

Office of the Revisor of Statutes

Administrative Rules



TITLE: Adopted Permanent Rules Relating to Licensing and Academic Standards

AGENCY: Professional Educator Licensing and Standards Board

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The attached rules are approved for
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A handwritten signature in black ink, reading "Cassie McGuinness".

Cassandra McGuinness
Senior Assistant Revisor

1.1 **Professional Educator Licensing and Standards Board**

1.2 **Adopted 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 board who shall deposit the fees in the general revenue fund, as provided by
1.7 law.

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

1.11 **8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES.**

1.12 Subpart 1. **Definitions.**

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

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

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

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

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

H. "Good cause" means:

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

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

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

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

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

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

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

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

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

Subp. 2. Teaching licenses, in general.

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

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

D. The board must request a criminal history background check consistent with Minnesota Statutes, section 122A.18, subdivision 8, upon an individual applying for a teaching license or substitute license for the first time.

[For text of item E, see Minnesota Rules]

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

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

Subp. 3. [See repealer.]

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

4.1 **8710.0311 TIER 1 LICENSE.**

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

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

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

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

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

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

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

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

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

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

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

4.21 **8710.0313 TIER 3 LICENSE.**

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

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

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

C. The applicant must show one of the following:

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

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

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

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

Subp. 5. **Restrictions and expansions.**

[For text of item A, see Minnesota Rules]

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

C. Upon request and at the time of application or renewal, a teacher who holds a Tier 3 license that is restricted or limited in scope must be granted the full scope of a currently approved Minnesota license when:

(1) the teacher has two years of teaching experience in the content area within two grade levels of a currently approved Minnesota licensure scope;

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

6.1 (3) the teacher has completed:

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

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

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

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

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

6.11 A. The board must issue a Tier 3 license to teach middle level communication
6.12 arts and literature, mathematics, social studies, and general science, pursuant to parts
6.13 8710.3310 to 8710.3340, to an applicant who:

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

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

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

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

7.1 **8710.0314 TIER 4 LICENSE.**

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

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

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

7.10 Subp. 6. **Restrictions and expansions.**

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

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

7.15 C. Upon request and at the time of application or renewal, a teacher who holds a
7.16 Tier 4 license that is restricted or limited in scope must be granted the full scope of a currently
7.17 approved Minnesota license when:

7.18 (1) the teacher has two years of teaching experience in the content area within
7.19 two grade levels of a currently approved Minnesota licensure scope;

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

7.22 (3) the teacher has completed:

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

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

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

8710.0320 OUT-OF-FIELD PERMISSION.

Subpart 1. Purpose. An out-of-field permission authorizes a teacher holding a Tier 2, 3, or 4 license, consistent with this part, to teach in an assignment outside of the scope or field of the license held.

Subp. 2. Requirements.

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

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

(3) the applicant holds a bachelor's degree if required by statute or rule to teach the field for which the out-of-field permission is sought;

(4) the applicant approves the request;

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

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

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

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

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

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

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

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

B. part of the year-round school.

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

A. the applicant approves the request;

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

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

- 10.1 (1) the assignment is a full-time equivalency of 0.25 or less; or
- 10.2 (2) the applicant is enrolled in and making meaningful progress, as defined
- 10.3 by the provider, in a teacher preparation program aligned to the assignment; and
- 10.4 D. one of the following:
- 10.5 (1) the licensed applicant is an internal hire with one or more years of
- 10.6 employment within the district;
- 10.7 (2) the applicant has additional qualifications that align with the requirements
- 10.8 of the position; or
- 10.9 (3) one of the following:
- 10.10 (a) no teachers who hold a Tier 2, 3, or 4 license in the assignment applied
- 10.11 for the position;
- 10.12 (b) no teachers who hold a Tier 2, 3, or 4 license in the assignment
- 10.13 accepted the position; or
- 10.14 (c) for each teacher who holds a Tier 2, 3, or 4 license in the assignment
- 10.15 that may have accepted the position, one of the following:
- 10.16 i. the applicant is not fluent in the language required for the position;
- 10.17 ii. the applicant was unwilling to abide by or unable to apply the
- 10.18 pedagogical model of the district or school;
- 10.19 iii. the applicant had a disciplinary action with the board or final
- 10.20 disciplinary action in a district;
- 10.21 iv. the applicant was unwilling to abide by culturally responsive
- 10.22 teaching principles; or

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

[For text of subpart 5, see Minnesota Rules]

Subp. 6. Limitations and exceptions.

