

1.1 **Board of Teaching**

1.2 **Proposed Permanent Rules Relating to Making Policy and Technical Changes to**
 1.3 **Teacher Licensure and Program Approval Requirements**

1.4 **8705.2000 PROGRAM REVIEW PANEL (PRP).**

1.5 The ~~Board of Teaching~~ Professional Educator Licensing and Standards Board shall
 1.6 establish a program review panel (PRP) as a standing committee of the board to assist with
 1.7 program review and approval processes. PRP membership shall include representation from
 1.8 organizations including, but not limited to, the ~~Board of Teaching~~ Professional Educator
 1.9 Licensing and Standards Board, Minnesota Association of Colleges for Teacher Education,
 1.10 the Minnesota Department of Education, and Education Minnesota. The PRP will consult
 1.11 with content experts as needed. PRP members will recuse themselves from reviews of their
 1.12 current or former unit or programs or other perceived conflicts of interest. ~~Board of Teaching~~
 1.13 staff will facilitate the work of the PRP and serve as nonvoting members. The PRP will
 1.14 make recommendations to the board regarding approval of licensure programs referred to
 1.15 them. The PRP will review the following programs:

1.16 A. programs flagged within the PERCA system under part 8705.2200, ~~including~~
 1.17 ~~low-volume programs~~;

1.18 [For text of items B and C, see M.R.]

1.19 **8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.**

1.20 [For text of subps 1 and 2, see M.R.]

1.21 Subp. 3. **Program effectiveness reports for continuing approval (PERCA); review**
 1.22 **procedures and approval decisions.**

1.23 A. Board-adopted standards and criteria shall be uniformly applied to all programs.
 1.24 Program reports that fall outside the standards and criteria shall be forwarded to the program
 1.25 review panel (PRP) for additional review. The unit leader shall be notified prior to PRP

2.1 review to provide an opportunity to submit written clarification for consideration by the
2.2 PRP.

2.3 ~~A.~~ B. The PRP shall make a recommendation to the board regarding whether to
2.4 approve the program.

2.5 ~~B.~~ C. Based on the findings of the PERCA submission and recommendations of
2.6 the PRP as applicable, the board shall make one of the program approval decisions in
2.7 subitems (1) to (4).

2.8 (1) The board shall grant continuing approval for two years when the program
2.9 report provides evidence that the program meets adopted performance standards, statutory
2.10 and rule requirements, and evidences that candidates have attained competency of licensure
2.11 standards.

2.12 (2) The board may grant continuing approval with continuous improvement
2.13 focus for two years when the program report revealed that one or more standards, rules, or
2.14 candidate performance measures were not in compliance with board criteria. Continuing
2.15 program approval status is granted with board-identified areas of focus for continuous
2.16 improvement. The continuous improvement portion of the PERCA report must include
2.17 evidence of progress in the identified focus areas in the subsequent reporting cycle. Based
2.18 on evidence of progress specific to the focus areas, the board may grant an additional two
2.19 years of continuing approval with continuous improvement focus.

2.20 (3) The board may grant probationary approval for up to two years when a
2.21 program does not demonstrate acceptable progress on focused continuous improvement
2.22 plans. Probationary approval authorizes the program to continue with one year to demonstrate
2.23 progress on identified unmet standards, rules, or candidate performance measures. After
2.24 one year, and based on a written progress report, the board may grant a second one-year
2.25 extension of probationary approval prior to discontinuing the identified program. Students
2.26 enrolled in a formerly approved program that is placed on probationary approval must be

3.1 notified of the program's status. Probationary status may result in federal reporting or
3.2 financial aid implications or may impact other accreditations.

3.3 (4) The board may grant discontinued program status when the board
3.4 determines that required standards for program approval are unmet. The program will be
3.5 discontinued and the board will establish a timeline to accommodate candidates enrolled
3.6 in the program. No new students may be admitted into a discontinued program after the
3.7 date the board acts to discontinue the program. The provider must submit to the board a list
3.8 of candidates enrolled in the program and their expected graduation dates. The provider
3.9 must individually notify those candidates in writing of the program's discontinuation and
3.10 their program completion options.

