

1.1 **Professional Educator Licensing and Standards Board**

1.2 **Proposed Permanent Rules Relating to Licensing and Academic Standards**

1.3 **8710.0200 FEES.**

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

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

1.13 **8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES.**

1.14 Subpart 1. **Definitions.**

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

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

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

2.1 ~~E. F.~~ "District" means a school district or a charter school.

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

2.4 ~~G. H.~~ "Good cause" means:

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

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

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

2.10 ~~(3)~~ (4) the applicant demonstrates to the board barriers to reaching a higher
2.11 licensure tier. Barriers may include but are not limited to financial burdens to obtaining a
2.12 higher tiered license, inability to pass licensure exams, or lack of geographic proximity to
2.13 teacher preparation.

2.14 ~~H. "Innovative program" means a school within a district that is either a~~
2.15 ~~state-approved area learning center or an alternative learning program or provides a school~~
2.16 ~~board resolution designating the school as an innovative program, including the reason for~~
2.17 ~~the designation.~~

2.18 *[For text of items I to M, see Minnesota Rules]*

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

2.21 ~~N. O.~~ "Teacher of record" means an individual who is responsible for the planning,
2.22 instruction, and assessment of students in a classroom and, when applicable, authorized to
2.23 grant students credit for meeting standards attributed to the content taught, or is part of a
2.24 co-teaching assignment and has shared responsibility for planning, instruction, and assessment

3.1 of students in a classroom. Serving in one of the following assignments or roles does not
 3.2 meet the definition of teacher of record: paraprofessional, short-term substitute, teacher
 3.3 aide, teacher in a home-school setting, or as an instructor of post-secondary students outside
 3.4 the E-12 setting.

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

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

3.12 **Subp. 2. Teaching licenses, in general.**

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

3.14 C. A license becomes valid on the date issued by the board and expires on June
 3.15 30 of the expiration year. A Tier 1 or Tier 2 license, out-of-field permission, or ~~innovative~~
 3.16 ~~program~~ cross-curricular delivery permission can be used until September 1 after the date
 3.17 of expiration if the placement is in a summer school program at the district aligned to the
 3.18 license or is part of a year-round school at the district aligned to the licensure area.

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

4.1 [For text of item E, see Minnesota Rules]

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

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

4.6 Subp. 3. [See repealer.]

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

4.8 **8710.0311 TIER 1 LICENSE.**

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

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

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

4.14 ~~D. A committee of board staff designated by the board must review applications~~
4.15 ~~that meet board criteria to fill an emergency position under this subpart. An emergency~~
4.16 ~~position is any position opened due to exigent circumstances, including but not limited to~~
4.17 ~~an unexpected resignation, leave of absence, or death of a position holder, in which the~~
4.18 ~~position starts within five days of the emergency request; the district has no reasonable~~
4.19 ~~alternative to fill the position; the applicant meets the professional qualifications for a Tier~~
4.20 ~~1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district~~
4.21 ~~has completed a background check pursuant to Minnesota Statutes, section 123B.03,~~
4.22 ~~subdivision 1. If all criteria for an emergency position are met, the committee must issue~~
4.23 ~~an interim permission within three business days of receipt of the request that expires upon~~
4.24 ~~any of the following, whichever occurs first:~~

- 5.1 ~~(1) the district hires a Tier 2, 3, or 4 licensed teacher;~~
5.2 ~~(2) the applicant is issued a short-call substitute license;~~
5.3 ~~(3) the district submits a completed Tier 1 application that is denied or~~
5.4 ~~accepted by the board; or~~
5.5 ~~(4) 30 days after issuance.~~

5.6 *[For text of subpart 3, see Minnesota Rules]*

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

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

5.11 ~~E. A committee of board staff designated by the board must review applications~~
5.12 ~~that meet board criteria to fill an emergency position under this subpart. An emergency~~
5.13 ~~position is any position opened due to exigent circumstances, including but not limited to~~
5.14 ~~an unexpected resignation, leave of absence, or death of a position holder, in which the~~
5.15 ~~position starts within five days of the emergency request; the district has no reasonable~~
5.16 ~~alternative to fill the position; the applicant meets the professional qualifications for a Tier~~
5.17 ~~1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district~~
5.18 ~~has completed a background check pursuant to Minnesota Statutes, section 123B.03,~~
5.19 ~~subdivision 1. If all criteria for an emergency position are met, the committee must issue~~
5.20 ~~an interim permission within three business days of receipt of the request that expires upon~~
5.21 ~~any of the following, whichever occurs first:~~

- 5.22 ~~(1) the district hires a Tier 2, 3, or 4 licensed teacher;~~
5.23 ~~(2) the applicant is issued a short-call substitute license;~~

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

6.3 ~~(4) 30 days after issuance.~~

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

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

6.8 ~~D. A committee of board staff designated by the board must review applications~~
6.9 ~~that meet board criteria to fill an emergency position under this subpart. An emergency~~
6.10 ~~position is any position opened due to exigent circumstances, including but not limited to~~
6.11 ~~an unexpected resignation, leave of absence, or death of a position holder, in which the~~
6.12 ~~position starts within five days of the emergency request; the district has no reasonable~~
6.13 ~~alternative to fill the position; the applicant meets the professional qualifications for a Tier~~
6.14 ~~1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district~~
6.15 ~~has completed a background check pursuant to Minnesota Statutes, section 123B.03,~~
6.16 ~~subdivision 1. If all criteria for an emergency position are met, the committee must issue~~
6.17 ~~an interim permission within three business days of receipt of the request that expires upon~~
6.18 ~~any of the following, whichever occurs first:~~

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

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

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

6.23 ~~(4) 30 days after issuance.~~

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

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

7.5 ~~E. A committee of board staff designated by the board must review applications~~
7.6 ~~that meet the board criteria to fill an emergency position under this subpart. An emergency~~
7.7 ~~position is any position opened due to exigent circumstances, including but not limited to~~
7.8 ~~an unexpected resignation, leave of absence, or death of a position holder, in which the~~
7.9 ~~position starts within five days of the emergency request; the district has no reasonable~~
7.10 ~~alternative to fill the position; the applicant meets the professional qualifications for a Tier~~
7.11 ~~1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district~~
7.12 ~~has completed a background check pursuant to Minnesota Statutes, section 123B.03,~~
7.13 ~~subdivision 1. If all criteria for an emergency position are met, the committee must issue~~
7.14 ~~an interim permission within three business days of receipt of the request that expires upon~~
7.15 ~~any of the following, whichever occurs first:~~

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

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

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

7.20 ~~(4) 30 days after issuance.~~

7.21 *[For text of subpart 7, see Minnesota Rules]*

7.22 **8710.0313 TIER 3 LICENSE.**

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

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

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

8.4 C. The applicant must show one of the following:

8.5 *[For text of subitems (1) to (3), see Minnesota Rules]*

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

8.10 *[For text of subitem (5), see Minnesota Rules]*

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

8.12 Subp. 5. **Restrictions.**

8.13 *[For text of item A, see Minnesota Rules]*

8.14 B. ~~Applicants with content training and~~ Upon request and at the time of application
8.15 or renewal, a teacher who holds a Tier 3 license that is restricted or limited in scope must
8.16 be granted the full scope of a currently approved Minnesota license when:

8.17 (1) the teacher has two years of teaching experience in the content area within
8.18 two grade levels of a currently approved Minnesota licensure scope ~~must be granted the~~
8.19 ~~full scope of the Minnesota license.;~~

8.20 (2) the teacher has completed field-specific student teaching within two grade
8.21 levels of a currently approved Minnesota licensure scope; or

8.22 (3) the teacher has completed:

9.1 (a) field-specific methods in a state-approved teacher preparation program
9.2 aligned to the scope of the currently approved Minnesota license; and

9.3 (b) an evaluated field experience aligned to the scope of the currently
9.4 approved Minnesota license.

9.5 *[For text of item C, see Minnesota Rules]*

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

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

9.10 A. The board must issue a Tier 3 license to teach middle level communication
9.11 arts and literature, mathematics, social studies, and general science, pursuant to parts
9.12 8710.3310 to 8710.3340, to an applicant who:

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

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

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

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

9.23 **8710.0314 TIER 4 LICENSE.**

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

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

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

10.8 Subp. 6. **Restrictions and expansions.**

10.9 *[For text of item A, see Minnesota Rules]*

10.10 B. ~~Applicants with content training and~~ Upon request and at the time of application
10.11 or renewal, a teacher who holds a Tier 4 license that is restricted or limited in scope must
10.12 be granted the full scope of a currently approved Minnesota license when:

10.13 (1) the teacher has two years of teaching experience in the content area within
10.14 two grade levels of a currently approved Minnesota licensure scope ~~must be granted the~~
10.15 ~~full scope of the Minnesota license;~~

10.16 (2) the teacher has completed field-specific student teaching within two grade
10.17 levels of a currently approved Minnesota licensure scope; or

10.18 (3) the teacher has completed:

10.19 (a) field-specific methods in a state-approved teacher preparation program
10.20 aligned to the scope of the currently approved Minnesota license; and

10.21 (b) an evaluated field experience aligned to the scope of the currently
10.22 approved Minnesota license.

10.23 Subp. 7. **Moving from Tier 3 to Tier 4 license.** An applicant who holds a Tier 3
10.24 license and is seeking a Tier 4 license after three years of teaching experience in Minnesota,

11.1 and who has passed the board-approved skills exam, must meet the renewal clock hour
11.2 requirements in part 8710.7200, subpart 2, and the professional development requirements
11.3 in part 8710.7200, subpart 2a.

11.4 **8710.0320 OUT-OF-FIELD PERMISSION.**

11.5 Subpart 1. **Purpose.** An out-of-field permission authorizes a teacher holding a Tier
11.6 2, 3, or 4 license, consistent with this part, to teach in a field not aligned with an assignment
11.7 outside of the scope or field of the license held.

