Professional Educator Licensing and Standards Board

Proposed Permanent Rules Relating to Licensing and Academic Standards

8710.0200 FEES.

Each application for the issuance or renewal of a license to teach shall be accompanied by a processing fee in compliance with the fee authorized by the legislature. The fees shall be paid to the commissioner of education who shall deposit them with the commissioner of management and budget the fees in the general revenue fund, as provided by law, and report each month to the commissioner of management and budget the amount of fees collected.

The fee shall be nonrefundable for applicants not qualifying for a license, except the fee is refundable when the applicant for a license already holds the license for which application is made and that license does not expire in the year the application is submitted.

8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES.

Subpart 1. Definitions.

A. For the purposes of parts 8710.0310 to 8710.0330, the terms in this subpart have the meanings given them.

B. "Assignment" means the course or courses taught in a school for which students are granted credit.

C. "Board" means the Professional Educator Licensing and Standards Board.

D. "Cultural competency training" means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the
potential bias in these frames, and their impact on expectations for and relationships with
students, students' families, and the school communities, consistent with part 8710.2000,
subpart 4, 8710.2010 and Minnesota Statutes, section 120B.30, subdivision 1, paragraph
(q).

E. "Day" means a calendar day, unless otherwise noted.

F. "District" means a school district or a charter school.

G. "Field-specific methods" means differentiated instructional strategies
   targeting content and pedagogy for a singular licensure area to enable student learning.

H. "Good cause" means:
   
   (1) the applicant is unable to meet the requirements of a higher licensure tier
   due to a lack of a board-approved teacher preparation program in the licensure area;

   (2) the position assignment is a full-time equivalency of 0.1 to 0.25 or less; or

   (3) the applicant is enrolled in and making meaningful progress, as defined
   by the provider, in a teacher preparation program aligned to the assignment; or

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

I. "Innovative program" means a school within a district that is either a
   state-approved area learning center or an alternative learning program or provides a school
   board resolution designating the school as an innovative program, including the reason for
   the designation charter school or program, or district school or program that utilizes or
   necessitates a delivery model of teaching that requires a single teacher to work with and
   grant credit to a group of students in multiple content areas, limited to a content area where
content credit is required for graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a).

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

"Mentorship program" means a program that meets the following criteria:

1. a yearlong collaborative relationship with an experienced Tier 3 or 4 mentor teacher who is not currently on an improvement plan and voluntarily agrees to mentor the mentee teacher;

2. the mentor has access to resources or training, develops common expectations for the mentorship experience, and encourages the mentee to select areas for growth over the course of the year;

3. consists of sessions no less than once per month that focus on building a collaborative relationship with a focus on the exchange of knowledge, skills, and experiences, including the needs and questions of the mentee; and

4. the sessions include discussion of:

   a. effective strategies to engage students;

   b. classroom management strategies that reflect an understanding of the stages of child development;

   c. the educational rights of students and their diverse needs and experiences;

   d. school policies and practices, including appropriate boundaries and data privacy; and

   e. how student learning data can be used to improve classroom planning and instruction.
L. "Professional license from another state" means a professional teaching license issued by the responsible state agency of another state and required by the law of that state for an individual to teach in a public school, but does not include an emergency, temporary, or substitute teaching license.

M. "Related services professional" means a teacher who holds a license issued by the board consistent with Minnesota Statutes, section 122A.06, subdivision 2, and who meets the requirements for a license issued pursuant to parts 8710.6000 to 8710.6400.

N. "Student teaching" means a minimum of 12 weeks full time, or the equivalent, when an individual enrolled in a teacher preparation program assumes teacher responsibilities while working with a cooperating teacher who holds a Tier 3 or 4 license or a professional license from another state in the subject area and a provider supervisor to practice and demonstrate the necessary development of the individual's knowledge, skills, and dispositions to become a teacher. A student teaching experience includes observation, feedback, and evaluation from the cooperating teacher and provider supervisor.

O. "Substitute teacher" means an individual who replaces a teacher of record during an approved leave of absence or fills an unfilled vacancy pursuant to part 8710.0327.

P. "Teacher of record" means 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, or as an instructor of post-secondary students outside the E-12 setting.

Q. "Teacher preparation program" means a program approved by the board or the state where the program resides that trains candidates in educational pedagogy and
content-specific pedagogy for any subset of the scope of licensure for students from birth to 21 years of age.

P. R. "Teaching license" or "teacher license" means a license that permits an individual to be a teacher of record. This includes Tier 1, Tier 2, Tier 3, and Tier 4 licenses issued under parts 8710.0311 to 8710.0314.

Subp. 2. Teaching licenses, in general.

A. Teaching licenses must be granted by the board to applicants who meet all requirements of applicable statutes and rules.

B. An applicant must qualify separately for each licensure area for which an application is made.

C. A license becomes valid on the date issued by the board and expires on June 30 of the expiration year. A Tier 1 or Tier 2 license, out-of-field permission, or innovative program permission can be used until September 1 after the date of expiration if the placement is in a summer school program at the district aligned to the license or is part of a year-round school at the district aligned to the licensure area.

D. The board must request a criminal history background check be performed by the Bureau of Criminal Apprehension consistent with Minnesota Statutes, section 122A.18, subdivision 8, upon an individual applying for a teaching license or substitute license for the first time. Upon renewal of a teaching license or substitute license, the board must perform a new background check on the license holder that includes a review for national arrests, charges, and convictions if a background check has not been completed on the license holder within the last five years.

E. All applicants for licensure and license renewals are subject to a conduct review performed by the board. The board may refuse to issue a license or deny a license renewal based on the results of the conduct review. An applicant who is denied a license or license
renewal as a result of the conduct review may appeal the board's decision pursuant to subpart 6.

F. At the time of application and renewal, each applicant must provide the board with a current street address, telephone number, and e-mail address.

G. Each applicant and licensed teacher must notify the board in writing of any change in address, telephone number, or e-mail address within 30 days of the change.

Subp. 3. [See repealer.]

[For text of subparts 4 to 8, see Minnesota Rules]

8710.0311 TIER 1 LICENSE.

[For text of subpart 1, see Minnesota Rules]

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

A. The applicant must:

(1) hold the minimum of a bachelor's degree from a college or university located in the United States that is regionally accredited by the Higher Learning Commission or by the regional association for accreditation of colleges and secondary schools, as verified by a college transcript;

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

(3) for applicants in career and technical education fields and career pathway courses of study, have one of the following:
(a) five years of relevant work experience aligned to the assignment;

(b) an associate's degree aligned to the assignment; or

(c) a professional certification aligned to the assignment from an approved certifying organization.

B. The hiring district must show:

(1) the position was posted for at least 15 days on the board-approved statewide job board; and

(2) a Tier 1 license for this applicant is warranted for this assignment because one of the following:

(a) no individual who holds a Tier 2, 3, or 4 license for the assignment applied for the position;

(b) no individual who holds a Tier 2, 3, or 4 license for the assignment accepted the position; or

(c) for each individual who holds a Tier 2, 3, or 4 license that may have accepted the assignment, the individual was unacceptable for the assignment because one or more of the following:

i. the individual was not fluent in the language required for the assignment;

ii. the individual was unwilling to abide by or unable to apply the pedagogical model of the district or school;

iii. the individual had disciplinary action with the board or final disciplinary action in a district;
iv. the individual was unwilling to abide by culturally responsive
teaching principles; or

v. the individual had references that indicated an unwillingness or
ineligibility to rehire the individual, including in the applying district.

C. The hiring district must affirm the applicant:

(1) will participate in a mentorship program;

(2) will participate in an evaluation aligned to the district's teacher
development and evaluation model under Minnesota Statutes, section 122A.40, subdivision
8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another
identified district-aligned evaluation; and

(3) has the necessary skills and knowledge to teach in the content field aligned
to the assignment.

D. A committee of board staff designated by the board must review applications
that meet board criteria to fill an emergency position under this subpart. An emergency
position is any position opened due to exigent circumstances, including but not limited to
an unexpected resignation, leave of absence, or death of a position holder, in which the
position starts within five days of the emergency request; the district has no reasonable
alternative to fill the position; the applicant meets the professional qualifications for a Tier
1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district
has completed a background check pursuant to Minnesota Statutes, section 123B.03,
subdivision 1. If all criteria for an emergency position are met, the committee must issue
an interim permission within three business days of receipt of the request that expires upon
any of the following, whichever occurs first:

(1) the district hires a Tier 2, 3, or 4 licensed teacher;

(2) the applicant is issued a short-call substitute license;
the district submits a completed Tier 1 application that is denied or accepted by the board; or

30 days after issuance.

[For text of subpart 3, see Minnesota Rules]

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

A. The hiring district must show that the position was posted for at least 60 days on the board-approved statewide job board. If an applicant accepts the position but later turns it down, the hiring district must repost the position for 15 days.

B. The hiring district must show one of the following:

(1) no individual who holds a Tier 2, 3, or 4 license for the assignment applied for the position;

(2) no individual who holds a Tier 2, 3, or 4 license for the assignment accepted the position; or

(3) for each individual who holds a Tier 2, 3, or 4 license that may have accepted the assignment, the individual was unacceptable for the assignment because one or more of the following:

(a) the individual was not fluent in the language required for the assignment;

(b) the individual was unwilling to abide by or unable to apply the pedagogical model of the district or school;

(c) the individual had disciplinary action with the board or final disciplinary action in a district;
(d) the individual was unwilling to abide by culturally responsive teaching principles; or

e) the individual had references that indicated an unwillingness or ineligibility to rehire the individual, including in the applying district.

C. The applicant must show the applicant attempted the board-approved content examination aligned to the assignment, if applicable, during the academic year in which the applicant held a Tier 1 license. Any licensure area that does not have a board-approved content examination is exempt from this requirement.

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

(1) cultural competency training;

(2) a mentorship program; and

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

E. A committee of board staff designated by the board must review applications that meet board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue
an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:

(1) the district hires a Tier 2, 3, or 4 licensed teacher;

(2) the applicant is issued a short-call substitute license;

(3) the district submits a completed Tier 1 application that is denied or accepted by the board; or

(4) 30 days after issuance.

