

1.1 **Professional Educator Licensing and Standards Board**

1.2 **Proposed Permanent Rules Relating to Teacher Licensure, License Renewal, and**
1.3 **Other Legislative Requirements**

1.4 **8705.1010 UNIT STANDARDS.**

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

1.6 Subp. 3. **Standards for clinical experiences.**

1.7 *[For text of items A and B, see Minnesota Rules]*

1.8 C. Standard 11. For candidates seeking an initial professional license, the unit
1.9 must:

1.10 (1) provide a minimum of 100 field experience hours prior to student teaching
1.11 that includes:

1.12 ~~(a) at least 60 field experience hours that are aligned to the scope and~~
1.13 ~~content of the licensure field sought;~~

1.14 ~~(b) experience with students who differ in race, ethnicity, home language,~~
1.15 ~~and socioeconomic status; and~~

1.16 ~~(c) experience with students with a range of exceptionalities, including~~
1.17 ~~students on an individualized education plan; and~~

1.18 (2) provide a minimum of 12 full-time weeks, or the equivalent number of
1.19 weeks where the candidate is participating in at least 80 percent of the contracted school
1.20 week, of face-to-face student teaching that:

1.21 *[For text of units (a) to (e), see Minnesota Rules]*

1.22 (f) includes a written evaluation by the supervisor that addresses the
1.23 candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required
1.24 professional dispositions; and

(3) across clinical experiences, ensure candidates have a variety of placements that include:

(a) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and

(b) experience with students with a range of exceptionalities, including students on an individualized education plan.

D. Standard 12. For candidates seeking more than one professional license, the unit must:

(1) provide a minimum of 100 field experience hours prior to student teaching that include:

~~(a) at least 30 field experience hours that are aligned to the scope and content of each license and endorsement sought;~~

~~(b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and~~

~~(c) experience with students with a range of exceptionalities, including students on an individualized education plan; and~~

(2) provide a minimum of 14 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

[For text of units (a) to (e), see Minnesota Rules]

(f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and the required professional dispositions; and

(3) across clinical experiences, ensure candidates have a variety of placements that include:

(a) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and

(b) experience with students with a range of exceptionalities, including students on an individualized education plan.

[For text of items E and F, see Minnesota Rules]

G. Standard 15. The unit must ensure each supervisor:

(1) is qualified by one of the following:

[For text of unit (a), see Minnesota Rules]

(b) being a current or former ~~E-12~~ administrator with documented experience in teacher evaluation;

[For text of subitems (2) and (3), see Minnesota Rules]

[For text of subparts 4 to 7, see Minnesota Rules]

Subp. 7a. Student teaching during an emergency.

A. If completing face-to-face student teaching as required in Standard 11 and Standard 12 is not feasible due to an emergency declaration by the state, an authorized strike, or other unforeseen circumstances as determined by the unit, the unit may allow a candidate to complete up to two weeks of student teaching in a virtual setting. The unit must document the emergency circumstances with the candidate's file.

B. If completing the required number of weeks of student teaching as required in Standard 11 and Standard 12 is not feasible due to an emergency declaration by the state, an authorized strike, or other unforeseen circumstances as determined by the unit, the unit

4.1 may allow the candidate to complete replacement activities or waive up to two weeks. The
4.2 unit must document the emergency circumstances with the candidate's file.

4.3 **8705.2100 REQUEST FOR INITIAL PROGRAM APPROVAL (RIPA).**

4.4 [For text of subpart 1, see Minnesota Rules]

4.5 Subp. 2. **Request for initial program approval (RIPA).** The request for initial
4.6 program approval (RIPA) must be submitted according to the procedures in this subpart.

4.7 [For text of items A to C, see Minnesota Rules]

4.8 D. Program applications must include all requirements in subitems (1) to (6).

4.9 [For text of subitems (1) to (4), see Minnesota Rules]

4.10 (5) The application must provide evidence of its program type. A program
4.11 can have more than one program type. Program types include:

4.12 [For text of units (a) to (h), see Minnesota Rules]

4.13 (i) "Apprenticeship," defined as a program offered in partnership between
4.14 the employing school or district and the sponsor to provide on-the-job learning and teaching
4.15 experiences through co-teaching, mentorship, and related technical instruction (learning
4.16 opportunities and assessments).

4.17 i. The apprenticeship program must ensure each apprentice
4.18 (candidate) is placed with a journey worker (cooperating teacher) and teaching experiences
4.19 and wages scaffold over time.

4.20 ii. The apprenticeship program must ensure that each journey worker
4.21 (cooperating teacher) serves as the teacher of record and receives ongoing professional
4.22 development in co-teaching, mentoring, and coaching skills.

4.23 iii. The apprentice receives a wage during the course of the program.

5.1 iv. To become a registered apprenticeship program, the program
5.2 must be approved by the Minnesota Department of Labor and Industries.

5.3 [For text of subitem (6), see Minnesota Rules]

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

5.5 **8705.2200 PROGRAM EFFECTIVENESS REPORT FOR CONTINUING**
5.6 **APPROVAL (PERCA).**

5.7 [For text of subparts 1 to 3, see Minnesota Rules]

5.8 Subp. 3a. **Board determinations.** Based on the findings of the PERCA submission
5.9 and recommendations of the PRP or board staff, the board must make one of the program
5.10 approval decisions in items A to D.

5.11 [For text of item A, see Minnesota Rules]

5.12 B. The board must grant continuing approval with focus areas for three years
5.13 when the program report revealed that one or more standards, rules, or candidate performance
5.14 measures were not in compliance with board criteria, ~~including when less than 70 percent~~
5.15 ~~of candidates meet board-adopted thresholds on state-required examinations and~~
5.16 ~~board-adopted performance assessments.~~ Continuing program approval status is granted
5.17 with board-identified areas of focus for continuous improvement. The continuous
5.18 improvement portion of the PERCA report must include evidence of progress in the identified
5.19 focus areas in the subsequent reporting cycle. ~~The board must make the status of approval~~
5.20 ~~with continuous improvement focus and the identified focus areas publicly available on the~~
5.21 ~~board's website.~~ Based on evidence of progress specific to the focus areas, the board may
5.22 grant an additional ~~two~~ three years of continuing approval with continuous improvement
5.23 focus.

5.24 C. The board must place a program on probation for up to two years when the
5.25 program does not demonstrate acceptable progress on focused continuous improvement

plans. Probationary status authorizes the program to continue with one year to demonstrate progress on identified unmet standards, rules, or candidate performance measures. During the first year a program is on probation, the board must identify the program as "at risk of low performing" in the state Title II report card. After one year, and based on a written progress report, the board may grant a second one-year extension of the probationary status prior to discontinuing the identified program. Candidates enrolled or planning to enroll in a formerly approved program that is placed on probationary status must be notified of the program's status. Probationary status may result in federal reporting or financial aid implications or may impact other accreditations. During the second year a program is on probation, the board must identify the program as "low performing" in the state Title II report card.

[For text of item D, see Minnesota Rules]

Subp. 4. [Repealed, 45 SR 1159]

8705.2600 BOARD ACTIONS, DISCRETIONARY VARIANCES, AND APPEALS.

[For text of subparts 1 to 5, see Minnesota Rules]

Subp. 6. **Interim reports.**

[For text of item A, see Minnesota Rules]

B. Upon receipt of the interim report, the board must take one or more of the following actions:

(1) notify the unit in writing that sufficient evidence has been submitted to determine that the violations identified in the interim report are "Met" and, if there are no other areas of focus for the unit or program, change the status of the unit or program approval, whichever is applicable, to continuing approval;

[For text of subitems (2) to (7), see Minnesota Rules]

7.1 [For text of item C, see Minnesota Rules]

7.2 **8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES.**

7.3 Subpart 1. **Definitions.**

7.4 [For text of item A, see Minnesota Rules]

7.5 B. "American Indian history and culture initial training" means a training that
7.6 addresses:

7.7 (1) key concepts and terminology, including Tribal sovereignty, Tribal Nation,
7.8 American Indian, and Indigenous;

7.9 (2) the Dakota and Ojibwe peoples' relationship with Minnesota and their
7.10 unique and distinct cultural heritages and sovereignty; and

7.11 (3) the laws that govern how Minnesota teachers, schools, and districts work
7.12 with the 11 Tribal Nations that share geography with the state of Minnesota.

7.13 C. "American Indian history and culture ongoing training" means a training that
7.14 addresses one of the following topics:

7.15 (1) promising practices for serving American Indian students;

7.16 (2) incorporating Dakota or Ojibwe history, language, culture, and economic
7.17 contributions into curriculum, resources, and classroom activities;

7.18 (3) understanding historical events and treaties relevant to the relationships
7.19 among the federal government, the state of Minnesota, and the 11 Tribal Nations that share
7.20 geography with the state of Minnesota;

7.21 (4) understanding the current status of treaty and land rights for the 11 Tribal
7.22 Nations that share geography with Minnesota; and

8.1 (5) understanding the traumatic impact of federal and state laws and policies
8.2 that were in place to eliminate cultural practices and the coherence of Tribal Nations, such
8.3 as the American Indian boarding school system.

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

8.6 ~~C. E.~~ "Board" means the Professional Educator Licensing and Standards Board.

8.7 ~~D. F.~~ "Cultural competency training" means a training program that promotes
8.8 self-reflection and discussion including but not limited to all of the following topics: racial,
8.9 cultural, and socioeconomic groups; American Indian and Alaskan native students; religion;
8.10 systemic racism; gender identity, including transgender students; sexual orientation; language
8.11 diversity; and individuals with disabilities and mental health concerns. Training programs
8.12 must be designed to deepen teachers' understanding of their own frames of reference, the
8.13 potential bias in these frames, and their impact on expectations for and relationships with
8.14 students, students' families, and the school communities, consistent with part 8710.2000
8.15 and Minnesota Statutes, section 120B.30, subdivision 1, ~~paragraph (e)~~ 8.

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

8.17 ~~F. H.~~ "District" means a school district or a charter school.