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

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

8710.0321 CROSS-CURRICULAR DELIVERY PERMISSION.

Subpart 1. Purpose. A cross-curricular delivery permission authorizes a teacher
holding a Tier 3 or Tier 4 license, consistent with this part, to teach multiple fields to a
group of students.

Subp. 2. Requirements. The board must issue a cross-curricular delivery permission
upon request by the designated administrator of the hiring district. The applicant must initiate
the application process, and the hiring district must show:

A. the applicant holds a bachelor's degree;

B. the applicant holds a Tier 3 or 4 license;

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

D. the assignments require:

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

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

12.1 E. the assignment is within a middle school or high school setting (grades 5 through
12.2 12).

12.3 Subp. 2a. **Limitations.**

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

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

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

12.11 Subp. 3. **Duration.** A cross-curricular delivery permission is valid for one school year
12.12 and expires on June 30 of the expiration year, unless otherwise indicated under item A or
12.13 B at the time the permission is granted. A cross-curricular delivery permission can be used
12.14 until September 1 after the date of expiration if the placement is aligned to the permission
12.15 and is:

12.16 A. in a summer school program; or

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

12.18 Subp. 4. **Renewal.** A cross-curricular delivery permission may be renewed an unlimited
12.19 number of times.

12.20 **8710.0325 SHORT-CALL SUBSTITUTE LICENSE.**

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

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

13.3 A. hold the minimum of a bachelor's degree from a college or university located
13.4 in the United States, as verified by a college transcript;

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

13.9 C. be enrolled in a state-approved teacher preparation program and have
13.10 successfully completed student teaching.

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

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

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

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

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

14.1 **8710.0327 SUBSTITUTE TEACHING.**

14.2 Subpart 1. **Term for a short-call substitute.** An individual may serve as a short-call
14.3 substitute for the same teacher of record or fill a vacancy for no more than 20 consecutive
14.4 school days.

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

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

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

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

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

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

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

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

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

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

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

8710.0330 TEACHER LICENSURE VIA PORTFOLIO APPLICATION.

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

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

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

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

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

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

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

[For text of items A ~~to C~~ and B, see Minnesota Rules]

C. Applications to add a licensure area to a current Tier 3 or 4 license must include a content portfolio that shows the applicant meets the content standards aligned to the licensure area sought under parts 8710.3000 to 8710.5850 and 8710.8000. Applications to add a licensure area to an existing Tier 3 license or Tier 4 license must also include a pedagogy portfolio pursuant to item B, subitem (4), when the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial license. Applications to add a licensure area in special education or career and technical education to an existing Tier 3 license or Tier 4 license must also include a core skills portfolio pursuant to item B, subitem (2), or B, subitem (3), if the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial license in a special education area or career and technical education area, respectively.

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

E. If the panel of educators under item D does not recommend an applicant for licensure via the pedagogy portfolio, the panel must provide specific information to the applicant on how to successfully demonstrate meeting any standard the panel determined was not met. If the applicant submits the revised pedagogy portfolio within ~~one year~~ two years from the date the portfolio is not approved, one member of the panel of educators must review the revised portfolio and recommend it for approval or disapproval, applying

17.1 the standards in effect on the date of the original submission. The approval or disapproval
17.2 must occur within 60 days of receiving the revised submission. If the applicant resubmits
17.3 a revised portfolio after ~~one year~~ two years from the date the portfolio is not approved, the
17.4 portfolio ~~will be considered a new submission~~ must be reviewed in full, applying the
17.5 pedagogical standards in effect on the date of the resubmission.

