

LICENSURE GUIDANCE MANUAL

Updated September 2024

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The Licensure Guidance Manual provides information about licensure requirements for teachers, related service providers, and administrators serving in a public school in Minnesota. The information found within this document is an evolving synthesis of both frequently asked questions directed to PELSB staff, and trends in reporting violations identified during the Staff Automated Report (STAR) submissions.

PELSB publishes its Licensure Assignment and Assignment Licensure tables online, use the link under PELSB Web Resources. Districts, administrators, teachers, and the public may refer to the Licensure Assignment table to verify which licenses are allowable for assignments. The Assignment Licensure table includes a description of the assignment. Any courses that can fit within this description would then be identified as that assignment code.

Stay in the Know with PELSB Updates

The Minnesota Professional Educator and Licensing Standards Board (PELSB) offers electronic updates on multiple topics including, but not limited to general licensure and renewal updates, district notices, Board meetings, and grant updates. Use the link found under PELSB Web Resources.

For more information

If you have a question not answered within this document, please connect with Licensure Compliance staff via email: star.pelsb@state.mn.us

Professional Educator Licensing and Standards Board (PELSB)
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PELSB WEB RESOURCES

[Staff Automated Report \(STAR\)](#), find Licensure Assignment and Assignment Licensure tables.
[Subscribe for email updates.](#)

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DEFINITIONS

The definitions featured here are a curated list of the most frequently encountered words or phrases in this manual, supplemented by definitions related to licensure compliance.

Assignment: The course or courses taught in a school for which students are granted credit.

District: A public school district, inclusive of charter schools, in Minnesota.

Employee Classification: The position in which an individual is placed in a Minnesota public school district which does not require a PELSB license. These would also be known as non-licensed employees. It is possible that some of these positions are overseen by licensing boards other than PELSB.

Permission: Authorization granted by PELSB to a district allowing a licensed teacher to work outside of their licensure field or grade level.

Professional License: A teaching license that is transferable to any school district. This includes a Tier 3, Tier 4, or a 5-year non-tier license.

Reserve Teacher: A Reserve Teacher is a substitute that is an employee of the district and reports to work each day. This position may also be referred to as a building sub.

Resolution: A decision based under the authority of the Board which modifies or suspends existing rules. Resolutions outline requirements and stipulations and provide a timeframe of applicability. These are published online.

Teacher of Record: An individual who is responsible for the planning, instruction, and assessment of students in a classroom and, when applicable, authorized to grant students credit for meeting standards attributed to the content taught, or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and assessment of students in a classroom.

Serving in one of the following assignments or roles does not meet the definition of teacher of record: paraprofessional, short-term substitute, teacher aide, teacher in a home school setting, teacher in a private early childhood program, or as an instructor of postsecondary students outside of the E-12 setting.

DEFINITIONS CITATION

[MINN. R. 8710.0310 \(2024\)](#), Definitions and General Rules for Teaching Licenses

DEFINITIONS WEB RESOURCES

[PELSB Board Resolutions](#), online chart identifies status of resolution (e.g. active, no longer in effect).

FREQUENTLY USED ACRONYMS

Acronym	Definition
ABE	Adult Basic Education
ALC	Alternative Learning Center
ALP	Alternative Learning Program
AOSA	Administrator on Special Assignment
BOSA	Board of School Administrators
CCDP	Cross-Curricular Delivery Permission
CTE	Career and Technical Education
EDIAM	Education Identity and Access Management
ESSA	Every Student Succeeds Act
FACS	Family and Consumer Sciences
FFN	File Folder Number
FTE	Full-time Equivalency
IEP	Individual Education Plan
IOwA	Identified Official with Authority
ITV	Interactive Television
LA	Employment records of Licensed Employment files
LB	Assignment records or Licensed Assignment files
MDE	Minnesota Department of Education
NA	Non-licensed records or files
OFP	Out-of-Field Permission
OLL	Online Learning
PELSB	Professional Educator Licensing and Standards Board
PSEO	Postsecondary Education Options
STAR	Staff Automated Report
TOSA	Teacher on Special Assignment

OUR SHARED COMMITMENT TO STUDENTS

In 2017, the Minnesota legislature created the Professional Educator Licensing and Standards Board (PELSB), whose mission is to ensure that all Minnesota students have high-quality educators in their schools.

The educators licensed by PELSB demonstrate this shared commitment to Minnesota's students daily in myriad ways. No more so than as required by their respective code of ethics when administrators take care to only employ, recommend for employment, or assign appropriately licensed or permissioned personnel; and teachers only accept assignments for which they are licensed or hold a permission.

LICENSE VERIFICATION

A public school district must verify an educator holds a valid Minnesota educator license or has been approved for a requested permission. To do this, visit PELSB's License Lookup, using the 'Details' button to find information about the issuance of the license or approval of permission.

If the person does not have the appropriate license, then the district must apply for a permission from either:

- **PELSB:** Teachers or Related Service Personnel
- **BOSA:** Administrators

If an educator holds an expired license, the individual cannot be placed in a position requiring a Minnesota educator license until their license is renewed.



Licensure
Compliance

COMPLIANCE CITATIONS

[Laws of Minnesota 2017, 1st Spec. Sess. Chapter 5](#), creation of PELSB
[MINN. R. 3512.5200 \(2020\)](#), Code of Ethics for School Administrators
[MINN. R. 8710.20100 \(2017\)](#), Code of Ethics for Minnesota Teachers

COMPLIANCE WEB RESOURCES

[PELSB License Lookup](#)
[BOSA](#)

ADULT BASIC EDUCATION

A teacher of adult basic education is authorized to provide to learners, who have aged out of the compulsory attendance requirement for secondary school’s instruction that is designed to develop mastery of basic education skills including English language skills.

Receiving program funding?

These educators must hold a valid teaching license.

If a teacher is providing instruction as part of an Adult Basic Education program that is receiving ABE funding that teacher must be licensed. While Minnesota does have an ABE-specific teaching license, a teacher may serve as an ABE teacher so long as they hold any classroom teaching license. Note: If the ABE program is being used for the purposes of obtaining a high school diploma or to teach English as a second language, other licensure requirements may apply.

Teaching ESL in an ABE program?

*These teachers **may** be exempt from licensure.*

If a public-school district is hiring ABE teachers, the teacher must hold a valid Minnesota teaching license. However, state law provides an exception to the licensure requirement in the case of English as a Second Language (ESL) ABE classes. Individuals who hold a bachelor’s or higher degree in ESL, applied linguistics, or bilingual education may teach an ESL ABE class, *even if they do not hold a teaching license*. Please note that while licensure may not be required, individuals with a bachelor’s or master’s degree may qualify for a Tier 1 or Tier 2 license. These situations are reported in the NA or Non-Licensed Files (classification code 999969).