3.11 [For text of subp 4, see M.R.]

3.12 **8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.**

3.13 [For text of subp 1, see M.R.]

3.14 Subp. 2. **Licensure requirements.** A candidate for licensure to teach parent and
3.15 family education in an early childhood family education program shall:

3.16 [For text of item A, see M.R.]

3.17 B. demonstrate the standards for effective practice for licensing of beginning
3.18 teachers in part 8710.2000 focused on teaching adult learners; and

3.19 [For text of item C, see M.R.]

3.20 [For text of subps 3 and 4, see M.R.]

3.21 Subp. 4a. **Additional licensure.** Teachers holding a parent education license who
3.22 wish to add classroom teaching licensure in any content area and any age range must
3.23 demonstrate the completion of a program addressing the pedagogy standards in part
3.24 8710.2000 aligned to the scope of intended licensure.

4.1 [For text of subp 5, see M.R.]

4.2 **8710.3200 TEACHERS OF ELEMENTARY EDUCATION.**

4.3 [For text of subps 1 to 3, see M.R.]

4.4 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
4.5 elementary students in kindergarten through grade 6 must have a variety of field experiences
4.6 which must include at least 100 school-based hours prior to student teaching that provide
4.7 opportunities to apply and demonstrate competency of professional dispositions and the
4.8 required skills and knowledge under this part and part 8710.2000.

4.9 Across the combination of student teaching and other field-based placements, candidates
4.10 must have experiences at both the primary and intermediate elementary levels.

4.11 For initial teacher licensure, the student teaching period must be a minimum of 12
4.12 continuous weeks, full time, face-to-face, in no more than two placements, in which the
4.13 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
4.14 faculty supervisors in collaboration with the cooperating teachers.

4.15 [For text of subps 4 to 6, see M.R.]

4.16 **8710.3350 PREPRIMARY ENDORSEMENT LICENSE.**

4.17 [For text of subps 1 and 2, see M.R.]

4.18 Subp. 3. **Subject matter standards.** A teacher of preprimary education valid for
4.19 teaching preprimary students age three through prekindergarten must meet the standards in
4.20 part 8710.3000, subpart 3, items A (preprimary only), C, J, K, and L, and ~~M~~ subpart 3a
4.21 (preprimary only).

4.22 [For text of subps 4 and 5, see M.R.]

5.1 **8710.3360 KINDERGARTEN THROUGH GRADE 8 WORLD LANGUAGE AND**
5.2 **CULTURE ENDORSEMENT LICENSE.**

5.3 [For text of subps 1 and 2, see M.R.]

5.4 Subp. 3. **Subject matter standards.** A teacher of world language and culture in
5.5 kindergarten through grade 8 must meet the standards for licensure of teachers of world
5.6 languages and cultures in:

5.7 A. part 8710.4950, subparts ~~3 and 6~~, ~~4 and 6~~, or ~~5 and 6~~; 6 and 6a; and

5.8 B. part 8710.4950, subpart 3, 4, or 5.

5.9 [For text of subps 4 and 5, see M.R.]

5.10 **8710.4000 TEACHERS OF ADULT BASIC EDUCATION.**

5.11 [For text of subp 1, see M.R.]

5.12 Subp. 2. **Licensure requirements.** A candidate for licensure to teach adult basic
5.13 education shall:

5.14 [For text of item A, see M.R.]

5.15 B. demonstrate the standards for effective practice for licensing of beginning
5.16 teachers in part 8710.2000 focused on teaching adult learners; and

5.17 [For text of item C, see M.R.]

5.18 [For text of subps 3 to 4, see M.R.]

5.19 Subp. 4a. **Additional licensure.** Teachers holding an adult basic education license
5.20 who wish to add classroom teaching licensure in any content area and any age range must
5.21 demonstrate the completion of a program addressing the pedagogy standards in part
5.22 8710.2000 aligned to the scope of intended licensure.

5.23 [For text of subp 5, see M.R.]

6.1 **8710.4050 TEACHERS OF AGRICULTURAL EDUCATION.**

6.2 [For text of subps 1 to 3, see M.R.]