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

8.20 ~~H. J.~~ "Good cause" means:

8.21 (1) the applicant is unable to meet the requirements of a higher licensure tier
8.22 due to a lack of a board-approved teacher preparation program in the licensure area;

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

(3) the applicant is enrolled in a preparation program and ~~making~~ meaningful progress, ~~as defined by the provider, in a teacher preparation program aligned to the assignment~~ has been made toward completion of the program; or

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

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

L. "Meaningful progress has been made toward completion of the program or portfolio" means the applicant is enrolled in a teacher preparation program aligned to the assignment or is working on a portfolio and:

(1) has completed an additional 15 credits in the program since the Tier 2 license or out-of-field permission was issued or last renewed; or

(2) has been found by the provider to have met a minimum of 25 percent more of the program requirements or 25 percent or more of the portfolio requirements since the Tier 2 license or out-of-field permission was issued or last renewed.

~~J.~~ M. "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;

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

10.4 (4) the sessions include discussion of:

10.5 (a) effective strategies to engage students;

10.6 (b) classroom management strategies that reflect an understanding of
10.7 the stages of child development;

10.8 (c) the educational rights of students and their diverse needs and
10.9 experiences;

10.10 (d) school policies and practices, including appropriate boundaries and
10.11 data privacy; and

10.12 (e) how student learning data can be used to improve classroom planning
10.13 and instruction.

10.14 N. "Professional license" means a license that is transferable to any school district,
10.15 including a Tier 3 license, a Tier 4 license, a 5-year professional license, or a professional
10.16 license from another state.

10.17 ~~K. O.~~ "Professional license from another state" means a professional teaching
10.18 license issued by the responsible state agency of another state and required by the law of
10.19 that state for an individual to teach in a public school, but does not include an emergency,
10.20 temporary, or substitute teaching license.

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

11.1 Q. "Relevant work experience" means undertaking roles directly related to the
11.2 sought licensure field. The work experience may be full time or part time and may be paid
11.3 or unpaid.

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

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

11.13 ~~O.~~ T. "Teacher of record" means an individual who is responsible for the planning,
11.14 instruction, and assessment of students in a classroom and, when applicable, authorized to
11.15 grant students credit for meeting standards attributed to the content taught, or is part of a
11.16 co-teaching assignment and has shared responsibility for planning, instruction, and assessment
11.17 of students in a classroom. Serving in one of the following assignments or roles does not
11.18 meet the definition of teacher of record: paraprofessional, short-term substitute, teacher
11.19 aide, teacher in a home-school setting, teacher in a private early childhood program, or as
11.20 an instructor of post-secondary students outside the E-12 setting.

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

12.1 ~~Q. V.~~ "Teaching license" or "teacher license" means a license that permits an
12.2 individual to be a teacher of record. This includes Tier 1, Tier 2, Tier 3, and Tier 4 licenses
12.3 issued under parts 8710.0311 to 8710.0314.

12.4 Subp. 1a. **Calculating years of experience.** For purposes of calculating years of
12.5 experience under this chapter, a year of experience requires being a teacher of record for at
12.6 least 90 student contact days. Days devoted to parent-teacher conferences, teachers'
12.7 workshops, and other staff development opportunities and days on which a teacher is absent
12.8 from school must not be included in determining the number of student contact days on
12.9 which a teacher performs services.

12.10 *[For text of subparts 2 to 8, see Minnesota Rules]*

12.11 **8710.0311 TIER 1 LICENSE.**

12.12 *[For text of subpart 1, see Minnesota Rules]*

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

12.16 A. The applicant must:

12.17 *[For text of subitem (1), see Minnesota Rules]*

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

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

12.24 *[For text of units (a) and (b), see Minnesota Rules]*

13.1 (c) a professional certification aligned to the assignment from an approved
13.2 certifying organization;

13.3 (4) for applicants seeking a world language and culture license pursuant to
13.4 part 8710.4950, be a native speaker of the language; or

13.5 (5) for applicants seeking a license in the performing or visual arts pursuant
13.6 to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650
13.7 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years
13.8 of relevant work experience aligned to the assignment.

13.9 [For text of items B and C, see Minnesota Rules]

13.10 [For text of subpart 3, see Minnesota Rules]

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

13.14 [For text of items A to C, see Minnesota Rules]

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

13.16 (1) professional development in:

13.17 ~~(1)~~ (a) cultural competency training;

13.18 (b) American Indian history and culture initial training;

13.19 (c) suicide prevention; and

13.20 (d) mental illness; and

13.21 (2) a mentorship program; and

13.22 ~~(3)~~ an evaluation aligned to the district's teacher development and evaluation
13.23 model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision

14.1 5, or if the statutory models are not practicable, to another identified district-aligned
14.2 evaluation.

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

14.6 *[For text of items A and B, see Minnesota Rules]*

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

14.8 (1) professional development in:

14.9 (a) cultural competency;

14.10 (b) American Indian history and culture ongoing training;

14.11 (c) suicide prevention; and

14.12 (d) mental illness; and

14.13 ~~(1)~~ (2) a mentorship program; and

14.14 ~~(2)~~ an evaluation aligned to the district's teacher development and evaluation
14.15 model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision
14.16 5, or if the statutory models are not practicable, to another identified district-aligned
14.17 evaluation.

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

14.21 *[For text of items A and B, see Minnesota Rules]*

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

14.23 *[For text of subitem (1), see Minnesota Rules]*

15.1 (2) the Tier 1 teacher is teaching in a licensure area, including licensure field
15.2 shortages, economic development region shortages, and regions where there is a shortage
15.3 of licensed teachers who reflect the racial or ethnic diversity of students in the region-as
15.4 ~~identified in the biennial supply and demand report under Minnesota Statutes, section~~
15.5 ~~127A.05, subdivision 6.~~

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

15.12 [For text of item D, see Minnesota Rules]

15.13 [For text of subpart 7, see Minnesota Rules]

15.14 **8710.0312 TIER 2 LICENSE.**

15.15 [For text of subpart 1, see Minnesota Rules]

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

15.19 A. The applicant must:

15.20 [For text of subitem (1), see Minnesota Rules]

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

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

16.3 [For text of units (a) and (b), see Minnesota Rules]

16.4 (c) a professional certification aligned to the assignment from an approved
16.5 certifying organization;

16.6 (4) for applicants seeking a world language and culture license pursuant to
16.7 part 8710.4950, be a native speaker of the language; or

16.8 (5) for applicants seeking a license in the performing or visual arts pursuant
16.9 to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650
16.10 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years
16.11 of relevant work experience aligned to the assignment.

16.12 [For text of items B and C, see Minnesota Rules]

16.13 [For text of subpart 3, see Minnesota Rules]

16.14 Subp. 4. **First renewal.** To renew a Tier 2 license for the first time, the applicant must
16.15 initiate the renewal application process, and the requirements of this subpart must be met.

16.16 A. The hiring district must show the applicant participated in:

16.17 (1) professional development in:

16.18 ~~(1)~~ (a) cultural competency training; and

16.19 (b) American Indian history and culture (initial training); and

16.20 (c) mental illness, including one hour of suicide prevention; and

16.21 (2) a mentorship program and an evaluation aligned to the district's teacher
16.22 development and evaluation model under Minnesota Statutes, section 122A.40, subdivision

17.1 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another
17.2 identified district-aligned evaluation.

17.3 B. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher
17.4 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~
17.5 ~~provider~~, has been made toward completion of the program. If no meaningful progress has
17.6 been made, the board must deem the applicant not to be enrolled in a teacher preparation
17.7 program unless the applicant provides justification to the board for failing to make meaningful
17.8 progress.

17.9 C. If the applicant holds a Tier 2 license based on holding a master's degree aligned
17.10 to the licensure field, the district must certify that the applicant has completed professional
17.11 development aligned to the standards of effective practice under part 8710.2000.

17.12 Subp. 5. **Second and third renewals.** To renew a Tier 2 license for the second or
17.13 third time, the applicant must initiate the renewal application process, and the requirements
17.14 of this subpart must be met.

17.15 A. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher
17.16 preparation program, the provider must certify that meaningful progress, ~~as defined by the~~
17.17 ~~provider~~, has been made toward completion of the program. If no meaningful progress has
17.18 been made, the board must deem the applicant not to be enrolled in a teacher preparation
17.19 program unless the applicant provides justification to the board for failing to make meaningful
17.20 progress.

17.21 B. If the applicant holds a Tier 2 license based on holding a master's degree aligned
17.22 to the licensure field, the district must certify that the applicant has completed professional
17.23 development aligned to the standards of effective practice under part 8710.2000.

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

17.25 (1) professional development in:

- 18.1 (a) cultural competency;
18.2 (b) American Indian history and culture (initial training); and
18.3 (c) mental illness, including one hour of suicide prevention; and
18.4 (2) a mentorship program and an evaluation aligned to the district's teacher
18.5 development and evaluation model under Minnesota Statutes, section 122A.40, subdivision
18.6 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another
18.7 identified district-aligned evaluation.

18.8 Subp. 6. **Additional renewals.** To renew a Tier 2 license more than three times, the
18.9 applicant must initiate the renewal application process, and the requirements of this subpart
18.10 must be met.

18.11 A. The hiring district must show the applicant participated in:

- 18.12 (1) professional development in:
18.13 (a) cultural competency;
18.14 (b) American Indian history and culture (initial training); and
18.15 (c) mental illness, including one hour of suicide prevention; and

18.16 ~~A. (2) the applicant participated in~~ a mentorship program and an evaluation
18.17 aligned to the district's teacher development and evaluation model under Minnesota Statutes,
18.18 section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are
18.19 not practicable, to another identified district-aligned evaluation; ~~and.~~

18.20 B. The hiring district must show within the renewal application good cause
18.21 justification for why the applicant should receive additional Tier 2 renewals pursuant to
18.22 part 8710.0310, subpart 1, item H J. The renewal application is reviewed pursuant to
18.23 Minnesota Statutes, section 122A.182, subdivision 3. The board must issue or deny the
18.24 renewal no later than 60 days after receiving the renewal application.