Teaching ESL in an ABE Program Table

YES, may teach ESL in an ABE with bachelor’s or higher degree	NO, the following degrees or certificates do not meet the qualifications of this exception (if no other relevant degree/training)
English as a second language (ESL, TESOL)	Adult ESL certificate
Applied Linguistics	TEFL certificate
Bilingual Education	ABE certificate
Linguistics degree plus Adult ESL or other teaching certificate	Master’s in Education (if only credential)
Bachelor’s or higher degree in teaching a language, other than English	Master’s in Teaching (if only credential)
	English (literature) degree

ABE CITATIONS

[MINN. STAT. 120A.22 \(2023\)](#); Compulsory Instruction
[Minnesota Statute 2023, section 124D.52, subd. 4](#); Adult Basic Education
[Minnesota Statutes 2023, section 122A.26, subd. 3](#); Community Education Teachers
[Minnesota Rule, part 8710.4000, subp. 1](#); Teachers of Adult Basic Education

More information about Adult Basic Education

Be sure to visit the [MDE Adult Basic Education \(GED\) webpage](#) for more information

CAREER AND TECHNICAL EDUCATION (CTE)

Important: PELSB can answer questions about the license application process and what assignment codes are used to report these assignments on the STAR report, PELSB cannot answer questions directly related to CTE programming or funding.

Career and Technical Education (CTE) programs are a sequence of courses that integrate core academic knowledge with technical occupational knowledge and skills to provide students a pathway to postsecondary education and careers. The Minnesota Department of Education (MDE) is responsible for approving CTE programs. Since CTE programs can leverage certain federal funds, these programs may have additional federal requirements that affect which licenses are required of the teachers participating in the programs. These programs generally receive CTE Levy or Perkins funding.

CTE Licenses Table

Licensure Code	Licensure Field Description	Grades
010100	Agricultural Education	5-12
090100	Family and Consumer Sciences	5-12
140050	Business	5-12
160000	Teacher-Coordinator Work-Based Learning	9-12
300000	Communications Technology Careers	7-12
300100	Construction Careers	7-12
300200	Manufacturing Careers	7-12
300300	Medical Careers	7-12
300400	Creative Design Careers	7-12
300500	Early Childhood Careers	7-12
300600	Hospitality Service Careers	7-12
300700	Transportation Careers	7-12

Career Pathways Table

Licensure Code	Licensure Field Description	Grades
092602	Cosmetology	9-12
092603	Law Enforcement	9-12

Can an Industrial Arts/Technology license be used to teach a CTE course?

While a Technology/ Industrial Arts teacher may have some of the same training and ability to teach similar courses, the Technology/ Industrial Arts license is NOT an approved CTE license and cannot be used to receive CTE Levy or Perkins funding. For an explanation as to why, you will need to contact the CTE Department at MDE.

CTE Teachers Granting Core Subject Credits Table

Subject	Can CTE Grant?	Additional Context
Art	Yes	Teacher and program meet the requirements of MN Rules 3505.1150
Mathematics	Yes	Teacher and program meet the requirements of MN Rules 3505.1150
Chemistry, or Physics	Yes	Fulfill the credit in chemistry or physics if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all the chemistry academic standards or all the physics academic standards prior to graduation.
Elective Science	Yes	If the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academics as approved by the district.
Biology	NO	Courses may include biology standards but cannot be used for graduation credits.

Additionally, Minnesota Rule outlines specific requirements that must be met to award math, science, and art credit through a CTE course.

- The instructor must be appropriately licensed for the CTE course. According to the Credit Equivalency document this translates as holding a Tier 3 or Tier 4 CTE license, it cannot be an out-of-field permission, a Tier 1 license, or a Tier 2 license.
- The instructor has passed the tests required for Minnesota licenses in science, mathematics, or arts areas. This would currently be the Minnesota Teacher Licensing Examinations (MTLE) content tests (there are two tests). It is the responsibility of the district to maintain this information, neither PELSB nor MDE maintains test scores.
- The district identifies that the academic standards will be met through a Career and Technical Education program. This means the district must have a state approved Career and Technical Education program and can ensure the course is meeting all required academic standards for the course.

CTE CITATIONS

[Minnesota Statutes 2023, section 120B.024, subd. 2, paragraph C](#), art or math

[Minnesota Statutes 2023, section 120B.024, subd. 2, paragraph b](#), elective science, chemistry and physics, biology

[Minnesota Rules, part3505.1150, subp. 2, items A-C](#), awarding credits through CTE

More information about Career and Technical Education

Please visit the MDE [Career and Technical Education](#) webpages for additional information about programming or funding, including the CTE Credit Equivalency table. Further information about licensure can be found on the [Career and Technical Education Teacher Licensing](#) webpage. The CTE Table C document contains program course information and identifies what licenses can do each of the courses. Questions about credit equivalency through a CTE course? Email the MDE Career and Technical Education department at mde.cte@state.mn.us

COLLEGE CREDITS EARNED IN HIGH SCHOOL

There are two main programs where high school students earn college credit: Post-Secondary Education Options (PSEO) and College in the Classroom (CIC) or Concurrent Enrollment.

PSEO

PELSB-issued license is NOT required.

- PSEO classes are taught off the high school campus (generally on the college campus) by a college professor.
- The partnering college, university, or institution is required to provide the staff and will follow requirements for higher education teachers.
- A valid Minnesota teaching license, issued by PELSB, *is not required* as the instructor meets requirements by the partnering college, university, or institution and is providing services outside of the public-school campus.
- Students participating in online college courses (open to all college students) and using a study hall period to complete the course are considered off campus and the professor of the online course does not require a license issued by PELSB.

CIC

PELSB-issued license required.

- College in the Classroom or Concurrent Enrollment are college classes taught by a high school teacher as a part of the high school curriculum, taking place on the high school campus, and is only open for the students enrolled in the high school.
- A valid Minnesota teaching license or permission, issued by PELSB, *is required*. Determination of a teacher's qualification, beyond PELSB licensure, to teach these classes are done by the cooperating college.

POSTSECONDARY EDUCATION OPTIONS CITATION

[MINN. STAT. 124D.09 \(2023\)](#), Postsecondary enrollment Options

More information about Career and College Success

Additional information regarding college credits earned in high school can be found on the MDE webpage [Career and College Success](#)

COMMUNITY EDUCATION

Notwithstanding the provisions of any law to the contrary, a person who teaches in a community education is *exempt* from all licensure requirements.

Community Education Licensure Exceptions

Minnesota law requires that a person who teaches in a community education program that qualifies for aid *shall* continue to meet licensure requirements as a teacher. Those programs include:

1. Adult Basic Education
2. Early Childhood and Family Education
3. Driver's Education
4. A course offering graduation credit to persons under 18 years of age

Superintendent as Community Education Director

A superintendent can fill the position of Community Education Director when the district has fewer than 6,000 residents (all persons living in the district, not just the K-12 population). This could include a Community Education Program Coordinator that works under the superintendent, assisting with the day-to-day duties.

For questions on how to report this on the Staff Automated Report (STAR) contact PELSB staff at star.pelsb@state.mn.us

COMMUNITY EDUCATION CITATIONS

[MINN. STAT. 122A.26 \(2023\)](#), Community Education licensure requirements

[MINN. STAT. 42D.52 \(2023\)](#), Adult Basic Education (ABE)

[MINN. STAT. 124D.135 \(2023\)](#), Early Childhood Family Education

[MINN. STAT. 124D.20 \(2023\)](#), Community Education Revenue

[MINN. STAT. 171.35 \(2023\)](#), TRANSPORTATION License for Instructor Required

[Minnesota Statute 2023, section 124D.19, subd. 3, paragraph c](#), Community Education Programs, Director

More information about a Superintendent serving as a Community Education Director

Contact the [Board of Administrators \(BOSA\)](#)

CREDIT RECOVERY

If a school receives specific funding for credit recovery, or is part of an approved program, please check with the funding source/ program approval source for additional licensure requirements. For instance, State Approved Alternative Programs (SAAP) require the teacher to hold the appropriate license or permission while teaching credit recovery courses, regardless of who is awarding the credit.