6.3 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
6.4 agricultural education must have a broad range of targeted field-based experiences, of a
6.5 minimum of 100 hours prior to student teaching, that provide opportunities to apply and
6.6 demonstrate competency of professional dispositions and the required skills and knowledge
6.7 under this part and part 8710.2000.

6.8 Across the combination of student teaching and other field-based placements, candidates
6.9 must have experiences teaching the content at both the middle level, grades 5 through 8,
6.10 and high school level, grades 9 through 12.

6.11 For initial teacher licensure, the student teaching period must be a minimum of 12
6.12 continuous weeks, full time, face-to-face, in no more than two placements, in which the
6.13 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
6.14 faculty supervisors in collaboration with the cooperating teachers.

6.15 [For text of subps 4 and 5, see M.R.]

6.16 **8710.4200 TEACHERS OF BUSINESS.**

6.17 [For text of subps 1 to 3, see M.R.]

6.18 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
6.19 business education must have a broad range of targeted field-based experiences, of a
6.20 minimum of 100 hours prior to student teaching, that provide opportunities to apply and
6.21 demonstrate competency of professional dispositions and the required skills and knowledge
6.22 under this part and part 8710.2000.

6.23 Across the combination of student teaching and other field-based placements, candidates
6.24 must have experiences teaching the content at both the middle level, grades 5 through 8,
6.25 and high school level, grades 9 through 12.

7.1 For initial teacher licensure, the student teaching period must be a minimum of 12
7.2 continuous weeks, full time, face-to-face, in no more than two placements, in which the
7.3 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
7.4 faculty supervisors in collaboration with the cooperating teachers.

7.5 [For text of subps 4 and 5, see M.R.]

7.6 **8710.4250 TEACHERS OF COMMUNICATION ARTS AND LITERATURE.**

7.7 [For text of subps 1 to 3, see M.R.]

7.8 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
7.9 communication arts and literature must have a broad range of targeted field-based
7.10 experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities
7.11 to apply and demonstrate competency of professional dispositions and the required skills
7.12 and knowledge under this part and part 8710.2000.

7.13 Across the combination of student teaching and other field-based placements, candidates
7.14 must have experiences teaching the content at both the middle level, grades 5 through 8,
7.15 and high school level, grades 9 through 12.

7.16 For initial teacher licensure, the student teaching period must be a minimum of 12
7.17 continuous weeks, full time, face-to-face, in no more than two placements, in which the
7.18 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
7.19 faculty supervisors in collaboration with the cooperating teachers.

7.20 [For text of subps 4 and 5, see M.R.]

7.21 **8710.4310 TEACHERS OF DANCE.**

7.22 [For text of subps 1 to 3, see M.R.]

7.23 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
7.24 dance must have a broad range of targeted field-based experiences, of a minimum of 100

8.1 hours prior to student teaching, that provide opportunities to apply and demonstrate
8.2 competency of professional dispositions and the required skills and knowledge under this
8.3 part and part 8710.2000.

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

8.7 For initial teacher licensure, the student teaching period must be a minimum of 12
8.8 continuous weeks, full time, face-to-face, in no more than two placements, in which the
8.9 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
8.10 faculty supervisors in collaboration with the cooperating teachers.

8.11 [For text of subps 4 and 5, see M.R.]

8.12 **8710.4320 TEACHERS OF THEATRE ARTS.**

8.13 [For text of subps 1 to 3, see M.R.]

8.14 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
8.15 theater arts must have a broad range of targeted field-based experiences, of a minimum of
8.16 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
8.17 competency of professional dispositions and the required skills and knowledge under this
8.18 part and part 8710.2000.

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

8.22 For initial teacher licensure, the student teaching period must be a minimum of 12
8.23 continuous weeks, full time, face-to-face, in no more than two placements, in which the
8.24 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
8.25 faculty supervisors in collaboration with the cooperating teachers.

9.1 [For text of subps 4 and 5, see M.R.]

9.2 **8710.4400 TEACHERS OF ENGLISH AS A SECOND LANGUAGE.**

9.3 [For text of subps 1 to 3, see M.R.]