11.8 Subp. 2. **Requirements.**

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

11.12 *[For text of subitems (1) and (2), see Minnesota Rules]*

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

11.16 (4) the applicant approves the request; ~~and~~

11.17 (5) the district will provide professional development and other supports for
11.18 the applicant in any content area assigned to an out-of-field permission; and

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

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

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

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

12.2 ~~D. A committee of board staff designated by the board must review applications~~
12.3 ~~that meet board criteria to fill an emergency position under this subpart. An emergency~~
12.4 ~~position is any position opened due to exigent circumstances, including but not limited to~~
12.5 ~~an unexpected resignation, leave of absence, or death of a position holder, in which the~~
12.6 ~~position starts within five days of the emergency request; the district has no reasonable~~
12.7 ~~alternative to fill the position; the applicant meets the professional qualifications for a Tier~~
12.8 ~~1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district~~
12.9 ~~has completed a background check pursuant to Minnesota Statutes, section 123B.03,~~
12.10 ~~subdivision 1. If all criteria for an emergency position are met, the committee must issue~~
12.11 ~~an interim permission within three business days of receipt of the request that expires upon~~
12.12 ~~any of the following, whichever occurs first:~~

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

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

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

12.17 ~~(4) 30 days after issuance.~~

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

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

12.23 A. in a summer school program at the district; or

12.24 B. part of the year-round school.

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

13.4 A. the applicant approves the request;

13.5 B. the district will provide professional development and other supports for the
13.6 applicant in any content area assigned to an out-of-field permission;

13.7 C. the position was posted for at least 60 days on the board-approved statewide
13.8 job board. If an applicant accepts the position but later turns it down, the hiring district must
13.9 repost the position for 15 days; ~~and.~~ The hiring district does not need to post the position
13.10 on the board-approved statewide job board when:

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

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

13.14 ~~E.~~ D. one of the following:

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

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

13.19 (3) one of the following:

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

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

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

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

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

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

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

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

14.12 ~~D. A committee of board staff designated by the board must review applications~~
14.13 ~~that meet board criteria to fill an emergency position under this subpart. An emergency~~
14.14 ~~position is any position opened due to exigent circumstances, including but not limited to~~
14.15 ~~an unexpected resignation, leave of absence, or death of a position holder, in which the~~
14.16 ~~position starts within five days of the emergency request; the district has no reasonable~~
14.17 ~~alternative to fill the position; the applicant meets the professional qualifications for a Tier~~
14.18 ~~1 license pursuant to Minnesota Statutes, section 122A.181, subdivision 2; and the district~~
14.19 ~~has completed a background check pursuant to Minnesota Statutes, section 123B.03,~~
14.20 ~~subdivision 1. If all criteria for an emergency position are met, the committee must issue~~
14.21 ~~an interim permission within three business days of receipt of the request that expires upon~~
14.22 ~~any of the following, whichever occurs first:~~

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

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

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

15.3 ~~(4) 30 days after issuance.~~

15.4 [For text of subpart 5, see Minnesota Rules]

15.5 Subp. 6. **Limitations and exceptions.**

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

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

15.9 **8710.0321 ~~INNOVATIVE PROGRAM~~ CROSS-CURRICULAR DELIVERY**
 15.10 **PERMISSION.**

15.11 Subpart 1. **Purpose.** ~~An innovative program~~ A cross-curricular delivery permission
 15.12 authorizes a licensed teacher holding a Tier 3 or Tier 4 license, consistent with this part, to
 15.13 teach multiple fields within an established innovative program to a group of students.

15.14 Subp. 2. **Requirements.** The board must issue ~~an innovative program~~ a cross-curricular
 15.15 delivery permission upon request by the designated administrator of the hiring district. The
 15.16 applicant must initiate the application process, and the hiring district must show:

15.17 A. the applicant holds a bachelor's degree and;

15.18 B. the applicant holds a Tier 3 or 4 license other than for a related services
 15.19 professional;

15.20 C. the applicant will serve as the teacher of record; and

15.21 ~~B. D. the teaching assignment is within an innovative program.~~ assignments
 15.22 require:

16.1 (1) content credit be granted for graduation as required by Minnesota Statutes,
16.2 section 120B.024; or

16.3 (2) the use of state academic standards as required by Minnesota Statutes,
16.4 sections 120B.02 and 120B.021; and

16.5 E. the assignment is within a middle school or high school setting (grades 5 through
16.6 12).

16.7 Subp. 2a. **Limitations.**

16.8 A. A cross-curricular delivery permission cannot be issued if the applicant holds
16.9 only a license to serve as a related services professional.

16.10 B. A cross-curricular delivery permission cannot be issued for any of following
16.11 assignments: special education, elementary education, early childhood education, related
16.12 services, driver's education, work-based learning, or English as a second language.

16.13 C. A cross-curricular delivery permission cannot be issued for any assignment
16.14 for which state or federal law requires specific training or licensure requirements.

16.15 Subp. 3. **Duration.** ~~An innovative program~~ A cross-curricular delivery permission is
16.16 valid for up to one school year and expires on June 30 of the expiration year, unless otherwise
16.17 indicated under item A or B at the time the permission is granted. A cross-curricular delivery
16.18 permission can be used until September 1 after the date of expiration if the placement is
16.19 aligned to the permission and is:

16.20 A. in a summer school program; or

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

16.22 Subp. 4. **Renewal.** ~~An innovative program~~ A cross-curricular delivery permission
16.23 may be renewed an unlimited number of times.

17.1 **8710.0325 SHORT-CALL SUBSTITUTE LICENSE.**

17.2 Subpart 1. **Purpose.** A short-call substitute license authorizes the license holder to
17.3 replace the same teacher of record or fill a vacancy for no more than ~~15~~ 20 consecutive
17.4 school days.

17.5 Subp. 2. **Requirements.** The board must issue a short-call substitute license to an
17.6 applicant who meets the requirements of this subpart. The applicant must:

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

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

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

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

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

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

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

18.1 Subp. 2a. **Requirements for a CTE short-call substitute license.** The board must
18.2 issue a short-call substitute license to authorize an individual to substitute teach in career
18.3 and technical education and career pathway courses of study to an applicant who meets the
18.4 requirements of subpart 2 or if the applicant has one of the following:

18.5 A. five years of relevant work experience aligned to a career and technical
18.6 education field or career pathway;

18.7 B. an associate's degree aligned to a career and technical education field or career
18.8 pathway; or

18.9 C. a professional certification aligned to a career and technical education field or
18.10 career pathway from an approved certifying organization.

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

18.12 **8710.0327 SUBSTITUTE TEACHING.**

18.13 Subpart 1. **Term for a short-call substitute.** An individual may serve as a short-call
18.14 substitute for the same teacher of record for no more than 20 consecutive school days.

18.15 Subp. 2. **Short-call substitute teaching.** An individual is authorized to replace a
18.16 teacher of record and serve as a short-call substitute when:

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

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

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

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

19.1 Subp. 4. **Filling a vacancy.** When a teacher of record is absent from an assignment
19.2 for more than 20 consecutive school days or a vacancy remains unfilled for more than 20
19.3 consecutive school days, the assignment must be filled with a long-term substitute or a
19.4 teacher licensed for the assignment.

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

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

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

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

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

19.18 **8710.0330 TEACHER LICENSURE VIA PORTFOLIO APPLICATION.**

19.19 ~~Subpart 1. **Purpose.** An applicant who has not completed teacher preparation or is~~
19.20 ~~unable to obtain a Tier 3 license through other requirements may apply for an initial Tier 3~~
19.21 ~~license by submitting a pedagogy portfolio, content portfolio, and, if applicable, a core skills~~
19.22 ~~portfolio to the board to demonstrate the applicant has met the standards aligned to the~~
19.23 ~~licensure area sought. An applicant who has completed teacher preparation in one or more~~
19.24 ~~additional licensure areas may apply to add licensure areas to a current Tier 3 or 4 license~~
19.25 ~~by submitting a content portfolio and, if applicable, a core skills portfolio to the board to~~

20.1 ~~demonstrate the applicant has met the standards aligned to the additional licensure areas~~
20.2 ~~sought.~~ The licensure via portfolio is a nontraditional pathway to obtaining a teacher license
20.3 in Minnesota. An applicant may obtain a Tier 3 license or add a licensure field to an existing
20.4 Tier 3 or Tier 4 license by successfully evidencing the required standards in one or more
20.5 portfolio and by passing applicable testing.

20.6 **Subp. 1a. Eligibility for portfolio process.**

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

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

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

20.12 **B. To be eligible to initiate the licensure via portfolio process to add a licensure**
20.13 **field or expand the scope of a license, the applicant must have an existing Tier 3 or Tier 4**
20.14 **license.**

20.15 **Subp. 2. Portfolio review process.**

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

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

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

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

21.13 *[For text of item F, see Minnesota Rules]*

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

21.23 *[For text of item H, see Minnesota Rules]*

21.24 *[For text of subpart 3, see Minnesota Rules]*

22.1 Subp. 4. **CTE ~~exceptions~~ portfolios.** An applicant for any career and technical
 22.2 education field under parts 8710.8010 to 8710.8080 ~~is exempt from the criteria in subpart~~
 22.3 ~~3 and~~ may apply for an initial Tier 3 license under part 8710.0313 through portfolio review
 22.4 under Minnesota Statutes, section 122A.18, subdivision 10, ~~if~~. The applicant ~~completed~~
 22.5 ~~parts 8710.2000 and 8710.8000, and meets one of the following requirements~~ must:

22.6 A. demonstrate competency in the standards of effective practice set forth in part
 22.7 8710.2000;

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

22.10 C. demonstrate competency in the applicable licensure standards set forth in parts
 22.11 8710.8010 to 8710.8080. Competency in the licensure standards can be demonstrated through
 22.12 one of the following criteria:

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

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

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

22.18 (4) submits a portfolio.