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

A. The hiring district must show that the position was posted for at least 60 days on the board-approved statewide job board. If an applicant accepts the position but later turns it down, the hiring district must repost the position for 15 days.

B. The hiring district must show one of the following:

(1) no individual who holds a Tier 2, 3, or 4 license for the assignment applied for the position;

(2) no individual who holds a Tier 2, 3, or 4 license for the assignment accepted the position; or

(3) for each individual who holds a Tier 2, 3, or 4 license that may have accepted the assignment, the individual was unacceptable for the assignment because one or more of the following:

(a) the individual was not fluent in the language required for the assignment;
(b) the individual was unwilling to abide by or unable to apply the pedagogical model of the district or school;

c) the individual had disciplinary action with the board or final disciplinary action in a district;

d) the individual was unwilling to abide by culturally responsive teaching principles; or

e) the individual had references that indicated an unwillingness or ineligibility to rehire the individual, including in the applying district.

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

(1) a mentorship program; and

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

D. A committee of board staff designated by the board must review applications that meet board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:
(1) the district hires a Tier 2, 3, or 4 licensed teacher;

(2) the applicant is issued a short-call substitute license;

(3) the district submits a completed Tier 1 application that is denied or accepted by the board; or

(4) 30 days after issuance.

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

A. The hiring district must show that the position was posted for at least 60 days on the board-approved statewide job board. If an applicant accepts the position but later turns it down, the hiring district must repost the position for 15 days.

B. The hiring district must show one of the following:

(1) no individual who holds a Tier 2, 3, or 4 license for the assignment applied for the position;

(2) no individual who holds a Tier 2, 3, or 4 license for the assignment accepted the position; or

(3) for each individual who holds a Tier 2, 3, or 4 license that may have accepted the assignment, the individual was unacceptable for the assignment because one or more of the following:

(a) the individual was not fluent in the language required for the assignment;

(b) the individual was unwilling to abide by or unable to apply the pedagogical model of the district or school;
(c) the individual had disciplinary action with the board or final disciplinary action in a district;
(d) the individual was unwilling to abide by culturally responsive teaching principles; or
(e) the individual had references that indicated an unwillingness or ineligibility to rehire the individual, including in the applying district.

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

(1) the Tier 1 teacher is teaching in a career and technical education field or career pathway course of study; or

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

If the hiring district cannot meet the requirements of item C, the district must provide within the renewal application good cause justification for why the applicant should receive additional Tier 1 renewals pursuant to part 8710.0310, subpart 1, item G. The renewal application is reviewed pursuant to Minnesota Statutes, section 122A.181, subdivision 3. The board must issue or deny the renewal no later than 60 days after receiving the renewal application.

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

(1) a mentorship program; and

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

E. A committee of board staff designated by the board must review applications that meet the board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:

(1) the district hires a Tier 2, 3, or 4 licensed teacher;

(2) the applicant is issued a short-call substitute license;

(3) the district submits a completed Tier 1 application that is denied or accepted by the board; or

(4) 30 days after issuance.

[For text of subpart 7, see Minnesota Rules]

8710.0313 TIER 3 LICENSE.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. Requirements. The board must issue a Tier 3 license if the applicant meets all of the requirements of this subpart.

A. The applicant must:
16.1 (1) hold the minimum of a bachelor's degree from a college or university located in the United States that is regionally accredited by the Higher Learning Commission or by the regional association for accreditation of colleges and secondary schools, as verified by a college transcript;

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

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

16.4 (a) five years of relevant work experience aligned to the licensure area sought;

16.5 (b) an associate's degree aligned to the licensure area sought; or

16.6 (c) a professional certification aligned to the licensure area sought from an approved certifying organization.

B. The applicant must obtain passing scores on the board-approved pedagogy and content examinations aligned to the licensure area sought. Any licensure area that does not have a board-approved content examination is exempt from the content examination requirement.

C. The applicant must show one of the following:

16.17 (1) completion of a board-approved teacher preparation program aligned to the licensure area sought. The board must accept certifications for related services professionals under parts 8710.6000 to 8710.6400 in lieu of completion of a board-approved teacher preparation program;
(2) completion of a preparation program approved in another state aligned
to the licensure area sought that included field-specific student teaching equivalent to
field-specific student teaching in Minnesota-approved teacher preparation programs. The
applicant is exempt from field-specific student teaching if the applicant has at least two
years of field-specific experience teaching as the teacher of record in the licensure area
sought;

(3) recommendation for licensure via portfolio application aligned to the
licensure area sought;

(4) holds or held a professional license from another state in good standing
aligned to the licensure area sought with at least two years of experience teaching as the
teacher of record in the state where the license is held aligned to the licensure area sought;
or

(5) has at least three years of experience teaching as the teacher of record
aligned to the licensure area sought under a Tier 2 license and presents evidence of summative
teacher evaluations that did not result in placing or otherwise keeping the teacher on an
improvement process aligned to the district's teacher development and evaluation plan.

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

Subp. 5. Restrictions.

[For text of item A, see Minnesota Rules]

B. Applicants with content training and experience within two grade levels of a
currently approved Minnesota licensure scope must be granted the full scope of the Minnesota
license:

C. B. Applicants who meet the requirements of subpart 2, items A and B, from
a Montessori Accreditation Council for Teacher Education accredited training center must
be issued a Tier 3 license restricted to a Montessori setting and aligned to the scope of training.

Subp. 6. **Addition to Tier 3 license.** When a licensure area is added to a Tier 3 license issued under this part, the expiration date is the date previously established for the Tier 3 license in effect.

Subp. 7. **Middle level licenses.**

A. The board must issue a Tier 3 license to teach middle level communication arts and literature, mathematics, social studies, and general science, pursuant to parts 8710.3310 to 8710.3340, to an applicant who:

1. holds a professional license in another state aligned to the license sought and has two years of teaching experience; or

2. has completed a state-approved teacher preparation program aligned to the license sought that includes field-specific student teaching equivalent to field-specific student teaching in board-approved teacher preparation programs. The field-specific student teaching requirement does not apply to an applicant who has two years of teaching experience.

B. The scope of the license shall not exceed grades 5 through 8.

If the applicant holds two or more professional licenses, the board may not issue a stand-alone middle level license.

8710.0314 **TIER 4 LICENSE.**

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

Subp. 3. **Adding a Tier 4 license.** To add an additional Tier 4 license, the applicant must show evidence of meeting the requirements of subpart 2, item C, and part 8710.0313, subpart 2, item C, subitem (1), (2), or (3), or (4), in the licensure area sought. An applicant
19.1 may add a teachers of science endorsement by meeting the requirements of part 8710.4770.
19.2 When a licensure area is added to a Tier 4 license issued under this part, the expiration date
19.3 is the date previously established for the Tier 4 license in effect.

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

Subp. 6. Restrictions and expansions.

A. An applicant whose content training or experience does not align to a currently
19.6 approved Minnesota license, but for which past rules have been adopted, and who meets
19.7 all other requirements of this part must be issued a Tier 4 license restricted to the scope and
19.8 licensure area of the applicant's content training or experience.

B. Applicants with content training and experience within two grade levels of a
19.10 currently approved Minnesota licensure scope must be granted the full scope of the Minnesota
19.11 license.

Subp. 7. Moving from Tier 3 to Tier 4 license. An applicant who holds a Tier 3
19.13 license and is seeking a Tier 4 license after three years of teaching experience in Minnesota,
19.14 and who has passed the board-approved skills exam, must meet the renewal clock hour
19.15 requirements in part 8710.7200, subpart 2, and the professional development requirements
19.16 in part 8710.7200, subpart 2a.

8710.0320 OUT-OF-FIELD PERMISSION.

Subpart 1. Purpose. An out-of-field permission authorizes a teacher holding a Tier
19.20 2, 3, or 4 license, consistent with this part, to teach in a field not aligned with an assignment
19.21 outside of the scope or field of the license held.
Subp. 2. **Requirements.**

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

(1) the applicant holds a valid Tier 2, 3, or 4 license;

(2) the applicant holds a license other than for a related services professional under parts 8710.6000 to 8710.6400;

(3) the applicant holds a bachelor's degree to receive an out-of-field permission for any license under parts 8710.3000 to 8710.5850 if required by statute or rule to teach the field for which the out-of-field permission is sought;

(4) the applicant approves the request; and

(5) (a) the amount of instructional time covered by the out-of-field permission is equivalent to 0.25 full-time equivalency or less;

(b) the position of the out-of-field permission is 0.25 full-time equivalency or less;

(c) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment; or

(d) the position was posted for at least 15 days on the board-approved statewide job board.

B. The district must show one of the following:

(1) the licensed applicant is an internal hire with one or more years of employment within the district;
21.1 (2) the applicant has additional qualifications that align with the requirements of the position; or

21.2 (3) one of the following:

21.3 (a) no teachers who hold a Tier 2, 3, or 4 license in the assignment applied for the position;

21.4 (b) no teachers who hold a Tier 2, 3, or 4 license in the assignment accepted the position; or

21.5 (c) for each teacher who holds a Tier 2, 3, or 4 license in the assignment that may have accepted the position, one of the following:

21.6 i. the applicant is not fluent in the language required for the position;

21.7 ii. the applicant was unwilling to abide by or unable to apply the pedagogical model of the district or school;

21.8 iii. the applicant had a disciplinary action with the board or final disciplinary action in a district;

21.9 iv. the applicant was unwilling to abide by culturally responsive teaching principles; or

21.10 v. the applicant had references that indicated an unwillingness or ineligibility to rehire the applicant, including in the applying district.

21.11 C. An applicant who holds a Tier 2, 3, or 4 license in career and technical education or career pathways fields without a baccalaureate degree may obtain an out-of-field permission for another career and technical education or career pathways field.

21.12 D. A committee of board staff designated by the board must review applications that meet board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to
an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:

1. the district hires a Tier 2, 3, or 4 licensed teacher;
2. the applicant is issued a short-call substitute license;
3. the district submits a completed Tier 1 application that is denied or accepted by the board; or
4. 30 days after issuance.

D. A district or charter school must provide professional development and other supports for an applicant in any content area assigned to an out-of-field permission.

Subp. 3. Duration. An out-of-field permission is valid for up to one school year and expires on June 30 of the expiration year, unless otherwise indicated under item A or B at the time the permission is granted.