9.4 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
9.5 English as a second language must have a broad range of targeted field-based experiences,
9.6 of a minimum of 100 hours prior to student teaching, that provide opportunities to apply
9.7 and demonstrate competency of professional dispositions and the required skills and
9.8 knowledge under this part and part 8710.2000.

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

9.12 For initial teacher licensure, the student teaching period must be a minimum of 12
9.13 continuous weeks, full time, face-to-face, in no more than two placements, in which the
9.14 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
9.15 faculty supervisors in collaboration with the cooperating teachers.

9.16 [For text of subps 4 and 5, see M.R.]

9.17 **8710.4450 TEACHERS OF FAMILY AND CONSUMER SCIENCES.**

9.18 [For text of subps 1 to 3, see M.R.]

9.19 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
9.20 family and consumer sciences must have a broad range of targeted field-based experiences,
9.21 of a minimum of 100 hours prior to student teaching, that provide opportunities to apply
9.22 and demonstrate competency of professional dispositions and the required skills and
9.23 knowledge under this part and part 8710.2000.

10.1 Across the combination of student teaching and other field-based placements, candidates
10.2 must have experiences teaching the content at both the middle level, grades 5 through 8,
10.3 and high school level, grades 9 through 12.

10.4 For initial teacher licensure, the student teaching period must be a minimum of 12
10.5 continuous weeks, full time, face-to-face, in no more than two placements, in which the
10.6 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
10.7 faculty supervisors in collaboration with the cooperating teachers.

10.8 [For text of subps 4 and 5, see M.R.]

10.9 **8710.4500 TEACHERS OF HEALTH.**

10.10 [For text of subps 1 to 3, see M.R.]

10.11 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
10.12 health must have a broad range of targeted field-based experiences, of a minimum of 100
10.13 hours prior to student teaching, that provide opportunities to apply and demonstrate
10.14 competency of professional dispositions and the required skills and knowledge under this
10.15 part and part 8710.2000.

10.16 Across the combination of student teaching and other field-based placements, candidates
10.17 must have experiences teaching the content at both the middle level, grades 5 through 8,
10.18 and high school level, grades 9 through 12.

10.19 For initial teacher licensure, the student teaching period must be a minimum of 12
10.20 continuous weeks, full time, face-to-face, in no more than two placements, in which the
10.21 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
10.22 faculty supervisors in collaboration with the cooperating teachers.

10.23 [For text of subps 4 and 5, see M.R.]

11.1 **8710.4550 LIBRARY MEDIA SPECIALISTS.**11.2 [For text of subps 1 to 3, see M.R.]

11.3 Subp. 3a. **Student teaching and field experiences.** A candidate for library media
11.4 specialist licensure must have a broad range of targeted field-based experiences, of a
11.5 minimum of 100 hours prior to student teaching, that provide opportunities to apply and
11.6 demonstrate competency of professional dispositions and the required skills and knowledge
11.7 under this part and part 8710.2000.

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

11.11 For initial teacher licensure, the student teaching period must be a minimum of 12
11.12 continuous weeks, full time, face-to-face, in no more than two placements, in which the
11.13 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
11.14 faculty supervisors in collaboration with the cooperating teachers.

11.15 [For text of subps 4 and 5, see M.R.]11.16 **8710.4600 TEACHERS OF MATHEMATICS.**11.17 [For text of subps 1 to 3, see M.R.]

11.18 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
11.19 mathematics must have a broad range of targeted field-based experiences, of a minimum
11.20 of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
11.21 competency of professional dispositions and the required skills and knowledge under this
11.22 part and part 8710.2000.

11.23 Across the combination of student teaching and other field-based placements, candidates
11.24 must have experiences teaching the content at ~~three levels: kindergarten through grade 6,~~
11.25 both grades 5 through 8; and grades 9 through 12.

12.1 For initial teacher licensure, the student teaching period must be a minimum of 12
12.2 continuous weeks, full time, face-to-face, in no more than two placements, in which the
12.3 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
12.4 faculty supervisors in collaboration with the cooperating teachers.

12.5 [For text of subps 4 and 5, see M.R.]

12.6 **8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.**

12.7 [For text of subps 1 to 3, see M.R.]