22.19 *[For text of subparts 5 and 6, see Minnesota Rules]*

22.20 **8710.2000 STANDARDS OF EFFECTIVE PRACTICE ~~FOR TEACHERS.~~**

22.21 ~~Subpart 1. Standards.~~ A candidate for teacher licensure shall show verification of
 22.22 ~~completing the standards in subparts 2 to 11 in a teacher preparation program approved~~
 22.23 ~~under chapter 8705.~~

23.1 ~~Subp. 2. **Standard 1, subject matter.** A teacher must understand the central concepts,~~
23.2 ~~tools of inquiry, and structures of the disciplines taught and be able to create learning~~
23.3 ~~experiences that make these aspects of subject matter meaningful for students. The teacher~~
23.4 ~~must:~~

23.5 ~~A. understand major concepts, assumptions, debates, processes of inquiry, and~~
23.6 ~~ways of knowing that are central to the disciplines taught;~~

23.7 ~~B. understand how students' conceptual frameworks and misconceptions for an~~
23.8 ~~area of knowledge can influence the students' learning;~~

23.9 ~~C. connect disciplinary knowledge to other subject areas and to everyday life;~~

23.10 ~~D. understand that subject matter knowledge is not a fixed body of facts but is~~
23.11 ~~complex and ever developing;~~

23.12 ~~E. use multiple representations and explanations of subject matter concepts to~~
23.13 ~~capture key ideas and link them to students' prior understandings;~~

23.14 ~~F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in~~
23.15 ~~teaching subject matter concepts;~~

23.16 ~~G. evaluate teaching resources and curriculum materials for comprehensiveness,~~
23.17 ~~accuracy, and usefulness for presenting particular ideas and concepts;~~

23.18 ~~H. engage students in generating knowledge and testing hypotheses according to~~
23.19 ~~the methods of inquiry and standards of evidence used in the discipline;~~

23.20 ~~I. develop and use curricula that encourage students to understand, analyze,~~
23.21 ~~interpret, and apply ideas from varied perspectives; and~~

23.22 ~~J. design interdisciplinary learning experiences that allow students to integrate~~
23.23 ~~knowledge, skills, and methods of inquiry across several subject areas.~~

24.1 ~~Subp. 3. **Standard 2, student learning.** A teacher must understand how students~~
24.2 ~~learn and develop and must provide learning opportunities that support a student's intellectual,~~
24.3 ~~social, and personal development. The teacher must:~~

24.4 ~~A. understand how students internalize knowledge, acquire skills, and develop~~
24.5 ~~thinking behaviors, and know how to use instructional strategies that promote student~~
24.6 ~~learning;~~

24.7 ~~B. understand that a student's physical, social, emotional, moral, and cognitive~~
24.8 ~~development influence learning and know how to address these factors when making~~
24.9 ~~instructional decisions;~~

24.10 ~~C. understand developmental progressions of learners and ranges of individual~~
24.11 ~~variation within the physical, social, emotional, moral, and cognitive domains, be able to~~
24.12 ~~identify levels of readiness in learning, and understand how development in any one domain~~
24.13 ~~may affect performance in others;~~

24.14 ~~D. use a student's strengths as a basis for growth, and a student's errors as~~
24.15 ~~opportunities for learning;~~

24.16 ~~E. assess both individual and group performance and design developmentally~~
24.17 ~~appropriate instruction that meets the student's current needs in the cognitive, social,~~
24.18 ~~emotional, moral, and physical domains;~~

24.19 ~~F. link new ideas to familiar ideas; make connections to a student's experiences;~~
24.20 ~~provide opportunities for active engagement, manipulation, and testing of ideas and materials;~~
24.21 ~~and encourage students to assume responsibility for shaping their learning tasks;~~

24.22 ~~G. use a student's thinking and experiences as a resource in planning instructional~~
24.23 ~~activities by encouraging discussion, listening and responding to group interaction, and~~
24.24 ~~eliciting oral, written, and other samples of student thinking; and~~

25.1 ~~H. demonstrate knowledge and understanding of concepts related to technology~~
25.2 ~~and student learning.~~

25.3 ~~Subp. 4. **Standard 3, diverse learners.** A teacher must understand how students differ~~
25.4 ~~in their approaches to learning and create instructional opportunities that are adapted to~~
25.5 ~~students with diverse backgrounds and exceptionalities. The teacher must:~~

25.6 ~~A. understand and identify differences in approaches to learning and performance,~~
25.7 ~~including varied learning styles and performance modes and multiple intelligences; and~~
25.8 ~~know how to design instruction that uses a student's strengths as the basis for continued~~
25.9 ~~learning;~~

25.10 ~~B. know about areas of exceptionality in learning, including learning disabilities,~~
25.11 ~~perceptual difficulties, and special physical or mental challenges, gifts, and talents;~~

25.12 ~~C. know about the process of second language acquisition and about strategies to~~
25.13 ~~support the learning of students whose first language is not English;~~

25.14 ~~D. understand how to recognize and deal with dehumanizing biases, discrimination,~~
25.15 ~~prejudices, and institutional and personal racism and sexism;~~

25.16 ~~E. understand how a student's learning is influenced by individual experiences,~~
25.17 ~~talents, and prior learning, as well as language, culture, family, and community values;~~

25.18 ~~F. understand the contributions and lifestyles of the various racial, cultural, and~~
25.19 ~~economic groups in our society;~~

25.20 ~~G. understand the cultural content, world view, and concepts that comprise~~
25.21 ~~Minnesota-based American Indian tribal government, history, language, and culture;~~

25.22 ~~H. understand cultural and community diversity; and know how to learn about~~
25.23 ~~and incorporate a student's experiences, cultures, and community resources into instruction;~~

26.1 ~~I. understand that all students can and should learn at the highest possible levels~~
26.2 ~~and persist in helping all students achieve success;~~

26.3 ~~J. know about community and cultural norms;~~

26.4 ~~K. identify and design instruction appropriate to a student's stages of development,~~
26.5 ~~learning styles, strengths, and needs;~~

26.6 ~~L. use teaching approaches that are sensitive to the varied experiences of students~~
26.7 ~~and that address different learning and performance modes;~~

26.8 ~~M. accommodate a student's learning differences or needs regarding time and~~
26.9 ~~circumstances for work, tasks assigned, communication, and response modes;~~

26.10 ~~N. identify when and how to access appropriate services or resources to meet~~
26.11 ~~exceptional learning needs;~~

26.12 ~~O. use information about students' families, cultures, and communities as the basis~~
26.13 ~~for connecting instruction to students' experiences;~~

26.14 ~~P. bring multiple perspectives to the discussion of subject matter, including~~
26.15 ~~attention to a student's personal, family, and community experiences and cultural norms;~~

26.16 ~~Q. develop a learning community in which individual differences are respected;~~
26.17 ~~and~~

26.18 ~~R. identify and apply technology resources to enable and empower learners with~~
26.19 ~~diverse backgrounds, characteristics, and abilities.~~

26.20 ~~Subp. 5. **Standard 4, instructional strategies.** A teacher must understand and use a~~
26.21 ~~variety of instructional strategies to encourage student development of critical thinking,~~
26.22 ~~problem solving, and performance skills. The teacher must:~~

26.23 ~~A. understand Minnesota's graduation standards and how to implement them;~~

- 27.1 ~~B. understand the cognitive processes associated with various kinds of learning~~
27.2 ~~and how these processes can be stimulated;~~
- 27.3 ~~C. understand principles and techniques, along with advantages and limitations,~~
27.4 ~~associated with various instructional strategies;~~
- 27.5 ~~D. nurture the development of student critical thinking, independent problem~~
27.6 ~~solving, and performance capabilities;~~
- 27.7 ~~E. demonstrate flexibility and reciprocity in the teaching process as necessary for~~
27.8 ~~adapting instruction to student responses, ideas, and needs;~~
- 27.9 ~~F. design teaching strategies and materials to achieve different instructional~~
27.10 ~~purposes and to meet student needs including developmental stages, prior knowledge,~~
27.11 ~~learning styles, and interests;~~
- 27.12 ~~G. use multiple teaching and learning strategies to engage students in active~~
27.13 ~~learning opportunities that promote the development of critical thinking, problem solving,~~
27.14 ~~and performance capabilities and that help students assume responsibility for identifying~~
27.15 ~~and using learning resources;~~
- 27.16 ~~H. monitor and adjust strategies in response to learner feedback;~~
- 27.17 ~~I. vary the instructional process to address the content and purposes of instruction~~
27.18 ~~and the needs of students;~~
- 27.19 ~~J. develop a variety of clear, accurate presentations and representations of concepts,~~
27.20 ~~using alternative explanations to assist students' understanding and present varied perspectives~~
27.21 ~~to encourage critical thinking;~~
- 27.22 ~~K. use educational technology to broaden student knowledge about technology,~~
27.23 ~~to deliver instruction to students at different levels and paces, and to stimulate advanced~~
27.24 ~~levels of learning; and~~

28.1 ~~L. develop, implement, and evaluate lesson plans that include methods and~~
28.2 ~~strategies to maximize learning that incorporate a wide variety of materials and technology~~
28.3 ~~resources.~~

28.4 ~~Subp. 6. **Standard 5, learning environment.** A teacher must be able to use an~~
28.5 ~~understanding of individual and group motivation and behavior to create learning~~
28.6 ~~environments that encourage positive social interaction, active engagement in learning, and~~
28.7 ~~self-motivation. The teacher must:~~

28.8 ~~A. understand human motivation and behavior and draw from the foundational~~
28.9 ~~sciences of psychology, anthropology, and sociology to develop strategies for organizing~~
28.10 ~~and supporting individual and group work;~~

28.11 ~~B. understand how social groups function and influence people, and how people~~
28.12 ~~influence groups;~~

28.13 ~~C. know how to create learning environments that contribute to the self-esteem~~
28.14 ~~of all persons and to positive interpersonal relations;~~

28.15 ~~D. know how to help people work productively and cooperatively with each other~~
28.16 ~~in complex social settings;~~

28.17 ~~E. understand the principles of effective classroom management and use a range~~
28.18 ~~of strategies to promote positive relationships, cooperation, and purposeful learning in the~~
28.19 ~~classroom;~~

28.20 ~~F. know factors and situations that are likely to promote or diminish intrinsic~~
28.21 ~~motivation and how to help students become self-motivated;~~

28.22 ~~G. understand how participation supports commitment;~~

28.23 ~~H. establish a positive climate in the classroom and participate in maintaining a~~
28.24 ~~positive climate in the school as a whole;~~

- 29.1 ~~I. establish peer relationships to promote learning;~~
- 29.2 ~~J. recognize the relationship of intrinsic motivation to student lifelong growth and~~
29.3 ~~learning;~~
- 29.4 ~~K. use different motivational strategies that are likely to encourage continuous~~
29.5 ~~development of individual learner abilities;~~
- 29.6 ~~L. design and manage learning communities in which students assume~~
29.7 ~~responsibility for themselves and one another, participate in decision making, work both~~
29.8 ~~collaboratively and independently, and engage in purposeful learning activities;~~
- 29.9 ~~M. engage students in individual and group learning activities that help them~~
29.10 ~~develop the motivation to achieve, by relating lessons to students' personal interests, allowing~~
29.11 ~~students to have choices in their learning, and leading students to ask questions and pursue~~
29.12 ~~problems that are meaningful to them and the learning;~~
- 29.13 ~~N. organize, allocate, and manage the resources of time, space, activities, and~~
29.14 ~~attention to provide active engagement of all students in productive tasks;~~
- 29.15 ~~O. maximize the amount of class time spent in learning by creating expectations~~
29.16 ~~and processes for communication and behavior along with a physical setting conducive to~~
29.17 ~~classroom goals;~~
- 29.18 ~~P. develop expectations for student interactions, academic discussions, and~~
29.19 ~~individual and group responsibility that create a positive classroom climate of openness,~~
29.20 ~~mutual respect, support, inquiry, and learning;~~
- 29.21 ~~Q. analyze the classroom environment and make decisions and adjustments to~~
29.22 ~~enhance social relationships, student motivation and engagement, and productive work; and~~
- 29.23 ~~R. organize, prepare students for, and monitor independent and group work that~~
29.24 ~~allows for full, varied, and effective participation of all individuals.~~