An out-of-field permission can be used until September 1 after the date of expiration if the placement is aligned to the permission and is:

A. in a summer school program at the district; or
B. part of the year-round school.
Subp. 4. **Renewal.** An out-of-field permission may be renewed four times. To renew an out-of-field permission, the applicant must initiate the application process, and the hiring district must show:

A. the applicant approves the request;

B. (1) the amount of instructional time covered by the out-of-field permission is equivalent to 0.25 full-time equivalency or less;

(2) the position of the out-of-field permission is 0.25 full-time equivalency or less;

(3) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment; or

(4) the position was posted for at least 60 days on the board-approved statewide job board. If an applicant accepts the position but later turns it down, the hiring district must repost the position for 15 days; and

C. one of the following:

(1) the licensed applicant is an internal hire with one or more years of employment within the district;

(2) the applicant has additional qualifications that align with the requirements of the position; or

(3) one of the following:

(a) no teachers who hold a Tier 2, 3, or 4 license in the assignment applied for the position;

(b) no teachers who hold a Tier 2, 3, or 4 license in the assignment accepted the position; or
(c) for each teacher who holds a Tier 2, 3, or 4 license in the assignment that may have accepted the position, one of the following:

i. the applicant is not fluent in the language required for the position;

ii. the applicant was unwilling to abide by or unable to apply the pedagogical model of the district or school;

iii. the applicant had a disciplinary action with the board or final disciplinary action in a district;

iv. the applicant was unwilling to abide by culturally responsive teaching principles; or

v. the applicant had references that indicated an unwillingness or ineligibility to rehire the applicant, including in the applying district.

D. A committee of board staff designated by the board must review applications that meet board criteria to fill an emergency position under this subpart. An emergency position is any position opened due to exigent circumstances, including but not limited to an unexpected resignation, leave of absence, or death of a position holder, in which the position starts within five days of the emergency request; the district has no reasonable alternative to fill the position; the applicant meets the professional qualifications for a Tier 1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district has completed a background check pursuant to Minnesota Statutes, section 123B.03, subdivision 1. If all criteria for an emergency position are met, the committee must issue an interim permission within three business days of receipt of the request that expires upon any of the following, whichever occurs first:

(1) the district hires a Tier 2, 3, or 4 licensed teacher;

(2) the applicant is issued a short-call substitute license;
(3) the district submits a completed Tier 1 application that is denied or accepted by the board; or

(4) 30 days after issuance.

D. A district or charter school must provide professional development and other supports for an applicant in any content area assigned to an out-of-field permission.

Subp. 5. Additional renewals. To renew an out-of-field permission more than four times, the hiring district must provide within the renewal application good cause justification for why the applicant should receive additional out-of-field permission renewals pursuant to part 8710.0310, subpart 1, item G. The renewal application is reviewed pursuant to Minnesota Statutes, section 122A.181, subdivision 3. The board must issue or deny the renewal no later than 60 days after receiving the renewal application.

Subp. 6. Limitations and exceptions.

A. An individual cannot hold an out-of-field permission to work in a related services position.

B. An out-of-field permission is limited to the licensure area and the district for which it was granted.

C. An out-of-field permission granted for a summer school only position may be renewed an unlimited number of times.

D. A teacher holding a Tier 2 license may hold an out-of-field permission for no more than 50 percent of the teacher's total assignments.

8710.0321 INNOVATIVE PROGRAM PERMISSION.

Subpart 1. Purpose. An innovative program permission authorizes a licensed teacher, consistent with this part, to teach multiple fields within an established innovative program. Innovative program permissions are only valid for assignments that require content credit
for graduation and are within the 5-12 or 9-12 grade levels. Innovative program permissions are not valid for assignments in special education, elementary education, early childhood education and related services, driver's education, work-based learning, English as a second language, or any assignment for which state or federal law requires specific training and licensure requirements.

Subp. 2. Requirements. The board must issue an innovative program permission upon request by the designated administrator of the hiring district. The applicant must initiate the application process, and the hiring district must show:

A. the applicant holds a bachelor's degree and a Tier 3 or 4 license other than for a related services professional; and

B. the teaching assignment is within an innovative program.

Subp. 3. Duration. An innovative program permission is valid for up to one school year and expires on June 30 of the expiration year, unless otherwise indicated under item A or B at the time the permission is granted.

An innovative program permission can be used until September 1 after the date of expiration if the placement is aligned to the permission and is:

A. in a summer school program; or

B. part of a year round innovative program.

Subp. 4. Renewal. An innovative program permission may be renewed an unlimited number of times.

8710.0325 SHORT-CALL SUBSTITUTE LICENSE.

Subpart 1. Purpose. A short-call substitute license authorizes the license holder to replace the same teacher of record for no more than 20 consecutive school days.
Subp. 2. Requirements. The board must issue a short-call substitute license to an applicant who meets the requirements of this subpart. The applicant must:

A. hold the minimum of a bachelor's degree from a college or university located in the United States that is regionally accredited by the Higher Learning Commission or by the regional association for accreditation of colleges and secondary schools, as verified by a college transcript;

B. hold a credential from outside the United States that is equivalent to a bachelor's degree, as verified by a credential evaluation completed by a credential evaluator approved by the National Association of Credential Evaluation Services or other board-approved credential evaluation service;

C. for applicants in career and technical education fields and career pathway courses of study, have one of the following:

(1) five years of relevant work experience aligned to the assignment;

(2) an associate's degree aligned to the assignment; or

(3) a professional certification aligned to the assignment from an approved certifying organization; or

D. be enrolled in and making meaningful progress, as defined by the provider, in a board-approved state-approved teacher preparation program and have successfully completed student teaching to be employed as a short-call substitute teacher.

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

8710.0327 SUBSTITUTE TEACHING.

Subpart 1. Term for a short-call substitute. An individual may serve as a short-call substitute for the same teacher of record for no more than 20 consecutive school days.
Subp. 2. **Short-call substitute teaching.** An individual is authorized to replace a teacher of record and serve as a short-call substitute when:

A. the individual holds a valid Tier 1, Tier 2, Tier 3, or Tier 4 license pursuant to this chapter;

B. the individual holds a short-call substitute license pursuant to part 8710.0325;

or

C. the individual holds a lifetime substitute license pursuant to part 8710.0326.

Subp. 3. **Limitations.** An individual acting as a short-call substitute is not considered a teacher of record.

Subp. 4. **Filling a vacancy.** 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 or a teacher licensed for the assignment.

Subp. 5. **Long-term substitute teaching.** The following individuals are authorized to serve as a long-term substitute:

A. an individual who holds a Tier 1, Tier 2, Tier 3, or Tier 4 license aligned to the assignment;

B. an individual who holds an out-of-field permission aligned to the assignment;

or

C. an individual who holds a lifetime substitute license pursuant to part 8710.0326 and held a Tier 3 or Tier 4 license, Minnesota five-year standard license or its equivalent, or a professional license from another state aligned to the assignment.

Subp. 6. **Emergency extensions.** An individual authorized to short-call substitute teach pursuant to subpart 2 may continue replacing the same teacher of record for more
than 20 consecutive school days when the individual has submitted a completed application for a license for the assignment.

8710.0330 TEACHER LICENSURE VIA PORTFOLIO APPLICATION.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. Portfolio review process.

A. The applicant must initiate the application process by submitting a portfolio aligned to board-adopted submission guidelines.

B. Applications for an initial Tier 3 license must include content, pedagogy, and core skills portfolios as follows:

(1) a content portfolio that shows the content standards aligned to the licensure area sought is required for licenses sought under parts 8710.3000 to 8710.4950, 8710.5050 to 8710.5850, and 8710.8010 to 8710.8080;

(2) a core skills in special education portfolio that shows the standards aligned to part 8710.5000 is required for licenses sought under parts 8710.5050 to 8710.5850;

(3) a core skills in career and technical education portfolio that shows the standards aligned to part 8710.8000 is required for licenses sought under parts 8710.8010 to 8710.8080; and


Evidence that provides the necessary information required under this item includes:

(a) a transcript, syllabi of college coursework, or both;
(b) subject-specific, high-quality professional development, as defined under the Every Student Succeeds Act;

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

d) a resume and letters of recommendation illustrating relevant work experience aligned to the licensure area sought;

e) classroom performance as determined by student growth on criterion-referenced assessments;

(f) a rating of effective or higher on a teacher performance evaluation;

(g) teacher performance assessment scores;

(h) unedited video recordings of classroom instruction; or

(i) observation and evaluation feedback through mentorship, teacher evaluation, student teaching, or other supervised classroom teaching experiences.

C. Applications to add a licensure area to a current Tier 3 or 4 license must include a content portfolio that shows the applicant meets the content standards aligned to the licensure area sought under parts 8710.3000 to 8710.5850 and 8710.8000.

D. A pedagogy portfolio must be reviewed by a panel of educators within 90 days of receiving a complete pedagogy portfolio and required fees. An applicant may present the contents of a submitted pedagogy portfolio in person to the panel on the set review date. An applicant may choose not to present the contents of the submitted pedagogy portfolio to the panel on the review date and thereby waives the right to defend the pedagogy portfolio.
material in person. To indicate knowledge of effective teaching dispositions under the
Minnesota Code of Ethics for Teachers, the applicant must submit a completed evaluation
by the individual responsible for the mentorship or supervision of the applicant for review
by the panel of educators after completing one of the following:

(1) a yearlong mentorship program aligned to board-adopted criteria; or
(2) two years of experience teaching as the teacher of record in the licensure
area sought.

E. If the panel of educators under item D does not recommend an applicant for
licensure via the pedagogy portfolio, the panel must provide specific information to the
applicant on how to successfully demonstrate meeting any standard the panel determined
was not met. If the applicant submits the revised pedagogy portfolio, which
within one year from the date the portfolio is not approved, one member of the panel of
educators must review the revised portfolio and recommend it for approval
or disapproval by one member of the panel of educators within 60 days of receiving the
revised submission. If the applicant resubmits a revised portfolio after one year from the
date the portfolio is not approved, the portfolio will be considered a new submission.

F. Each content portfolio must be reviewed by two reviewers who meet
board-adopted qualifications within 90 days of receiving the completed portfolio and required
fees.

