1. Professional Educator Licensing and Standards Board
2. 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 0.25 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

(3) 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.

J. "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.

"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.
"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.

"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.

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

"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.

"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.
"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;

(3) the district submits a completed Tier 1 application that is denied or accepted by the board; or
9.1 (4) 30 days after issuance.

9.2 [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;
12.1 (d) the individual was unwilling to abide by culturally responsive teaching principles; or

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

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

12.6 (1) a mentorship program; and

12.7 (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.

12.10 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:

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

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

12.24 (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
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:

(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 licensure area sought;

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

(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:

(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 to 5, see Minnesota Rules]

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
may add a teachers of science endorsement by meeting the requirements of part 8710.4770.
When a licensure area is added to a Tier 4 license issued under this part, the expiration date
is the date previously established for the Tier 4 license in effect.

[For text of subparts 4 to 6, see Minnesota Rules]

Subp. 7. Moving from Tier 3 to Tier 4 license. An applicant who holds a Tier 3
license and is seeking a Tier 4 license after three years of teaching experience in Minnesota,
and who has passed the board-approved skills exam, must meet the renewal clock hour
requirements in part 8710.7200, subpart 2, and the professional development requirements
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
2, 3, or 4 license, consistent with this part, to teach in a field not aligned with an assignment
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 applicant is an internal hire with one or more years of employment within the district;
   (b) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment; or
   (c) 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;
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.

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.

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. 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 applicant is an internal hire with one or more years of employment within the district;
(2) the applicant is enrolled in and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment; or

(3) 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.

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.

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 15 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
can be recommended to 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 be recommended to 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;
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.

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]

8710.2010 STANDARDS OF EFFECTIVE PRACTICE.

Subpart 1. Preparation. For each standard in subparts 2 to 6, 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.

Subp. 2. Student learning and engagement. The teacher must:

A. understand how all students construct knowledge, acquire skills, and develop disciplined thinking processes (Standard 1);
B. understand learning theory, human development, cultural diversity, and individual differences (Standard 2);

C. understand the cognitive processes associated with various kinds of learning such as critical and creative thinking, problem framing and problem solving, invention, memorization, and recall and how these processes can be stimulated (Standard 3);

D. understand the processes of developing reading instructional practices to support reading for all students (Standard 4);

E. know about second language acquisition processes and know how to incorporate instructional strategies and resources to support and evaluate language acquisition (Standard 5);

F. identify readiness for learning and understand how development in any one area may affect performance in others (Standard 6);

G. understand the relationship between motivation and engagement and know how to design learning experiences using strategies that build student self-direction and ownership of learning (Standard 7);

H. understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning (Standard 8);

I. understand and know how to use an asset-based approach when designing instruction and assessments (Standard 9);

J. understand the role of language and culture in learning (Standard 10);

K. understand students with exceptional needs, including those associated with disabilities and giftedness and know how to use strategies and resources to support these needs (Standard 11);
L. understand the needs of students with physical or health disabilities and know how to use strategies and resources to support these needs (Standard 12);

M. recognize symptoms of mental health problems and their impact on learning, and know how to use strategies and resources to address these impacts (Standard 13);

N. understand the diverse impacts of trauma, such as stemming from experiencing homelessness, foster care, incarceration, medical fragility, and similar traumas on learning, development, and behavior, and know how to support students using strategies and resources to ameliorate and address these impacts (Standard 14);

O. recognize the distinguishing characteristics of reading disabilities, including dyslexia, and understand how to access resources to support students (Standard 15);

P. be able to collaborate with colleagues, including special education teachers, paraprofessionals, and related service providers, to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (Standard 16);

Q. be able to collaborate with families to support student learning and secure needed services (Standard 17);

R. know how to organize and facilitate effective meetings with colleagues, including special education teachers, paraprofessionals, and related service providers, and families with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support those outcomes (Standard 18);

S. respect learners' differing strengths and needs and commit to using this information to further each learners' development (Standard 19); and

T. believe that all learners can achieve at high levels and persist in helping each student meet their learning goals (Standard 20).
Subp. 3. **Instruction.** The teacher must:

A. develop learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally (Standard 21);

B. create lessons, unit plans, and learning experiences based on Minnesota's English language development standards and academic standards or, if unavailable, national discipline-specific standards (Standard 22);

C. plan how to achieve each student's learning goals, choosing strategies and accommodations, resources, including technology, and materials to differentiate instruction for individuals and groups of learners (Standard 23);

D. modify instruction to make language and content comprehensible and instruction relevant, accessible, and challenging (Standard 24);

E. use learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills (Standard 25);

F. understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge (Standard 26);

G. explain and model content, academic practices, and strategies (Standard 27);

H. ask questions to stimulate and facilitate group discussion that serves different purposes such as probing for student understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question (Standard 28);

I. engage all students in developing higher-order questioning skills and metacognitive processes (Standard 29);
J. create opportunities for students to learn, practice, and master academic language in their content area (Standard 30);

K. use a variety of strategies to elicit individual students' thinking that foster discussion and identify common patterns of thinking (Standard 31);

L. be able to assess and adjust curriculum in order to create and promote equitable educational opportunities (Standard 32);

M. collaborate 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 (Standard 33);

N. integrate applied, real-world learning opportunities, including service learning, community-based learning, and project-based learning (Standard 34);

O. use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs (Standard 35);

P. explore and apply instructional design principles to create innovative digital learning environments that engage and support learning (Standard 36); and

Q. employ 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 (Standard 37).

Subp. 4. Environment. The teacher must:

A. know how to collaborate with students to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures (Standard 38);
B. collaborate with students, families, and colleagues to build a safe, positive learning climate of high expectations, openness, mutual respect, support, and inquiry (Standard 39);

C. manage the learning environment to actively and equitably engage students such as by organizing, allocating, and coordinating resources (Standard 40);

D. collaboratively implement norms and routines for classroom discourse and work that promote students' positive identity development, strengthen relationships, and incorporate students' lived experiences and cultural frameworks (Standard 41);

E. foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings (Standard 42);

F. facilitate culturally responsive, student-centered classroom engagement, discipline intervention and prevention, and restorative practices that address the social, emotional, and mental health needs of the child (Standard 43);

G. assist students as they recognize and process dehumanizing biases, discrimination, and prejudices (Standard 44);

H. build respectful relationships with students (Standard 45); and

I. be able to work collaboratively with others to build a shared vision, foster a supportive culture, challenge practices that harm student learning or development, identify common goals, and monitor and evaluate progress toward those goals (Standard 46).

Subp. 5. **Assessment.** The teacher must:

A. design assessments, from an asset-based perspective, that minimize sources of bias (Standard 47);
B. design assessments that match learning objectives aligned to Minnesota's English language development standards and academic standards or, if unavailable, national discipline-specific standards with assessment methods (Standard 48);

C. regularly assess individual and group performance with formative and summative assessments in order to design and modify instruction to meet students' needs (Standard 49);

D. prepare all students for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, including learners with disabilities and language-learning needs (Standard 50);

E. independently and in collaboration with colleagues, use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice based on research, systemic observation, and information about learners (Standard 51);

F. know how and when to engage students in analyzing their own assessment results and setting goals for their own learning (Standard 52);

G. understand the positive impact of effective descriptive feedback for learners and know a variety of strategies for communicating this feedback (Standard 53);

H. engage students in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work (Standard 54); and

I. engage in regular, reciprocal, and culturally responsive communication with families about student learning and performance (Standard 55).

Subp. 6. **Professional responsibilities.** The teacher must:
A. understand how personal identity, frames of reference, and prior experience affect perceptions and expectations, and recognize how they may bias behavior and interactions with others, including through classroom management practices (Standard 56);

B. reflect on how the teacher's own bias and microaggressions shape the myriad of small decisions and interactions made every day in the classroom and school and develop skills to eliminate impacts accordingly (Standard 57);

C. understand the historical foundations, laws, and policies that contributed to systemic racism and barriers in Minnesota's education system, including the impacts on American Indian students and other marginalized students (Standard 58);

D. understand 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 (Standard 59);

E. be able to advocate, model, and teach safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media (Standard 60);

F. understand 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 in situations of known or suspected abuse or neglect (Standard 61);

