at least one of the levels – middle level (grades 5 through 8) or high school level (grades 9 through 12).</u>
75.8	<i>Instructions: Remove subpart 2d from draft</i>

Line	Edit
81.1	Subp. 3b. Placements for candidates completing an additional licensure program. Candidates <u>A candidate</u> completing an additional licensure program must have experiences teaching physical education at three levels: prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level (grades 9 through 12). The candidate must complete a practicum teaching physical education in at least one of the levels – prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), or high school level (grades 9 through 12)
81.10	Subpart 1. Scope of practice. A teacher of special education : developmental adapted physical education (DAPE) is authorized to provide evaluation and specially designed instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness and gross ; motor fitness; and fundamental motor skills and patterns; or skills in aquatics, dance, individual and group games, and sports.
81.19	<i>Instructions: Replace lines 81.19 through 81.25 with:</i> Subp. 2. License Endorsement requirements. <u>An applicant for an endorsement in developmental adapted physical education must hold or apply and qualify for a license to teach physical education under part 8710.4700.</u>
82.9	<i>Instructions: Remove subpart 2a</i>
82.11	Subp. 2a b. Additional licensure programs Endorsement program. A candidate completing a board-approved additional licensure program for developmental adapted physical education must demonstrate the content standards set forth in subpart 3.
82.14	<i>Instructions: Remove subpart 2c</i>
82.18	<i>Instructions: Replace “licensure” with “an endorsement”</i>
88.22	Subp. 3a. Placements for candidates completing a licensure program. Across clinical experiences, candidates completing a licensure program must have experiences in teaching students in developmental adapted physical education in prekindergarten and primary (prekindergarten through grade 4), middle level (grades 5 through 8), and high school (grades through 12) settings across a range of service delivery models. The candidate must complete a practicum teaching students in developmental adapted physical education in at least one of the levels – prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), or high school level (grades 9 through 12).
89.15	EFFECTIVE DATE. The amendments to Minnesota Rules, parts 8710.2000, 8710.3100, 8710.4000, 8710.4500, 8710.4700, and 8710.5300 are effective July 1, 2024 2025. Minnesota Rules, part 8710.0314, subpart 7, is in effect only for Tier 3 licenses issued after the date of adoption.