- 30.1 ~~Subp. 7. **Standard 6, communication.** A teacher must be able to use knowledge of~~
30.2 ~~effective verbal, nonverbal, and media communication techniques to foster active inquiry,~~
30.3 ~~collaboration, and supportive interaction in the classroom. The teacher must:~~
- 30.4 ~~A. understand communication theory, language development, and the role of~~
30.5 ~~language in learning;~~
- 30.6 ~~B. understand how cultural and gender differences can affect communication in~~
30.7 ~~the classroom;~~
- 30.8 ~~C. understand the importance of nonverbal as well as verbal communication;~~
- 30.9 ~~D. know effective verbal, nonverbal, and media communication techniques;~~
- 30.10 ~~E. understand the power of language for fostering self-expression, identity~~
30.11 ~~development, and learning;~~
- 30.12 ~~F. use effective listening techniques;~~
- 30.13 ~~G. foster sensitive communication by and among all students in the class;~~
- 30.14 ~~H. use effective communication strategies in conveying ideas and information~~
30.15 ~~and in asking questions;~~
- 30.16 ~~I. support and expand learner expression in speaking, writing, and other media;~~
- 30.17 ~~J. know how to ask questions and stimulate discussion in different ways for~~
30.18 ~~particular purposes, including probing for learner understanding, helping students articulate~~
30.19 ~~their ideas and thinking processes, promoting productive risk-taking and problem-solving,~~
30.20 ~~facilitating factual recall, encouraging convergent and divergent thinking, stimulating~~
30.21 ~~curiosity, and helping students to question; and~~
- 30.22 ~~K. use a variety of media and educational technology to enrich learning~~
30.23 ~~opportunities.~~

31.1 ~~Subp. 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage~~
31.2 ~~instruction based upon knowledge of subject matter, students, the community, and curriculum~~
31.3 ~~goals. The teacher must:~~

31.4 ~~A. understand learning theory, subject matter, curriculum development, and student~~
31.5 ~~development and know how to use this knowledge in planning instruction to meet curriculum~~
31.6 ~~goals;~~

31.7 ~~B. plan instruction using contextual considerations that bridge curriculum and~~
31.8 ~~student experiences;~~

31.9 ~~C. plan instructional programs that accommodate individual student learning styles~~
31.10 ~~and performance modes;~~

31.11 ~~D. create short-range and long-range plans that are linked to student needs and~~
31.12 ~~performance;~~

31.13 ~~E. design lessons and activities that operate at multiple levels to meet the~~
31.14 ~~developmental and individual needs of students and to help all progress;~~

31.15 ~~F. implement learning experiences that are appropriate for curriculum goals,~~
31.16 ~~relevant to learners, and based on principles of effective instruction including activating~~
31.17 ~~student prior knowledge, anticipating preconceptions, encouraging exploration and problem~~
31.18 ~~solving, and building new skills on those previously acquired;~~

31.19 ~~G. evaluate plans in relation to short-range and long-range goals, and systematically~~
31.20 ~~adjust plans to meet student needs and enhance learning; and~~

31.21 ~~H. plan for the management of technology resources within the context of learning~~
31.22 ~~activities and develop strategies to manage student learning in a technology-integrated~~
31.23 ~~environment.~~

32.1 ~~Subp. 9. **Standard 8, assessment.** A teacher must understand and be able to use formal~~
32.2 ~~and informal assessment strategies to evaluate and ensure the continuous intellectual, social,~~
32.3 ~~and physical development of the student. The teacher must:~~

32.4 ~~A. be able to assess student performance toward achievement of the Minnesota~~
32.5 ~~graduation standards under chapter 3501;~~

32.6 ~~B. understand the characteristics, uses, advantages, and limitations of different~~
32.7 ~~types of assessments including criterion-referenced and norm-referenced instruments,~~
32.8 ~~traditional standardized and performance-based tests, observation systems, and assessments~~
32.9 ~~of student work;~~

32.10 ~~C. understand the purpose of and differences between assessment and evaluation;~~

32.11 ~~D. understand measurement theory and assessment-related issues, including~~
32.12 ~~validity, reliability, bias, and scoring concerns;~~

32.13 ~~E. select, construct, and use assessment strategies, instruments, and technologies~~
32.14 ~~appropriate to the learning outcomes being evaluated and to other diagnostic purposes;~~

32.15 ~~F. use assessment to identify student strengths and promote student growth and~~
32.16 ~~to maximize student access to learning opportunities;~~

32.17 ~~G. use varied and appropriate formal and informal assessment techniques including~~
32.18 ~~observation, portfolios of student work, teacher-made tests, performance tasks, projects,~~
32.19 ~~student self-assessments, peer assessment, and standardized tests;~~

32.20 ~~H. use assessment data and other information about student experiences, learning~~
32.21 ~~behaviors, needs, and progress to increase knowledge of students, evaluate student progress~~
32.22 ~~and performance, and modify teaching and learning strategies;~~

32.23 ~~I. implement students' self-assessment activities to help them identify their own~~
32.24 ~~strengths and needs and to encourage them to set personal goals for learning;~~

33.1 ~~J. evaluate the effect of class activities on both individuals and the class as a whole~~
33.2 ~~using information gained through observation of classroom interactions, questioning, and~~
33.3 ~~analysis of student work;~~

33.4 ~~K. monitor teaching strategies and behaviors in relation to student success to~~
33.5 ~~modify plans and instructional approaches to achieve student goals;~~

33.6 ~~L. establish and maintain student records of work and performance;~~

33.7 ~~M. responsibly communicate student progress based on appropriate indicators to~~
33.8 ~~students, parents or guardians, and other colleagues; and~~

33.9 ~~N. use technology resources to collect and analyze data, interpret results, and~~
33.10 ~~communicate findings to improve instructional practice and maximize student learning.~~

33.11 ~~Subp. 10. **Standard 9, reflection and professional development.** A teacher must be~~
33.12 ~~a reflective practitioner who continually evaluates the effects of choices and actions on~~
33.13 ~~others, including students, parents, and other professionals in the learning community, and~~
33.14 ~~who actively seeks out opportunities for professional growth. The teacher must:~~

33.15 ~~A. understand the historical and philosophical foundations of education;~~

33.16 ~~B. understand methods of inquiry, self-assessment, and problem-solving strategies~~
33.17 ~~for use in professional self-assessment;~~

33.18 ~~C. understand the influences of the teacher's behavior on student growth and~~
33.19 ~~learning;~~

33.20 ~~D. know major areas of research on teaching and of resources available for~~
33.21 ~~professional development;~~

33.22 ~~E. understand the role of reflection and self-assessment on continual learning;~~

33.23 ~~F. understand the value of critical thinking and self-directed learning;~~

34.1 ~~G. understand professional responsibility and the need to engage in and support~~
34.2 ~~appropriate professional practices for self and colleagues;~~

34.3 ~~H. use classroom observation, information about students, and research as sources~~
34.4 ~~for evaluating the outcomes of teaching and learning and as a basis for reflecting on and~~
34.5 ~~revising practice;~~

34.6 ~~I. use professional literature, colleagues, and other resources to support~~
34.7 ~~development as both a student and a teacher;~~

34.8 ~~J. collaboratively use professional colleagues within the school and other~~
34.9 ~~professional arenas as supports for reflection, problem-solving, and new ideas, actively~~
34.10 ~~sharing experiences, and seeking and giving feedback;~~

34.11 ~~K. understand standards of professional conduct in the Code of Ethics for~~
34.12 ~~Minnesota Teachers in part 8710.2100;~~

34.13 ~~L. understand the responsibility for obtaining and maintaining licensure, the role~~
34.14 ~~of the teacher as a public employee, and the purpose and contributions of educational~~
34.15 ~~organizations; and~~

34.16 ~~M. understand the role of continuous development in technology knowledge and~~
34.17 ~~skills representative of technology applications for education.~~

34.18 ~~Subp. 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be~~
34.19 ~~able to communicate and interact with parents or guardians, families, school colleagues,~~
34.20 ~~and the community to support student learning and well-being. The teacher must:~~

34.21 ~~A. understand schools as organizations within the larger community context and~~
34.22 ~~understand the operations of the relevant aspects of the systems within which the teacher~~
34.23 ~~works;~~

35.1 ~~B. understand how factors in a student's environment outside of school, including~~
35.2 ~~family circumstances, community environments, health and economic conditions, may~~
35.3 ~~influence student life and learning;~~

35.4 ~~C. understand student rights and teacher responsibilities to equal education;~~
35.5 ~~appropriate education for students with disabilities, confidentiality, privacy, appropriate~~
35.6 ~~treatment of students, and reporting in situations of known or suspected abuse or neglect;~~

35.7 ~~D. understand the concept of addressing the needs of the whole learner;~~

35.8 ~~E. understand the influence of use and misuse of tobacco, alcohol, drugs, and~~
35.9 ~~other chemicals on student life and learning;~~

35.10 ~~F. understand data practices;~~

35.11 ~~G. collaborate with other professionals to improve the overall learning environment~~
35.12 ~~for students;~~

35.13 ~~H. collaborate in activities designed to make the entire school a productive learning~~
35.14 ~~environment;~~

35.15 ~~I. consult with parents, counselors, teachers of other classes and activities within~~
35.16 ~~the school, and professionals in other community agencies to link student environments;~~

35.17 ~~J. identify and use community resources to foster student learning;~~

35.18 ~~K. establish productive relationships with parents and guardians in support of~~
35.19 ~~student learning and well-being;~~

35.20 ~~L. understand mandatory reporting laws and rules; and~~

35.21 ~~M. understand the social, ethical, legal, and human issues surrounding the use of~~
35.22 ~~information and technology in prekindergarten through grade 12 schools and apply that~~
35.23 ~~understanding in practice.~~

36.1 ~~Subp. 12. **Effective date.** The requirements in this part for licensure are effective on~~
36.2 ~~September 1, 2010, and thereafter.~~

36.3 Subpart 1. **Standard 1. Student learning.**

36.4 A. The teacher understands that students bring assets for learning based on their
36.5 individual experiences, abilities, talents, prior learning, and peer and social group interactions,
36.6 as well as language, culture, family, and community values, and approaches their work and
36.7 students with this asset-based mindset, affirming the validity of students' backgrounds and
36.8 identities.