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

17.7 G. If the content reviewers under item F do not recommend the applicant for
17.8 licensure via the content portfolio, the reviewers must provide specific information to the
17.9 applicant on how to successfully demonstrate meeting any standard the reviewers determined
17.10 was not met. If the applicant submits the revised content portfolio within ~~one year~~ two years
17.11 from the date the portfolio is not approved, ~~one of the content reviewers~~ a content reviewer
17.12 must review the revised portfolio and recommend it for approval or disapproval, applying
17.13 the standards in effect on the date of the original submission. The approval or disapproval
17.14 must occur within 60 days of receiving the revised submission. If the applicant resubmits
17.15 a revised portfolio after ~~one year~~ two years from the date the portfolio is not approved, the
17.16 portfolio ~~will be considered a new submission~~ must be reviewed in full, applying the content
17.17 standards in effect on the date of the resubmission.

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

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

17.20 Subp. 4. **CTE portfolios.** An applicant for any career and technical education field
17.21 under parts 8710.8010 to 8710.8080 may apply for an initial Tier 3 license under part
17.22 8710.0313 through portfolio review under Minnesota Statutes, section 122A.18, subdivision
17.23 10. The applicant must:

17.24 A. demonstrate competency in the standards of effective practice set forth in part
17.25 8710.2000;

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

18.3 C. demonstrate competency in the applicable licensure standards set forth in parts
18.4 8710.8010 to 8710.8080. Competency in the licensure standards can be demonstrated through
18.5 one of the following criteria:

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

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

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

18.11 (4) submits a portfolio.

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

18.13 **8710.2000 STANDARDS OF EFFECTIVE PRACTICE.**

18.14 **Subpart 1. Standard 1. Student learning.**

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

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

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

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

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

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

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

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

19.15 I. The teacher understands language development and the benefits of
19.16 multilingualism and multiliteracy and knows how to incorporate instructional strategies and
19.17 resources to support language development.

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

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

19.23 L. The teacher understands the diverse impacts of individual and systemic trauma,
19.24 such as experiencing homelessness, foster care, incarceration, migration, medical fragility,

racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

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

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

Subp. 2. Standard 2. Learning environments.

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

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

C. The teacher understands ~~that~~ the importance of relationship-based, culturally affirming, and proactive approaches to behavior are more likely to lead to improved and implements these approaches in order to improve student outcomes ~~than~~ and reduce exclusionary practices.

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

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

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

21.4 **Subp. 3. Standard 3. Assessment.**

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

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

21.8 C. The teacher understands bias in assessment, evaluates standardized and
21.9 teacher-created assessments for bias, and designs and modifies assessments that minimize
21.10 sources of bias.

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

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

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

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

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

Subp. 4. Standard 4. Planning for instruction.

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

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

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

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

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

F. The teacher ~~features, highlights, and uses~~ demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.

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

23.3 H. Consistent with the local curriculum and state and local academic standards,
23.4 ~~the teacher creates~~ demonstrates the ability to create opportunities for students to learn about
23.5 power, privilege, intersectionality, and systemic oppression in the context of various
23.6 communities and empowers learners to be agents of social change to promote equity.

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

23.9 **Subp. 5. Standard 5. Instructional strategies.**

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

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

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

23.19 D. The teacher uses learners' native languages as a resource in creating effective
23.20 differentiated instructional strategies for multilingual learners, including those who are
23.21 developing literacy skills.

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

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

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

H. ~~The teacher encourages~~ Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to nurture critical thinking about culture and race and includes knows how to include multiple perspectives and missing narratives to from the dominant culture in the by offering a range of curriculum materials.

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

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

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

Subp. 6. Standard 6. Professional responsibilities.

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

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

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

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

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

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

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

~~H. The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities.~~ The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.

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

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

Subp. 7. Standard 7. Collaboration and leadership.

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

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

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

D. The teacher ~~identifies~~ demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and ~~incorporates curriculum to fill these gaps~~ understands how curriculum and instruction impacts students that are not part of the dominant culture.

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

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

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

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

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

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

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

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

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

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

27.20 **8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.**

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

28.1 Subp. 2. **Licensure requirements.** An applicant seeking a license to teach parent and
28.2 family education must meet the requirements for a license pursuant to parts 8710.0311 to
28.3 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

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

28.11 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
28.12 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
28.13 in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part
28.14 8710.2000, focused on teaching parents and caregivers as learners.

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

28.18 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of parent
28.19 and family education must demonstrate the knowledge and skills in items A to D.