Follow these guidelines for licensure:

- A credit recovery class where the teacher in the classroom is providing all the instruction and awarding credit requires an appropriately licensed teacher regardless of funding or program type.
- A study hall type class where the student brings work from another teacher. The student completes the work in the class and turns it into the content teacher who then awards credit.
 - The content teacher awarding credit requires the content license or permission.
 - Any staff can monitor the study hall class.
- A credit recovery class which involves students completing independent study through an online or computer program, the monitoring teacher is not instructing. Credit is awarded based on students' completion and all assessment is completed by the online or computer program.
 - Licensure depends on funding or program type. For instance, MDE requires SAAPs to have an appropriately licensed teacher in this position.
 - If the class is like a study hall or independent study class where a content teacher is assessing and awarding credit, any licensed teacher can monitor.
 - Please see the Online Learning Section of this manual for more information regarding online learning and licensure requirements.

- A credit recovery class occurring through an online learning program that provides the instructor. Please check the Online Learning section for details on this option.
- Please check the State Approved Alternative Programs (SAAP) for information about licensure requirements for credit recovery programs within a SAAP.

More information about Credit Recovery, please review the following MDE webpages:

[Alternative Learning](#)

[Charter Schools](#)

[Online and Digital Instruction](#)

[Graduation Requirements](#)

DRIVER’S EDUCATION

A teacher of driver and traffic safety is authorized to provide to students 15 years of age or older instruction that is designed to develop the skills and understanding essential for acquiring a Minnesota driver's license.

PELSB-Issued Driver’s Education License or Permission Required?

- **YES**, absolutely required when offered by a public-school district for credit: classroom instruction and behind-the-wheel.
- **YES**, a person who teaches in a community education course *that is offered for credit for graduation* to persons under 18 years of age shall continue to meet licensure requirements as a teacher.
- **NO**, when offered by a private instruction school or private instructor not affiliated with a public school district or community education program.

Driver’s Education Eligible Licenses Table

License Type (Subject)	Classroom Instruction	Behind the Wheel
Any Tier (Driver’s Education)	Yes	Yes
OFP (Driver’s Education)	Yes	Yes
Lifetime Substitute (Specifically holds/held Driver’s Education)	Yes	Yes

The Minnesota Department of Public Safety publishes a list of approved Driver Education courses. Use the link found under Driver’s Education Web Resources.

DRIVER’S EDUCATION CITATIONS

[MINN. R. 8710.4350 \(2017\)](#), Teachers of Driver and Traffic Safety

[MINN. STAT. 122A.26 \(2023\)](#), Community Education Teachers, Licensure Requirements

[MINN. STAT. 171.35 \(2023\)](#), Transportation, License for Instructor Required

[MINN. STAT. 122A.48 \(2023\)](#), Teacher Early Retirement

DRIVER’S EDUCATION WEB RESOURCES

[Driver Education Courses](#), approved by the Minnesota Department of Public Safety

EARLY CHILDHOOD/PREKINDERGARTEN

Whether or not a PELSB-issued license is required depends on the program requirements of the funding source, refer to the table below for details.

Early Childhood Programs Table

Program Type	Licensure Requirement	Licensure Assignment
Early Childhood Family Education <i>Specific license required is dependent on students being served. For instance, a person providing instruction to parents or caregivers would need to hold a Parent & Family Education license. Whereas a person providing instruction to children would need to hold either an ECE or Preprimary license.</i>	Yes Yes Yes	180150 Early Childhood Educ (birth-grade 3) 180105 Preprimary (age 3 to pre-kindergarten) 180401 Parent and Family Education (adult) <i>Legacy Licenses</i> 180102 Pre-Kindergarten 80103 Pre-Kindergarten and Kindergarten 180401 Family Education/Parent Educator 180402 Family Education/Early Childhood
Early Childhood Special Education (ECSE)	Yes	190500 Early Childhood Special Education (birth to age 6)
School Readiness	Recommended ECE, but license not required	Educators are required to be knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction.
School Readiness Plus	Recommended ECE, any teaching license acceptable	Any teaching license is acceptable provided the teacher is knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instructions.
Voluntary Pre-Kindergarten	Recommended ECE, but license not required	Educators in this program are required to be knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction.
Program entirely privately funded	Recommended ECE, at discretion of district	Entirely privately funded or tuition (no state or federal funding): while licensure in early childhood is recommended, the requirement of licensure is at the discretion of the district or charter school.

Prekindergarten, School Readiness, Preschool, and Early Education subject to pending legislation change

Effective July 1, 2028, a school district or charter school must employ a qualified teacher to provide instruction in a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education program.

Exemptions. This will not apply to individuals providing instruction in a childcare center licensed under Minnesota Rules, chapter 9503, or in a certified license-exempt childcare center under chapter 245H.

Also, any teacher who has taught in a preschool, school readiness, school readiness plus, or prekindergarten program, or other early learning program for at least five years prior to September 1, 2028, may continue to teach without obtaining a license. Notwithstanding this exemption from the licensure requirement, these individuals are teachers under section 179A.03, subdivision 18. The Minnesota Department of Children, Youth, and Families will be developing guidance specific to this exemption.

Prekindergarten Specialty Classes Licensure Requirements

Whether or not licensure is required to teach specialty classes to prekindergarten students depends on a program's funding source. Some programs do not require licensure.

For programs requiring licensure, the Professional Educator Licensing and Standards Board resolved that until such time as the Board enters into rulemaking for Minnesota Rules 8710.4100, 8710.4300, 8710.4310, 8710.4320, 8710.4400, 8710.4525, 8710.4550, 8710.4650, 8710.4700, 8710.4725, and 8710.4900, the Board will suspend the scope of practice requirement to allow specialty teachers who hold licenses in these fields *and who are currently working in an elementary setting* are permitted to also provide subject-specific instruction to prekindergarten students.

The K-12 licenses that are now allowed to serve prekindergarten students until PELSB completes rulemaking for each of the licensure areas are:

- American Indian Language, History, and Culture
- Dance
- Theater Arts
- English as a Second Language
- Library Media Specialist
- Vocal and Instrumental Music
- Physical Education
- Reading
- Visual Arts
- World Languages and Culture

PELSB RESOLUTIONS: PREKINDERGARTEN

[Feb. 11, 2022](#): Regarding the ability for teachers holding specialty licenses to provide instruction for prekindergarten students

PREKINDERGARTEN, SCHOOL READINESS, PRESCHOOL, AND ECE CITATION

[Laws of Minnesota 2023, chapter 54, section 5](#), PreK, School Readiness, Preschool, and ECE

More information about Early Childhood/Pre-Kindergarten

Additional information about early childhood education programs, funding sources, and resources can be found on the MDE [Early Learning webpage](#). The Early Learning Department can provide more in-depth information about the programs.

ELEMENTARY EDUCATION

A teacher of elementary education is authorized to teach all subjects to children in kindergarten through grade 6.

Elementary licensed teachers teaching specialty classes

Recommended not to exceed part-time outside of a self-contained classroom.

A licensed elementary teacher may teach performing arts, visual arts, media arts, keyboarding, and physical education part-time outside of a self-contained classroom when the district is unable to obtain an appropriately licensed teacher for these courses. Districts are advised to consult with STAR staff to determine the best license.