36.9 B. The teacher understands multiple theories of identity formation and knows
36.10 how to help students develop positive social identities based on their membership in multiple
36.11 groups in society.

36.12 C. The teacher understands how students construct knowledge and acquire skills.

36.13 D. The teacher understands how alignment with a student's cultural background
36.14 is necessary to make meaningful connections that enable the construction of knowledge
36.15 and acquisition of skills.

36.16 E. The teacher understands the cognitive processes associated with various kinds
36.17 of learning, including critical and creative thinking, problem framing and problem solving,
36.18 invention, memorization, and recall.

36.19 F. The teacher understands how culture influences cognitive processes and how
36.20 these processes can be stimulated in a cultural frame.

36.21 G. The teacher understands that each student's cognitive, linguistic, social,
36.22 emotional, and physical development influences learning and makes instructional decisions
36.23 that build on learners' strengths, needs, and cultural ways of knowing.

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

37.4 I. The teacher understands language development and the benefits of
37.5 multilingualism and multiliteracy and knows how to incorporate instructional strategies and
37.6 resources to support language development.

37.7 J. The teacher understands the exceptional needs of students, including those with
37.8 disabilities and giftedness, and knows how to use strategies and resources to address these
37.9 needs.

37.10 K. The teacher is able to recognize the distinguishing characteristics of reading
37.11 disabilities, including dyslexia, and knows how to implement appropriate accommodations.

37.12 L. The teacher understands the diverse impacts of individual and systemic trauma,
37.13 such as experiencing homelessness, foster care, incarceration, migration, medical fragility,
37.14 racism, and micro and macro aggressions, on learning and development and knows how to
37.15 support students using culturally responsive strategies and resources to address these impacts.

37.16 M. The teacher is able to recognize symptoms of mental health illnesses and their
37.17 impact on learning and knows how to use strategies and resources to address these impacts.

37.18 N. The teacher understands the influence of use of tobacco, alcohol, and drugs
37.19 on student life and learning.

37.20 Subp. 2. **Standard 2. Learning environments.**

37.21 A. The teacher knows how to collaborate with students to create a welcoming and
37.22 inclusive classroom community that reflects the diversity of student cultures in the design
37.23 of the physical and virtual space, expectations, and organizational routines that represent
37.24 the needs of all students.

38.1 B. The teacher understands the relationship between motivation and engagement
38.2 and knows how to design learning experiences using strategies that build student
38.3 self-direction and ownership of learning.

38.4 C. The teacher understands that relationship-based, culturally affirming, and
38.5 proactive approaches to behavior are more likely to lead to improved student outcomes than
38.6 exclusionary practices.

38.7 D. The teacher fosters an environment that ensures student identities such as
38.8 race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation,
38.9 physical/developmental/emotional ability, socioeconomic class, and religious beliefs are
38.10 historically and socially contextualized, affirmed, and incorporated into a learning
38.11 environment where students are empowered to learn and contribute as their whole selves.

38.12 E. The teacher understands and supports students as they recognize and process
38.13 dehumanizing biases, discrimination, prejudices, and structural inequities.

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

38.17 Subp. 3. Standard 3. Assessment.

38.18 A. The teacher understands the varying types and multiple purposes of assessment.

38.19 B. The teacher understands how to design, adapt, and select appropriate
38.20 assessments to address specific learning goals and individual differences.

38.21 C. The teacher understands bias in assessment, evaluates standardized and
38.22 teacher-created assessments for bias, and designs and modifies assessments that minimize
38.23 sources of bias.

39.1 D. The teacher understands the positive impact of effective descriptive feedback
39.2 for learners, engages students in understanding and identifying quality work, and uses a
39.3 variety of strategies for communicating this feedback.

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

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

39.10 G. The teacher, independently and in collaboration with colleagues, uses a variety
39.11 of data, including data disaggregated by student race, ethnicity, and home language, to
39.12 evaluate the outcomes of teaching and learning and to adapt planning and practice.

39.13 H. The teacher uses assessment strategies and devices that are nondiscriminatory,
39.14 and takes into consideration the impact of disabilities, methods of communication, cultural
39.15 background, and primary language on measuring knowledge and performance of students.

39.16 Subp. 4. Standard 4. Planning for instruction.

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

39.20 B. The teacher understands cross-disciplinary instruction, with particular attention
39.21 to historically marginalized disciplines to engage learners purposefully in applying content
39.22 knowledge.

39.23 C. The teacher creates or adapts lessons, unit plans, learning experiences, and
39.24 aligned assessments based on Minnesota's academic standards, or if unavailable, national
39.25 or international discipline-specific standards.

40.1 D. The teacher designs instruction to build on learners' prior knowledge, culture,
40.2 and experiences, allowing learners to accelerate as they demonstrate their understandings.

40.3 E. The teacher plans how to achieve each student's learning goals by choosing
40.4 anti-racist, culturally relevant, and responsive instructional strategies, accommodations,
40.5 and resources to differentiate instruction for individuals and groups of learners.

40.6 F. The teacher features, highlights, and uses resources written and developed by
40.7 traditionally marginalized voices that offer diverse perspectives on race, culture, language,
40.8 gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic
40.9 status, housing status, and other identities traditionally silenced or omitted from curriculum.

40.10 G. The teacher creates opportunities for students to learn, practice, and use
40.11 language of the content area.

40.12 H. The teacher creates opportunities for students to learn about power, privilege,
40.13 intersectionality, and systemic oppression in the context of various communities and
40.14 empowers learners to be agents of social change to promote equity.

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

40.17 **Subp. 5. Standard 5. Instructional strategies.**

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

40.21 B. The teacher understands the value of and knows how to implement instructional
40.22 approaches that integrate real-world learning opportunities, including service learning,
40.23 community-based learning, and project-based learning, into instruction.

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

41.4 D. The teacher uses learners' native languages as a resource in creating effective
41.5 differentiated instructional strategies for multilingual learners developing literacy skills.

41.6 E. The teacher provides multiple models and representations of concepts and skills
41.7 which consider diverse cultural ways of knowing with opportunities for learners to
41.8 demonstrate their knowledge through a variety of products and performances.

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

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

41.14 H. The teacher encourages critical thinking about culture and race and includes
41.15 missing narratives to dominant culture in the curriculum.

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

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

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

42.1 Subp. 6. Standard 6. Professional responsibilities.

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

42.5 B. The teacher understands laws related to student rights and teacher
42.6 responsibilities, such as for educational equity, appropriate education for students with
42.7 disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and
42.8 mandatory reporting requirements in situations of known or suspected abuse or neglect.

42.9 C. The teacher understands the historical foundations of education in Minnesota,
42.10 including laws, policies, and practices, that have and continue to create inequitable
42.11 opportunities, experiences, and outcomes for learners, especially for Indigenous students
42.12 and students historically denied access, underserved, or underrepresented on the basis of
42.13 race, class, gender, sexual orientation, language, socioeconomic status, or country of origin.

42.14 D. The teacher understands how prejudice, discrimination, and racism operates
42.15 at the interpersonal, intergroup, and institutional levels.

42.16 E. The teacher explores their own intersecting social identities and how they
42.17 impact daily experience as an educator.

42.18 F. The teacher assesses how their biases, perceptions, and academic training may
42.19 affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate
42.20 their own behavior to disrupt oppressive systems.

42.21 G. The teacher uses a variety of self-assessment and problem-solving strategies
42.22 to analyze and reflect on their practice and to make adaptations and adjustments toward
42.23 more equitable outcomes.

42.24 H. The teacher knows how to build and implement a plan for professional growth
42.25 directly aligned with their needs as a growing professional using feedback from teacher

43.1 evaluations and observations, data on student performance, and school- and system-wide
43.2 priorities.

43.3 I. The teacher advocates, models, and teaches safe, legal, and ethical use of
43.4 information and technology, including appropriate documentation of sources and respect
43.5 for others in use of social media.

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

43.8 **Subp. 7. Standard 7. Collaboration and leadership.**

43.9 A. The teacher understands the importance of engaging in culturally affirming,
43.10 reciprocal communication with families about student development, learning, and
43.11 performance.

43.12 B. The teacher knows how to collaborate with a culturally relevant and responsive
43.13 lens with families to support student learning and secure appropriate services to meet the
43.14 needs of students.

43.15 C. The teacher plans collaboratively with professionals who have specialized
43.16 expertise to design and jointly deliver, as appropriate, learning experiences to meet unique
43.17 learning needs.

43.18 D. The teacher identifies gaps where the current curriculum does not address
43.19 multiple perspectives, cultures, and backgrounds, and incorporates curriculum to fill these
43.20 gaps.

43.21 E. The teacher recognizes the responsibility to question normative school
43.22 knowledge, conventional teaching and other professional practices, and beliefs and
43.23 assumptions about diverse students, their families, and communities that adversely impact
43.24 learning.

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

44.4 Subp. 8. **Standard 8. Racial consciousness and reflection.**

44.5 A. The teacher understands multiple theories of race and ethnicity, including but
44.6 not limited to racial formation, processes of racialization, and intersectionality.

44.7 B. The teacher understands the definitions of and difference between prejudice,
44.8 discrimination, bias, and racism.

44.9 C. The teacher understands how ethnocentrism, eurocentrism, deficit-based
44.10 teaching, and white supremacy undermine pedagogical equity.

44.11 D. The teacher understands that knowledge creation, ways of knowing, and
44.12 teaching are social and cultural practices shaped by race and ethnicity, often resulting in
44.13 racially disparate advantages and disadvantages.

44.14 E. The teacher understands the histories and social struggles of historically defined
44.15 racialized groups, including but not limited to Indigenous people, Black Americans, Latinx
44.16 Americans, and Asian Americans.

44.17 F. The teacher understands the cultural content, world view, concepts, and
44.18 perspectives of Minnesota-based American Indian Tribal Nations and communities, including
44.19 Indigenous histories and languages.

44.20 G. The teacher understands the impact of the intersection of race and ethnicity
44.21 with other forms of difference, including class, gender, sexuality, religion, national origin,
44.22 immigration status, language, ability, and age.

45.1 **8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.**

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

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

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

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

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

45.15 ~~C. show verification of completing a Professional Educator Licensing and~~
45.16 ~~Standards Board preparation program approved under chapter 8705 leading to the licensure~~
45.17 ~~of teachers of parent and family education in subpart 3.~~

45.18 Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial
45.19 licensure program for parent and family education must demonstrate the content standards
45.20 set forth in subpart 3 and the standards for effective practice in part 8710.2000, focused on
45.21 teaching parents and caregivers as learners.

