

Certificate of the Minnesota Professional Educator Licensing and Standards Board

Resolution to support teacher candidates with meeting licensure program requirements (clinical experiences across the scope of the license for programs with three levels)

WHEREAS, the COVID-19 pandemic has brought innumerable challenges to our education system.

WHEREAS, extensive measures have been taken to address the health and safety of Minnesotans, including temporarily closing public schools and charter schools and implementing a distance learning period for the final quarter of the 2019-20 school year.ⁱ

WHEREAS, Governor Walz has directed school districts and charter schools to provide a safe and effective learning environment for Minnesota's students during the 2020-21 school year and has set parameters for implementing three instructional models (in-school instruction, distance learning, and a hybrid model).ⁱⁱ

WHEREAS, many school districts have not accepted teacher candidates for clinical experiences in the spring of 2020 and this academic year.

WHEREAS, flexibility is needed for candidates to demonstrate the skills needed for licensure.

WHEREAS, the Board is invested in ensuring every teacher candidate receive high-quality teacher preparation.

WHEREAS, Minnesota Rules require that candidates have experiences across the scope of the licensure area sought.

Minn. R. 8705.1000, subpart 3(A). The teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts [8710.2000](#) to [8710.8080](#) spanning the scope of the license

WHEREAS, across Minnesota's Teacher Standard Rules, there are requirements that candidates have experiences at the different levels within the licensure area sought.

Early Childhood: Minn. R. 8710.3000, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: infant/toddler, preschool, and kindergarten through grade 3 within a range of educational programming models.

Dance: Minn. R. 8710.4310, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

Dance and Theatre Arts: Minn. R. 8710.4300, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

Theatre: Minn. R. 8710.4320, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

English as a Second Language: Minn. R. 8710.4400, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

Library Media Specialists: Minn. R. 8710.4550, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

Physical Education: Minn. R. 8710.4700. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

Special Education: Academic and Behavioral Strategist: Minn. R. 8710.5050, Subp. 3E. A teacher of special education: academic and behavioral strategist applies the standards of effective practice in teaching students who have a range of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities in primary (kindergarten through grade 4), middle level (grades 5 through 8), and secondary (grades 9 through 12, including transition programs) settings.

Special Education: Deaf or Hard of Hearing: Minn. R. 8710.5200, subp. 3F. A teacher of special education: deaf or hard of hearing shall apply the standards of effective practice in teaching infants, children, and youth who are deaf or hard of hearing through a variety of early and ongoing clinical experiences with birth through preschool, primary (kindergarten through grade

4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models.

Special Education: Developmental Adapted Physical Education (DAPE). Minn. R. 8710.5300, subpart 3 (E). A teacher of special education: developmental adapted physical education applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (prekindergarten through grade 4), middle level (grades 5 through 8), and high school (grades 9 through 12) settings across a range of service delivery models.

Special Education: Early Childhood. Minn. R. 8710.5500, subpart 3E. A teacher of special education: early childhood applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children who exhibit a broad range of developmental delays or disabilities in infant or toddler, preschool, and primary (kindergarten and grade 1) settings across a range of service delivery models.

Special Education: Emotional or Behavioral Disorders: 8710.5600, subpart 3E. A teacher of special education: emotional or behavioral disorders applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have emotional or behavioral disorders in primary (kindergarten through grade 4), middle level (grades 5 through 8), and high school students (grades 9 through 12, including transition programs) settings across a range of service delivery models.

Special Education: Learning Disabilities: 8710.5700, subpart 3E. A teacher of special education: learning disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences teaching students who have specific learning disabilities or related learning difficulties in primary (kindergarten through grade 4), intermediate (grades 5 through 8), and high school (grades 9 through 12, including transition programs) settings across a range of service delivery models.

Special Education: Physical and Health Disabilities: 8710.5800, subpart 3E. A teacher of special education: physical and health disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have physical or health disabilities in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models.

Special Education: Autism Spectrum Disorders: Minn. R. 8710.5850, subpart 3 (E). A teacher of special education: autism spectrum disorders applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth with autism spectrum disorders in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models.

Visual Arts: Minn. R. 8710.4900, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

Vocal Music and Instrumental Music: Minn. R. 8710.4650, subpart 3a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

World Languages and Cultures: Minn. R. 8710.4950, subpart 6a. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

WHEREAS, I, Brian Rappe, certify that I am a member and the Chair of the Minnesota Professional Educator Licensing and Standards Board, a board authorized under the laws of the State of Minnesota; that the following is a true, complete, and correct copy of a resolution that the Professional Educator Licensing and Standards Board adopted at a properly convened meeting on November 13, 2020; that a quorum was present; and that a majority of those present voted for the resolution, which has not been rescinded or modified.

THEREFORE, the Board resolved the following:

- The Professional Educator Licensing and Standards Board will suspend the enforcement of one level of clinical experience for all licensure areas with three levels for candidates who complete programs in the 2020-2021 academic year.
- Candidates completing licensure programs with three levels in the 2020-2021 academic year are still required to complete clinical experiences aligned to the content sought at two levels.
- Teacher preparation providers are encouraged to place candidates in clinical experiences at all three levels, if possible.
- For candidates missing experiences at one level, providers are encouraged to provide alternative experiences that allow for candidates to demonstrate understanding and skills in the content at that level.
- This has no effect on candidates completing after the 2020-2021 academic year.

Date: November 13, 2020

Signature:

A handwritten signature in black ink, appearing to read "Brian Rappe", written over a horizontal line.

ⁱ Minn. Exec. Order No. 20-02 (March 15, 2020), https://mn.gov/governor/assets/EO%2020-02%20Final_tcm1055-423084.pdf; Minn. Exec. Order No. 20-19 (March 25, 2020), https://mn.gov/governor/assets/2a.%20EO%2020-19%20FINAL%20SIGNED%20Filed_tcm1055-425019.pdf; Minn. Exec. Order 20-41 (April 23, 2020), https://mn.gov/governor/assets/EO%2020-41%20Final_tcm1055-430418.pdf.

ⁱⁱ Minn. Exec, Order No 20-82 (July 30, 2020), https://mn.gov/governor/assets/EO%2020-82%20Final_tcm1055-442177.pdf.