Elementary licensed teachers teaching a core content class all day to multiple classes

Allowable outside of a self-contained classroom

Yes, an elementary teacher can teach core content areas outside of the self-contained classroom (mathematics, communication arts and literature, social studies, and science). For full day reading assignments, PELSB encourages schools to assign a licensed reading teacher when possible.

Elementary licensed teachers teaching 5th and or 6th grade in a middle school

Allowable to provide instruction in core content areas

Yes, an elementary teacher can provide instruction in core content areas (mathematics, communication arts and literature, social studies, and science) within the appropriate grade levels for any school setting. PELSB encourages districts to obtain teachers with a 5-8 middle school license within the subject area.

In the case of a Tier 1 or Tier 2 teacher, districts are encouraged to consult with STAR staff as a content specific license may be the best option.

Elementary licensed teachers teaching in a self-contained 7th and or 8th grade class

NOT allowed

A teacher holding only an elementary education license cannot teach a self-contained 7th or 8th grade class without obtaining an appropriate permission. Prior to 2018, Minnesota Rule allowed elementary teachers to teach in middle school classrooms that were self-contained if the school was officially designated by MDE as a K-8 school. When PELSB adopted new rules, this allowance was repealed.

Teachers who will be providing instruction in multiple content areas within a secondary classroom should obtain a Cross-Curricular Delivery Permission (CCDP).

If a school has questions about how it can utilize a licensed teacher to fill multiple assignments for a given group of students, the school should consult with STAR staff to determine the best license. Email: star.pelsb@state.mn.us

ENGLISH LANGUAGE LEARNERS

A teacher of English as a second language is authorized to provide to students in kindergarten through grade 12 instruction that is designed to provide English language instruction to students whose English proficiency is not sufficient to benefit from the curriculum through mainstream instruction in English or to collaborate and consult with other classroom teachers for the purpose of integrating language and content teaching for English learners.

ESL licensed teachers teaching core content instruction for graduation credit

Allowable with appropriate licenses and or permissions

ESL teachers who are teaching core content classes *and awarding credit for that content area* to ESL students must hold both an ESL license and content license (or permission).

HIGHLY QUALIFIED TEACHER

The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB) in 2015. With the legislation change the Highly- Qualified teacher status became obsolete. Each state was required to define what a qualified teacher would be under their own ESSA plan. Minnesota defines a qualified teacher as one who is holding a valid license to perform a particular service for which the teacher is employed in a public school or charter school. Due to this change, there is no need to provide evidence of being a Highly Qualified teacher and there is no longer a pathway to become a Highly Qualified teacher. If you hold a Minnesota teacher license, you are considered a qualified teacher in your licensure area.

QUALIFIED TEACHER CITATION

[MINN. STAT. 122A.16 \(2023\)](#), Qualified teacher

INDEPENDENT STUDIES

If the school receives specific funding for independent study, or is part of an approved program, please check with the funding source or program approval source for additional licensure requirements.

Follow these guidelines for licensure for independent studies:

- A study hall class where the student brings work from another teacher. The student completes the work in the class and turns it into the content teacher who then awards credit.
 - The content teacher awarding credit requires the content license or permission.
 - Any staff can monitor the study hall class.
- The student completes independent study outside of the regular school day but meets with the advising teacher at least one hour a week. The advising teacher requires the appropriate content license or permission.
- A specialty teacher provides private lessons as a part of the students' academic day but may not occur every day. The specialty teacher must hold the appropriate content license or permission.

For independent study classes that do not fit into these three cases, email STAR staff at star.pelsb@state.mn.us

More information about Credit Recovery

[Alternative Learning](#)

[Charter Schools](#)

[Online and Digital Instruction](#)

[Graduation Requirements](#)

LIBRARY/MEDIA CENTER

A library media specialist is authorized to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

Per Minnesota law, a school district or charter school library or media center must provide equitable and free access to resources to students, teachers, and administrators. **A library or media center must be served by a licensed school library media specialist or a licensed school librarian.**

Examples of duties that require a Library Media Specialist or Librarian license are:

- Instructing students in information and technological literacy skills
- Leading, collaborating, and consulting with other classroom teachers for the purpose of integrating their classroom curriculum with information and technological literacy skills
- Administering or Managing the Media Center operations, programming, and resources which may include:
 - Managing the library or media center budget
 - Monitoring needs, usage, and trends to structure and justify budgets
 - Evaluating the program, facilities, and resource collections
 - Evaluating, selecting, and applying appropriate hardware, software, and other resources for the media center
 - Evaluating, selecting, and purchasing appropriate technological and print materials for the library or media center

Paraprofessionals and other licensed teachers in the library or media center

Individuals who do not hold a Library Media Specialist license may work as a clerk who can assist staff and students with checking materials in and out of the media center, locating materials, and using materials. They can also assist in monitoring the use of the library or media center and with the inventory of the resources.

Library Media Specialist as Technology Integration Specialist

Allowable

A Library Media Specialist has been trained to be a technology integration specialist.

LIBRARY MEDIA SPECIALISTS RESOURCE

In cooperation with the Information and Technology Educators of Minnesota Division (ITEM), and the Minnesota Department of Education (MDE) State Library Services (SLS), PELSB created an [informational reference about Library Media Specialists](#).

LIBRARY MEDIA SPECIALIST CITATIONS

[Laws of Minnesota 2023, chapter 55, article 9, section 6](#), Public School Libraries and Media Centers [MINN. R. 8710.4550 \(2017\)](#), Library Media Specialist

ONLINE LEARNING

The licensure requirements for online and in-person instruction are the same: teachers providing instruction in a public school or charter school must hold the appropriate Minnesota license or permission for the assignment.

Full-time online school or programs. These are Minnesota public school districts and charter schools who enroll students and provide online instruction. Online instruction may be provided by a district or charter school to their own enrolled students.

Online Courses Offered by State-Approved Supplemental Online Course Providers. Supplemental online courses can be provided to students enrolled in their regular school. Supplemental courses replace courses at the regular school and are applied to the transcript. These providers can partner with local districts or charter schools to provide course options schools could not otherwise offer. If providing services to multiple districts AND the educator is on a permission, *a permission is required for each district receiving services.*

Blended Learning Programs or Courses. Any district or charter school may offer blended learning options to their own enrolled students. Blended courses are where students learn partly in a school building and partly online. All educators providing services in these programs are required to have the appropriate license or permission for both the in-person and the online assignment.

Online Courses by Third Party (not State-Approved providers). Online courses that utilize a vendor or other third-party curriculum can be used IF both conditions are met:

- The curriculum is aligned with Minnesota Academic Standards and Benchmarks, AND
- The school's Teacher of Record is providing the instruction.

Education is an ever growing and changing endeavor. This list is not an exhaustive list.

For online learning scenarios that do not fit into this list, please email STAR staff at star.pelsb@state.mn.us

ONLINE LEARNING CITATION

[Minnesota Statutes 2023, section 122A.22, sub. 10](#), Compulsory Instruction, requirements for instructors

More information about Online Digital Instruction and Online Learning

Information about online and digital instruction is available on MDE's website: [Online and Digital Instruction](#) or [Online Learning](#).