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

46.1 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
 46.2 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
 46.3 in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part
 46.4 8710.2000, focused on teaching parents and caregivers as learners.

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

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

46.12 ~~A. A teacher of parent and family education~~ The candidate must understand
 46.13 families, including:

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

46.16 (2) theories of family dynamics;

46.17 (3) ~~family~~ communication;

46.18 (4) diverse and evolving family structures;

46.19 (5) family strengths from multiple perspectives;

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

46.21 ~~(7)~~ gender roles;

46.22 ~~(8)~~ (7) family impacts of decision-making and problem-solving processes on
 46.23 family relationships;

- 47.1 ~~(9)~~ (8) the effects of disabilities on family relationships;
- 47.2 ~~(10)~~ (9) the reciprocal relationships between family and community;
- 47.3 ~~(11)~~ (10) the ~~effects of culture and ethnicity on~~ contexts of language, ethnicity,
- 47.4 and culture in family relationships;
- 47.5 ~~(12)~~ (11) the interaction of socioeconomic situations and family dynamics;
- 47.6 ~~(13)~~ (12) the influence of public policies on families;
- 47.7 ~~(14)~~ (13) influence of the social and historical climate on families; ~~and~~
- 47.8 ~~(15)~~ (14) the effects of change and loss on family functioning;
- 47.9 (15) how to work with parents and families in a variety of settings;
- 47.10 (16) the effects of systemic racism on families; and
- 47.11 (17) the impact of adversity and multigenerational trauma on families.

47.12 B. ~~A teacher of parent and family education~~ The candidate must understand

47.13 parent-child relationships:

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

47.15 ~~(5) the impact of work and other external influences on parental behaviors~~

47.16 the reciprocal relationship between parenting behavior and ecological contexts;

47.17 *[For text of subitems (6) to (10), see Minnesota Rules]*

47.18 (11) the effects of culture, language, and ethnicity on parent-child

47.19 relationships.

47.20 C. ~~A teacher of parent and family education~~ The candidate must understand child

47.21 development:

47.22 (1) theories of child development;

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

48.3 *[For text of subitems (3) to (7), see Minnesota Rules]*

48.4 (8) gender identity and sexuality development;

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

48.7 (10) the ~~effects~~ importance of physical and mental health ~~and nutrition~~ on
48.8 child development; and

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

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

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

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

48.16 ~~(3)~~ (2) adult learning and learning styles, adult cognitive development, and
48.17 use of instructional strategies that promote adult learning and development;

48.18 ~~(4)~~ (3) theories of adult development and how to apply theory when making
48.19 instructional decisions; and

48.20 ~~(5)~~ (4) how to apply the standards of effective practice in ~~teaching adult~~
48.21 ~~students through a series of formal observations and directed instructional experiences with~~
48.22 ~~adults participating in early childhood and family education programs totaling at least 100~~
48.23 ~~hours and including at least two written evaluations by faculty supervisors~~ designing,
48.24 implementing, and evaluating educational experiences for parents and other caregivers.

49.1 Subp. 4. [See repealer.]

49.2 Subp. 4a. **Clinical experiences for candidates completing an initial licensure**

49.3 **program.** A candidate completing an initial licensure program is exempt from the clinical
49.4 experience requirements in part 8705.1010, subpart 3, item C (Standard 11). The candidate
49.5 must complete at least 100 hours of clinical experience in teaching parents and caregivers
49.6 in family education programs that include:

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

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

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

49.13 D. at least one written evaluation by the supervisor that addresses the candidate's
49.14 ability to apply the standards in this part and apply the standards of effective practice in
49.15 part 8710.2000 in teaching adult students.

49.16 For the purposes of clinical experiences, a candidate completing an initial licensure program
49.17 for parent and family education and another licensure field must consider the other licensure
49.18 field as the initial license subject to part 8705.1010, subpart 3, item C (Standard 11), and
49.19 consider the parent and family education license as an additional license subject to subpart
49.20 4b.

49.21 Subp. 4b. **Clinical experiences for candidates completing an additional licensure**

49.22 **program.** A candidate completing an additional licensure program is exempt from the
49.23 clinical experience requirements in part 8705.1010, subpart 3, item E (Standard 13). The
49.24 candidate must complete at least 80 hours of clinical experience in teaching parents and
49.25 caregivers in family education programs that include:

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

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

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

50.7 D. at least one written evaluation by the supervisor that addresses the candidate's
50.8 ability to apply the standards in this part and apply the standards of effective practice in
50.9 part 8710.2000 in teaching adult students.

50.10 Subp. 5. [See repealer.]

50.11 **8710.4000 TEACHERS OF ADULT BASIC EDUCATION.**

50.12 Subpart 1. **Scope of practice.** A teacher of adult basic education is authorized to
50.13 provide to learners, who are 16 years of age or over have aged out of the compulsory
50.14 attendance requirement for secondary schools as set forth in Minnesota Statutes, section
50.15 120A.22, and are not enrolled in elementary or secondary schools, instruction that is designed
50.16 to develop mastery of basic education skills including English language skills. This part
50.17 shall not prohibit a school board from employing a teacher who holds a ~~valid Minnesota~~
50.18 ~~classroom~~ teaching license but who is not licensed as a teacher of adult basic education to
50.19 teach adult basic education. A license under this part does not qualify a teacher to provide
50.20 instruction leading to a high school diploma.

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

50.23 An applicant seeking a license to teach adult basic education must meet the requirements
50.24 for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections
50.25 122A.181 to 122A.184.

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

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

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

51.8 Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial
51.9 licensure program for adult basic education must demonstrate the content standards set forth
51.10 in subpart 3 and the standards for effective practice in part 8710.2000, focused on teaching
51.11 adults as learners.

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

51.15 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
51.16 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
51.17 in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part
51.18 8710.2000, focused on teaching adults as learners.

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

51.22 Subp. 3. ~~**Subject matter standard standards.**~~ A candidate for licensure as a teacher
51.23 of adult basic education must ~~complete a preparation program under subpart 2, item C, that~~
51.24 ~~includes the candidate's demonstration of~~ demonstrate the knowledge and skills in items A
51.25 to ~~F~~ F.

52.1 A. **Organizational and systems structure.** ~~A teacher of adult basic education~~
52.2 The candidate must understand adult basic education organizational and system structure,
52.3 including:

52.4 (1) the history and ~~philosophy of adult basic education including its purposes,~~
52.5 ~~mission, and populations to be~~ purpose of adult basic education, including the learners
52.6 served;

52.7 (2) federal and state adult basic education legislation, policies, ~~and~~ regulatory
52.8 agencies ~~including,~~ sources of funding, and related services; and

52.9 (3) ~~systems~~ models of delivering adult education ~~programs and services,~~
52.10 including eligible providers and distribution of funds;

52.11 (4) types of programming offered, including English language instruction,
52.12 high school diploma and equivalency options, career and postsecondary preparation, and
52.13 other basic skills instruction;

52.14 (5) accountability measures, including standardized assessments, learner
52.15 outcome expectations, and data collection requirements; and

52.16 (6) supports and technical assistance resources available to adult basic
52.17 education providers.

52.18 B. **Adult learning theories and teaching practices.** ~~A teacher of adult education~~
52.19 The candidate must understand adult learning theories and teaching practices, including:

52.20 (1) characteristics common to all adult learners as well as those common to
52.21 unique populations;

52.22 (2) ~~contemporary strategies and models for teaching adults; and~~ formative
52.23 and summative assessment practices that inform instructional planning and goal setting for
52.24 students;

53.1 (3) ~~formal and informal diagnostic procedures, including self-assessment,~~
53.2 ~~for identifying the academic and personal needs of adult learners and how to use this~~
53.3 ~~information as the basis for customizing the curriculum so as to meet their needs.~~ application
53.4 of instructional practices for testing that address the needs of adult learners;

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

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

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

53.14 C. **Content and effective practices.** ~~A teacher of adult education~~ The candidate
53.15 must understand the content and methods effective practices for teaching reading language
53.16 and literacy, including:

53.17 (1) knowledge of reading processes and instruction including:

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

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

53.23 (c) the importance of direct and indirect vocabulary instruction that leads
53.24 to enhanced general, academic, and domain-specific word knowledge;

54.1 (d) the ~~relationships~~ interrelationships between and among comprehension
54.2 processes related to print processing abilities, motivation, reader's interest, background
54.3 knowledge, cognitive abilities, and knowledge of academic discourse, ~~and print and digital~~
54.4 ~~text~~; and

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

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

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

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

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

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

54.22 (e) the ability to develop critical literacy skills by ~~encouraging~~ teaching
54.23 students to identify and evaluate evidence, make and support inferences, and question texts
54.24 and analyze texts from multiple viewpoints or perspectives; ~~and~~

55.1 (f) the ability to identify ~~instructional practices, approaches, and methods~~
55.2 ~~to match materials, print and digital, to the cognitive levels of all readers, guided by an~~
55.3 ~~evidence-based rationale, which support the developmental, cultural, and linguistic~~
55.4 ~~differences of readers.~~ features of complexity within a text and associated challenges in
55.5 order to inform instruction; and

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

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

55.10 (a) the stages of the writing process;

55.11 (b) the connections between reading and writing;

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

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

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

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

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

55.23 (b) ways of constructing and expressing meaning for participation in
55.24 formal and informal situations;

56.1 (c) how to teach listening and speaking contextually in a variety of work,
56.2 community, and academic settings using authentic materials and situations that build on
56.3 adult learners' prior knowledge;

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

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

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

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

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

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

56.18 (c) ~~estimation of quantities and the evaluation of the reasonableness of~~
56.19 ~~estimates;~~

56.20 (d) ~~systems of measurement and their use; and~~

56.21 (e) ~~constructing, reading, interpreting, and making inferences from tables,~~
56.22 ~~charts, and graphs;~~

57.1 (2) ~~mathematical problem-solving techniques and strategies; and~~
57.2 characteristics common to adult math learners, including math anxiety, and strategies for
57.3 instruction that develop learners' skills and confidence;

57.4 (3) ~~how to teach mathematics contextually to reflect actual uses using real~~
57.5 ~~world materials and situations that build on the adult learner's prior knowledge. the~~
57.6 mathematical thinking processes and proficiencies that ensure strong math learning, including
57.7 problem solving, reasoning and proof, communication, representation, and connections;

57.8 (4) instructional practices for adult learners that develop their ability to
57.9 conduct math common in consumer, household, citizenship, and workplace contexts; and

57.10 (5) disposition and resources to attain the content knowledge and related
57.11 teaching practices needed to teach adult numeracy, including numbers and ratios, and
57.12 understand operations, algebra and functions, geometry, probability, and statistical
57.13 measurement.