28.20 A. The candidate must understand families, including:

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

28.22 (2) theories of family dynamics;

28.23 (3) communication;

28.24 (4) diverse and evolving family structures;

- 29.1 (5) family strengths from multiple perspectives;
- 29.2 (6) the impact of technology on family life;
- 29.3 (7) impacts of decision-making and problem-solving processes on family
- 29.4 relationships;
- 29.5 (8) the effects of disabilities on family relationships;
- 29.6 (9) the reciprocal relationships between family and community;
- 29.7 (10) the contexts of language, ethnicity, and culture in family relationships;
- 29.8 (11) the interaction of socioeconomic situations and family dynamics;
- 29.9 (12) the influence of public policies on families;
- 29.10 (13) influence of the social and historical climate on families;
- 29.11 (14) the effects of change and loss on family functioning;
- 29.12 (15) how to work with parents and families in a variety of settings;
- 29.13 (16) the effects of systemic racism on families; and
- 29.14 (17) the impact of adversity and multigenerational trauma on families.

29.15 B. The candidate must understand parent-child relationships:

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

- 29.17 (5) the reciprocal relationship between parenting behavior and ecological
- 29.18 contexts;

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

- 29.20 (11) the effects of culture, language, and ethnicity on parent-child
- 29.21 relationships.

C. The candidate must understand child development:

(1) theories of child development;

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

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

(8) gender identity and sexuality development;

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

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

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

D. The candidate must understand adult learning:

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

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

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

(4) how to apply the standards of effective practice in designing, implementing, and evaluating educational experiences for parents and other caregivers.

Subp. 4. [See repealer.]

Subp. 4a. Clinical experiences for candidates completing an initial licensure program. A candidate completing an initial licensure program is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item C (Standard 11). The candidate

31.1 must complete at least 100 hours of clinical experience in teaching parents and caregivers
31.2 in family education programs that include:

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

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

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

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

31.12 For the purposes of clinical experiences, a candidate completing an initial licensure program
31.13 for parent and family education and another licensure field must consider the other licensure
31.14 field as the initial license subject to part 8705.1010, subpart 3, item C (Standard 11), and
31.15 consider the parent and family education license as an additional license subject to subpart
31.16 4b.

31.17 Subp. 4b. **Clinical experiences for candidates completing an additional licensure**
31.18 **program.** A candidate completing an additional licensure program is exempt from the
31.19 clinical experience requirements in part 8705.1010, subpart 3, item E (Standard 13). The
31.20 candidate must complete at least 80 hours of clinical experience in teaching parents and
31.21 caregivers in family education programs that include:

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

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

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

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

32.6 Subp. 5. [See repealer.]

32.7 **8710.4000 TEACHERS OF ADULT BASIC EDUCATION.**

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

32.16 Subp. 2. **Licensure requirements.** An applicant seeking a license to teach adult basic
32.17 education must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314
32.18 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

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

33.1 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
33.2 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
33.3 in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part
33.4 8710.2000, focused on teaching adults as learners.

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

33.8 Subp. 3. **Subject matter standards.** A candidate for licensure as a teacher of adult
33.9 basic education must demonstrate the knowledge and skills in items A to F.

33.10 A. **Organizational and systems structure.** The candidate must understand adult
33.11 basic education organizational and system structure, including:

33.12 (1) the history and purpose of adult basic education, including the learners
33.13 served;

33.14 (2) federal and state adult basic education legislation, policies, regulatory
33.15 agencies, sources of funding, and related services;

33.16 (3) models of delivering adult education services, including eligible providers
33.17 and distribution of funds;

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

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

33.23 (6) supports and technical assistance resources available to adult basic
33.24 education providers.