PERMISSIONS

There are two types of permissions: Out-of-Field Permission (OFP) and Cross-Curricular Delivery Permission (CCDP). There is also a discretionary variance application which asks the PELSB board to disregard a rule when the rule is creating undue burden. A discretionary variance can be used to receive either a permission or a license if good cause is presented by the district and/ or applicant.

Out-of-Field Permissions (OFP)

Permission given to a district allowing a teacher to work in an assignment outside of the scope or content of their license:

- Teacher must hold a Tier 2, Tier 3, or Tier 4 license
- District must co-apply for the permission
- OFPs can only be used within the district requesting the permission, see OFP note below
- An OFP is valid for one school year
 - OFPs can be renewed up to four additional years beyond the initial year
- OFPs replaced the personnel variance
 - Effective October 2018, all Minnesota educators started with zero OFPs
 - Previous personnel variances used prior to October 2018 do not apply to the allowable lifetime total of OFPs

Please note, beginning with the 2023-2024 school year, a teacher holding a Tier 2 license is eligible to teach up to 50% of their daily assignment using an OFP. The remainder of the Tier 2 teacher's assignment must be within the content area of their Tier 2 license. Individuals teaching more than 50% of their assignment outside of the Tier 2 licensure area will need to seek a Tier 1 or Tier 2 license aligned to that assignment.

OFP Note

OFPs cannot be shared EXCEPT in the case where a host district or co-op holds the permission. The member districts can then receive services from the person holding the permission. If multiple districts outside of this model need to share a staff on a permission, all districts must receive a permission. OFPs in special education low incidence areas can be shared by any districts within a region.

Cross-Curricular Delivery Permission (CCDP)

Authorizes a teacher to teach multiple content areas and multiple grade levels. Schools or programs that utilize this permission tend to address the needs of students that cannot be met in a standard school setting.

- Teacher must hold a Tier 3 or Tier 4 license
- CCDPs can only be used within the district requesting the permission, see CCDP note below
- CCDPs do not have limitations on renewal
- Tier 1 and Tier 2 teachers do not qualify for a CCDP
 - If a Tier 1 teacher is needed, multiple Tier 1 licenses will be needed
 - If a Tier 2 teacher is needed, multiple OFPs will be needed
- CCDPs replaced the Innovative Program Permissions (IPP), effective August 1, 2023, which had replaced the experimental, or board, waivers in October 2018

CCDP Note

CCDPs cannot be shared EXCEPT in the case where a host district or co-op holds the permission. The member districts can then receive services from the person holding the permission. If multiple districts outside of this model need to share a staff on a permission, all districts must receive a permission.

Discretionary Variance

A person or entity may request a variance from a rule or portion of a rule by seeking a discretionary variance. PELSB examines each request on an individual basis. Discretionary variances will only be granted in cases of extreme hardship.

For additional information or assistance, please email special.permission.pelsb@state.mn.us

PERMISSIONS REFERENCES

Detailed information about [Permissions, including quick tips, FAQs, and links to permission requests](#)

PELSB RESOLUTIONS: PERMISSIONS

[March 15, 2024](#): Resolution to support districts in navigating the teacher shortage

- Non-enforcement of requirement for school districts to post position for 15 days when offering the position to a licensed teacher who would require an OFP in 2020-21 and 2022-23 school years
- OFPs issued in 2020-2021, 2022-2023, and 2024-2025 school years did not apply towards lifetime maximum

PERMISSIONS CITATIONS

[MINN. R. 8710.0320 \(2023\)](#), Out-of-Field Permission

[MINN. R. 8710.0321 \(2023\)](#), Cross-Curricular Delivery Permission

[Minnesota Statutes 2023, section 14.055, subd. 4](#), Rule Variances, Discretionary variances

[Minnesota Statutes 2023, section 14.056](#), Rule Variances, procedures

PERSONAL FINANCE

Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. This section also states that the following licenses or permissions are required to teach these courses: agricultural education, business, family and consumer science, social studies, or mathematics.

Personal Finance License and Assignment Code Table

License	Assignment Code
Agricultural Education	010105 Personal Finance (Agriculture) 200410 Agricultural Economics: for courses that have embedded the personal finance standards
Business	149922 – Consumer Economics or Personal Financial Management
Family and Consumer Science	090104 – Family Resources Management, Consumer Economics, Personal Finance
Mathematics	110504 - Personal Finance (Mathematics)
Social Studies	150604 - Personal Finance (Social Studies)

PERSONAL FINANCE CITATION

[Laws of Minnesota 2023, chapter 55, article 2, section 7](#), Graduation requirements

SCHOOL COUNSELOR

A school counselor is authorized to provide to kindergarten through grade 12 students school counseling services that focus on the promotion of preventive and educational strategies to enhance the cognitive, emotional, and behavioral development; effective decision-making skills; and resiliency capabilities of students.

School Counselor or School Social Worker?

A school counselor and a school social worker are **not** interchangeable. While these two positions may share similar duties, their focus is different. A school counselor focuses more on the academic success of a student and most of their duties are encompassed within the school. A school social worker focuses on the student within their family and community and their duties may encompass the family and community. School social workers also fill Special Education IEP requirements that school counselors are not licensed to do.

School Counselor and College Readiness Classes

A School Counselor is not allowed to be a teacher of record

While career and college readiness falls under the duties of a school counselor, a person only holding a school counselor license cannot serve as the teacher of record. To be the teacher of record for a Career and College Readiness class, the instructor must hold at least one non-expired teacher license in any content area, preferably within the grade level of the students being served.

A school counselor can team teach with a classroom teacher (the classroom teacher must be in the classroom and cooperating with the instruction and curriculum). A school board can also choose to allow

a school to award an elective credit for students who participate in Career and College Readiness activities and these activities may be monitored by the school counselor. A school counselor can also lead a team of staff in managing a Career and College Readiness Center.

PELSB RESOLUTIONS: SCHOOL COUNSELORS

[January 11, 2019](#): Waiving the scope of practice requirement for School Counselors such that a School Counselor can provide counseling services to prekindergarten students until the Board is able to enter rulemaking for School Counselors.

SCHOOL NURSE

A school nurse is authorized to provide to prekindergarten through grade 12 students nursing services in a school setting.

Districts/Charter Schools with 1,000 or more students

Required to have a full-time Licensed School Nurse holding a PELSB license or a Certified Public Health Nurse or enter another arrangement approved by the Commissioner of Education (MDE).

- Schools that have more than 1000 students and are unable to locate a Licensed School Nurse or Certified Public Health Nurse should contact the Minnesota Department of Education (MDE) to explore the Alternative Health Plan option.

Districts/Charter Schools with less than 1,000 students

Are not required to have a licensed school nurse, they are required to meet the health needs of their students.

Licensed Practical Nurses (LPN) and Registered Nurses (RN)

LPNs and RNs who do not hold the PELSB School Nurse license, usually those who do not hold a 4-year degree, are allowed to work under the supervision of an individual who holds a PELSB School Nurse license. Districts employing individuals under this scenario report them as non-licensed staff because a PELSB-issued license is not required.

SCHOOL NURSE CITATION

[MINN. STAT. 121A.21 \(2023\)](#), School Health Services

More information about School Health Services

MDE provides information about [School Health Services](#)

SCHOOL SOCIAL WORKER

A School Social Worker is authorized to provide social work services to prekindergarten through grade 12 students in a school setting. Professional Educator Licensing and Standards Board school social worker licensure is not authorization to practice as a social worker in a school setting without current Board of Social Work licensure to practice as a social worker.