12.8 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
12.9 vocal music and instrumental music must have a broad range of targeted field-based
12.10 experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities
12.11 to apply and demonstrate competency of professional dispositions and the required skills
12.12 and knowledge under this part and part 8710.2000.

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

12.16 For initial teacher licensure, the student teaching period must be a minimum of 12
12.17 continuous weeks, full time, face-to-face, in no more than two placements, in which the
12.18 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
12.19 faculty supervisors in collaboration with the cooperating teachers.

12.20 [For text of subps 4 and 5, see M.R.]

12.21 **8710.4700 TEACHERS OF PHYSICAL EDUCATION.**

12.22 [For text of subps 1 to 3, see M.R.]

12.23 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
12.24 physical education must have a broad range of targeted field-based experiences, of a

13.1 minimum of 100 hours prior to student teaching, that provide opportunities to apply and
13.2 demonstrate competency of professional dispositions and the required skills and knowledge
13.3 under this part and part 8710.2000.

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

13.7 For initial teacher licensure, the student teaching period must be a minimum of 12
13.8 continuous weeks, full time, face-to-face, in no more than two placements, in which the
13.9 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
13.10 faculty supervisors in collaboration with the cooperating teachers.

13.11 [For text of subps 4 and 5, see M.R.]

13.12 **8710.4750 TEACHERS OF SCIENCE.**

13.13 [For text of subps 1 to 3, see M.R.]

13.14 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
13.15 science must have a broad range of targeted field-based experiences, of a minimum of 100
13.16 hours prior to student teaching, that provide opportunities to apply and demonstrate
13.17 competency of professional dispositions and the required skills and knowledge under this
13.18 part and part 8710.2000.

13.19 Across the combination of student teaching and other field-based placements, candidates
13.20 must have experiences teaching the content at both the middle level, grades 5 through 8,
13.21 and high school level, grades 9 through 12.

13.22 For initial teacher licensure, the student teaching period must be a minimum of 12
13.23 continuous weeks, full time, face-to-face, in no more than two placements, in which the
13.24 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
13.25 faculty supervisors in collaboration with the cooperating teachers.

14.1 [For text of subps 4 to 9, see M.R.]

14.2 **8710.4800 TEACHERS OF SOCIAL STUDIES.**

14.3 [For text of subps 1 to 3, see M.R.]

14.4 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
14.5 social studies must have a broad range of targeted field-based experiences, of a minimum
14.6 of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
14.7 competency of professional dispositions and the required skills and knowledge under this
14.8 part and part 8710.2000.

14.9 Across the combination of student teaching and other field-based placements, candidates
14.10 must have experiences teaching the content at both the middle level, grades 5 through 8,
14.11 and high school level, grades 9 through 12.

14.12 For initial teacher licensure, the student teaching period must be a minimum of 12
14.13 continuous weeks, full time, face-to-face, in no more than two placements, in which the
14.14 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
14.15 faculty supervisors in collaboration with the cooperating teachers.

14.16 [For text of subps 4 and 5, see M.R.]

14.17 **8710.4850 TEACHERS OF TECHNOLOGY.**

14.18 [For text of subps 1 to 3, see M.R.]

14.19 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
14.20 technology must have a broad range of targeted field-based experiences, of a minimum of
14.21 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
14.22 competency of professional dispositions and the required skills and knowledge under this
14.23 part and part 8710.2000.

15.1 Across the combination of student teaching and other field-based placements, candidates
15.2 must have experiences teaching the content at both the middle level, grades 5 through 8,
15.3 and high school level, grades 9 through 12.

15.4 For initial teacher licensure, the student teaching period must be a minimum of 12
15.5 continuous weeks, full time, face-to-face, in no more than two placements, in which the
15.6 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
15.7 faculty supervisors in collaboration with the cooperating teachers.

15.8 [For text of subps 4 and 5, see M.R.]

15.9 **8710.4900 TEACHERS OF VISUAL ARTS.**

15.10 [For text of subps 1 to 3, see M.R.]

15.11 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach
15.12 visual arts must have a broad range of targeted field-based experiences, of a minimum of
15.13 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
15.14 competency of professional dispositions and the required skills and knowledge under this
15.15 part and part 8710.2000.