G. If the content reviewers under item F do not recommend the applicant for
licensure via the content portfolio, the reviewers must provide specific information to the
applicant on how to successfully demonstrate meeting any standard the reviewers determined
was not met. If the applicant submits the revised content portfolio, which
within one year from the date the portfolio is not approved, one of the content reviewers
must review the revised portfolio and recommend it for approval or
disapproval by one of the content reviewers within 60 days of receiving the revised
submission. If the applicant resubmits a revised portfolio after one year from the date the portfolio is not approved, the portfolio will be considered a new submission.

H. An applicant who is recommended for licensure via portfolio review under this subpart must submit an application for licensure to the board that meets the requirements under subpart 3. The applicant must also pay an application fee.

[For text of subpart 3, see Minnesota Rules]

Subp. 4. CTE exceptions portfolios. An applicant for any career and technical education field under parts 8710.8010 to 8710.8080 is exempt from the criteria in subpart 3 and may apply for an initial Tier 3 license under part 8710.0313 through portfolio review under Minnesota Statutes, section 122A.18, subdivision 10, if the applicant completed parts 8710.2000 and 8710.8000, and meets one of the following requirements:

A. demonstrate competency in the standards of effective practice set forth in part 8710.2010;

B. demonstrate competency in the CTE core skills set forth in part 8710.8000; and

C. demonstrate competency in the applicable licensure standards set forth in parts 8710.8010 to 8710.8080. Competency in the licensure standards can be demonstrated through one of the following criteria:

A. (1) has five years of relevant work experience aligned to the licensure area sought;

B. (2) holds an associate's degree aligned to the licensure area sought; or

C. (3) holds a professional certification aligned to the licensure area sought from an approved certifying organization; or

(4) submits a portfolio.
Subp. 5. Submission timelines.

A. An applicant must submit a letter of intent to the board at least 30 days prior to submission of a portfolio application.

B. A portfolio application prepared according to published guidelines must be submitted between 30 days and one year after the letter of intent is received by the board.

[For text of subpart 6, see Minnesota Rules]

8710.0550 ADDITIONAL FIELDS OF LICENSURE.

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

Subp. 3. Kindergarten. Until June 30, 2005, An applicant holding a current entrance or professional Tier 3 or Tier 4 elementary teaching license first education license to teach in grades 1 through 6 granted by the Professional Educator Licensing and Standards Board prior to September 1, 2001, shall be granted kindergarten licensure upon submitting evidence of having completed requirements for methods of kindergarten education in a state-approved teacher preparation program at a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools and a recommendation for kindergarten licensure from that college or university a recommendation for kindergarten licensure from a state-approved teacher preparation provider. The licensure recommendation may include completed requirements for methods of kindergarten education with an evaluated field experience.

[For text of subpart 4, see Minnesota Rules]

Subp. 5. Expanded scope. An applicant holding a Tier 3 or Tier 4 mathematics, health, agricultural education, or social studies license to teach in grades 7 through 12 granted by the Professional Educator Licensing and Standards Board, shall be granted grades 5 and 6 licensure upon a recommendation for the expanded licensure scope from a state-approved
teacher preparation provider. The licensure recommendation may include completed
requirements for methods of grades 5 and 6 with an evaluated field experience.

8710.2010  STANDARDS OF EFFECTIVE PRACTICE.

Subpart 1.  Standard 1; student learning.

A. The teacher understands how students construct knowledge, acquire skills, and
develop disciplined thinking processes.

B. The teacher understands that students bring assets for learning based on their
individual experiences, abilities, talents, prior learning, and peer and social group interactions,
as well as language, culture, family, and community values.

C. The teacher knows about bilingualism and biliteracy and knows how to
incorporate instructional strategies and resources to support and evaluate language
acquisition.

D. The teacher understands the role of language and culture in learning and knows
how to modify instruction to make language comprehensible and instruction relevant,
accessible, and challenging.

E. The teacher understands the needs of students associated with disabilities and
giftedness and knows how to use strategies and resources to address these needs.

F. The teacher understands the diverse impacts of individual and systemic trauma,
such as stemming from experiencing homelessness, foster care, incarceration, migration,
medical fragility, and similar traumas on learning, development, and behavior and knows
how to support students using strategies and resources to address these impacts.

G. The teacher is able to recognize symptoms of mental health illnesses and their
impact on learning and knows how to use strategies and resources to address these impacts.
H. The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations.

I. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

J. The teacher believes that all learners can achieve at high levels and persists in helping students meet their learning goals.

Subp. 2. **Standard 2: planning for instruction.**

A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.

B. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

C. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

D. The teacher creates lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards or, if unavailable, national discipline-specific standards.

E. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

F. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
G. The teacher plans how to achieve each student's learning goals, choosing strategies, accommodations, and resources, including technology, community resources, and materials, to differentiate instruction for individuals and groups of learners.

H. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

I. The teacher provides opportunities to students to learn about power and privilege in the context of various communities and must empower learners to be agents of positive social change.

J. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.

Subp. 3. **Standard 3; instructional strategies.**

A. The teacher understands the cognitive processes associated with various kinds of learning such as critical and creative thinking, problem framing and problem solving, invention, and memorization and recall and how these processes can be stimulated.

B. The teacher understands the value of and is familiar with instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.

C. The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.

D. The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills.
E. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

F. The teacher asks questions to stimulate discussion that serves different purposes such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.

G. The teacher engages all students in developing higher-order questioning skills and metacognitive processes.

H. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

I. The teacher varies learning activities to involve whole group, small group, and individual work and to develop a range of learner skills.

J. The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Subp. 4. Standard 4; learning environment.

A. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.
B. The teacher understands that proactive and instructive responses to problem behavior is more likely to lead to improved student outcomes than exclusionary practices, such as office referrals or suspensions.

C. The teacher knows how to collaborate with students to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

D. The teacher manages the learning environment to actively and equitably engage learners such as by organizing, allocating, and coordinating resources.

E. The teacher fosters an environment that ensures all student identities, including race, ethnicity, age, gender, sexual orientation, disability, language, religion, and socioeconomic background, are affirmed, valued, and used as vehicles for teaching and learning.

F. The teacher supports students as they recognize and process dehumanizing biases, discrimination, and prejudices.

G. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Subp. 5. Standard 5; assessment.

A. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences.

B. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.
C. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

D. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.

E. The teacher prepares all students for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, including learners with disabilities and language-learning needs.

F. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and prepare for the next level of development.

G. The teacher, independently and in collaboration with colleagues, uses a variety of data, including systematic observation, information about learners, and research, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

H. The teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

Subp. 6. **Standard 6; professional responsibilities.**

A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.

B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements for known or suspected abuse or neglect.
C. The teacher understands the historical foundations, laws, and policies that contributed to systemic racism and barriers in Minnesota's education system, including the impacts on students historically denied access, underserved, or underrepresented on the basis of race, class, gender, sexual orientation, language, socioeconomic status, or country of origin.

D. The teacher understands the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

E. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on the teacher's practice and to plan for adaptations or adjustments.

F. The teacher explores the teacher's own intersecting identities such as race, ethnicity, national origin, language, sex, gender, gender identity, sexual orientation, physical ability, developmental ability, emotional ability, socioeconomic class, and religion, how these identities were developed, and how they influence daily experience of the world.

G. The teacher assesses how biases and perceptions affect teaching practices and how the teacher accesses tools to mitigate the teacher's own behavior that may be influenced by racism, sexism, homophobia, unearned privilege, and Eurocentrism.

H. The teacher assesses and reflects on the teacher's racial literacy skills and seeks opportunities to practice and develop racial literacy with peers and students. Racial literacy means the ability to read, discuss, and write about situations that involve race or racism.

I. The teacher knows how to build and implement a plan for professional growth directly aligned with the teacher's needs to improve as a professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities.
J. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others while using social media.

K. The teacher actively seeks professional, community, and technological resources within and outside the school as supports for analysis, reflection, and problem solving.

Subp. 7. **Standard 7; collaboration and leadership.**

A. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

B. The teacher understands the importance of engaging in regular, reciprocal, and culturally responsive communication with families about student learning and performance.

C. The teacher knows how to collaborate with families to support student learning and secure appropriate services to meet the needs of students.

D. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

E. The teacher identifies gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and advocates for representation of these absent perspectives.

F. The teacher examines policies and practices for disparate impact and from a power versus purpose perspective, including policies and practices that reflect the preference of staff versus those with a clear purpose linked to educational outcomes.
G. The teacher recognizes the responsibility to question mainstream school knowledge, conventional methods, and beliefs and assumptions about diverse students, families, cultures, and communities.

H. The teacher plans collaboratively with professionals who have specialized expertise, such as special educators, related services providers, language learning specialists, librarians, and media specialists to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

Subp. 8. Preparation. For each standard in subparts 1 to 7, the preparation must include the ability to apply and transfer the knowledge and skills to different educational models and school settings, as well as address the scope of the standard in application to all students, including those groups historically denied access or underrepresented.

8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.

Subpart 1. Scope of practice. A teacher of parent and family education is authorized to instruct parents in design, implement, and evaluate educational experiences for parents and other caregivers of all ages with children prenatal through grade 12, including but not limited to early childhood family education programs.

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

An applicant seeking a license to teach parent and family education must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and
C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of parent and family education in subpart 3.

Subp. 2a. Initial licensure program. A candidate completing a board-approved initial licensure program for parent and family education must demonstrate the content standards set forth in subpart 3 and the standards for effective practice in part 8710.2010, focused on teaching parents and caregivers as learners.

Subp. 2b. Additional licensure program. A candidate completing a board-approved additional licensure program for parent and family education must demonstrate the content standards set forth in subpart 3.

Subp. 2c. Licensure via portfolio. An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2010, focused on teaching parents and caregivers as learners.

Subp. 2d. Adding a license via portfolio. An applicant seeking to add a license to teach parent and family education pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3.