School Social Worker or School Counselor

A School Counselor and a School Social Worker are **not** interchangeable. While these two positions may share similar duties, their focus is different. A school counselor focuses more on the academic success of a student and most of their duties are encompassed within the school. A school social worker focuses on the student within their family and community and their duties may encompass the family and community. School social workers also fill Special Education IEP requirements that school counselors are not licensed to do.

SCIENCE

The 2019 Minnesota Academic Standards in Science were adopted by the Minnesota Department of Education (MDE) in 2021. Full implementation is scheduled for the 2024-2025 school year.

PELSB RESOLUTIONS: SCIENCE STANDARDS

[March 21, 2021](#): Regarding support to teachers and schools navigating changes to the K-12 science standards and benchmarks.

- Suspend enforcement of the requirement that a school district posts a science position before offering the position to a teacher who is directly impacted by the changes to Physical Science and Earth and Space Science standards and would require an out-of-field permission to fill the assignment. The teacher must hold a Tier 3 or Tier 4 science license and be a current employee; and
- Not count out-of-field permissions used by teachers, who hold a Tier 3 or Tier 4 science license and are directly impacted by the changes to Physical Science and Earth and Space Science standards, to fill science assignments outside the scope or grade level of their license.

SCIENCE, MATH, AND TECHNOLOGY INTEGRATED CURRICULUM

The Assignment Code 890450 Science, Math, and Technology Integrated Curriculum has been created for positions such as Project Lead the Way, Maker's Space, Fab Lab, or STEM.

This code is not required to be used if the district feels it is not appropriate. For example, if the district feels the class is focused more on mathematics, the district has the choice of using the Integrated Curriculum code or a mathematics code for reporting.

If you have questions about what licenses can teach the course, send an email to star.pelsb@state.mn.us

SPECIAL ASSIGNMENTS (TOSA OR AOSA)

The definition of a Teacher on Special Assignment (TOSA) or Administrator on Special Assignment (AOSA) for districts is different from a licensure compliance spectrum. This means that a district TOSA or AOSA position may not be considered a special assignment for licensure compliance purposes.

To determine if your TOSA or AOSA is required a specific license, the district or charter school must submit a job description with a list of job duties, grade level, and any credit awarded for the assignment to star.pelsb@state.mn.us

SPECIAL EDUCATION

A special education teacher can provide services to students outside of their categorical area if they are a part of a Multidisciplinary or Multidisability Team. In this model at least one of the teachers on an IEP team must hold the appropriate license for the special education category of the student being served, but any licensed special education teacher or related service provider on the team can provide services to the student as determined by the team.

SPECIAL EDUCATION CITATION

[MINN. R. 3525.2350 \(2007\)](#), Multidisciplinary Team-Teaching Models

STATE APPROVED ALTERNATIVE PROGRAMS (SAAP)

Teachers in a SAAP program are required to be appropriately licensed for the content in which they are providing instruction. For individuals who are providing services outside of their licensure field, a permission is required.

When a teacher is providing instruction outside of their license content in a single field or outside of their license grade level, an Out-of-Field Permission (OFP) is required.

When a teacher is providing instruction outside of, or in addition to, their license field in multiple content areas, multiple grade levels, in a non-traditional or innovative setting, or using a non-traditional or innovative curriculum, the teacher may qualify for a Cross-Curricular Delivery Program Permission (CCDP).

SAAP and Independent Study

A teacher must hold the appropriate content license for an independent study course. Students work independently and receive instruction as needed from the licensed content teacher.

SAAP and Credit Recovery

Like independent study classes, a credit recovery teacher within a SAAP is required to be appropriately licensed, no matter the format of the credit recovery class.

SAAP using Online Curriculum, Classes, or Software

For class settings that are not described in this section and include online or digital curriculum, classes, or software, please see the Online Learning section in this document for additional information.

More information about SAAP

Additional information about SAAPs can be found on the MDE [Alternative Learning webpage](#).

Revenue from MDE is based on the percentage of direct instruction between the student and teacher. For more information about the amount of direct instruction, please contact the MDE specialist at mde.alternativelearning@state.mn.us

This direct instruction time is a function of attendance (instruction) and completed coursework. See the [State-Approved Alternative Programs Resource Guide](#) for additional information.

SUBSTITUTE TEACHING

Short-Call Substitute Teaching

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.

A short call substitute cannot teach for 20 days, take one (1) day off, and then return to the same position for another 20 days. In this situation, the short call substitute would be considered the Teacher of Record. When a teacher of record is absent from an assignment for more than 20 consecutive school days or a vacancy remains unfilled for more than 20 consecutive school days, the assignment must be filled with a long-term substitute who holds the appropriate license.

Short-Call Substitute License

An individual is authorized to serve as a short-call substitute when the individual holds a:

- Valid Tier 1, Tier 2, Tier 3, or Tier 4 license
 - Individuals who hold a Tier 1 or Tier 2 license can:
 - Short-call sub in ANY district, not just the one listed on their license
 - Be a reserve teacher in any district as this is only short-term subbing. Specific to STAR, this may generate a violation. If a violation occurs, PELSB Licensure Compliance Specialist will override.
- Short-Call Substitute license
- Lifetime Substitute license

An individual who holds ONLY an administrative license must obtain a short call substitute license.

Short-Call Subbing Scenarios

A class that does not meet consecutive days of the week. If a class meets Monday, Wednesday, and Friday this is considered three consecutive days. The days the class does not meet do not count when determining the 20 days. Weekends and non-school days are also not counted. If the teacher has taught 19 consecutive days before a weeklong school vacation, then they can only return for one day.

A class that meets irregularly. If the class is scheduled for 20 days or less, a class that meets once a week for a certain amount of time, during a grading session, a short-term substitute *CANNOT* fill this assignment. A teacher holding the appropriate license or permission must fill this assignment.

Homebound services. A short-term substitute cannot be a Homebound teacher unless the time period is 20 days or less.

CTE Short-Call Substitute Teaching

This 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 *in career and technical education and career pathway courses of study*.

Long-Term Substitute Teaching

A long-term substitute is an individual filling the same position for more than 20 consecutive days and or a teacher who will replace the Teacher of Record while they are on a leave of absence. These individuals must be reported in STAR. These individuals need to hold the appropriate license or permission to fill the position.

An individual is authorized to serve as a long-term substitute when the individual holds:

- A valid Tier 1, Tier 2, Tier 3, or Tier 4 license aligned to the assignment
- An Out-of-Field (OFP) permission aligned to the assignment
- An individual who holds a Lifetime Substitute license and held a Tier 3 or Tier 4 license, Minnesota five-year license or its equivalent, or a professional license from another state aligned to the assignment

Long-Term Subbing Scenarios

If a teacher holding a Tier 1 or Tier 2 license is needed for a long-term subbing position, follow these guidelines:

- Their Tier 1 or Tier 2 license is for the district and within the same licensure field, they are valid for the long-term position.
- Their Tier 1 license is for the district, but NOT the licensure field, the teacher would need to obtain a new Tier 1 license in the required licensure field.
- Their Tier 2 license is for the district, but NOT the licensure field, the teacher would need to obtain an Out-of-Field permission (OFP) for the required licensure field, no more than 50% time.
- Their Tier 1 or Tier 2 license is in the same licensure field but NOT for the same district, the teacher would need to obtain a new license for the new district.