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

15.19 For initial teacher licensure, the student teaching period must be a minimum of 12
15.20 continuous weeks, full time, face-to-face, in no more than two placements, in which the
15.21 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
15.22 faculty supervisors in collaboration with the cooperating teachers.

15.23 [For text of subps 4 and 5, see M.R.]

16.1 **8710.4950 TEACHERS OF WORLD LANGUAGES AND CULTURES.**

16.2 [For text of subps 1 to 6, see M.R.]

16.3 Subp. 6a. **Student teaching and field experiences.** A candidate for licensure to teach
16.4 world languages and cultures must have a broad range of targeted field-based experiences,
16.5 of a minimum of 100 hours prior to student teaching, that provide opportunities to apply
16.6 and demonstrate competency of professional dispositions and the required skills and
16.7 knowledge under this part and part 8710.2000.

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

16.11 For initial teacher licensure, the student teaching period must be a minimum of 12
16.12 continuous weeks, full time, face-to-face, in no more than two placements, in which the
16.13 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
16.14 faculty supervisors in collaboration with the cooperating teachers.

16.15 [For text of subps 7 to 9, see M.R.]

16.16 **8710.5050 TEACHERS OF SPECIAL EDUCATION: ACADEMIC AND**
16.17 **BEHAVIORAL STRATEGIST.**

16.18 [For text of subps 1 and 2, see M.R.]

16.19 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
16.20 education: academic and behavioral strategist must complete a preparation program under
16.21 subpart 2, item D, that must include the candidate's demonstration of the knowledge and
16.22 skills in items A to E.

16.23 [For text of items A to D, see M.R.]

16.24 E. Clinical experiences. A teacher of special education: academic and behavioral
16.25 strategist applies the standards of effective practice in teaching students who have a range

17.1 of mild to moderate needs from the primary disability areas of autism spectrum disorders,
17.2 developmental cognitive delays, emotional or behavioral disorders, other health disorders,
17.3 and specific learning disabilities in primary (kindergarten through grade 4), middle level
17.4 (grades 5 through 8), and ~~secondary~~ high school students (grades 9 through 12, including
17.5 transition programs) settings.

17.6 [For text of subps 4 and 5, see M.R.]

17.7 **8710.5300 TEACHERS OF ~~SPECIAL EDUCATION~~: DEVELOPMENTAL**
17.8 **ADAPTED PHYSICAL EDUCATION.**

17.9 Subpart 1. **Scope of practice.** A teacher of ~~special education~~: developmental adapted
17.10 physical education is authorized to provide evaluation and specially designed instruction
17.11 in physical education to eligible students from prekindergarten through age 21 who have
17.12 needs in the areas of physical fitness and gross motor skills. Teachers collaborate and consult
17.13 with families, other classroom and special education teachers, and specialized service
17.14 providers in designing and implementing individualized physical educational program plans.

17.15 Subp. 2. **License requirements.** A candidate for licensure as a teacher of ~~special~~
17.16 ~~education~~: developmental adapted physical education to teach students from prekindergarten
17.17 through age 21 who have needs in the areas of physical fitness and gross motor skills shall:

17.18 A. hold a baccalaureate degree from a college or university that is regionally
17.19 accredited by the association for the accreditation of colleges and secondary schools;

17.20 B. hold or apply and qualify for a valid Minnesota physical education teaching
17.21 license; and

17.22 ~~C. demonstrate core skill requirements in part 8710.5000; and~~

17.23 ~~D. C.~~ show verification of completing a Board of Teaching Professional Educator
17.24 Licensing and Standards Board preparation program approved under chapter 8705 leading

18.1 to the licensure of teachers of ~~special education~~: developmental adapted physical education
18.2 in subpart 3.

18.3 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of ~~special~~
18.4 ~~education~~: developmental adapted physical education must complete a preparation program
18.5 under subpart 2, item D, that must include the candidate's demonstration of the knowledge
18.6 and skills in items A to E.