19.1 [For text of subpart 7, see Minnesota Rules]

19.2 **8710.0313 TIER 3 LICENSE.**

19.3 [For text of subpart 1, see Minnesota Rules]

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

19.6 A. The applicant must:

19.7 [For text of subitem (1), see Minnesota Rules]

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

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

19.14 [For text of units (a) and (b), see Minnesota Rules]

19.15 (c) a professional certification aligned to the licensure area sought from
19.16 an approved certifying organization;

19.17 (4) for applicants seeking a world language and culture license pursuant to
19.18 part 8710.4950, be a native speaker of the language; or

19.19 (5) for applicants seeking a license in the performing or visual arts pursuant
19.20 to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650
19.21 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years
19.22 of relevant work experience aligned to the assignment.

19.23 [For text of items B and C, see Minnesota Rules]

[For text of subparts 3 to 7, see Minnesota Rules]

8710.0314 TIER 4 LICENSE.

Subpart 1. **Purpose.** A Tier 4 license authorizes the license holder, consistent with this part, to teach in the field and scope aligned to the license holder's preparation. A Tier 4 license indicates the license holder has had at least three years of experience in Minnesota within the field and scope of licensure and completed the professional development requirements mandated by statute.

Subp. 2. **Requirements.** The board must issue a Tier 4 license if the applicant meets all of the requirements of this subpart.

A. The applicant must:

[For text of subitem (1), see Minnesota Rules]

(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:

[For text of units (a) and (b), see Minnesota Rules]

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

(4) for applicants seeking a world language and culture license pursuant to part 8710.4950, be a native speaker of the language; or

(5) for applicants seeking a license in the performing or visual arts pursuant to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650

21.1 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years
21.2 of relevant work experience aligned to the assignment.

21.3 B. The applicant must ~~have completed~~ show one of the following:

21.4 (1) completion of a board-approved teacher preparation program aligned to
21.5 the licensure area sought. The board must accept certifications for related services
21.6 professionals under parts 8710.6000 to 8710.6400 in lieu of completion of a board-approved
21.7 teacher preparation program; ~~or~~

21.8 (2) completion of a preparation program approved in another state aligned
21.9 to the licensure area sought that included field-specific student teaching equivalent to
21.10 field-specific student teaching in Minnesota-approved teacher preparation programs. The
21.11 applicant is exempt from field-specific student teaching if the applicant has at least two
21.12 years of field-specific experience teaching as the teacher of record;

21.13 (3) a recommendation for licensure via portfolio aligned to the licensure area
21.14 sought; or

21.15 (4) National Board of Professional Standards Certification aligned to the
21.16 licensure area sought.

21.17 C. The applicant must obtain passing scores on ~~the board-approved~~ pedagogy and
21.18 content examinations aligned to the licensure area sought, unless the applicant is exempt
21.19 under part 8710.0500. Any licensure area that does not have a board-approved content
21.20 examination is exempt from the content examination requirement.

21.21 [For text of items D and E, see Minnesota Rules]

21.22 [For text of subparts 3 to 7, see Minnesota Rules]

21.23 **8710.0320 OUT-OF-FIELD PERMISSION.**

21.24 [For text of subpart 1, see Minnesota Rules]

22.1 Subp. 2. **Requirements.**

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

22.5 [For text of subitems (1) to (5), see Minnesota Rules]

22.6 (6) the position was posted for at least 15 days on the board-approved
22.7 statewide job board. The hiring district does not need to post the position on the
22.8 board-approved statewide job board when:

22.9 (a) the assignment is a full-time equivalency of 0.25 or less; or

22.10 (b) the applicant is enrolled in and making meaningful progress, ~~as~~
22.11 ~~defined by the provider,~~ in a teacher preparation program aligned to the assignment.

22.12 [For text of items B and C, see Minnesota Rules]

22.13 [For text of subpart 3, see Minnesota Rules]

22.14 Subp. 4. **Renewal.** An out-of-field permission may be renewed four times. To renew
22.15 an out-of-field permission, the applicant must initiate the application process, and the hiring
22.16 district must show:

22.17 [For text of items A and B, see Minnesota Rules]

22.18 C. the position was posted for at least 60 days on the board-approved statewide
22.19 job board. If an applicant accepts the position but later turns it down, the hiring district must
22.20 repost the position for 15 days. The hiring district does not need to post the position on the
22.21 board-approved statewide job board when:

22.22 (1) the assignment is a full-time equivalency of 0.25 or less; or

(2) the applicant is enrolled in and ~~making~~ meaningful progress, ~~as defined by the provider, in a teacher preparation program aligned to the assignment~~ has been made toward completion of the program; and

[For text of item D, see Minnesota Rules]

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 H ~~and~~ J. 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.

[For text of subpart 6, see Minnesota Rules]

8710.0321 CROSS-CURRICULAR DELIVERY PERMISSION.

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

Subp. 3. **Duration.** A cross-curricular delivery permission is valid for 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. A cross-curricular delivery permission can be used until September 1 after the date of expiration if the placement is aligned to the permission and is:~~ on the permission.

~~A. in a summer school program; or~~

~~B. part of a year-round program or school.~~

[For text of subpart 4, see Minnesota Rules]

24.1 **8710.0326 LIFETIME SUBSTITUTE LICENSE.**

24.2 Subpart 1. **Purpose.** A lifetime substitute license is issued, consistent with this part,
24.3 to a retired teacher and authorizes the license holder to ~~replace a teacher of record who is~~
24.4 ~~on an approved leave of absence~~ serve as a substitute teacher according to part 8710.0327.

24.5 *[For text of subparts 2 and 3, see Minnesota Rules]*

24.6 Subp. 4. **Limitations.** A teacher holding a lifetime substitute license may replace the
24.7 same teacher of record ~~on an approved leave of absence~~ or fill a vacancy for more than ~~15~~
24.8 20 consecutive school days if the substitute teacher's previous Tier 3 or 4 license, Minnesota
24.9 five-year standard license or its equivalent, or professional license from another state is
24.10 aligned to the assignment.

24.11 **8710.0330 TEACHER LICENSURE VIA PORTFOLIO APPLICATION.**

24.12 Subpart 1. **Purpose.** The licensure via portfolio is a nontraditional pathway to obtaining
24.13 a teacher license in Minnesota. An applicant may obtain a Tier 3 license or add a licensure
24.14 field to an existing Tier 3 or Tier 4 license by successfully evidencing the required standards
24.15 in one or more portfolio ~~and by passing applicable testing.~~

24.16 Subp. 1a. [Renumbered as subpart 9]

24.17 Subp. 2. [See repealer.]

24.18 Subp. 3. **Application requirements.** An applicant who is recommended for licensure
24.19 via portfolio review under subpart ~~2~~ 10 must submit an application for licensure to the board
24.20 that meets the requirements of this subpart.

24.21 *[For text of items A to D, see Minnesota Rules]*

24.22 Subp. 4. [See repealer.]

24.23 Subp. 5. [See repealer.]

24.24 *[For text of subpart 6, see Minnesota Rules]*

Subp. 7. **Definitions.** For purposes of this part, the following terms have the meanings given:

A. "Core skills in career and technical education portfolio" means a portfolio that demonstrates that the applicant meets the content and methods standards in part 8710.8000.

B. "Core skills in special education portfolio" means a portfolio that demonstrates that an applicant meets the content and methods in part 8710.5000.

C. "Initial professional license" means the Tier 3 or Tier 4 license first held by the teacher.

D. "License-specific portfolio" means a portfolio that demonstrates that the applicant meets the content and methods standards aligned to the licensure area sought.

E. "Pedagogy portfolio" means a portfolio that demonstrates that the applicant meets the standards of effective practice in part 8710.2000.

Subp. 8. **Required portfolios.**

A. An application for an initial Tier 3 license must include a license-specific portfolio and a pedagogy portfolio. When applicable, the application must also include:

(1) a core skills in special education portfolio if the applicant is seeking a licensure field under part 8710.5050 (academic and behavioral strategist), 8710.5100 (blind or visually impaired), 8710.5200 (deaf or hard of hearing), 8710.5250 (oral/aural deaf education), 8710.5400 (developmental disabilities), 8710.5500 (early childhood special education), 8710.5600 (emotional or behavioral disorders), 8710.5700 (learning disabilities), 8710.5800 (physical and health disabilities), or 8710.5850 (autism spectrum disorders); and

(2) a core skills in career and technical education portfolio if the applicant is seeking a licensure field under part 8710.8010 (communications technology careers), 8710.8020 (construction careers), 8710.8030 (manufacturing careers), 8710.8040 (medical

26.1 careers), 8710.8050 (creative design careers), 8710.8060 (early childhood careers), 8710.8070
26.2 (hospitality careers), or 8710.8080 (transportation careers).

26.3 B. An application to add a licensure field to an existing Tier 3 or Tier 4 license
26.4 must include a license-specific portfolio. When applicable, the application must also include:

26.5 (1) a pedagogy portfolio if the applicant has not completed a state-approved
26.6 teacher preparation program or been recommended for licensure via portfolio for an initial
26.7 Tier 3 or Tier 4 license;

26.8 (2) a core skills in special education portfolio if the applicant is seeking to
26.9 add a licensure field in special education to an existing Tier 3 or Tier 4 license and the
26.10 applicant has not completed a state-approved teacher preparation program or been
26.11 recommended for licensure via portfolio for an initial license in a special education licensure
26.12 field; and

26.13 (3) a core skills in career and technical education portfolio if the applicant is
26.14 seeking to add a licensure field in career and technical education to an existing Tier 3 or
26.15 Tier 4 license and the applicant has not completed a state-approved teacher preparation
26.16 program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4
26.17 license in a career and technical education licensure field.

26.18 Subp. 9. Eligibility for portfolio process.

26.19 A. To be eligible to initiate the licensure via portfolio process to pursue an initial
26.20 Tier 3 license, the applicant must have:

26.21 (1) one year of experience as the teacher of record in the licensure area sought
26.22 and completed a yearlong mentorship program; or

26.23 (2) two years of experience as a teacher of record in the licensure area sought.

