

Rule 4534: CHANGES MADE 6.15.18

Line 5.8 – 5.10 “Fees”: REMOVE

Lines 18.7 and 21.9: “...subdivision 5, ~~or if the statutory models are not practicable, to another identified district-aligned evaluation; and~~”

Line 40.3: “...if the applicant has completed a preparation program in school psychology accredited by the National Association of School Psychologists or holds the Nationally Certified School Psychologists (NCSP) credential from the National Association of School Psychologists.”

Rule 4534: CHANGES MADE 6.29.18

Lines 8.16, 14.8, and 49.3: “cultural competency training ~~aligned to board-adopted criteria.~~”

Reason: the board made a decision during an earlier draft to incorporate a definition for cultural competency training into rule instead of board-adopted criteria.

Line 49.23 – 50.2: “~~integrating technology effectively with student learning to increase engagement and student achievement for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, or their previous equivalencies, which expire on June 30, 2012, and thereafter; and (5) at least...~~”

Reason: This requirement cannot be found in statute, other than required for teacher preparation programs.

Line 2.19: “...means a minimum of 12 weeks full-time, or the equivalent, when an individual enrolled in a teacher preparation...”

Reason: To align more clearly the definition of student teaching equivalency to Minnesota preparation required in statute.

Line 39.12: “...to have direct, ~~day-to-day~~ supervision of the application aligned to supervision standards identified by the National Association of School Psychologists, affirm the position is designed...”

Reason: To align the supervision requirements with national standards.

After Line 4.4: E. All applicants for licensure and license renewals are subject to a conduct review performed by the board. The board may refuse to issue a license or deny a license renewal based on the results of the conduct review. An applicant who is denied a license or license renewal as a result of the conduct review may appeal the board’s decision pursuant to subpart 6.

Reason: To ensure that the board process for conduct review is clear in rule.

Line 4.11 – 4.14: “~~Applicants may obtain a license in a lower licensure tier only if they hold a Tier 2 license in one licensure field and a district requests to hire the applicant for a different licensure field in which the applicant does not meet the requirements for a Tier 2 license. A teacher may simultaneously hold a Tier 1 and a Tier 2 license under this subpart.~~”

Reason: An individual holding a Tier 1 and Tier 2 license simultaneously was going to cause challenges for that individual’s connection to the bargaining unit. Additionally, statute requires

the board to create rules allowing an individual to teach outside of their field while remaining on their tier.

Line 22.3, 22.9, 22.18, 22.20, 22.22, 23.3, 23.6, 23.24, 24.1, 24.3, 24.7, 24.18, : “...Tier 2, Tier 3 or Tier 4...”

Reason: Adding Tier 2 to the Out-of-Field permission ensures the individual can retain the tier classification while teaching out of field.

Line 23.1: “...requirements of ~~items E and F~~ subitems (5) and (6), the district must provide...”

Reason: during the editing process, some paragraphs got shuffled around and items E and F became subitems (5) and (6) and we just didn’t catch the needed cross-reference change.

Line 49.2: “...best practices, including but not limited to ~~in~~ the following areas:”

Reason: The renewal requirements for professional growth and best practices are not limited to these areas. The language change here ensures that process can include other topics as well.

Line 49.7: “...the requirements of ~~item A and this~~ subpart 2 by submitting the teacher’s...”

Reason: The reference was incorrect. This ensures the rule language aligns with the statutory language.

Line 8.24, 10.3, 11.17, 23.9, 24.10, : “...may immediately issue an interim permission for a qualified a Tier 1 licensed based on board-adopted minimum qualifications criteria pending review by the board. The interim permission expires at the first possible review by the full board. The board must...”

Reason: This change was made on line 7.9, but not transferred to all applicable uses of interim permission, including Out-of-Field applications.

Line 52.13: “The applicant must demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000 ~~to the board the standards of effective practice under part 8710.2000 have been met through standards of effective practice coursework or experiences through a teacher preparation provider or through licensure via portfolio.~~”

Reason: To align the need to demonstrate standards of effective practice with language in all other content area standards.

Line 6.15 and all other cases within Tier 1: “no individual who holds a Tier 2, 3, or 4 license for the assignment ~~individuals~~ applied for the position...”

Reason: The change aligns the language to Out-of-Field permission and allows a district to hire a Tier 1 qualified individual instead of a Tier 3 teacher licensed in a different field.

Line 22.18: “...who holds a Tier 3 or 4 licenses in the assignment...”

Reason: (note the “s” in “licenses” is stricken) Technical grammatical change.

BOARD WILL CONSIDER JULY 6

Line 52.22: “**EFFECTIVE DATE:** These rules, except 8710.0320, 8710.6000, 8710.6100, 8710.6200, 8710.6300, and 8710.6400, are effective 60 days after final adoption.”

Reason: The new online licensure application system will need a minimum of two month to apply adopted rule requirements to the tiered licensure structure. This implementation timeline would provide that structure. The exceptions are provided due to the Out-of-Field permissions needed immediately to address immediate needs of districts and teachers to positions with licensed teachers teaching out of field. The related service rules are needed immediately to clear up confusion over how related service positions fit within the new tiered licensure structure.

Line 17.21: “has at least three years of experience teaching in one district as teacher of record aligned...”

Reason: The intent of this section is to ensure that the individual is identified as an effective teacher by a district. Board staff initially believe that a summative evaluation had to occur after the third year and was thus implied that an individual needed three years within a single district to meet this requirement. Board staff have since learned that an individual could be given a “summative evaluation” at any point. A situation where a teacher was released or changed positions prior to being placed on an improvement plan could lead to an extremely ineffective individual not being placed on an improvement plan.