Lifetime Substitute License

A lifetime substitute license is issued, consistent with this part, to a retired teacher and authorizes the license holder to replace a teacher of record who is on an approved leave of absence.

Lifetime Substitute License Requirements

To qualify for a lifetime substitute license, a teacher must meet the following requirements:

- holds or held a Tier 3 or 4 license, a Minnesota five-year standard license or its equivalent, or a professional license from another state and receives a retirement annuity because of the person's teaching experience; or

- holds or held a Tier 3 or 4 license or a Minnesota five-year standard license or its equivalent, taught for at least three years in an accredited nonpublic school in Minnesota, and receives a retirement annuity as a result of the person's teaching experience.

Uses of Lifetime Substitute License

An individual with a Lifetime Substitute license can provide short term substitute work, reserve teacher work, and possibly long-term substitute work. For a teacher holding a lifetime substitute license to provide long-term substitute services in a classroom (without renewing their expired teaching license) both of the following conditions MUST be met:

- The classroom teacher is on an approved leave of absence. The lifetime substitute is replacing a teacher who will be returning to the position. This means that if a position is not filled, if it is new or an employee has not yet been hired, it does not qualify for this exception.
 - During the March 2024 board meeting, the PELSB Board resolved that through December 31, 2024, lifetime substitutes can fill vacancy positions.
- The substitute's previous license was a full-time license within the grade level and content of the assignment.

Reserve Teacher Position

A reserve teacher (assignment code 899999) is a substitute that is hired full time by a district to fill daily positions as needed. These individuals should be reported, even though they often fill only short-term positions, because they are employed by the district. They will have an LA file and an LB file.

PELSB RESOLUTIONS: TEACHER SHORTAGE & LIFETIME SUBSTITUTE LICENSES

[March 15, 2024](#): Regarding support to districts in navigating the teacher shortage

- The Board suspends the enforcement of Minnesota Rules 8710.0326, subparts 1 and 4, through December 31, 2024, which requires the teacher, who holds a lifetime substitute license, to replace a teacher on an approved leave to allow these retired teachers *to also fill vacancies*.

SUBSTITUTE TEACHING CITATIONS

[MINN. R. 8710.0325 \(2023\)](#), Short-Call Substitute license

[MINN. R. 8710.0326 \(2018\)](#), Lifetime Substitute license

[MINN. R. 8710.0327 \(2023\)](#), Substitute Teaching

TEACHER OF RECORD

An individual who is responsible for the planning, instruction, and assessment of students in a classroom and, when applicable, authorized to grant students credit for meeting standards attributed to the content taught, or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and assessment of students in a classroom.

A Teacher of Record must hold the appropriate license for the content and grade level of the course.

Teacher of Record Scenarios

Online teacher providing instruction. The classroom teacher assists in planning of curriculum, providing support to the instruction, assessing the students, and determining grades or standards met. In this example both teachers are teacher of record.

Class with two teachers. One teacher focuses all the curriculum, instruction, and assessing of students. The second teacher provides support and assists with grading the students. In this example both teachers are teacher of record.

Class with online teacher and classroom teacher. The class has an online teacher and classroom teacher, but only the online teacher works with curriculum and instruction. Only the classroom teacher assesses and grades the students. In this example, both are Teacher of Record.

Online teacher with classroom monitor. An online class is developed, taught, assessed, and graded fully by an online teacher. The school has a classroom teacher who monitors the class during lab time. In this example **only** the online teacher is Teacher of Record.

An online class occurs 100% online, the student is never in a school building. Only the online teacher is fully responsible for curriculum, instruction, assessing, and awarding grades. In this example, only the online teacher is the Teacher of Record.

A class has one teacher who developed the curriculum, provides the majority of instruction, and assesses and grades the student. Once a week an expert in a content area of the class joins as a guest speaker. In this example the teacher is Teacher of Record.

If you have questions about who the Teacher of Record is, please reach out to STAR staff via email at star.pelsb@state.mn.us

TEACHER OF RECORD CITATION

[MINN. R. 8710.0310 \(2024\)](#), Definitions and General Rules for Teaching Licenses

TEACHER SHORTAGE

The Board extended the following flexibilities for the entirety of the 2024-2025 school year:

- Out-of-Field Permissions (OFPs) granted for the 24-25 school year do not count towards a teacher's five allowed OFPs.
- A retired teacher, who holds a Lifetime Substitute license, can serve in a long-term substitute capacity or an open teaching position if their previous professional teaching license (Tier 3, Tier 4, or Minnesota five-year standard license) is aligned to the assignment. Districts who are looking to hire a retired teacher to teach outside of their licensure field should contact PELSB for additional options.

TEACHER SHORTAGE WEB RESOURCES

[Hiring Flexibilities for the 24-25 School Year](#), an update from the Board

TECHNOLOGY INTEGRATION SPECIALIST

A Technology Integration Specialist is an individual who assists schools and their staff with technological education. This may occur in many different forms, such as, but not limited to, providing staff development, coaching teachers, assisting teachers with curriculum development, researching software to assist in software, assisting teachers within technological classrooms, etc.

A Technology Integration may or may not require a license contingent upon job-specific parameters.

Technology Integration Specialist Scenarios

Not providing instruction to students. In this scenario, the individual does not require a license.

Holds additional duties. If the person has other duties that would require a license, then a license is required which matches those duties. For example, a person may be a Technology Integration Specialist and may also oversee the Library Media Center. In this case, they would be required to have a Library Media Specialist license.

Providing instruction. If the person is providing instruction, they must hold the appropriate teacher license for the content being taught and grades being served. For example, if your Technology Integration Specialist works 50% in this role and 50% teaching mathematics, they must hold a mathematics license.

Classroom assistance without instruction. A Technology Integration Specialist may assist in a classroom. If only assisting a teacher a license is not required.

Classroom assistance with instruction. If the duties include assessing student learning to determine if they meet the academic standards or to provide a grade, then this person is now working as Teacher of Record (as a co-teacher) and would be required to hold the appropriate license for the field for which they are the assessing students.

TIERED LICENSURE

The most accurate, detailed, and current information regarding initial and additional licensure can be found at mn.gov/pelsb

Tier 1. A Tier 1 license authorizes the license holder to teach within the requesting district and the specific licensure field in the application. A Tier 1 license is not considered a “professional license” since it is not transferable to another district, nor another state.

Applicant must:

1. Hold a bachelor’s degree, or fall under exemption from bachelor’s degree
2. Have a job offer from a Minnesota public school district or charter school

Adding to an existing Tier 1 license. If a teacher is applying for an additional Tier 1 license, please have the applicant indicate on the application whether this position is in addition to the existing district, or if their position with the existing district has ended.

District Reference

- Tier 1 licenses do not qualify for any permissions.
- If a Tier 1 teacher is needed in multiple areas, the district should indicate all desired fields on the district verification form.
- A host district or co-op that employs a teacher with a Tier 1 license assigned to the host district or co-op, any member district may receive services from that teacher.
 - STAR. In the new STAR system this will create a discrepancy until we are able to add the edit to the violation. STAR staff will do an override when finalizing the report.
- If multiple districts need to share a Tier 1 teacher and do not qualify for the previous situation, the teacher needs to hold multiple Tier 1 licenses assigned to each district.

Tier 2. A Tier 2 license authorizes the license holder to teach within the requesting district and the specific licensure field in the application. A Tier 2 license is not considered a “professional license” since it is not transferable to another district, nor another state.