27.1 B. To be eligible to initiate the licensure via portfolio process to add a licensure
27.2 field or expand the scope of a license, the applicant must have an existing Tier 3 or Tier 4
27.3 license. [Renumbered from subpart 1a]

27.4 **Subp. 10. Portfolio review process.**

27.5 A. An applicant must submit an eligibility form to the board at least 30 days before
27.6 submitting an application. An eligibility form, published on the board website, is used to
27.7 determine whether the individual is otherwise eligible for licensure without the licensure
27.8 via portfolio pathway and meets the minimum requirements for the portfolio process.

27.9 B. The application must be prepared according to published guidelines and
27.10 submitted between 30 days and one year after the eligibility form is received by the board.
27.11 Published guidelines are listed on the board website and adhere to the licensure via portfolio
27.12 process under part 8710.0330.

27.13 C. The applicant must initiate the application process by submitting one or more
27.14 portfolios aligned to published guidelines.

27.15 D. A portfolio must be reviewed by two reviewers who meet board-adopted
27.16 qualifications within 90 days of receiving a complete application and required fees.

27.17 E. If the reviewers under item D do not recommend an applicant for licensure,
27.18 the reviewers must provide specific information to the applicant on how to successfully
27.19 demonstrate meeting any standard that was determined not met.

27.20 F. If the applicant submits the revised portfolio within two years from the date
27.21 that the portfolio was not approved, one reviewer must review the revised portfolio and
27.22 recommend it for approval or disapproval, applying the standards in effect on the date of
27.23 the original submission. The approval or disapproval must occur within 60 days after
27.24 receiving the revised submission. If the applicant resubmits a revised portfolio after two

28.1 years from the date that the portfolio was not approved, the portfolio must be reviewed in
28.2 full according to item D, applying the standards in effect on the date of the resubmission.

28.3 Subp. 11. **Demonstrating standards.** An applicant must use evidence to demonstrate
28.4 applicable standards. Examples of evidence include:

28.5 A. a transcript, a syllabi of college coursework, or both a transcript and syllabi;

28.6 B. subject-specific, high-quality professional development according to the federal
28.7 Every Student Succeeds Act;

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

28.13 D. letters of recommendation illustrating relevant work experience aligned to the
28.14 licensure area sought;

28.15 E. classroom performance as determined by student growth on criterion-referenced
28.16 assessments;

28.17 F. a teacher performance evaluation completed by a supervisor or mentor;

28.18 G. teacher performance assessment scores;

28.19 H. unedited video recordings of classroom instruction; or

28.20 I. observation and evaluation feedback through mentorship, teacher evaluation,
28.21 student teaching, or other supervised classroom teaching experiences.

29.1 Subp. 12. Substitutions.

29.2 A. An applicant may fulfill certain requirements of subparts 8 and 10 according
29.3 to the substitutions allowed under items B to G. Standards met through substitutions are
29.4 not required to be reviewed under subpart 10. If all standards within a particular portfolio
29.5 are met through substitutions, the portfolio is not required to be reviewed under subpart 10.

29.6 B. In lieu of a pedagogy portfolio, an applicant may submit evidence of a passing
29.7 score on a board-adopted teacher performance assessment as authorized under parts
29.8 8705.1010, 8705.2100, and 8705.2200.

29.9 C. In lieu of a license-specific portfolio aligned to a career and technical education
29.10 licensure field, an applicant may submit evidence of one of the following:

29.11 (1) five years of relevant work experience aligned to the licensure field sought;

29.12 (2) an associate's degree aligned to the licensure field sought; or

29.13 (3) a professional certification, issued by an approved certifying organization
29.14 under chapter 8705, aligned to the licensure field sought.

29.15 D. In lieu of a core skills in career and technical education portfolio, an applicant
29.16 may submit evidence of meeting content and methods standards in part 8710.8000 through
29.17 demonstrating standards at a board-approved career and technical education teacher
29.18 preparation program under chapter 8705.

29.19 E. An applicant may submit evidence of a major received from a regionally
29.20 accredited college or university aligned to the licensure field sought in lieu of the content
29.21 standards in a license-specific portfolio.

29.22 F. An applicant may submit evidence of a professional license held in a correlating
29.23 licensure field in lieu of the content and methods standards in a license-specific portfolio.

G. Standards met through learning opportunities and assessments at a board-approved teacher preparation program under chapter 8705 do not require review, except for those standards that are identified by the teacher preparation provider as "Not Met" or where the grade received in the course does not meet board-adopted criteria under chapter 8705.

8710.0500 EXAMINATIONS FOR TEACHER LICENSES.

[For text of subparts 1 to 4, see Minnesota Rules]

Subp. 5. **Licensure recommendation.** In recommending candidates for licensure, ~~Minnesota colleges and universities~~ an approved provider selected under subpart 2 shall attest that license requirements have been met, ~~including successful completion of all examinations required under this part.~~

[For text of subparts 6 to 13, see Minnesota Rules]

8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS.

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

Subp. 3. **Statutory Enforcement of code: complaints, investigation, and hearing.**

~~A. The Enforcement of the provisions of the code of ethics for Minnesota teachers shall~~ must be in accord with Minnesota Statutes, section 214.10.

~~"Minnesota Statutes, section 214.10, complaints, investigation and hearing."~~

Subd. 1. **Receipt of complaint.** ~~The executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to~~

31.1 ~~the board. Before proceeding further with the communication, the designee of the attorney~~
31.2 ~~general may require the complaining party to state the complaint in writing on a form~~
31.3 ~~prepared by the attorney general. Complaints which relate to matters within the jurisdiction~~
31.4 ~~of another governmental agency shall be forwarded to that agency by the executive secretary.~~
31.5 ~~An officer of that agency shall advise the executive secretary of the disposition of that~~
31.6 ~~complaint. A complaint received by another agency which relates to a statute or rule which~~
31.7 ~~a licensing board is empowered to enforce shall be forwarded to the executive secretary of~~
31.8 ~~the board to be processed in accordance with this section.~~

31.9 ~~Subd. 2. Investigation and hearing. The designee of the attorney general providing legal~~
31.10 ~~services to a board shall evaluate the communications forwarded by the board or its members~~
31.11 ~~or staff. If the communication alleges a violation of statute or rule which the board is to~~
31.12 ~~enforce, the designee is empowered to investigate the facts alleged in the communication.~~
31.13 ~~In the process of evaluation and investigation, the designee shall consult with or seek the~~
31.14 ~~assistance of the executive secretary or, if the board determines, a member of the board who~~
31.15 ~~has been designated by the board to assist the designee. The designee may also consult with~~
31.16 ~~or seek the assistance of any other qualified persons who are not members of the board who~~
31.17 ~~the designee believes will materially aid in the process of evaluation or investigation. The~~
31.18 ~~executive secretary or the consulted board member may attempt to correct improper activities~~
31.19 ~~and redress grievances through education, conference, conciliation, and persuasion, and in~~
31.20 ~~these attempts may be assisted by the designee of the attorney general. If the attempts at~~
31.21 ~~correction or redress do not produce satisfactory results in the opinion of the executive~~
31.22 ~~secretary or the consulted board member, or if after investigation the designee providing~~
31.23 ~~legal services to the board, the executive secretary or the consulted board member believes~~
31.24 ~~that the communication and the investigation suggest illegal or unauthorized activities~~
31.25 ~~warranting board action, the designee shall inform the executive secretary of the board who~~
31.26 ~~shall schedule a disciplinary hearing in accordance with Minnesota Statutes, chapter 14.~~
31.27 ~~Before the holding of a disciplinary hearing may be directed, the designee or executive~~

secretary shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. ~~Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material. Any person failing or refusing to appear or testify regarding any matter about which the person may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order to the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chair of the board acting on behalf of the board may issue subpoenas and any board member may administer oaths to witnesses, or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process or paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve subpoenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs."~~

[For text of subpart 4, see Minnesota Rules]

Subp. 5. **Enforcement procedures.** The Professional Educator Licensing and Standards Board may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

[For text of item A, see Minnesota Rules]

B. A letter of censure from the board may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the board. ~~Such letters shall be kept on file for a period of time not to exceed one calendar year.~~

[For text of items C to E, see Minnesota Rules]

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. **Licensure requirements.** ~~A candidate for licensure in~~ An applicant seeking a license to teach early childhood education for teaching young children from birth through age eight shall: must meet the requirements in 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 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 early childhood education in subpart 3.~~

34.1 Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial
34.2 licensure program for early childhood education must demonstrate the content standards
34.3 set forth in subpart 6 and the standards for effective practice in part 8710.2000.

34.4 Subp. 2b. **Additional licensure program.** A candidate completing a board-approved
34.5 additional licensure program for early childhood education must demonstrate the content
34.6 standards set forth in subpart 6. The candidate must also demonstrate the standards for
34.7 effective practice in part 8710.2000 if the candidate has not completed a state-approved
34.8 teacher preparation program or been recommended for licensure via portfolio for an initial
34.9 Tier 3 or Tier 4 license.

34.10 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
34.11 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
34.12 in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part
34.13 8710.2000.

34.14 Subp. 3. [See repealer.]

34.15 Subp. 3a. [See repealer.]

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

34.17 Subp. 6. **Subject matter standards.** A teacher of early childhood education must
34.18 demonstrate the knowledge and skills in items A to E.

34.19 A. Child development and learning in context. The teacher must:

34.20 (1) understand the developmental period of early childhood from birth through
34.21 age eight across cognitive, language, social, emotional, physical, and creative developmental
34.22 domains, including bilingual and multilingual development;

35.1 (2) understand and value each child as an individual with unique
35.2 developmental variations, experiences, strengths, interests, abilities, challenges, and
35.3 approaches to learning and with the capacity to make choices;

35.4 (3) understand the ways that child development and the learning process
35.5 occur in multiple contexts, including family, culture, language, community, and early
35.6 learning setting, as well as in a larger societal context that includes structural inequities;

35.7 (4) use knowledge about the developmental period of early childhood, about
35.8 individual children, and about development and learning in cultural context, which is known
35.9 as multidimensional knowledge, to make evidence-based decisions that support each child;

35.10 (5) understand and demonstrate positive, caring, supportive relationships and
35.11 interactions as the foundation of early childhood educators' work with young children;

35.12 (6) understand and use teaching skills that are responsive to the learning
35.13 trajectories of young children and to the needs of each child, recognizing that differentiating
35.14 instruction, incorporating play as a core teaching practice, and supporting the development
35.15 of executive function skills are critical for young children; and

35.16 (7) use a broad repertoire of developmentally appropriate, culturally and
35.17 linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect
35.18 the principles of universal design for learning.