Subp. 3. Subject matter standard. A candidate for licensure as a teacher of parent and family education must complete a preparation program under subpart 2, item C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

A. A teacher of parent and family education must understand families, including:

(1) the parent's role as primary socializer and educator of the family;

(2) theories of family dynamics;
44.1 (3) family communication;

44.2 (4) family structures;

44.3 (5) family strengths from multiple perspectives;

44.4 (6) human sexual behavior the impact of technology on family life;

44.5 (7) gender roles;

44.6 (8) family impacts of decision-making and problem-solving processes on family relationships;

44.8 (9) the effects of disabilities on family relationships;

44.9 (10) the reciprocal relationships between family and community;

44.10 (11) the effects of culture and ethnicity on contexts of language, ethnicity, and culture in family relationships;

44.12 (12) the interaction of socioeconomic situations and family dynamics;

44.13 (13) the influence of public policies on families;

44.14 (14) influence of the social and historical climate on families; and

44.15 (15) the effects of change and loss on family functioning; and

44.16 (16) how to work with parents and families in a variety of settings.

B. A teacher of parent and family education The candidate must understand parent-child relationships:

44.19 (1) multidisciplinary descriptions of parenting practices and healthy parent-child relationships;

44.21 (2) theories of parent-child interaction;

44.22 (3) the reciprocal nature of parent-child relationships;
the impact of parent expectations, practices, and behaviors on the child's development;

the impact of work and other external influences on parental behaviors;

the reciprocal relationship between parenting behavior and ecological contexts, including paid work;

stages of parenting across the life span;

mother-child, father-child, and other primary caregiver-child relationships;

the influence of adult partner relationships on parent-child relationships;

the signs of emotional distress, abuse, and neglect in parent-child relationships;

specific family situations, for example, single parenting, stepparenting, adolescent parenting, adoptive parenting, grandparenting, and the effects of disabilities on parenting; and

the effects of culture and ethnicity on parent-child relationships.

C. A teacher of parent and family education The candidate must understand child development:

theories of child development;

social, emotional, psychological, physical, cognitive, language, and moral development;

individual differences among children;

the effects of disabilities on child development;

the influence of culture, community, and experiences on development;

the formation of a child's self-identity and self-esteem;
(7) the role of play in child development;

(8) gender identity and sexuality development;

(9) developmentally appropriate learning environments, activities, and interactions; and

(10) the effects of physical and mental health and nutrition on child development; and

(11) the effects of childhood adversity and trauma on child development.

D. A teacher of parent and family education The candidate must understand adult development learning:

(1) that each adult is unique and exhibits individual patterns of development influenced by physical, social, cultural, psychological, and experiential factors;

(2) biological changes in adulthood and developmental aspects of aging and the impact on adult learning;

(3) adult learning and learning styles, adult cognitive development, and use of instructional strategies that promote adult learning and development;

(4) theories of adult development and how to apply theory when making instructional decisions; and

(5) how to apply the standards of effective practice in teaching adult students through a series of formal observations and directed instructional experiences with adults participating in early childhood and family education programs totaling at least 100 hours and including at least two written evaluations by faculty supervisors designing, implementing, and evaluating educational experiences for parents and other caregivers.

Subp. 4. [See repealer.]
47.1 Subp. 4a. Clinical experiences for candidates completing an initial licensure program. A candidate completing an initial licensure program is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item C (Standard 11). The candidate must complete at least 100 hours of clinical experience in teaching parents and caregivers in family education programs that include:

A. observations with actionable feedback to ensure growth and attainment of standards with a minimum of three observations conducted by the cooperating teacher;

B. observations with actionable feedback to ensure growth and attainment of standards with a minimum of three observations conducted by the supervisor;

C. a minimum of two triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and

D. at least two written evaluations by the supervisor that address the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.

For the purposes of clinical experiences, a candidate completing an initial licensure program for parent and family education and another licensure field must consider the other licensure field as the initial license subject to part 8705.1010, subpart 3, item C (Standard 11), and consider the parent and family education license as an additional license subject to subpart 4b.

47.2 Subp. 4b. Clinical experiences for candidates completing an additional licensure program. A candidate completing an additional licensure program is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item E (Standard 13). The candidate must complete at least 80 hours of clinical experience in teaching parents and caregivers in family education programs that include:
A. observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations conducted by the cooperating teacher;

B. observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations conducted by the supervisor;

C. a minimum of one triad meeting with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and

D. at least one written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.

Subp. 5. [See repealer.]

8710.4000 TEACHERS OF ADULT BASIC EDUCATION.

Subpart 1. Scope of practice. A teacher of adult basic education is authorized to provide to learners, who are 16 years of age or over have aged out of the compulsory attendance requirement for secondary schools as set forth in Minnesota Statutes, section 120A.22, and are not enrolled in elementary or secondary schools, instruction that is designed to develop mastery of basic education skills including English language skills. This part shall not prohibit a school board from employing a teacher who holds a valid Minnesota classroom teaching license but who is not licensed as a teacher of adult basic education to teach adult basic education. A license under this part does not qualify a teacher to provide instruction leading to a high school diploma.

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

An applicant seeking a license to teach adult basic education must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.
A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

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

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of adult basic education in subpart 3.

Subp. 2a. Initial licensure program. A candidate completing a board-approved initial licensure program for adult basic education must demonstrate the content standards set forth in subpart 3 and the standards for effective practice in part 8710.2010, focused on teaching adults as learners.

Subp. 2b. Additional licensure program. A candidate completing a board-approved additional licensure program for adult basic education must demonstrate the content standards set forth in subpart 3.

Subp. 2c. Licensure via portfolio. An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2010, focused on teaching adults as learners.

Subp. 2d. Adding a license via portfolio. An applicant seeking to add a license to teach adult basic education pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3.

Subp. 3. Subject matter standard standards. A candidate for licensure as a teacher of adult basic education must complete a preparation program under subpart 2, item C, that includes the candidate's demonstration of the knowledge and skills in items A to F.
A. **Organizational and systems structure.** A teacher of adult basic education must understand adult basic education organizational and system structure, including:

1. The history and philosophy of adult basic education including its purposes, mission, and populations to be served;
2. Federal and state adult basic education legislation, policies, and regulatory agencies including sources of funding and related services; and
3. Systems models of delivering adult education programs and services, including eligible providers and distribution of funds;
4. Types of programming offered, including English language instruction, high school diploma and equivalency options, career and postsecondary preparation, and other basic skills instruction;
5. Accountability measures, including standardized assessments, learner outcome expectations, and data collection requirements; and
6. Supports and technical assistance resources available to adult basic education providers.

B. **Adult learning theories and teaching practices.** A teacher of adult education must understand adult learning theories and teaching practices, including:

1. Characteristics common to all adult learners as well as those common to unique populations;
2. Contemporary strategies and models for teaching adults; and formative and summative assessment practices that inform instructional planning and goal setting for students;
(3) formal and informal diagnostic procedures, including self-assessment, for identifying the academic and personal needs of adult learners and how to use this information as the basis for customizing the curriculum so as to meet their needs; application of instructional practices for testing that address the needs of adult learners;

(4) application of instructional strategies and resources for adult learners, including but not limited to those who are incarcerated, survivors of trauma, refugees and immigrants and those with low basic skills, limited formal schooling, and physical or cognitive learning challenges;

(5) instructional planning at the lesson, unit, and course level for basic skills, life skills, academic content (e.g., math, social studies), and career-contextualized instruction; and

(6) disposition and resources to attain the content knowledge and related teaching practices needed to grow professionally as an adult educator.

C. Content and effective practices. A teacher of adult education must understand the content and methods effective practices for teaching language and literacy, including:

(1) knowledge of reading processes and instruction including:

(a) orthographic knowledge and morphological grapheme-phoneme knowledge and morpheme relationships within words;

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

(c) the importance of direct and indirect vocabulary instruction that leads to enhanced general, academic, and domain-specific word knowledge;
(d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, and knowledge of academic discourse, and print and digital text; and

(e) the development of academic language and its impact on learning and school success, career pathways, and civic engagement; and

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

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

(b) the ability to scaffold instruction for students who experience comprehension difficulties reading or understanding a variety of texts, as well as an understanding of when and how to gradually remove scaffolds;

(c) selection and implementation of a wide variety of before, during, and after, and repeated reading comprehension strategies that develop reading and metacognitive abilities necessary to access complex text;

(d) the ability to help adult learners develop, deepen, and implement effective vocabulary strategies that help students understand words including broaden their understanding of general, academic, and domain-specific content words;

(e) the ability to develop critical literacy skills by encouraging teaching students to identify and evaluate evidence, make and support inferences, and question texts and analyze texts from multiple viewpoints or perspectives; and
the ability to identify instructional practices, approaches, and methods to match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers; features of complexity within a text and associated challenges in order to inform instruction; and

(g) an understanding of the rationale and instructional use of a wide range of texts and text types within instruction, including informational texts;

(3) understanding the content and effective practices for teaching writing, including:

(a) the stages of the writing process;

(b) the connections between reading and writing;

(c) instruction to build adult learners' abilities to communicate ideas clearly and effectively to a variety of audiences in a variety of text types, with increasing control over structures at the discourse, sentence, word, and mechanics levels;

(d) how to teach writing contextually to reflect actual uses using authentic materials and situations that build on adult learners' prior knowledge; and

(e) multiple strategies to assess and provide feedback to student writing; and

(4) understanding the context and effective practices for teaching listening and speaking, including:

(a) the listening process and how to receive, attend to, interpret, and respond appropriately to verbal messages and other cues;

(b) ways of constructing and expressing meaning for participation in formal and informal situations;
(c) how to teach listening and speaking contextually in a variety of work, community, and academic settings using authentic materials and situations that build on adult learners' prior knowledge;

(d) the ability to develop critical learning skills by teaching adult learners to identify and evaluate evidence in texts, make and support inferences, and question and analyze multiple perspectives; and

(e) how to assist multilingual learners to improve English pronunciation and achieve English proficiency.