18.7 A. Foundational knowledge. A teacher of ~~special education~~: developmental adapted
18.8 physical education understands the foundations of special education services for students
18.9 with disabilities relating to physical and motor fitness on which to base practice. The teacher
18.10 must demonstrate knowledge of the:

18.11 [For text of subitems (1) to (8), see M.R.]

18.12 B. Referral, evaluation, planning, and programming. A teacher of ~~special education~~:
18.13 developmental adapted physical education understands and applies principles of prevention
18.14 and intervening early and procedures for referral, assessment, evaluation, individualized
18.15 planning, programming, and placement specific to teaching students with disabilities relating
18.16 to physical and motor fitness. The teacher must be able to:

18.17 [For text of subitems (1) to (6), see M.R.]

18.18 C. Instructional design, teaching, and ongoing evaluation. A teacher of ~~special~~
18.19 ~~education~~: developmental adapted physical education understands how to use individualized
18.20 education program plans to design, implement, monitor, and adjust instruction for students
18.21 with disabilities relating to physical and motor fitness. The teacher must be able to:

18.22 [For text of subitems (1) to (7), see M.R.]

18.23 D. Communication and collaboration. A teacher of ~~special education~~:
18.24 developmental adapted physical education cultivates and maintains positive, collaborative

19.1 relationships with students, families, other professionals, and the community to support
19.2 student development and educational progress. The teacher must be able to:

19.3 [For text of subitems (1) to (8), see M.R.]

19.4 E. Clinical experiences. A teacher of ~~special education~~: developmental adapted
19.5 physical education applies the standards of effective practice through a variety of early and
19.6 ongoing clinical experiences in teaching students who have needs in the areas of physical
19.7 fitness and gross motor skills in prekindergarten and primary (prekindergarten through grade
19.8 4), middle level (grades 5 through 8), and high school (grades 9 through 12) settings across
19.9 a range of service delivery models.

19.10 [For text of subp 4, see M.R.]

19.11 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of ~~special~~
19.12 ~~education~~: developmental adapted physical education are effective on January 1, 2013, and
19.13 thereafter.

19.14 **8710.5400 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL**
19.15 **DISABILITIES.**

19.16 [For text of subps 1 and 2, see M.R.]

19.17 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
19.18 education: developmental disabilities must complete a preparation program under subpart
19.19 2, item D, that must include the candidate's demonstration of the knowledge and skills in
19.20 items A to E.

19.21 [For text of items A to D, see M.R.]

19.22 E. Clinical experiences. A teacher of special education: developmental disabilities
19.23 applies the standards of effective practice through a variety of early and ongoing clinical
19.24 experiences in teaching students who have a broad range of cognitive disabilities and deficits
19.25 in adaptive behavior in primary (kindergarten through grade 4), middle level (grades 5

20.1 through 8), and high school students (grades 9 through 12, including transition programs)
20.2 settings across a range of service delivery models.

20.3 [For text of subps 4 and 5, see M.R.]

20.4 **8710.5700 TEACHERS OF SPECIAL EDUCATION: LEARNING DISABILITIES.**

20.5 [For text of subps 1 and 2, see M.R.]

20.6 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
20.7 education: learning disabilities must complete a preparation program under subpart 2, item
20.8 D, that must include the candidate's demonstration of the knowledge and skills in items A
20.9 to E.

20.10 [For text of items A to D, see M.R.]

20.11 E. Clinical experiences. A teacher of special education: learning disabilities applies
20.12 the standards of effective practice through a variety of early and ongoing clinical experiences
20.13 teaching students who have specific learning disabilities or related learning difficulties in
20.14 primary (kindergarten through grade 4), ~~intermediate~~ middle level (grades 5 through 8),
20.15 and high school students (grades 9 through 12, including transition programs) settings across
20.16 a range of service delivery models.

20.17 [For text of subps 4 and 5, see M.R.]

20.18 **RENUMBERING INSTRUCTION.** Renumber Minnesota Rules, part 8710.5300, as part
20.19 8710.4710.

20.20 **REPEALER.** Minnesota Rules, part 8710.4300, subparts 1, 2, 3, 3a, and 4, are repealed.

20.21 Minnesota Rules, part 8710.0400, is repealed effective July 1, 2018.