35.19 B. Knowledge, application, and integration of academic content in the early
35.20 childhood curriculum. The teacher must:

35.21 (1) understand content knowledge, which is the central concepts, methods
35.22 and tools of inquiry, and structure, and resources for the academic disciplines in an early
35.23 childhood curriculum;

36.1 (2) understand pedagogical content knowledge, which is how young children
36.2 learn in each discipline, and how to use the teacher's knowledge and practices to support
36.3 young children's learning in each content area;

36.4 (3) modify teaching practices by applying, expanding, integrating, and
36.5 updating their content knowledge in the disciplines, their knowledge of curriculum content
36.6 resources, and their pedagogical content knowledge; and

36.7 (4) meet the statutory requirements regarding evidence-based practices in
36.8 reading, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124, and as required
36.9 by Minnesota Statutes, section 122A.092, subdivision 5, and part 8710.3200, subpart 3,
36.10 items C to F.

36.11 C. Family-teacher partnerships and community connections. The teacher must:

36.12 (1) know about, understand, and value the diversity of families;

36.13 (2) collaborate as a partner with families in young children's development
36.14 and learning through respectful, reciprocal relationships and engagement; and

36.15 (3) use community resources to support young children's learning and
36.16 development and to support families and build partnerships between early learning settings,
36.17 schools, and community organizations and agencies.

36.18 D. Child observation, documentation, and assessment. The teacher must:

36.19 (1) understand that assessments (formal and informal, formative and
36.20 summative) are conducted to make informed choices about instruction and for planning in
36.21 early learning settings;

36.22 (2) know a wide range of types of assessments and each assessment's purpose
36.23 and associated methods and tools;

37.1 (3) use screening and assessment tools in ways that are ethically grounded,
37.2 ability appropriate, and developmentally, culturally, and linguistically appropriate to
37.3 document developmental progress and to promote positive outcomes for each child; and

37.4 (4) build assessment partnerships with families and professional colleagues.

37.5 E. Professionalism as an early childhood educator. The teacher must:

37.6 (1) identify and involve themselves with the early childhood field and serve
37.7 as informed advocates for young children, families, and the profession;

37.8 (2) know about and uphold ethical and other early childhood professional
37.9 guidelines;

37.10 (3) use professional communication skills, including technology-mediated
37.11 strategies, to effectively support young children's learning and development and to work
37.12 with families and colleagues;

37.13 (4) engage in continuous, collaborative learning to inform practice; and

37.14 (5) develop and sustain the habit of reflective and intentional practice in their
37.15 daily work with young children and as a member of the early childhood profession.

37.16 Subp. 7. Placements for candidates completing an initial licensure program. Across
37.17 the combination of student teaching and other field experiences, a candidate completing an
37.18 initial licensure program must have experiences demonstrating the knowledge and skills
37.19 under subpart 6 at the following three levels within a range of educational programming
37.20 models: infant or toddler, preschool, and kindergarten through grade 3.

37.21 Subp. 8. Placements for candidates completing an additional licensure program. A
37.22 candidate completing an additional licensure program must have experiences teaching early
37.23 childhood education at all three levels: infant or toddler, preschool, and kindergarten through

38.1 grade 3. The candidate must complete a practicum teaching early childhood education in
38.2 at least one of the levels: infant or toddler, preschool, or kindergarten through grade 3.

38.3 Subp. 9. Cooperating teacher requirements for placements in nonpublic schools
38.4 working at the infant or toddler and preprimary levels. If a candidate has a clinical
38.5 experience placement in a nonpublic school, the unit must collaborate with each school
38.6 partner to ensure alignment with part 8705.1010, subpart 3, item B, or ensure the following
38.7 requirements are met:

38.8 A. the cooperating teacher must have a minimum of 3 years of teaching experience
38.9 at the age level that the placement occurs (infant, toddler, preprimary);

38.10 B. the cooperating teacher must have the endorsement of the site director to host
38.11 a preservice teacher;

38.12 C. the cooperating teacher must have one or more of the following:

38.13 (1) an undergraduate degree or certificate or graduate degree in Early
38.14 Childhood Education, Elementary Education, or Child Development;

38.15 (2) a prior or current teaching license in kindergarten through grade 6
38.16 education, kindergarten through grade 6 with a preprimary endorsement, or birth through
38.17 grade 3; or

38.18 (3) previous experience hosting preservice teachers with documented success
38.19 from university supervisor feedback;

38.20 D. the cooperating teacher must have documented completion of professional
38.21 development within the last five years specific to teaching at the requested level; and

38.22 E. the cooperating teacher must work closely with the university supervisor and
38.23 course instructors to provide guidance for the teacher candidate each week with formal
38.24 observations or informal check-ins for student teaching placements.

39.1 **8710.3350 PREPRIMARY ENDORSEMENT LICENSE.**

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

39.3 Subp. 3. **Subject matter standards.** A teacher of preprimary education valid for
39.4 teaching preprimary students age three through prekindergarten must meet the standards in
39.5 part 8710.3000, subpart 3, items A (preprimary only), C, J, K, L, and M (preprimary only)
39.6 6.

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

39.8 **8710.4100 TEACHERS OF AMERICAN INDIAN LANGUAGE, HISTORY, AND**
39.9 **CULTURE.**

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

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

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

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

39.16 (1) ~~the applicant possesses competence in the American Indian language for~~
39.17 ~~which licensure is requested;~~

39.18 (2) ~~the applicant possesses unique qualifications relative to or knowledge~~
39.19 ~~and understanding of the American Indian history and culture for which licensure is~~
39.20 ~~requested;~~

39.21 (3) ~~the applicant holds a bachelor's degree or academic degree approved by~~
39.22 ~~the board;~~

39.23 (4) ~~the applicant completed a course of study approved by the board;~~

~~(5) the applicant holds a professional license in another state aligned to the license sought, the license is in good standing, and the applicant has two years of teaching experience; or~~

~~(6) the applicant has completed a state-approved teacher preparation program aligned to the license sought; and~~

C. B. includes a certified copy of a resolution or letter that:

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

(2) attests to the applicant's competence in an American Indian language or the knowledge and understanding of an American Indian history and culture.

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

[For text of subparts 3a to 6, see Minnesota Rules]

8710.4810 TEACHERS OF ETHNIC STUDIES.

Subpart 1. Scope of practice. A teacher of ethnic studies is authorized to provide to students in grades 5 through 12 instruction in the interdisciplinary study of race, ethnicity, and Indigeneity.

Subp. 2. Licensure requirements. An applicant seeking a license to teach ethnic studies must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

41.1 Subp. 3. **Initial licensure program.** A candidate completing a board-approved initial
41.2 licensure program for ethnic studies must demonstrate the content standards set forth in
41.3 subpart 6 and the standards for effective practice in part 8710.2000.

41.4 Subp. 4. **Additional licensure program.** A candidate completing a board-approved
41.5 additional licensure program for ethnic studies must demonstrate the content standards set
41.6 forth in subpart 6. The candidate must also demonstrate the standards for effective practice
41.7 in part 8710.2000 if the candidate has not completed a state-approved teacher preparation
41.8 program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4
41.9 license.

41.10 Subp. 5. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
41.11 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
41.12 in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part
41.13 8710.2000.

41.14 Subp. 6. **Subject matter standards.** A candidate for licensure as a teacher of ethnic
41.15 studies must demonstrate the knowledge and skills in items A to D.

41.16 A. Content knowledge. The teacher must:

41.17 (1) analyze social and human relationships with the natural world through
41.18 Indigenous, precolonial, decolonial, and postcolonial lenses;

41.19 (2) understand how Indigeneity, race, gender, and other markers of identity
41.20 are constructed and how these structures are maintained through power and language;

41.21 (3) understand the construction of Tribal sovereignty and federal
41.22 nation-to-nation status of American Indian Nations. Examples of this include but are not
41.23 limited to:

41.24 (a) the relationships of land to sovereign Tribal Nations and political
41.25 status;

- 42.1 (b) the history and existence of Indian education programs across
42.2 Minnesota;
- 42.3 (c) the existence and importance of Dakota and Anishinaabe sacred sites
42.4 across Minnesota;
- 42.5 (d) how to compare and contrast the political status differences among
42.6 types of Tribal homelands and among different groups, including Tribal citizens, United
42.7 States citizens, state citizens, dual citizens, federally recognized Tribal members, immigrants,
42.8 and refugees and the relationships among these groups;
- 42.9 (e) the long-term impacts and implications of treaties today with Tribal
42.10 Nations, especially for Dakota and Anishinaabe Nations and their sovereignty; and
- 42.11 (f) the construction of race and Indigeneity (including complicating ideas
42.12 such as blood quantum, Mestizaje, AfroLatinidad, and lineage) and an examination of how
42.13 geography and politics mediate these constructions;
- 42.14 (4) understand how counternarratives serve to deconstruct dominant narratives
42.15 that reproduce the status quo, power, and oppression, including:
- 42.16 (a) counternarratives of resistance and activism within communities that
42.17 have historically faced oppression;
- 42.18 (b) the importance of countering the prevalence of dominant narratives
42.19 regarding the helplessness of the colonized, enslaved, and disenfranchised, including how
42.20 those narratives can be dispelled; and
- 42.21 (c) that colonization is a dynamic process that requires the involvement
42.22 of people within colonized groups and is not simply an event resulting in one group having
42.23 continuous and supreme power over another;

- 43.1 (5) understand the multidimensional aspects of identity construction,
43.2 including:
- 43.3 (a) how identity is constructed by systems of power and people in
43.4 positions of privilege;
- 43.5 (b) how marginalized communities have redefined and reclaimed their
43.6 own identities;
- 43.7 (c) how identities intersect with and can shift across different
43.8 socio-geo-political contexts;
- 43.9 (d) how personal family histories, communities, and cultural backgrounds
43.10 impact identity; and
- 43.11 (e) how community cultural wealth has the potential to uplift and
43.12 empower Black and Indigenous individuals and other people of color;
- 43.13 (6) understand and apply critical frameworks to analyze how historical
43.14 structures of power and domination impact intersectional historical and contemporary
43.15 inequalities at individual and societal levels, such as:
- 43.16 (a) historical and ongoing social constructions of race and white
43.17 supremacy;
- 43.18 (b) how power is defined and created and how it affects Black and
43.19 Indigenous communities and other communities of color;
- 43.20 (c) the history of slavery, settler-colonialism, genocide, neocolonialism,
43.21 imperialism, and capitalism;
- 43.22 (d) intersectional identities and the interlocking nature of power and
43.23 oppression;

44.1 (e) ideological, institutional, interpersonal, and internalized forms of
44.2 oppression; and

44.3 (f) the historical relationship between educational debt among low-income
44.4 children, Black and Indigenous children, and other children of color and the erasure of
44.5 ethnic studies in Minnesota;

44.6 (7) understand and apply critical frameworks to analyze histories of collective
44.7 liberation, resistance, and social transformation; and

44.8 (8) understand the history and plurality of the disciplines and pedagogies of
44.9 ethnic studies, including:

44.10 (a) the history of the development of the modern ethnic studies movement
44.11 through the solidarity of the four groups that built the Third World Liberation Front: African
44.12 Americans, Asian Americans, American Indians, and Latin Americans; and

44.13 (b) the difference between ethnic studies and multiculturalism, diversity,
44.14 equity, and inclusion.