D. Mathematics. A teacher of adult education must understand the content and methods effective practices for teaching mathematics, including:

(1) mathematical concepts and the procedures and connections between them including: adult numeracy and mathematical thinking and strategies adults need in order to participate fully in their communities and to pursue career and postsecondary opportunities;

(a) basic mathematics processes including addition, subtraction, multiplication, and division;

(b) basic mathematics systems of whole numbers, fractions, decimals, and percentages;

(e) estimation of quantities and the evaluation of the reasonableness of estimates;

(d) systems of measurement and their use; and

(e) constructing, reading, interpreting, and making inferences from tables, charts, and graphs;
(2) mathematical problem-solving techniques and strategies; and

characteristics common to adult math learners, including math anxiety, and strategies for

instruction that develop learners' skills and confidence;

(3) how to teach mathematics contextually to reflect actual uses using real

world materials and situations that build on the adult learner's prior knowledge; the

mathematical thinking processes and proficiencies that ensure strong math learning, including

problem solving, reasoning and proof, communication, representation, and connections;

(4) instructional practices for adult learners that develop their ability to

conduct math common in consumer, household, citizenship, and workplace contexts; and

(5) disposition and resources to attain the content knowledge and related

teaching practices needed to teach adult numeracy, including numbers and ratios, and

understand operations, algebra and functions, geometry, probability, and statistical

measurement.

E. A teacher of adult education must understand the content and methods for

teaching listening and speaking:

(1) the listening process and how to receive, attend to, interpret, and respond

appropriately to verbal messages and other cues;

(2) ways of constructing meaning for participation in formal and informal

speaking situations so students can organize ideas and use different verbal and nonverbal

communication styles;

(3) how to teach listening and speaking contextually to reflect actual uses

using real world materials and situations that build on the adult learner's prior knowledge;

and

(4) how to adopt appropriate learning materials and adapt teaching strategies

to meet the second language needs of adult learners whose first language is not English.
F. A teacher of adult education must understand the content and methods for teaching writing:

   (1) the stages of the writing process;

   (2) multiple strategies to assess and respond to student writing;

   (3) the principles and formats of communicating thoughts, ideas, information, and messages appropriately and effectively in written English; and

   (4) how to teach writing contextually so as to reflect actual uses using real world materials and situations that build on the adult learner's prior knowledge.

G. A teacher of adult education must understand the content and methods for teaching application skills:

   (1) the higher order thinking skills of thinking critically, solving problems, and making decisions;

   (2) effective interpersonal and group participation; and

   (3) understanding how to learn.

H. E. Employment and transition skills. A teacher of adult basic education must understand the content and effective practices for teaching academic, career development and transition skills, and employability skills needed to transition to postsecondary education, career training, the workplace, and deeper community involvement, including:

   (1) the culture of the contemporary workplace and the changing nature of job skills; and

   (2) the process of accessing information and resources of jobs and training; transition skills, including effective communication, learning strategies, critical thinking, self-management, developing a future pathway, and navigating systems.
(3) the career decision-making process; and

(4) the skills necessary to find and keep a job.

I. A teacher of adult basic education must understand adult teaching and learning:

(1) factors for selecting and techniques for using materials and resources in adult education programming;

(2) formal and informal diagnostic procedures for identifying the academic and personal needs of adult learners and how to use this information to develop competency-based instruction for individuals, small groups, and large groups;

(3) strategies for learners to assess their own progress; and

(4) factors to consider in developing unique curricula for specialized adult populations.

F. Digital literacy. The candidate must understand the content and effective practices for teaching digital literacy skills, including:

(1) development of digital literacy skills needed for adult learners to seek, obtain, and retain employment; successfully complete training and postsecondary education; and participate fully in their communities; and

(2) instruction that enables adult learners to perform tasks on computers and online, including computer basics, essential software skills, and basic online skills, including:

(a) using technology to communicate in a variety of contexts, including work, school, and community;

(b) using digital tools to enhance communication and collaborate with others;
(c) thinking critically about digital resources and using multiple online sources to find, evaluate, and test the validity of information;

(d) understanding rules and norms around technology use in different contexts; and

(e) understanding the benefits and risks of online communication in order to act as a responsible digital citizen.

Subp. 3a. **Student teaching and field experiences**

Clinical experiences for candidates completing an initial licensure program. A candidate for licensure to teach adult basic education must apply the standards of effective practice in teaching adult students through a series of formal observations and directed instructional experiences with adults participating in adult basic education programs totaling at least 100 hours and including at least two written evaluations by faculty supervisors.

A candidate completing an initial licensure program to teach adult basic education is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item C (Standard 11). The candidate must complete at least 100 hours of clinical experiences in adult basic education programs that include:

A. observations with actionable feedback to ensure growth and attainment of standards with a minimum of three observations conducted by the cooperating teacher;

B. observations with actionable feedback to ensure growth and attainment of standards with a minimum of three observations conducted by the supervisor;

C. a minimum of two triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and

D. at least two written evaluations by the supervisor that address the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.
For the purposes of clinical experiences, a candidate completing an initial licensure program for adult basic education and another licensure field must consider the other licensure field as the initial license subject to part 8705.1010, subpart 3, item C (Standard 11), and consider the adult basic education license as an additional license subject to subpart 3b.

Subp. 3b. **Clinical experiences for candidates completing an additional licensure program.** A candidate completing an additional licensure program is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item E (Standard 13). The candidate must complete at least 80 hours of clinical experiences in adult basic education programs that include:

A. observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations conducted by the cooperating teacher;

B. observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations conducted by the supervisor;

C. a minimum of one triad meeting with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and

D. at least one written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.

Subp. 4. [See repealer.]

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

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

Subpart 1. **Issuance of license authorized.** The Professional Educator Licensing and Standards Board shall, under this part and Minnesota Statutes, section 126.49 124D.75, authorize the issuance of a license to teach American Indian language, history, and culture.
to an applicant who has achieved and demonstrated competence in an American Indian
language or knowledge and understanding of American Indian history and culture.

Subp. 2. **Scope of practice.** A teacher of American Indian language, history, and
culture is authorized to teach an American Indian language or an American Indian history
and culture to students in kindergarten through grade 12. This part shall not prohibit
a school board from employing a person to teach an American Indian language or American
Indian history and culture who does not hold a license under this part.

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

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

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

   (1) the applicant possess competence in American Indian language;

   (2) the applicant possesses unique qualifications relative to or knowledge
       and understanding of American Indian history and culture;

   (3) the applicant holds the minimum of a bachelor's degree from a college or
       university located in the United States that is regionally accredited by the Higher Learning
       Commission or by the regional association for accreditation of colleges and secondary
       schools, as verified by a college transcript;

   (4) the applicant holds an academic degree approved by the board;

   (5) the applicant completed a course of study approved by the board;

   (6) the applicant holds a professional license in another state aligned to the
       license sought, the license is in good standing, and the applicant has two years of teaching
       experience; or
(7) the applicant has completed a state-approved teacher preparation program aligned to the license sought; and

B. C. includes certified copies of two resolutions attesting a resolution or letter that:

(1) is prepared by the tribal government governing the tribe or community speaking the language or representing the history and culture for which licensure is requested; and

(2) attests to the applicant's competence in an American Indian language or the knowledge and understanding of an American Indian history and culture. One of the resolutions must be from the tribal government governing the tribe or community speaking the language or representing the history and culture for which licensure is requested with the second resolution being from one of subitems (1) to (4):

In lieu of a certified copy of a resolution or letter, the applicant may submit an affidavit attesting to the applicant's competence in an American Indian language or the knowledge and understanding of an American Indian history or culture. The Professional Educator Licensing and Standards Board, in consultation with the Tribal National Education Committee, must evaluate the applicant's eligibility for a Tier 3 license.

(1) another reservation or business committee serving the tribe or community speaking the language or representing the history and culture for which licensure is requested;

(2) the local Indian education committee serving the tribe or community speaking the language or representing the history and culture for which licensure is requested;

(3) other bodies governing or serving the tribe or community speaking the language or representing the history and culture; or

(4) authorized officials of professional or learned societies, organizations, or institutions who are qualified to assess the applicant's competence in an American Indian
The resolution shall confirm that the applicant has been assessed and is competent in
the language to be taught or possesses knowledge and understanding of the American Indian
history and culture to be taught.

Subp. 3a. **License requirements for a Tier 4 license.** An applicant for a Tier 4 license
to teach American Indian language, history, and culture must demonstrate the following:

A. the applicant has three years of teaching experience in Minnesota on a Tier 3
license to teach American Indian language, history, and culture;

B. the applicant's most recent summative evaluation must not have resulted in
placing or otherwise keeping the teacher in an improvement process aligned to the district's
teacher development and evaluation plan; and

C. the applicant has completed the renewal requirements, including completion
of the mandatory professional development topics and clock hours, according to parts
8710.7000 to 8710.7600 and Minnesota Statutes, section 122A.187.

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

Subp. 6. **Limitations.** The Professional Educator Licensing and Standards Board shall
not issue a Tier 1 or Tier 2 license to teach American Indian language, history, and culture.

**8710.4500 TEACHERS OF HEALTH.**

Subpart 1. **Scope of practice.** A teacher of health is authorized to provide to students
in grades 5 through 12 instruction that is designed to develop the knowledge and skills
necessary to practice healthy behaviors.
Subp. 2. Licensure requirements. A candidate for licensure to teach health to students in grades 5 through 12 shall:

An applicant seeking a license to teach health must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

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

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of health in subpart 3.

Subp. 2a. Initial licensure program. A candidate completing a board-approved initial licensure program for health must demonstrate the content standards set forth in subpart 3 and the standards for effective practice in part 8710.2010.

Subp. 2b. Additional licensure program. A candidate completing a board-approved additional licensure program for health must demonstrate the content standards set forth in subpart 3.

Subp. 2c. Licensure via portfolio. An applicant seeking an initial license to teach health via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2010.

Subp. 2d. Adding a license via portfolio. An applicant seeking to add a license to teach health pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3.
Subp. 3. **Subject matter standard standards.** A candidate for licensure as a teacher of health must complete a preparation program under subpart 2, item C, that must include the candidate’s demonstration of the knowledge and skills in items A to I, F.