34.1 **B. Adult learning theories and teaching practices.** The candidate must
34.2 understand adult learning theories and teaching practices, including:

34.3 (1) characteristics common to all adult learners as well as those common to
34.4 unique populations;

34.5 (2) formative and summative assessment practices that inform instructional
34.6 planning and goal setting for students;

34.7 (3) application of instructional practices for testing that address the needs of
34.8 adult learners;

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

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

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

34.18 **C. Content and effective practices.** The candidate must understand the content
34.19 and effective practices for teaching language and literacy, including:

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

34.21 (a) grapheme-phoneme knowledge and morpheme relationships within
34.22 words;

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

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

35.3 (d) the interrelationships between and among comprehension processes
35.4 related to print processing abilities, motivation, reader's interest, background knowledge,
35.5 cognitive abilities, and knowledge of academic discourse; and

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

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

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

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

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

35.19 (d) the ability to help adult learners develop, deepen, and broaden their
35.20 understanding of general, academic, and domain-specific content words;

35.21 (e) the ability to develop critical literacy skills by teaching students to
35.22 identify and evaluate evidence, make and support inferences, and question and analyze texts
35.23 from multiple viewpoints or perspectives;

(f) the ability to identify features of complexity within a text and associated challenges in order to inform instruction; and

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

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

(a) the stages of the writing process;

(b) the connections between reading and writing;

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

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

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

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

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

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

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

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

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

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

37.8 (1) adult numeracy and mathematical thinking and strategies adults need in
37.9 order to participate fully in their communities and to pursue career and postsecondary
37.10 opportunities;

37.11 (2) characteristics common to adult math learners, including math anxiety,
37.12 and strategies for instruction that develop learners' skills and confidence;

37.13 (3) the mathematical thinking processes and proficiencies that ensure strong
37.14 math learning, including problem solving, reasoning and proof, communication,
37.15 representation, and connections;

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

37.18 (5) disposition and resources to attain the content knowledge and related
37.19 teaching practices needed to teach adult numeracy, including numbers and ratios, and
37.20 understand operations, algebra and functions, geometry, probability, and statistical
37.21 measurement.

37.22 **E. Employment and transition skills.** The candidate must understand the content
37.23 and effective practices for teaching academic, career, and employability skills needed to
37.24 transition to postsecondary education, career training, the workplace, and deeper community
37.25 involvement, including:

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

38.3 (2) transition skills, including effective communication, learning strategies,
38.4 critical thinking, self-management, developing a future pathway, and navigating systems.

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

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

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

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

38.14 (b) using digital tools to enhance communication and collaborate with
38.15 others;

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

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

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

38.22 **Subp. 3a. Clinical experiences for candidates completing an initial licensure**
38.23 **program.** A candidate completing an initial licensure program to teach adult basic education
38.24 is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item C

(Standard 11). The candidate must complete at least 100 hours of clinical experiences in adult basic education programs that include:

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

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

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

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

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

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

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

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

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

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

Subp. 4. [See repealer.]

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

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

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

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

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

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

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

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

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

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

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

41.11 ~~(5)~~ (4) the applicant completed a course of study approved by the board;

41.12 ~~(6)~~ (5) the applicant holds a professional license in another state aligned to
41.13 the license sought, the license is in good standing, and the applicant has two years of teaching
41.14 experience; or

41.15 ~~(7)~~ (6) the applicant has completed a state-approved teacher preparation
41.16 program aligned to the license sought; and

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

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

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

41.23 In lieu of a certified copy of a resolution or letter, the applicant may submit an affidavit
41.24 attesting to the applicant's competence in an American Indian language or the knowledge

and understanding of an American Indian history or culture. The Professional Educator Licensing and Standards Board, in consultation with the Tribal National Education Committee, must evaluate the applicant's eligibility for a Tier 3 license.

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

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

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

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

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

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

8710.4500 TEACHERS OF HEALTH.

[For text of subpart 1, see Minnesota Rules]

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

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

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

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

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

Subp. 3. **Subject matter standards.** A candidate for licensure as a teacher of health must demonstrate the knowledge and skills in items A to F.

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

(1) the use of alcohol, drugs, and tobacco;

(2) healthy eating;

(3) mental and emotional health, including preventing suicide and preventing and managing conflict, emotional stress, and anxiety for oneself and others in healthy ways;

(4) personal health and wellness, including preventing the spread of contagious diseases;

44.1 (5) physical activity;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) knowledge of reading processes and instruction including:

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

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

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

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

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

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

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

Subp. 3a. Placements for candidates completing an initial licensure program. Across the combination of student teaching and other field experiences, candidates completing an initial licensure program must have experiences teaching health at both the middle level (grades 5 through 8) and high school level (grades 9 through 12).