44.15 B. Pedagogical practices and learning environment. The teacher must:

44.16 (1) understand the broad scope of the ethnic studies strand and be able to
44.17 develop lessons and units that help students build toward broader ethnic studies expertise;

44.18 (2) draw on community cultural wealth as a framework for asset-based
44.19 teaching. Examples of cultural capital and wealth include but are not limited to social
44.20 navigation skills, language, aspiration, resistance, and family;

44.21 (3) understand how to be intentional to avoid causing harm. Examples of this
44.22 include but are not limited to recognizing trauma-informed pedagogies and that students
44.23 carry their lives into the classroom with them; avoiding retraumatizing students through

images, words, texts, and behaviors that perpetuate historical oppression; and facilitating classrooms where children have agency, discuss emotions, and ask questions;

(4) understand how assessment shapes student experiences and learning, including:

(a) how to design assessments that have relevance to students' lives and communities and facilitate the development of student agency in their communities; and

(b) how to support whole-child evaluation or hold schools accountable to colonial structures in educational settings;

(5) understand and identify power dynamics impacting student learning in education systems and within a classroom setting;

(6) understand how to co-create learning spaces with students;

(7) engage in student-centered and community-centered learning practices;

and

(8) embed interdisciplinary methods of teaching and content, including:

(a) collaborating with other experts in multiple disciplines;

(b) exploring content spanning the arts, literature, history, science, and other subject areas;

(c) inviting community experts to interact with students; and

(d) actively drawing on students' knowledge and positioning students as knowledge producers.

C. Community relationships. The teacher must:

(1) understand the interconnectedness of learning that occurs in and outside the classroom, including:

46.1 (a) the importance of inviting multiple perspectives into the classroom
46.2 and how to engage with elders and other community members;

46.3 (b) that the arts and artists are a key part of ethnic studies;

46.4 (c) the importance of relationships between families, youth, and elders;

46.5 (d) how to provide opportunities to engage and learn in the community;

46.6 (e) educators' role as facilitators in nurturing community relations; and

46.7 (f) skills central to community organizing and relationship building;

46.8 (2) understand how to engage the local community;

46.9 (3) create learning opportunities in which families, neighborhoods, lands,
46.10 and places become central sites for ethnic studies. Examples of this include but are not
46.11 limited to:

46.12 (a) the roles of informal and formal education outside of the classroom
46.13 (community organizations, religious and spiritual spaces, and family education);

46.14 (b) heritage and ancestral knowledges are passed down through oral
46.15 histories and stories that are part of family culture; and

46.16 (c) kinship networks (how families are constructed) vary across
46.17 communities, such as the Indigenous concept of "all my relatives" which represents an
46.18 awareness of the interconnectedness of all life and the relationship to everything in creation;
46.19 and

46.20 (4) be able to research the histories of local Black and Indigenous communities
46.21 and other communities of color and integrate local history into the curriculum, including:

46.22 (a) how community is defined and how communities define themselves;

47.1 (b) the history of solidarity movements within local community-based
47.2 organizations and institutions advocating for social change;

47.3 (c) the history and current realities of the school's surrounding
47.4 neighborhoods; and

47.5 (d) the history of segregation, gentrification, exploitation, and
47.6 racialization of Black and Indigenous communities and other communities of color.

47.7 D. Supporting reading instruction. A teacher of ethnic studies must understand
47.8 the content and methods for teaching reading, including:

47.9 (1) knowledge of reading processes and instruction, including:

47.10 (a) orthographic knowledge and morphological relationships within
47.11 words;

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

47.14 (c) the importance of direct and indirect vocabulary instruction that leads
47.15 to enhanced general and domain-specific word knowledge;

47.16 (d) the relationships between and among comprehension processes related
47.17 to print processing abilities, motivation, reader's interest, background knowledge, cognitive
47.18 abilities, knowledge of academic discourse, and print and digital text; and

47.19 (e) the development of academic language and its impact on learning
47.20 and school success; and

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

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

48.4 (b) the ability to scaffold instruction for students who experience
48.5 comprehension difficulties;

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

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

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

48.12 (f) the ability to identify instructional practices, approaches, and methods
48.13 and match materials, print and digital, to the cognitive levels of all readers, guided by
48.14 evidence-based rationale to support the developmental, cultural, and linguistic differences
48.15 of readers;

48.16 (g) the appropriate applications of a wide variety of instructional
48.17 frameworks that are effective in meeting the needs of readers in secondary school settings
48.18 across developmental levels, proficiency, and linguistic backgrounds; and

48.19 (h) the ability to plan instruction and select strategies that help students
48.20 read and understand social studies texts and spur student interest in more complex reading
48.21 materials, including the ability to help students:

48.22 i. recognize fact and opinion and the words that signal opinions and
48.23 judgments;

49.1 ii. distinguish between primary and secondary sources, for example,
49.2 historical records versus textbooks;

49.3 iii. think critically, for example, drawing inferences or conclusions
49.4 from facts, analyzing author's purpose and point of view, discerning cause and effect
49.5 relationships, detecting bias, and evaluating evidence;

49.6 iv. use and interpret maps, globes, and other nonlinguistic or graphic
49.7 tools such as timelines, photographs, charts, statistical tables, digital tools, and political
49.8 cartoons; and

49.9 v. use other text features such as glossaries, indexes, detailed
49.10 databases about countries, and appendices of documents or maps.

49.11 Subp. 7. **Placements for candidates completing an initial licensure program.** Across
49.12 the combination of student teaching and other field experiences, candidates completing an
49.13 initial licensure program must have experiences teaching ethnic studies at two levels: middle
49.14 level (grades 5 through 8) and high school level (grades 9 through 12).

49.15 Subp. 8. **Placements for candidates completing an additional licensure program.** A
49.16 candidate completing an additional licensure program must have experiences teaching at
49.17 two levels: middle level (grades 5 through 8) and high school level (grades 9 through 12).
49.18 The candidate must complete a practicum teaching ethnic studies in at least one of the levels:
49.19 middle level or high school level.

49.20 **8710.4815 ETHNIC STUDIES ENDORSEMENT LICENSE FOR TEACHERS OF**
49.21 **SOCIAL STUDIES.**

49.22 Subpart 1. **Scope of practice.** A teacher of ethnic studies is authorized to provide to
49.23 students in grades 5 through 12 instruction in the interdisciplinary study of race, ethnicity,
49.24 and Indigeneity.

50.1 Subp. 2. **Endorsement requirements.** A candidate for endorsement in ethnic studies
50.2 must hold or apply and qualify for a license to teach social studies under part 8710.4800.
50.3 A candidate must also demonstrate the standards for effective practice in part 8710.2000 if
50.4 the candidate has not completed a state-approved teacher preparation program or been
50.5 recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license.

50.6 Subp. 3. **Endorsement program.** A candidate completing a board-approved
50.7 endorsement program for ethnic studies must demonstrate the content standards set forth
50.8 in subpart 4.

50.9 Subp. 4. **Subject matter standards.** A candidate for endorsement as a teacher of
50.10 ethnic studies must demonstrate the knowledge and skills in items A to C.

50.11 A. Content knowledge. The teacher must:

50.12 (1) analyze social and human relationships with the natural world through
50.13 Indigenous, precolonial, decolonial, and postcolonial lenses;

50.14 (2) understand how Indigeneity, race, gender, and other markers of identity
50.15 are constructed and how these structures are maintained through power and language;

50.16 (3) understand the construction of Tribal sovereignty and federal
50.17 nation-to-nation status of American Indian Nations. Examples of this include but are not
50.18 limited to:

50.19 (a) the relationships of land to sovereign Tribal Nations and political
50.20 status;

50.21 (b) the history and existence of Indian education programs across
50.22 Minnesota;

50.23 (c) the existence and importance of Dakota and Anishinaabe sacred sites
50.24 across Minnesota;

51.1 (d) how to compare and contrast the political status differences among
51.2 types of Tribal homelands and among different groups, including Tribal citizens, United
51.3 States citizens, state citizens, dual citizens, federally recognized Tribal members, immigrants,
51.4 and refugees and the relationships among these groups;

51.5 (e) the long-term impacts and implications of treaties today with Tribal
51.6 Nations, especially for Dakota and Anishinaabe Nations and their sovereignty; and

51.7 (f) the construction of race and Indigeneity (including complicating ideas
51.8 such as blood quantum, Mestizaje, AfroLatinidad, and lineage) and an examination of how
51.9 geography and politics mediate these constructions;

51.10 (4) understand how counternarratives serve to deconstruct dominant narratives
51.11 that reproduce the status quo, power, and oppression, including:

51.12 (a) counternarratives of resistance and activism within communities that
51.13 have historically faced oppression;