57.14 E. ~~A teacher of adult education must understand the content and methods for~~
57.15 ~~teaching listening and speaking:~~

57.16 (1) ~~the listening process and how to receive, attend to, interpret, and respond~~
57.17 ~~appropriately to verbal messages and other cues;~~

57.18 (2) ~~ways of constructing meaning for participation in formal and informal~~
57.19 ~~speaking situations so students can organize ideas and use different verbal and nonverbal~~
57.20 ~~communication styles;~~

57.21 (3) ~~how to teach listening and speaking contextually to reflect actual uses~~
57.22 ~~using real world materials and situations that build on the adult learner's prior knowledge;~~
57.23 ~~and~~

57.24 (4) ~~how to adopt appropriate learning materials and adapt teaching strategies~~
57.25 ~~to meet the second language needs of adult learners whose first language is not English.~~

58.1 ~~F. A teacher of adult education must understand the content and methods for~~
58.2 ~~teaching writing:~~

58.3 ~~(1) the stages of the writing process;~~

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

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

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

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

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

58.13 ~~(2) effective interpersonal and group participation; and~~

58.14 ~~(3) understanding how to learn.~~

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

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

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

59.1 ~~(3) the career decision-making process; and~~

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

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

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

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

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

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

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

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

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

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

59.21 (b) using digital tools to enhance communication and collaborate with
59.22 others;

60.1 (c) thinking critically about digital resources and using multiple online
60.2 sources to find, evaluate, and test the validity of information;

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

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

60.7 Subp. 3a. ~~Student teaching and field experiences~~ Clinical experiences for candidates
60.8 completing an initial licensure program. ~~A candidate for licensure to teach adult basic~~
60.9 ~~education must apply the standards of effective practice in teaching adult students through~~
60.10 ~~a series of formal observations and directed instructional experiences with adults participating~~
60.11 ~~in adult basic education programs totaling at least 100 hours and including at least two~~
60.12 ~~written evaluations by faculty supervisors.~~

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

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

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

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

60.23 D. at least one written evaluation by the supervisor that addresses the candidate's
60.24 ability to apply the standards in this part and apply the standards of effective practice in
60.25 part 8710.2000 in teaching adult students.

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

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

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

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

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

61.16 D. at least one written evaluation by the supervisor that addresses the candidate's
61.17 ability to apply the standards in this part and apply the standards of effective practice in
61.18 part 8710.2000 in teaching adult students.

61.19 Subp. 4. [See repealer.]

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

61.21 **8710.4100 TEACHERS OF AMERICAN INDIAN LANGUAGE, HISTORY, AND**
61.22 **CULTURE.**

61.23 Subpart 1. **Issuance of license authorized.** The Professional Educator Licensing and
61.24 Standards Board shall, under this part and Minnesota Statutes, section ~~126.49~~ 124D.75,
61.25 authorize the issuance of a license to teach American Indian language, history, and culture

62.1 to an applicant who has achieved and demonstrated competence in an American Indian
62.2 language or knowledge and understanding of American Indian history and culture.

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

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

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

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

62.13 (1) the applicant possesses competence in the American Indian language for
62.14 which licensure is requested;

62.15 (2) the applicant possesses unique qualifications relative to or knowledge
62.16 and understanding of the American Indian history and culture for which licensure is
62.17 requested;

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

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

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

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

63.4 (7) the applicant has completed a state-approved teacher preparation program
63.5 aligned to the license sought; and

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

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

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

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

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

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

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

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

64.7 ~~The resolution shall confirm that the applicant has been assessed and is competent in~~
64.8 ~~the language to be taught or possesses knowledge and understanding of the American Indian~~
64.9 ~~history and culture to be taught.~~

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

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

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

64.17 C. the applicant has completed the renewal requirements, including completion
64.18 of the mandatory professional development topics and clock hours, according to parts
64.19 8710.7000 to 8710.7600 and Minnesota Statutes, section 122A.187.

64.20 Subp. 4. [See repealer.]

64.21 Subp. 5. [See repealer.]

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

65.1 **8710.4500 TEACHERS OF HEALTH.**65.2 *[For text of subpart 1, see Minnesota Rules]*65.3 Subp. 2. **Licensure requirements.** ~~A candidate for licensure to teach health to students~~
65.4 ~~in grades 5 through 12 shall:~~65.5 An applicant seeking a license to teach health must meet the requirements for a license
65.6 pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to
65.7 122A.184.65.8 ~~A. hold a baccalaureate degree from a college or university that is regionally~~
65.9 ~~accredited by the association for the accreditation of colleges and secondary schools;~~65.10 ~~B. demonstrate the standards for effective practice for licensing of beginning~~
65.11 ~~teachers in part 8710.2000; and~~65.12 ~~C. show verification of completing a Professional Educator Licensing and~~
65.13 ~~Standards Board preparation program approved under chapter 8705 leading to the licensure~~
65.14 ~~of teachers of health in subpart 3.~~65.15 Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial
65.16 licensure program for health must demonstrate the content standards set forth in subpart 3
65.17 and the standards for effective practice in part 8710.2000.65.18 Subp. 2b. **Additional licensure program.** A candidate completing a board-approved
65.19 additional licensure program for health must demonstrate the content standards set forth in
65.20 subpart 3.65.21 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license to teach
65.22 health via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to
65.23 the standards set forth in subpart 3 and a pedagogy portfolio aligned to the standards for
65.24 effective practice in part 8710.2000.

66.1 Subp. 2d. **Adding a license via portfolio.** An applicant seeking to add a license to
66.2 teach health pursuant to part 8710.0330 must submit a content portfolio aligned to the
66.3 standards set forth in subpart 3.

66.4 Subp. 3. ~~Subject matter standard standards.~~ A candidate for licensure as a teacher
66.5 of health must ~~complete a preparation program under subpart 2, item C, that must include~~
66.6 ~~the candidate's demonstration of~~ demonstrate the knowledge and skills in items A to F.

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

66.11 (1) ~~prevent or reduce the risk of accidents, sudden illness, and violent injuries~~
66.12 the use of alcohol, drugs, and tobacco;

66.13 (2) ~~prevent or reduce the risk of tobacco use or alcohol and other drug abuse~~
66.14 healthy eating;

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

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

66.22 (5) physical activity;

66.23 (6) safety, including recognizing and avoiding risky behavior;

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

67.3 (8) violence prevention, including recognizing and preventing harassment,
67.4 sexual and physical abuse, bullying, hazing, fighting, and hate crimes.

67.5 ~~B. A teacher of health understands concepts related to health promotion and disease~~
67.6 ~~prevention including:~~

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

67.9 ~~(2) primary, secondary, and tertiary prevention;~~

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

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

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

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

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

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

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

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

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

68.5 ~~D. A teacher of health understands health-enhancing behaviors that reduce health~~
68.6 ~~risks including:~~

68.7 ~~(1) the short-term and long-term consequences of positive and negative health~~
68.8 ~~choices;~~

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

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

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

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

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

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

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

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

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

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

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

69.5 ~~(4) predicting the immediate and long-range impact of health decisions on~~
69.6 ~~the individual, family, and the community.~~

69.7 ~~H. A teacher of health demonstrates an understanding of the teaching of health~~
69.8 ~~that integrates understanding of health with the understanding of pedagogy, students, learning,~~
69.9 ~~classroom management, and professional development. The teacher of health to preadolescent~~
69.10 ~~and adolescent students must:~~

69.11 ~~(1) understand and apply educational principles relevant to the physical,~~
69.12 ~~social, emotional, moral, and cognitive development of preadolescents and adolescents;~~

69.13 ~~(2) understand and apply the research base for and the best practices of middle~~
69.14 ~~and high school education;~~

69.15 ~~(3) develop curriculum goals and purposes based on the central concepts of~~
69.16 ~~health and know how to apply instructional strategies and materials for achieving student~~
69.17 ~~understanding of this discipline;~~

69.18 ~~(4) understand the role and alignment of district, school, and department~~
69.19 ~~mission and goals in program planning;~~

69.20 ~~(5) understand the need for and how to connect students' schooling experiences~~
69.21 ~~with everyday life, the workplace, and further educational opportunities;~~

69.22 ~~(6) know how to involve representatives of business, industry, and community~~
69.23 ~~organizations as active partners in creating educational opportunities; and~~

70.1 ~~(7) understand the role and purpose of cocurricular and extracurricular~~
70.2 ~~activities in the teaching and learning process.~~

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

70.5 (1) analyze the influence of family, peers, culture, media, technology, and
70.6 other factors on health behaviors (INF);

70.7 (2) demonstrate the ability to access valid information, products, and services
70.8 to enhance health (AI);

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

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

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

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

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

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

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

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

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

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

71.5 (5) design developmentally appropriate, engaging instructional strategies and
71.6 materials that foster a physically and emotionally safe learning environment;

71.7 (6) design short- or long-term lessons that use demonstrations, explanations,
71.8 and instructional cues that are aligned with short- and long-term plan objectives;

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

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

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

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

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

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

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

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

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

72.5 (1) be able to work collaboratively with a variety of stakeholders to meet the
72.6 diverse needs of all learners and to enhance school health programs;

72.7 (2) engage in continued professional growth and collaboration in schools or
72.8 professional organizations;

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

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

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

72.15 (1) knowledge of reading processes and instruction including:

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

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

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

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

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

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

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

73.9 Subp. 3a. ~~Student teaching and field experiences~~ Placements for candidates
73.10 completing an initial licensure program. ~~A candidate for licensure to teach health must~~
73.11 ~~have a broad range of targeted field-based experiences, of a minimum of 100 hours prior~~
73.12 ~~to student teaching, that provide opportunities to apply and demonstrate competency of~~
73.13 ~~professional dispositions and the required skills and knowledge under this part and part~~
73.14 ~~8710.2000.~~

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

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

73.23 Subp. 3b. Placements for candidates completing an additional licensure
73.24 program. Candidates completing an additional licensure program must have experiences

74.1 teaching health at both the middle level (grades 5 through 8) and high school level (grades
74.2 9 through 12).

74.3 Subp. 4. [See repealer.]

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

74.5 **8710.4700 TEACHERS OF PHYSICAL EDUCATION.**

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

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

74.12 An applicant seeking a license to teach physical education must meet the requirements
74.13 for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections
74.14 122A.181 to 122A.184.

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

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

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

74.22 Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial
74.23 licensure program for physical education must demonstrate the content standards set forth
74.24 in subpart 3 and the standards for effective practice in part 8710.2000.