A. **Health education topics.** A teacher of health understands behaviors and factors that The candidate must demonstrate competency in the following health education topics and must be able to describe applicable state and federal laws and policies that address these health education topics:

1. prevent or reduce the risk of accidents, sudden illness, and violent injuries the use of alcohol, drugs, and tobacco;

2. prevent or reduce the risk of tobacco use or alcohol and other drug abuse healthy eating;

3. prevent or reduce the risk of HIV infection and AIDS, sexually transmitted diseases, and unintentional pregnancy; and mental and emotional health, including preventing suicide and preventing and managing conflict, emotional stress, and anxiety for oneself and others in healthy ways;

4. contribute to sufficient physical activity and promote health-enhancing dietary practices, personal health and wellness, including preventing the spread of contagious diseases;

5. physical activity;

6. safety, including recognizing and avoiding risky behavior;

7. sexual health, including preventing or reducing unintended pregnancy and sexually transmitted disease (STD); and

8. violence prevention, including recognizing and preventing harassment, sexual and physical abuse, bullying, hazing, fighting, and hate crimes.
B. A teacher of health understands concepts related to health promotion and disease prevention including:

(1) the need for and role of a philosophy of health, health education, and health promotion;

(2) primary, secondary, and tertiary prevention;

(3) components of comprehensive school health programs and interrelationships among components;

(4) behaviors that foster and those that hinder well-being; and

(5) physical, social, emotional, and intellectual factors that influence health.

C. A teacher of health understands how to access valid health information and health-promoting products and services including:

(1) selecting and evaluating the validity of sources of health education information;

(2) identifying and accessing appropriate and cost-effective school and community health services;

(3) identifying and evaluating appropriate lifestyle assessments and health-risk appraisals;

(4) using or developing appropriate data-gathering instruments to include national, state, or district level morbidity, mortality, behavioral risk, and needs assessment data; and

(5) articulating research and public policy regarding health issues.

D. A teacher of health understands health-enhancing behaviors that reduce health risks including:
(1) the short-term and long-term consequences of positive and negative health choices;

(2) the relationship between and among the major health determinants of genetics, environments, health care, and personal behavior;

(3) the importance of individual responsibility for health; and

(4) strategies to reduce and prevent stress-related health problems.

E. A teacher of health understands the effects of advertising, media, technology, and social norms on health behaviors.

F. A teacher of health understands how to use interpersonal communication skills to enhance health including:

(1) models and strategies for teaching communication skills for expressing needs, wants, and feelings; communicating, care, consideration, and respect of self and others; conflict resolution; and refusal skills; and

(2) strategies for facilitating dialogue related to controversial health issues.

G. A teacher of health understands how to use goal-setting and decision-making skills to enhance health including:

(1) age-appropriate decision-making and goal-setting models;

(2) applying decision-making and goal-setting processes to personal health choices;

(3) the components of and processes for the development and implementation of personal health plans; and

(4) predicting the immediate and long-range impact of health decisions on the individual, family, and the community.
H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;
2. understand and apply the research base for and the best practices of middle and high school education;
3. develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
4. understand the role and alignment of district, school, and department mission and goals in program planning;
5. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
6. know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and
7. understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

B. Foundational skills. The candidate must describe and apply each of the following skills using at least two of the health education topics described in item A:

1. analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (INF);
demonstrate the ability to access valid information, products, and services to enhance health (AI);

(3) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (IC);

(4) demonstrate the ability to use decision-making skills to enhance short-term and long-term health (DM);

(5) demonstrate the ability to use goal-setting skills to enhance health (GS);

(6) demonstrate the ability to practice health-enhancing behaviors and avoid health risks (SM); and

(7) demonstrate the ability to advocate for personal, family, and community health (AV).

C. Planning and instruction. A candidate for licensure as a teacher of health must demonstrate competency in planning and instruction. The candidate must:

(1) design and apply developmentally appropriate short- and long-term plans that are aligned with state academic standards, including plans for assessments;

(2) design and apply individualized instruction for diverse student needs, adding specific accommodations or modifications for all students;

(3) design and apply scaffolded sequential learning experiences that align with short- and long-term objectives and that address the diverse needs of all students;

(4) plan for and manage resources to provide active, fair, and equitable learning experiences;

(5) design developmentally appropriate, engaging instructional strategies and materials that foster a physically and emotionally safe learning environment;
design short- or long-term lessons that use demonstrations, explanations, and instructional cues that are aligned with short- and long-term plan objectives;

(7) design short- or long-term plans that illustrate transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment; and

(8) design short- or long-term plans that include supports for common errors and strategies for feedback.

D. Assessment. A candidate for licensure as a teacher of health must demonstrate competency in assessment. The candidate must:

(1) use assessment data to plan instruction, analyze student learning, and reflect on implementation practices;

(2) provide substantive, constructive, and timely feedback and adjust units and lessons so they meet the diverse learning needs of all students;

(3) select or create formal and informal assessments that measure short- or long-term objectives;

(4) administer formative and summative assessments that monitor student learning; and

(5) complete a reflective cycle to guide decision making based on short- or long-term objectives, student learning, and teacher performance.

E. Professionalism. A candidate for licensure as a teacher of health must demonstrate professional growth. The candidate must:

(1) be able to work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs;
(2) engage in continued professional growth and collaboration in schools or professional organizations;

(3) describe strategies for the promotion and advocacy of health education and expanded health education opportunities; and

(4) demonstrate an understanding of the short-term and long-term consequences of positive and negative personal health choices.

I. F. Reading. A candidate for licensure as a teacher of health must understand the content and methods for teaching reading including:

(1) knowledge of reading processes and instruction including:

   (a) the relationships between and among print processing abilities and digital content, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and

   (b) the complexities involved in the development of academic language and the impact of that development in school success; and

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

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

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

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

   (d) the ability to identify instructional practices, approaches, and methods and match materials, both print and digital, to the cognitive levels of all readers, guided by
an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

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

Across the combination of student teaching and other field-based placements, candidates completing an initial licensure program must have experiences teaching the content health at both the middle level, (grades 5 through 8), and high school level, (grades 9 through 12).

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face to face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 3b. **Placements for candidates completing an additional licensure program.** Candidates completing an additional licensure program must have experiences teaching health at both the middle level (grades 5 through 8) and high school level (grades 9 through 12).

Subp. 4. [See repealer.]

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

**8710.4700 TEACHERS OF PHYSICAL EDUCATION.**

Subpart 1. **Scope of practice.** A teacher of physical education is authorized to provide to students in kindergarten prekindergarten through grade 12 instruction that is designed to
enhance physical growth and development through learning to move and learning through movement.

Subp. 2. **Licensure requirements.** A candidate for licensure to teach physical education to students in kindergarten through grade 12 shall:

An applicant seeking a license to teach physical education must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

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

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of physical education.

Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial licensure program for physical education must demonstrate the content standards set forth in subpart 3 and the standards for effective practice in part 8710.2010.

Subp. 2b. **Additional licensure program.** A candidate completing a board-approved additional licensure program for physical education must demonstrate the content standards set forth in subpart 3.

Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2010.
Subp. 2d. **Adding a license via portfolio.** An applicant seeking to add a license to teach physical education pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3.

Subp. 3. **Subject matter standard standards.** A candidate for licensure as a teacher of physical education must complete a preparation program under subpart 2, item C, that must include the candidate’s demonstration of the knowledge and skills in items A to D E.

A. **Skills.** A teacher of physical education understands and applies the skills necessary to perform varied physical activities including: The candidate must demonstrate competency in:

1. essential elements and sequencing of basic fundamental motor skills, including a minimum of at least two skills in each of the following categories: locomotor, nonlocomotor, and manipulative; and

2. individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training; a skill representing at least four of the following physical activity categories: games and sports; aquatics; dance and rhythmic activities; fitness activities; outdoor pursuits; and individual-performance activities.

3. appropriate instructional cues and prompts for basic motor skills and physical activity; and

4. how to support and encourage learner expression through movement.
B. **Foundational knowledge.** A teacher of physical education understands disciplinary The candidate must describe and apply content and foundational knowledge of physical activities and well-being, including:

1. the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness common content knowledge for teaching students physical education, including developmentally appropriate motor skills, movement concepts, and movement patterns; situational-specific tactics, strategies, and correct techniques of skill-based performances in a developmentally appropriate manner; and rules and etiquette of activities, games, and sports;

2. concepts and strategies related to physical activity and fitness specialized content knowledge for teaching students physical education, including skill cues, identifying critical elements, and predicting common errors; planned and developmentally appropriate task progressions; and observed performance as the basis for adjusting learning tasks;

3. disciplinary concepts and principles to skillful movement and physical activity anatomical and physiological concepts related to skillful movement, physical activity, and fitness for students;

4. interdisciplinary-learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas motor learning theory and principles related to skillful movement, physical activity, and fitness for students;

5. organization and administration of physical education programs motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for students;

6. etiquette, sportsmanship, and officiating organization and administration of physical education programs, including the role and alignment of district, school, and
department missions and goals in program planning and how to develop curriculum goals and purposes based on the central concepts of physical education;

(7) selection and use of appropriate supplies and equipment components of a quality physical education program;

(8) safety issues to consider when planning and implementing instruction individualized instruction for diverse student needs, adding specific accommodations or modifications for all students, including developmental adapted physical education programs;

(9) appropriate emergency procedures; an understanding of how to achieve a health-enhancing level of fitness; and

(10) safety, CPR, and first aid procedures, and prevention and care of injuries; training.

(11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs;

(12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and

(13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity.

C. Planning and instruction. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents The candidate must:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and
adolescents design developmentally appropriate short- or long-term plans that are aligned with state academic standards, including plans for assessments;

(2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education design progressive and sequential learning experiences that align with short- or long-term objectives and that address the diverse needs of all students;

(3) understand the benefits and implications of, and how to, promote lifelong physical recreation plan for and manage resources to provide active, fair, and equitable learning experiences;

(4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply design developmentally appropriate, engaging instructional strategies and materials for achieving student understanding of this discipline that foster a physically and emotionally safe learning environment;

(5) understand the role and alignment of district, school, and department mission and goals in program planning design individualized instruction for diverse student needs, adding specific accommodations or modifications for all students, including developmental adapted physical education programs;

(6) understand the need for and how to connect students’ schooling experiences with everyday life, the workplace, and further educational opportunities design short- or long-term lessons that use demonstrations, explanations, and instructional cues that are aligned with short- and long-term plan objectives;

(7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities design short- or long-term plans that illustrate transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment; and
(8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process design short- or long-term plans that include supports for common errors and strategies for feedback.