51.14 (b) the importance of countering the prevalence of dominant narratives
51.15 regarding the helplessness of the colonized, enslaved, and disenfranchised, including how
51.16 those narratives can be dispelled; and

51.17 (c) that colonization is a dynamic process that requires the involvement
51.18 of people within colonized groups and is not simply an event resulting in one group having
51.19 continuous and supreme power over another;

51.20 (5) understand the multidimensional aspects of identity construction,
51.21 including:

51.22 (a) how identity is constructed by systems of power and people in
51.23 positions of privilege;

- 52.1 (b) how marginalized communities have redefined and reclaimed their
52.2 own identities;
- 52.3 (c) how identities intersect with and can shift across different
52.4 sociopolitical and geopolitical contexts;
- 52.5 (d) how personal family histories, communities, and cultural backgrounds
52.6 impact identity; and
- 52.7 (e) how community cultural wealth has the potential to uplift and
52.8 empower Black and Indigenous individuals and other people of color;
- 52.9 (6) understand and apply critical frameworks to analyze how historical
52.10 structures of power and domination impact intersectional historical and contemporary
52.11 inequalities at individual and societal levels, such as:
- 52.12 (a) historical and ongoing social constructions of race and white
52.13 supremacy;
- 52.14 (b) how power is defined and created and how it affects Black and
52.15 Indigenous communities and other communities of color;
- 52.16 (c) the history of slavery, settler-colonialism, genocide, neocolonialism,
52.17 imperialism, and capitalism;
- 52.18 (d) intersectional identities and the interlocking nature of power and
52.19 oppression;
- 52.20 (e) ideological, institutional, interpersonal, and internalized forms of
52.21 oppression; and
- 52.22 (f) the historical relationship between educational debt among low-income
52.23 children, Black and Indigenous children, and other children of color and the erasure of
52.24 ethnic studies in Minnesota;

53.1 (7) understand and apply critical frameworks to analyze histories of collective
53.2 liberation, resistance, and social transformation; and

53.3 (8) understand the history and plurality of the disciplines and pedagogies of
53.4 ethnic studies, including:

53.5 (a) the history of the development of the modern ethnic studies movement
53.6 through the solidarity of the four groups that built the Third World Liberation Front: African
53.7 Americans, Asian Americans, American Indians, and Latin Americans; and

53.8 (b) the difference between ethnic studies and multiculturalism, diversity,
53.9 equity, and inclusion.

53.10 B. Pedagogical practices and learning environment. The teacher must:

53.11 (1) understand the broad scope of the ethnic studies strand and be able to
53.12 develop lessons and units that help students build toward broader ethnic studies expertise;

53.13 (2) draw on community cultural wealth as a framework for asset-based
53.14 teaching. Examples of cultural capital and wealth include but are not limited to social
53.15 navigation skills, language, aspiration, resistance, and family;

53.16 (3) understand how to be intentional to avoid causing harm. Examples of this
53.17 include but are not limited to recognizing trauma-informed pedagogies and that students
53.18 carry their lives into the classroom with them; avoiding retraumatizing students through
53.19 images, words, texts, and behaviors that perpetuate historical oppression; and facilitating
53.20 classrooms where children have agency, discuss emotions, and ask questions;

53.21 (4) understand and identify power dynamics impacting student learning in
53.22 education systems and within a classroom setting;

53.23 (5) understand how to co-create learning spaces with students;

- 54.1 (6) engage in student-centered and community-centered learning practices;
54.2 and
- 54.3 (7) embed interdisciplinary methods of teaching and content, including:
54.4 (a) collaborating with other experts in multiple disciplines;
54.5 (b) exploring content spanning the arts, literature, history, science, and
54.6 other subject areas;
54.7 (c) inviting community experts to interact with students; and
54.8 (d) actively drawing on students' knowledge and positioning students as
54.9 knowledge producers.
- 54.10 C. Community relationships. The teacher must:
- 54.11 (1) understand the interconnectedness of learning that occurs in and outside
54.12 the classroom, including:
54.13 (a) the importance of inviting multiple perspectives into the classroom
54.14 and how to engage with elders and other community members;
54.15 (b) that the arts and artists are a key part of ethnic studies;
54.16 (c) the importance of relationships between families, youth, and elders;
54.17 (d) how to provide opportunities to engage and learn in the community;
54.18 (e) educators' role as facilitators in nurturing community relations; and
54.19 (f) skills central to community organizing and relationship building;
54.20 (2) understand how to engage the local community;

55.1 (3) create learning opportunities in which families, neighborhoods, lands,
55.2 and places become central sites for ethnic studies. Examples of this include but are not
55.3 limited to:

55.4 (a) the roles of informal and formal education outside of the classroom
55.5 (community organizations, religious and spiritual spaces, and family education);

55.6 (b) heritage and ancestral knowledges are passed down through oral
55.7 histories and stories that are part of family culture; and

55.8 (c) kinship networks (how families are constructed) vary across
55.9 communities, such as the Indigenous concept of "all my relatives" which represents an
55.10 awareness of the interconnectedness of all life and the relationship to everything in creation;
55.11 and

55.12 (4) be able to research the histories of local Black and Indigenous communities
55.13 and other communities of color and integrate local history into the curriculum, including:

55.14 (a) how community is defined and how communities define themselves;

55.15 (b) the history of solidarity movements within local community-based
55.16 organizations and institutions advocating for social change;

55.17 (c) the history and current realities of the school's surrounding
55.18 neighborhoods; and

55.19 (d) the history of segregation, gentrification, exploitation, and
55.20 racialization of Black and Indigenous communities and other communities of color.

55.21 Subp. 5. **Placements for candidates completing a program.** The candidate must
55.22 complete a practicum teaching students in at least one of the two levels: middle level (grades
55.23 5 through 8), or high school level (grades 9 through 12).

56.1 **8710.4875 TEACHERS OF COMPUTER SCIENCE.**

56.2 Subpart 1. **Scope of practice.** A teacher of computer science is authorized to provide
56.3 to students in grades 5 through 12 instruction that is designed to teach students how to think
56.4 computationally, create new technologies, use and create software, and understand how
56.5 computers process information. A teacher of computer science is also authorized to provide
56.6 student instruction for exploring the foundational concepts of algorithms, computational
56.7 thinking, problem-solving, creativity, logical thinking, and preparing for the digital world.

56.8 Subp. 2. **Licensure requirements.** An applicant seeking a license to teach computer
56.9 science must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314
56.10 and Minnesota Statutes, sections 122A.181 to 122A.184.

56.11 Subp. 3. **Initial licensure program.** A candidate completing a board-approved initial
56.12 licensure program for computer science must demonstrate the content standards set forth
56.13 in subpart 6 and the standards for effective practice in part 8710.2000.

56.14 Subp. 4. **Additional licensure program.** A candidate completing a board-approved
56.15 additional licensure program for computer science must demonstrate the content standards
56.16 set forth in subpart 6. The candidate must also demonstrate the standards for effective
56.17 practice in part 8710.2000 if the candidate has not completed a state-approved teacher
56.18 preparation program or been recommended for licensure via portfolio for an initial Tier 3
56.19 or Tier 4 license.

56.20 Subp. 5. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
56.21 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
56.22 in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part
56.23 8710.2000.

56.24 Subp. 6. **Subject matter standards.** A candidate for licensure as a teacher of computer
56.25 science must demonstrate the knowledge and skills in items A to F.

57.1 A. Computer science knowledge and skills. Computer science teachers must
57.2 demonstrate and continuously develop thorough knowledge of computer science content.
57.3 They must demonstrate proficiency with the computer science concepts of the grade bands
57.4 they teach and must integrate these concepts with computer science practices, including
57.5 computational thinking. They must also understand the progression of content before and
57.6 after the grade bands they teach. A computer science teacher must:

57.7 (1) apply computer science and computational thinking practices in flexible
57.8 and appropriate ways. Practices include:

57.9 (a) fostering an inclusive computing culture around computing;

57.10 (b) communicating about computing;

57.11 (c) recognizing and defining computational problems;

57.12 (d) developing and using abstractions;

57.13 (e) creating computational artifacts; and

57.14 (f) testing and refining computational artifacts;

57.15 (2) apply knowledge of how hardware and software function to input, process,
57.16 store, and output information within computing systems by analyzing interactions, designing
57.17 projects, and troubleshooting problems;

57.18 (3) model how computing devices connect via networks and the Internet to
57.19 facilitate communication and explain tradeoffs between usability and security;

57.20 (4) collect, store, transform, and analyze digital data to better understand the
57.21 world and make more accurate predictions;

57.22 (5) design, implement, debug, and review programs in an iterative process
57.23 using appropriate computer science tools and technologies; interpret algorithms; and explain
57.24 tradeoffs associated with different algorithms; and

58.1 (6) analyze how people influence computing through their behaviors, cultural
58.2 norms, and social interactions, as well as how computing impacts society in both positive
58.3 and negative ways.

58.4 B. Equity and inclusion. Computer science teachers must proactively advocate
58.5 for equity and inclusion in the computer science classroom. They must work toward an
58.6 intentional, equity-focused vision to improve access, engagement, and achievement for all
58.7 of their computer science students. A computer science teacher must:

58.8 (1) examine how structural barriers and social and psychological factors
58.9 contribute to inequitable access, engagement, and achievement in computer science among
58.10 marginalized groups and reflect on how issues of equity manifest in their own computer
58.11 science teaching context;

58.12 (2) develop purposeful strategies to proactively challenge unconscious bias
58.13 and minimize stereotype threats in computer science;

58.14 (3) incorporate diverse perspectives and experiences of individuals from
58.15 marginalized groups in curricular materials and instruction;

58.16 (4) create and implement a plan to improve access, engagement, and full
58.17 participation in computer science using classroom data to inform decision-making; and

58.18 (5) evaluate tools and curricula and leverage resources to improve accessibility
58.19 for all students.