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

75.4 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
75.5 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
75.6 in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part
75.7 8710.2000.

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

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

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

75.18 (1) ~~essential elements and sequencing of basic~~ fundamental motor skills,
75.19 including a minimum of at least two skills in each of the following categories: locomotor,
75.20 nonlocomotor, and manipulative; and

75.21 (2) ~~individual, dual, and team activities; lifetime fitness activities; fundamental~~
75.22 ~~gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom,~~
75.23 ~~creative, contemporary, and modern dance; low organization, lead up, and cooperative~~
75.24 ~~games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;~~
75.25 a skill representing at least four of the following physical activity categories: games and

76.1 sports; aquatics; dance and rhythmic activities; fitness activities; outdoor pursuits; and
76.2 individual-performance activities.

76.3 ~~(3) appropriate instructional cues and prompts for basic motor skills and~~
76.4 ~~physical activity; and~~

76.5 ~~(4) how to support and encourage learner expression through movement.~~

76.6 **B. Foundational knowledge.** ~~A teacher of physical education understands~~
76.7 ~~disciplinary~~ The candidate must describe and apply content and foundational knowledge
76.8 ~~of physical activities and well-being, including:~~

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

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

76.20 ~~(3) disciplinary concepts and principles to skillful movement and physical~~
76.21 ~~activity~~ anatomical and physiological concepts related to skillful movement, physical activity,
76.22 and fitness for students;

76.23 ~~(4) interdisciplinary learning experiences that allow students to integrate~~
76.24 ~~knowledge, skills, and methods of inquiry from multiple subject areas~~ motor learning theory
76.25 and principles related to skillful movement, physical activity, and fitness for students;

77.1 ~~(5) organization and administration of physical education programs~~ motor
77.2 development theory and principles related to fundamental motor skills, skillful movement,
77.3 physical activity, and fitness for students;

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

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

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

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

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

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

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

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

77.23 **C. Planning and instruction.** A teacher of physical education must ~~demonstrate~~
77.24 an understanding of the teaching of physical education that integrates understanding of

78.1 ~~physical education with the understanding of pedagogy, students, learning, classroom~~
78.2 ~~management, and professional development. The teacher of physical education to children,~~
78.3 ~~preadolescents, and adolescents~~ be able to apply content and foundational knowledge to
78.4 plan and implement developmentally appropriate learning experiences aligned with state
78.5 standards and benchmarks through the effective use of resources, accommodations or
78.6 modifications, technology, and metacognitive strategies to address the diverse needs of all
78.7 students. The candidate must:

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

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

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

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

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

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

79.5 (7) ~~know how to involve representatives of business, industry, and community~~
79.6 ~~organizations as active partners in creating educational opportunities~~ design short- or
79.7 long-term plans that illustrate transitions, routines, and positive behavior management to
79.8 create and maintain a safe, supportive, and engaging learning environment; and

79.9 (8) ~~understand the role and purpose of cocurricular and extracurricular~~
79.10 ~~activities in the teaching and learning process~~ design short- or long-term plans that include
79.11 supports for common errors and strategies for feedback.

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

79.13 (1) select or create authentic, formal assessments that measure student
79.14 attainment of short- or long-term objectives in physical education;

79.15 (2) administer formative assessments that monitor student learning;

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

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

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

79.22 ~~D.~~ E. A candidate for licensure as a teacher of physical education must understand
79.23 the content and methods for teaching reading including the ability to use a wide range of

80.1 instructional practices, approaches, methods, and curriculum materials including electronic
80.2 resources to support reading and writing instruction including:

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

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

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

80.10 Subp. 3a. ~~Student teaching and field experiences~~ Placements for candidates
80.11 completing an initial licensure program. ~~A candidate for licensure to teach physical~~
80.12 ~~education must have a broad range of targeted field-based experiences, of a minimum of~~
80.13 ~~100 hours prior to student teaching, that provide opportunities to apply and demonstrate~~
80.14 ~~competency of professional dispositions and the required skills and knowledge under this~~
80.15 ~~part and part 8710.2000.~~

80.16 Across the combination of student teaching and other ~~field-based placements~~ field
80.17 experiences, candidates completing an initial licensure program must have experiences
80.18 teaching ~~the content~~ physical education at three levels: ~~kindergarten~~ prekindergarten and
80.19 primary level (prekindergarten through grade 6 4), middle level (grades 5 through 8), and
80.20 high school level (grades 9 through 12).

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

81.1 Subp. 3b. Placements for candidates completing an additional licensure
 81.2 program. Candidates completing an additional licensure program must have experiences
 81.3 teaching physical education at three levels: prekindergarten and the primary level
 81.4 (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level
 81.5 (grades 9 through 12).

81.6 Subp. 4. [See repealer.]

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

81.8 **8710.5300 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL**
 81.9 **ADAPTED PHYSICAL EDUCATION.**

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

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

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

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

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

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

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

82.9 Subp. 2a. **Physical education license required.** An applicant for a DAPE license
82.10 must hold or apply and qualify for a license to teach physical education.

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

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

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

82.22 A. **Foundational knowledge.** Foundational knowledge. A teacher of special
82.23 education: developmental adapted physical education understands the foundations of special
82.24 education services for students with disabilities relating to physical and motor fitness on

83.1 ~~which to base practice. The teacher must demonstrate knowledge of the~~ The candidate must
83.2 be able to describe and apply the following:

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

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

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

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

83.17 (5) (4) implications of medical, health, skeletal, and neurological the presence
83.18 of primary and secondary disability conditions, including cognitive, physical, sensory or
83.19 neural, social or emotional, and other developmental disorders on motor learning, including
83.20 typical and atypical development across the life span physical activity participation;

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

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

84.1 ~~(8) (5) impact of typical and atypical motor development and function~~
 84.2 implications of the presence of primary and secondary disability conditions, including
 84.3 cognitive, physical, sensory or neural, social or emotional, and other developmental disorders
 84.4 on the educational, social, and psychological well-being of students; and

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

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

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

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

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

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

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

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

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

85.11 (5) construct the developmental adapted physical education components of
85.12 the IEP including Present Level of Academic Achievement and Functional Performance;
85.13 Annual Goals; Short-Term Objectives; Transition Services; Services and Modifications;
85.14 Supplementary Aids and Services; Program Modifications and Supports for School Personnel;
85.15 Least Restrictive Environment (LRE) Explanation based on assessment data, student and
85.16 family priorities, and concerns that incorporate academic and nonacademic goals in physical
85.17 education;

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

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

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

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

86.10 (1) design, implement, monitor, and adjust a variety of evidence-based
86.11 instructional resources, strategies, and techniques, ~~including scientifically based research~~
86.12 ~~interventions when available,~~ to implement developmental adapted physical education
86.13 services;

86.14 (2) explain how to select, acquire, and adapt equipment used for instruction
86.15 in physical and motor fitness use assistive technology for student learning in developmental
86.16 adapted physical education, including physical education hardware and software, adapted
86.17 and adaptive equipment, and supports for participation and communication;

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

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

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

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

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

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

87.8 **D. Communication and collaboration.** ~~A teacher of special education:~~
 87.9 ~~developmental adapted physical education cultivates and maintains positive, collaborative~~
 87.10 ~~relationships with students, families, other professionals, and the community to support~~
 87.11 ~~student development and educational progress. The teacher must be able to~~ The candidate
 87.12 must:

87.13 (1) ~~collaborate~~ explain collaborative strategies for working with students and
 87.14 their families in making choices, ~~given identified strengths and needs in physical and motor~~
 87.15 ~~fitness, that impact academic, occupational, and other domains across the life span in~~
 87.16 developmental adapted physical education based on strengths and needs set forth in the
 87.17 student's IEP;

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

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

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

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

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

88.11 E. Professionalism. The candidate must:

88.12 (7) (1) access and evaluate information, research, and emerging practices
 88.13 relevant to the field of developmental adapted physical education through consumer and
 88.14 professional organizations, peer-reviewed journals, and other publications; and

88.15 (8) (2) engage in continuing professional development and reflection to
 88.16 increase knowledge and skill, and inform instructional practices, decisions, and interactions
 88.17 with students and their families as a special developmental adapted physical educator and
 88.18 ~~inform instructional practices, decisions, and interactions with students and their families.;~~
 88.19 and

88.20 (3) describe strategies for the promotion and advocacy of developmental
 88.21 adapted physical education and expanded physical activity opportunities.

88.22 Subp. 3a. Placements for candidates completing a licensure program. E. Clinical
 88.23 experiences. A teacher of special education: developmental adapted physical education
 88.24 applies the standards of effective practice through a variety of early and ongoing clinical
 88.25 Across clinical experiences, candidates completing a licensure program must have

89.1 experiences in teaching students ~~who have needs in the areas of physical fitness and gross~~
89.2 ~~motor skills~~ in developmental adapted physical education in prekindergarten and primary
89.3 (prekindergarten through grade 4), middle level (grades 5 through 8), and high school (grades
89.4 9 through 12) settings across a range of service delivery models.

89.5 Subp. 4. [See repealer.]

89.6 Subp. 5. [See repealer.]

89.7 **REPEALER.** Minnesota Rules, parts 8710.0310, subpart 3; 8710.0400; 8710.0550;
89.8 8710.3100, subparts 4 and 5; 8710.3310, subpart 4; 8710.3320, subpart 4; 8710.3330, subpart
89.9 4; 8710.3340, subpart 4; 8710.3350, subpart 4; 8710.3360, subpart 4; 8710.4000, subpart
89.10 4; 8710.4100, subparts 4 and 5; 8710.4500, subpart 4; 8710.4525, subpart 4; 8710.4700,
89.11 subpart 4; 8710.4725, subpart 4; 8710.4770, subpart 3; 8710.4925, subpart 4; 8710.5300,
89.12 subparts 4 and 5; 8710.5900, subpart 4; 8710.8010, subpart 4; 8710.8020, subpart 4;
89.13 8710.8030, subpart 4; 8710.8040, subpart 4; 8710.8050, subpart 5; 8710.8060, subpart 4;
89.14 8710.8070, subpart 4; and 8710.8080, subpart 4, are repealed.

89.15 **EFFECTIVE DATE.** The amendments to Minnesota Rules, parts 8710.2000, 8710.3100,
89.16 8710.4000, 8710.4500, 8710.4700, and 8710.5300 are effective July 1, 2024. Minnesota
89.17 Rules, part 8710.0314, subpart 7, is in effect only for Tier 3 licenses issued after the date
89.18 of adoption.