D. **Assessment and reflection.** The candidate must:

(1) create authentic, formal assessments that measure short- or long-term objectives;

(2) administer formative assessments that monitor student learning;

(3) complete a reflective cycle to guide decision making based on short- or long-term objectives, student learning, and teacher performance;

(4) engage in continued professional growth and collaboration in schools or professional organizations; and

(5) describe strategies for the promotion and advocacy of physical education and expanded physical education activity opportunities.

D. E. A teacher of physical education must understand the content and methods for teaching reading including the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials including electronic resources to support reading and writing instruction including:

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

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

(3) the ability to identify instructional practices, approaches, methods, and match materials to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.
Subp. 3a. **Student teaching and field experiences** **Placements for candidates completing an initial licensure program.** A candidate for licensure to teach physical education must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates completing an initial licensure program must have experiences teaching the content physical education at three levels: kindergarten, prekindergarten and primary level (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level (grades 9 through 12).

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 3b. **Placements for candidates completing an additional licensure program.** Candidates completing an additional licensure program must have experiences teaching physical education at three levels: the elementary level (kindergarten through grade 6), middle level (grades 5 through 8), and high school level (grades 9 through 12).

Subp. 4. [See repealer.]

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

**8710.5300 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION.**

Subpart 1. **Scope of practice.** A teacher of special education: developmental adapted physical education (DAPE) is authorized to provide evaluation and specially designed
instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness and gross motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports. Teachers must collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized physical educational education programming as specified in a child's individualized education program plans (IEP) plan.

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

An applicant seeking a license to teach developmental adapted physical education (DAPE) must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

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

C. demonstrate core skill requirements in part 8710.5000; and

D. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of special education: developmental adapted physical education in subpart 3.

Subp. 2a. **Physical education license required.** An applicant for a DAPE license must hold or apply and qualify for a license to teach physical education.
Subp. 2b. Additional licensure programs. A candidate completing a board-approved additional licensure program for developmental adapted physical education must demonstrate the content standards set forth in subpart 3.

Subp. 2c. Adding a license via portfolio. An applicant seeking to add a license to teach developmental adapted physical education pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3. The applicant must hold or apply and qualify for a license to teach physical education.

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

A. Foundational knowledge. Foundational knowledge. A teacher of special education: developmental adapted physical education understands the foundations of special education services for students with disabilities relating to physical and motor fitness on which to base practice. The teacher must demonstrate knowledge of the The candidate must be able to describe and apply the following:

(1) the historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with identified disabilities as the issues apply to developmental adapted physical and motor fitness education;

(2) educational definitions, issues related to identification, and eligibility criteria pertaining to developmental adapted physical education for students who have disabilities relating to physical and motor fitness;

(3) theoretical foundations and sequences of typical and atypical motor learning, motor development, and motor skills acquisition from birth to adulthood relating to physical and motor fitness psychomotor, cognitive, and socioemotional characteristics
of students in the identified disability categories from birth to adulthood in parts 8710.5000 to 8710.5850;

(4) special physical education, adapted physical education, movement education, and motor development, including skills in aquatics, dance, games, and individual, group, intramural, and lifetime sports;

(5) implications of medical, health, skeletal, and neurological the presence of primary and secondary disability conditions, including cognitive, physical, sensory or neural, social or emotional, and other developmental disorders on motor learning, including typical and atypical development across the life span physical activity participation;

(6) principles of anatomical structure, physiology, and kinesiology across the lifespan, including typical and atypical development;

(7) impact of single, multiple, coexisting conditions or disabilities on motor functioning and motor skill acquisition; and

(8) impact of typical and atypical motor development and function implications of the presence of primary and secondary disability conditions, including cognitive, physical, sensory or neural, social or emotional, and other developmental disorders on the educational, social, and psychological well-being of students; and

(6) accommodations, adaptations, and modifications that lead to competency in at least four of the following physical activities categories: aquatics, dance and rhythm, health-related physical fitness, games and sports (invasion, net and wall, target, and fielding/striking), individual performance, lifetime, or outdoor pursuit activities.

B. Referral, assessment, evaluation, planning, and programming placement. A teacher of special education—developmental adapted physical education understands and applies principles of prevention and intervening early and procedures for The candidate must demonstrate competency in referral, assessment, evaluation, individualized education
82.1 programs (IEPs), individualized planning, programming, and placement considerations specific to teaching students with disabilities relating to physical and motor fitness in developmental adapted physical education. The teacher candidate must be able to:

82.4 (1) explain the responsibilities in the referral process related to physical education for students with disabilities;

82.6 (2) analyze physical education screening and referral data for students with disabilities, and explain how to communicate findings to families and educators;

82.8 (1) understand explain the use, limitations, ethical concerns, administration, and interpretation and administrative considerations of formal and informal assessments for students with identified disabilities that impact physical and motor fitness and how to communicate the results to the students, families, educators, and other professionals used to determine eligibility in developmental adapted physical education;

82.13 (2) adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities in physical and motor fitness;

82.15 (3) apply an understanding of health-related aspects of physical and motor fitness in program planning;

82.17 (4) support the selection, acquisition, and use of assistive technology for the development of physical and motor fitness, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication;

82.20 (4) be able to utilize part 3525.1352 to differentiate Part B-1 and Part B-2 assessments, administer Part B-1 and Part B-2 assessments, interpret assessment results, and communicate the assessment results within the IEP process;

82.23 (5) construct the developmental adapted physical education components of the IEP including Present Level of Academic Achievement and Functional Performance; Annual Goals; Short-Term Objectives; Transition Services; Services and Modifications;
Supplementary Aids and Services; Program Modifications and Supports for School Personnel;

Least Restrictive Environment (LRE) Explanation based on assessment data, student and family priorities, and concerns that incorporate academic and nonacademic goals in physical education;

(6) apply describe how to organize and share evaluation results to assist the IEP team in selection of determining DAPE eligibility, educational environments, and service options deemed appropriate for addressing individual needs in physical education; and

(6) design individualized program plans that integrate evaluation results, student and family priorities, and concerns that incorporate academic and nonacademic goals in physical education.

(7) describe how to incorporate students with disabilities into statewide and districtwide test programs in physical education through the use of accommodations, adaptations, and modifications.

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

(1) design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques, including scientifically based research interventions when available, to implement developmental adapted physical education services;
(2) explain how to select, acquire, and adapt equipment used for instruction in physical and motor fitness use assistive technology for student learning in developmental adapted physical education, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication;

(3) design and adapt learning environments that support students with disabilities in safely to be safe and actively participating participate in physical and motor fitness developmental adapted physical education;

(4) describe how to communicate with students, using a range of methods and strategies, including students who are nonverbal or have limited verbal expression;

(5) provide students with explain how students with disabilities can use exploration and learning experiences that to support their life-long and healthful participation in physical recreation and leisure activities activity;

(6) explain how to develop students' self-advocacy and life skills relevant to independence, social skills, community and personal living, recreation, leisure, and employment as they relate to physical activity participation; and

(7) explain how to monitor progress, adjust instruction, and evaluate the acquisition of skills related to developmental adapted physical education; and

(8) explain the process necessary to make a significant change to an individualized education program plan in part 3525.0210, subpart 41.

D. Communication and collaboration. A teacher of special education: developmental adapted physical education cultivates and maintains positive, collaborative relationships with students, families, other professionals, and the community to support student development and educational progress. The teacher must be able to The candidate must:
(1) collaborate explain collaborative strategies for working with students and their families in making choices, given identified strengths and needs in physical and motor fitness, that impact academic, occupational, and other domains across the life span in developmental adapted physical education based on strengths and needs set forth in the student's IEP;

(2) access be able to identify and select services, networks, agencies, and organizations relevant to the field of that can support students and their families as well as the developmental adapted physical education program;

(3) identify and coordinate describe educational roles and responsibilities with of individualized education program plan team members and stakeholders in providing educational services that impact physical and motor fitness developmental adapted physical education;

(4) provide and receive consultation and coordinate describe best practices for consulting with related service providers, including occupational therapists and physical therapists, in delivering developmental adapted physical education services; and

(5) collaborate describe best practices for collaborating with students, families, and other service providers, taking into consideration family culture and values, to locate community and state resources for further participation in leisure and recreational activities; to facilitate lifelong participation in physical activity.

(6) promote collaborative practices that respect the individual's and family's culture and values relative to access to physical education and recreation and leisure options across the life span;

E. Professionalism. The candidate must:
access and evaluate information, research, and emerging practices relevant to the field of developmental adapted physical education through consumer and professional organizations, peer-reviewed journals, and other publications; and

engage in continuing professional development and reflection to increase knowledge and skill, and inform instructional practices, decisions, and interactions with students and their families as a special developmental adapted physical educator and inform instructional practices, decisions, and interactions with students and their families;

and

describe strategies for the promotion and advocacy of developmental adapted physical education and expanded physical activity opportunities.

Subp. 3a. **Placements for candidates completing a licensure program.** E. **Clinical experiences.** A teacher of special education: developmental adapted physical education applies the standards of effective practice through a variety of early and ongoing clinical experiences. Across clinical experiences, candidates completing a licensure program must have experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in developmental adapted physical education 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.

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

**REPEALER.** Minnesota Rules, parts 8710.0310, subpart 3; 8710.0400; 8710.0550; 8710.2000; 8710.3100, subparts 4 and 5; 8710.3310, subpart 4; 8710.3320, subpart 4; 8710.3330, subpart 4; 8710.3340, subpart 4; 8710.3350, subpart 4; 8710.3360, subpart 4; 8710.3370, subpart 4; 8710.4000, subpart 4; 8710.4100, subparts 4 and 5; 8710.4500, subpart 4; 8710.4525, subpart 4; 8710.4700, subpart 4; 8710.4725, subpart 4; 8710.4770, subpart 3; 8710.4925, subpart 4; 8710.5300;
are repealed.

**EFFECTIVE DATE.** The amendments to Minnesota Rules, parts 8710.3100, 8710.4000, 8710.4500, 8710.4700, and 8710.5300 are effective July 1, 2024. Minnesota Rules, part 8710.0314, subpart 7, is in effect only for Tier 3 licenses issued after the date of adoption.