G. know how to build and implement a plan for professional growth directly aligned with the teacher's needs as a growing professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities (Standard 62);
H. actively seek professional, community, and technological resources, within
and outside the school, as supports for analysis, reflection, and problem solving (Standard
63);

I. understand multiple leadership models for teachers; know how to take on
leadership roles at the school, district, state, or national level; and advocate for learners, the
school, the community, and the profession (Standard 64); and

J. have courage to question mainstream school knowledge and conventional ways
of doing things, and beliefs and assumptions about diverse students, families, cultures, and
communities (Standard 65).

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 an 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 program 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;
(3) family communication;
(4) family structures;
(5) family strengths from multiple perspectives;
(6) human sexual behavior the impact of technology on family life;
(7) gender roles;
(8) family impacts of decision-making and problem-solving processes on family relationships;
(9) the effects of disabilities on family relationships;
(10) the reciprocal relationships between family and community;
(11) the effects of culture and ethnicity on contexts of language, ethnicity, and culture in family relationships;
(12) the interaction of socioeconomic situations and family dynamics;
(13) the influence of public policies on families;
(14) influence of the social and historical climate on families; and
(15) the effects of change and loss on family functioning; and
(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:

(1) multidisciplinary descriptions of parenting practices and healthy parent-child relationships;
(2) theories of parent-child interaction;
(3) the reciprocal nature of parent-child relationships;
the impact of parent expectations, practices, and behaviors on the child's
development;

(5) the impact of work and other external influences on parental behaviors
the reciprocal relationship between parenting behavior and ecological contexts, including
paid work;

(6) stages of parenting across the life span;

(7) mother-child, father-child, and other primary caregiver-child relationships;

(8) the influence of adult partner relationships on parent-child relationships;

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

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

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

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

(1) theories of child development;

(2) social, emotional, psychological, physical, cognitive, language, and moral
development;

(3) individual differences among children;

(4) the effects of disabilities on child development;

(5) the influence of culture, community, and experiences on development;

(6) 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 importance 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.]
44.1 **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, items C and D. 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.

44.15 **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. 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; and

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

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

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. 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:
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 requirement set forth in part 8705.1010, subpart 3, items C and D. 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.

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. 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.** A candidate for licensure 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. includes certified copies of two resolutions attesting 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):

   (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;

   (4) authorized officials of professional or learned societies, organizations, or institutions who are qualified to assess the applicant's competence in an American Indian language or the knowledge and understanding of the applicant of the American Indian history and culture.

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. 4. **Continuing license.** A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.
58.1 Subp. 5. Effective date. The requirements in this part for licensure as a teacher of American Indian language, history, and culture are effective on September 1, 2001, and thereafter.

58.4 8710.4500 TEACHERS OF HEALTH.

58.5 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.

58.8 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.

58.13 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;

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

58.17 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.

58.20 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 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;

(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;
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);

(2) 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;

(6) 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;
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.

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 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.

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

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

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;

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

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;

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

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

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

historical, philosophical, sociological, and psychological factors associated with varied physical activities; and
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 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 field experiences, 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 6 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.
76.1 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:**

76.2 (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**;

76.3 (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;

76.4 (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;

76.5 (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;

76.6 (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;

76.7 (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) (5) 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. 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 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:

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

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

(1) (3) 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;

(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;

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

(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;

(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;

(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 and actively participating 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) 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 development and 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:

(7) (1) 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

(8) (2) 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.

(3) 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; 8710.4000, subpart 4; 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, subparts 4 and 5; 8710.5900, subpart 4; 8710.8010, subpart 4; 8710.8020, subpart 4; 8710.8030, subpart 4; 8710.8040, subpart 4; 8710.8050, subpart 5; 8710.8060, subpart 4; 8710.8070, subpart 4; and 8710.8080, subpart 4, are repealed.

EFFECTIVE DATE. (a) By January 1, 2022, teacher preparation programs seeking initial approval must meet the standards in part 8710.2010.

(b) All approved programs must meet the standards in part 8710.2010 by the date of the program's first PERCA submission occurring on or after January 1, 2022.