58.20 C. Instructional design. Computer science teachers must design learning
58.21 experiences that engage students in problem solving and creative expression through
58.22 computer science, using pedagogical content knowledge. They must plan to meet the varied
58.23 learning, cultural, linguistic, and motivational needs of individual students to build student
58.24 self-efficacy and capacity in computer science. A computer science teacher must:

59.1 (1) analyze computer science curricula for implementation in the classroom
59.2 in terms of computer science standards alignment, accuracy, completeness of content,
59.3 cultural relevance, and accessibility;

59.4 (2) design and adapt learning experiences that align to comprehensive grades
59.5 5 through 12 computer science standards;

59.6 (3) use universal design for learning, culturally relevant pedagogy, and other
59.7 techniques to support all students in successfully accessing and engaging with content;

59.8 (4) design learning experiences that make connections to other disciplines
59.9 and real-world contexts;

59.10 (5) plan opportunities for students to create and share open-ended and
59.11 personally meaningful projects;

59.12 (6) plan activities that use evidence-based, computer science-specific teaching
59.13 strategies to develop students' conceptual understanding and proactively address student
59.14 misconceptions in computer science; and

59.15 (7) develop multiple forms and modalities of assessment to provide feedback
59.16 and support and use resulting data for instructional decision-making and differentiation.

59.17 D. Classroom practice. Computer science teachers must be responsive classroom
59.18 practitioners who implement evidence-based pedagogy to facilitate meaningful experiences
59.19 and produce empowered learners of computer science. A computer science teacher must:

59.20 (1) use inquiry-based learning to enhance student understanding of computer
59.21 science content;

59.22 (2) cultivate a positive classroom climate that values and amplifies varied
59.23 perspectives, abilities, approaches, and solutions;

60.1 (3) promote student self-efficacy by facilitating student creativity, choice in
60.2 product and process, and self-directed learning;

60.3 (4) provide structured opportunities for students to collaborate in computer
60.4 science and develop students' ability to provide, receive, and respond to constructive feedback
60.5 in designing, implementing, and reviewing computational artifacts;

60.6 (5) create and scaffold meaningful opportunities for students to discuss, read,
60.7 and write about computer science concepts and how they integrate computer science
60.8 practices; and

60.9 (6) use formative assessments to provide timely, specific, and actionable
60.10 feedback to students and to adjust instruction and develop students' ability to interpret and
60.11 use feedback from computers, teachers, peers, and the community.

60.12 E. Supporting reading instruction. A teacher of computer science must understand
60.13 the content and methods for teaching reading, including:

60.14 (1) knowledge of reading processes and instruction, including:

60.15 (a) orthographic knowledge and morphological relationships within
60.16 words;

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

60.19 (c) the importance of direct and indirect vocabulary instruction that leads
60.20 to enhanced general and domain-specific word knowledge;

60.21 (d) the relationships between and among comprehension processes related
60.22 to print processing abilities, motivation, reader's interest, background knowledge, cognitive
60.23 abilities, knowledge of academic discourse, and print and digital text; and

- 61.1 (e) the development of academic language and its impact on learning
61.2 and school success; and
- 61.3 (2) the ability to use a wide range of evidence-based instructional practices,
61.4 approaches, methods, and curriculum materials to support reading instruction, including:
- 61.5 (a) the appropriate applications of a variety of instructional frameworks
61.6 that are effective in meeting the needs of readers of varying proficiency levels and linguistic
61.7 backgrounds in secondary settings;
- 61.8 (b) the ability to scaffold instruction for students who experience
61.9 comprehension difficulties;
- 61.10 (c) selection and implementation of a wide variety of before, during, and
61.11 after reading comprehension strategies that develop reading and metacognitive abilities;
- 61.12 (d) the ability to develop and implement effective vocabulary strategies
61.13 that help students understand words including domain-specific content words;
- 61.14 (e) the ability to plan instruction and select strategies that help students
61.15 read and understand computer science texts and spur student interest in more complex
61.16 reading materials, including:
- 61.17 i. the density of ideas;
- 61.18 ii. concepts that build within a chapter or across chapters;
- 61.19 iii. use of equations to model life situations, asking students to create
61.20 or restate in words or sentences the relationship between symbols and the situation being
61.21 modeled;
- 61.22 iv. text with diagrams and graphs; and

62.1 v. use of different representations to aid students in understanding
62.2 the underlying computer science concept, matching each representation to the learning styles
62.3 of different individuals; and

62.4 (f) model strategies for representing computer science ideas in literal,
62.5 symbolic, graphic, and digital modes, including asking students to restate symbolic
62.6 representations, such as numerals, equations, and graphs, in words or sentences.

62.7 Subp. 7. Placements for candidates completing an initial licensure program. Across
62.8 the combination of student teaching and other field experiences, candidates completing an
62.9 initial licensure program must have experiences teaching computer science at two levels:
62.10 middle level (grades 5 through 8) and high school level (grades 9 through 12).

62.11 Subp. 8. Placements for candidates completing an additional licensure program. A
62.12 candidate completing an additional licensure program must have experiences teaching
62.13 computer science at two levels: middle level (grades 5 through 8) and high school level
62.14 (grades 9 through 12). The candidate must complete a practicum teaching computer science
62.15 in at least one of the two levels: middle level and high school level.

62.16 **8710.6000 SPEECH-LANGUAGE PATHOLOGIST.**

62.17 [For text of subparts 1 to 1b, see Minnesota Rules]

62.18 Subp. 1c. **Tier 2 license duration; renewal.**

62.19 [For text of item A, see Minnesota Rules]

62.20 B. For the first renewal, the applicant must show:

62.21 (1) ~~meaningful progress, as defined by the provider,~~ has been made toward
62.22 completion of the program and a Tier 3 license. If no meaningful progress has been made,
62.23 the board must deem the applicant to not meet renewal requirements unless the applicant
62.24 provides justification to the board for failing to make meaningful progress; or

63.1 [For text of subitem (2), see Minnesota Rules]

63.2 C. For the second and third renewals, the applicant must show that meaningful
63.3 progress, ~~as defined by the provider~~, has been made toward completion of the program and
63.4 a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant
63.5 to not meet renewal requirements unless the applicant provides justification to the board
63.6 for failing to make meaningful progress.

63.7 [For text of subparts 2 to 6, see Minnesota Rules]

63.8 **8710.6200 SCHOOL PSYCHOLOGIST.**

63.9 [For text of subparts 1 to 1b, see Minnesota Rules]

63.10 Subp. 1c. **Tier 2 license duration; renewal.**

63.11 [For text of item A, see Minnesota Rules]

63.12 B. If the applicant holds a Tier 2 license issued under subpart 1b, item A, subitem
63.13 (2), the provider must certify that the applicant has made meaningful progress, ~~as defined~~
63.14 ~~by the provider~~, toward completion of the program and a Tier 3 license. If no meaningful
63.15 progress has been made, the board must deem the applicant to not meet renewal requirements
63.16 unless the applicant provides justification to the board for failing to make meaningful
63.17 progress.

63.18 [For text of subparts 2 to 5, see Minnesota Rules]

63.19 **8710.6400 SCHOOL COUNSELOR.**

63.20 [For text of subparts 1 to 1b, see Minnesota Rules]

63.21 Subp. 1c. **Tier 2 license duration; renewal.**

63.22 [For text of item A, see Minnesota Rules]

B. If the applicant holds a Tier 2 license issued under subpart 1b, item A, subitem (2), the provider must certify that the applicant has made meaningful progress, ~~as defined by the provider,~~ toward completion of the program and a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant to not meet renewal requirements unless the applicant provides justification to the board for failing to make meaningful progress.

[For text of subparts 2 to 6, see Minnesota Rules]

8710.7200 CLOCK HOURS; REQUIREMENTS FOR RENEWAL OF PROFESSIONAL LICENSES.

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

Subp. 2a. **Professional development requirements.** To renew a Tier 3 or 4 license, an applicant who has been employed as a teacher during the renewal period of the expiring license must demonstrate the completion of requirements of this subpart to a local continuing education/relicensure committee for verification by the Professional Educator Licensing and Standards Board.

[For text of item A, see Minnesota Rules]

B. The applicant must show evidence of professional development in the following areas:

(1) positive behavior interventions under Minnesota Statutes, section 122A.187, subdivision 4, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2001, and thereafter;~~

(2) reading preparation under Minnesota Statutes, section 122A.187, subdivision 5, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2004, and thereafter;~~

(3) mental illness training under Minnesota Statutes, section 122A.187, subdivision 6, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2005, and thereafter; and~~

(4) at least one hour of suicide prevention training under Minnesota Statutes, section 122A.187, subdivision 6, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2016, and thereafter;~~ and

(5) for teachers renewing a professional license for the first time, the American Indian history and culture initial training and for subsequent renewals, the American Indian history and culture ongoing training.

[For text of subparts 2b to 11, see Minnesota Rules]

8710.7500 LOCAL COMMITTEE OF ~~COLLEGE OR UNIVERSITY~~ PROVIDERS.

~~A college or university provider~~ approved to prepare teachers for licensure in education may form a local committee or combine with other ~~approved colleges or universities providers~~ to form joint committees. Licensed ~~personnel~~ teachers serving as teacher educators in approved ~~colleges or universities programs~~ may affiliate with a local committee established in a local school district or nonpublic school. Duties of the committee and criteria for granting clock hours ~~shall be~~ are identical to those for committees of public school districts.

TERM CHANGE. In Minnesota Rules, parts 8710.5050 to 8710.5200, the term "deaf-blind" is changed to "deafblind" and the term "deaf-blindness" is changed to "deafblindness" wherever the terms appear.

INSTRUCTION TO REVISOR. In Minnesota Rules, parts 8705.1010, 8705.2100, and 8710.0330, the reference to part 8710.8080 is changed to part 8710.9010 wherever the reference appears.

66.1 **RENUMBERING INSTRUCTION.** In Minnesota Rules, part 8710.0330, the subparts
66.2 listed in column A are renumbered as the subparts listed in column B.

66.3	<u>Column A</u>	<u>Column B</u>
66.4	<u>Subpart 3</u>	<u>Subpart 13</u>
66.5	<u>Subpart 6</u>	<u>Subpart 14</u>

66.6 **REPEALER.** Minnesota Rules, parts 8710.0330, subparts 2, 4, and 5; and 8710.3000,
66.7 subparts 3 and 3a, are repealed.