Applicant must:

1. Hold a bachelor’s degree, or fall under exemption from bachelor’s degree
2. Have a job offer from a Minnesota public school district or charter school
3. Meet one of the following:
 - a) Be enrolled in a Minnesota-based Board-approved teacher preparation program
 - b) Hold a master’s degree aligned to the licensure field sought
 - c) Have completed a teacher preparation program but does not yet meet requirements for a Tier 3 or Tier 4 license

NEW LEGISLATION. The 2023 state legislature made changes for Tier 2 qualifications for licensure by removing the "pick two pathway" starting July 1, 2024. Starting for the 2024-2025 school year, PELSB will no longer be able to issue *initial* Tier 2 licenses based on this pathway. Teachers who received their license, prior to July 1, 2024, based on the "pick two pathway" can continue to renew their license using this pathway until June 30, 2026

Adding to an existing Tier 2 license. If a teacher is applying for an additional Tier 2 license, please have the applicant indicate on the application whether this position is in addition to the existing district, or if their position with the existing district has ended.

District Reference

- Tier 2 licenses do qualify for an Out-of-Field Permission (OFP), for no more than 50% of the teacher’s total assignments.
- Tier 2 licenses do not qualify for the Cross-Curricular Delivery Permission (CCDP), so multiple OFPs will be required.
- A host district or co-op that employs a teacher with a Tier 2 license assigned to the host district or co-op, any member district may receive services from that teacher.

- STAR. In the new STAR system this will create a discrepancy until we are able to add the edit to the violation. STAR staff will do an override when finalizing the report.
- If multiple districts need to share a Tier 2 teacher and do not qualify for the previous situation, the teacher needs to hold multiple Tier 2 licenses assigned to each district.

Tier 3. A Tier 3 license authorizes the license holder to teach within the specific licensure field for which board rules exist. Is defined as a professional license under Minnesota Administrative Rule.

Applicant must:

1. Hold a bachelor's degree, or fall under exemption from bachelor's degree
2. Passed applicable licensure exams
3. Meet one of the following:
 - a. Completed a teacher preparation program in Minnesota, aligned to licensure area sought
 - b. Completed a teacher preparation program in another state, in licensure area sought and either:
 - i. Equivalent student teaching, or
 - ii. Two years of teaching experience, aligned to licensure area sought
 - c. Licensure via portfolio
 - d. 3 years of full-time teaching experience in licensure field with a Tier 2 license
 - e. Professional teaching license from another state, aligned to licensure area sought, and two full-time years of teaching experience in that state aligned to licensure area sought

Adding to an existing Tier 3 license. A licensure area may be added to an existing Tier 3 license through the same process outlined immediately above this paragraph.

District Reference

- A Tier 3 license is eligible for special permissions (OFP, CCDP)

Tier 4. A Tier 4 license indicates the license holder has had at least three years of experience within the field and scope of licensure and completed the professional development requirements mandated by statute, or was holding a full professional license on July 1, 2018, when tiered licensing was put into effect. Is defined as a professional license under Minnesota Administrative Rule.

Applicant must:

1. Hold a bachelor's degree, or fall under exemption from bachelor's degree, and
2. Passed applicable licensure exams, or falls under exemption from licensure exams, and
3. Three (3) years of teaching experience, and
4. Meet one of the following:
 - a. Completed a teacher preparation program in Minnesota, aligned to licensure area sought
 - b. Completed a teacher preparation program in another state, in licensure area sought and either:
 - i. Equivalent student teaching, or
 - ii. Two years of teaching experience, aligned to licensure area sought
 - c. Licensure via portfolio

d. National Board Certification

Adding to an existing Tier 4 license. A licensure area may be added to an existing Tier 4 license through the same process outlined immediately above this paragraph.

District Reference

- A Tier 4 license is eligible for special permissions (OFP, CCDP)

TIERED LICENSURE CITATIONS

[MINN. R. 8710.0311 \(2024\)](#), Tier 1 license

[Minnesota Rules, part 8705.0311, subp. 7c](#), Definitions, professional license

[MINN. R. 8710.312 \(2024\)](#), Tier 2 license

[MINN. R. 8710.0313 \(2023\)](#), Tier 3 license

[MINN. R. 8710.0314 \(2024\)](#), Tier 4 license

TITLE I

Initial Instruction Classes in a Title I Program

If the class is providing initial instruction, the appropriate license is required. For example, a 6th grade social studies class that includes Title I services would require either an elementary license or a social studies license grades 5-8 or 5-12.

Initial Instruction Math and or Reading in a Title I Program License Requirements Table

Subject	Grades	Level	License
Math	K-6	Elementary	1 of: K-6/1-6 Elementary Education, 5-8 Math (gr. 5-6 only)
	5-8	Middle	1 of: K-6/1-6 Elementary Education, 5-8 Math (gr. 5-6 only), or 5-12 Math
	9-12	Secondary	5-12 Math
Reading	K-6	Elementary	1 of: K-6/1-6 Elementary Education, K-12 Reading
	5-8	Middle	1 of K-6/1-6 Elementary Education (gr. 5-6 only), or K-12 Reading
	9-12	Secondary	K-12 Reading

Interventions or Supplementary Services in a Title I Program

In cases where Title I services are being provided as interventions, supplementary, or tutoring services, the following licenses can provide these services, contingent on the license containing the grade level of the students being served.

Interventions or Supplementary Services in a Title I Program License Requirements Table

License Held	May Intervene, Supplement, Tutor
5-8/5-12 Communications Art/Lit	Reading (gr. 5-8, 5-12)
Early Childhood Education	Reading and Math (birth-gr. 3)
K-6/1-6 Elementary Education	Reading and Math (gr k-6, 1-6)
K-12 Special Education	Reading and Math (gr. K-12)

More information about Title I

For additional information in regards to Federal Title programs, please visit the MDE [Elementary and Secondary Education Act \(ESEA\)/ Federal Title](#) webpage.

PELSB WEB LINKS

Staff Automated Report (STAR)	https://mn.gov/pelsb/districts/data-submissions/star/
Subscribe for email updates	https://public.govdelivery.com/accounts/MNPELSB/subscriber/qualify
PELSB License Lookup	https://public.education.mn.gov/LicenseLookup/educator
Board Resolutions	https://mn.gov/pelsb/board/resolutions/
Permissions	https://mn.gov/pelsb/districts/permissions/

MDE WEB LINKS

Adult Basic Education (GED)	https://education.mn.gov/MDE/dse/abe/
Career and Technical Education	https://education.mn.gov/MDE/dse/cte/
Career and Technical Education Teacher Licensing	https://education.mn.gov/MDE/dse/cte/lic/
Career and College Success	https://education.mn.gov/MDE/dse/ccs/
Early Learning	https://education.mn.gov/MDE/dse/early/
Alternative Learning	https://education.mn.gov/MDE/dse/altlrn/
Charter Schools	https://education.mn.gov/MDE/dse/chart/
Online and Digital Instruction	https://education.mn.gov/MDE/dse/online/
Graduation Requirements	https://education.mn.gov/MDE/dse/gradreq/
Online Learning	https://education.mn.gov/MDE/fam/oll/
School Health Services	https://education.mn.gov/MDE/dse/health/svcs/
Title I	https://education.mn.gov/MDE/dse/ESEA/parta/