Subp. 3b. Placements for candidates completing an additional licensure program. ~~Candidates~~ A candidate completing an additional licensure program must have experiences teaching ~~health~~ at both the middle level (grades 5 through 8) and high school level (grades 9 through 12). The candidate must complete a practicum teaching health in at least one of the levels: middle level (grades 5 through 8) or high school level (grades 9 through 12).

Subp. 4. [See repealer.]

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

48.1 **8710.4700 TEACHERS OF PHYSICAL EDUCATION.**

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

48.5 Subp. 2. **Licensure requirements.** An applicant seeking a license to teach physical
48.6 education must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314
48.7 and Minnesota Statutes, sections 122A.181 to 122A.184.

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

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

48.14 Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio
48.15 pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth
48.16 in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part
48.17 8710.2000.

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

48.21 Subp. 3. **Subject matter standards.** A candidate for licensure as a teacher of physical
48.22 education must demonstrate the knowledge and skills in items A to E.

48.23 A. **Skills.** The candidate must demonstrate competency in:

48.24 (1) fundamental motor skills, including a minimum of at least two skills in
48.25 each of the following categories: locomotor, nonlocomotor, and manipulative; and

(2) a skill representing at least four of the following physical activity categories: games and sports; aquatics; dance and rhythmic activities; fitness activities; outdoor pursuits; and individual-performance activities.

B. Foundational knowledge. The candidate must describe and apply content and foundational knowledge, including:

(1) common content knowledge for teaching students physical education, including developmentally appropriate motor skills, movement concepts, and movement patterns; situational-specific tactics, strategies, and correct techniques of skill-based performances in a developmentally appropriate manner; and rules and etiquette of activities, games, and sports;

(2) specialized content knowledge for teaching students physical education, including skill cues, identifying critical elements, and predicting common errors; planned and developmentally appropriate task progressions; and observed performance as the basis for adjusting learning tasks;

(3) anatomical and physiological concepts related to skillful movement, physical activity, and fitness for students;

(4) motor learning theory and principles related to skillful movement, physical activity, and fitness for students;

(5) motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for students;

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

(7) components of a quality physical education program;

(8) individualized instruction for diverse student needs, adding specific accommodations or modifications for all students, including developmental adapted physical education programs;

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

(10) CPR and first aid training.

C. Planning and instruction. A teacher of physical education must be able to apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with state standards and benchmarks through the effective use of resources, accommodations or modifications, technology, and metacognitive strategies to address the diverse needs of all students. The candidate must:

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

(2) design progressive and sequential learning experiences that align with short- or long-term objectives and that address the diverse needs of all students;

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

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

(5) design individualized instruction for diverse student needs, adding specific accommodations or modifications for all students, including developmental adapted physical education programs;

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

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

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

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

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

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

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

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

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

51.16 **E.** A candidate for licensure as a teacher of physical education must understand
51.17 the content and methods for teaching reading including the ability to use a wide range of
51.18 instructional practices, approaches, methods, and curriculum materials including electronic
51.19 resources to support reading and writing instruction including:

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

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

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

Subp. 3a. Placements for candidates completing an initial licensure program. Across the combination of student teaching and other field experiences, candidates completing an initial licensure program must have experiences teaching physical education at three levels: prekindergarten and primary level (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level (grades 9 through 12).

Subp. 3b. Placements for candidates completing an additional licensure program. ~~Candidates~~ A candidate completing an additional licensure program must have experiences teaching ~~physical education~~ at three levels: prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level (grades 9 through 12). The candidate must complete a practicum teaching physical education in at least one of the levels: prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), or high school level (grades 9 through 12).

Subp. 4. [See repealer.]

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

8710.5300 TEACHERS OF DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION.

Subpart 1. Scope of practice. A teacher of developmental adapted physical education (DAPE) is authorized to provide evaluation and specially designed instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness; motor fitness; fundamental motor skills and patterns; or skills in aquatics, dance, individual and group games, and sports. Teachers must collaborate and consult with families, other classroom and special education teachers, and specialized service

providers in designing and implementing individualized physical education programming as specified in a child's individualized education program (IEP) plan.

Subp. 2. Licensure Endorsement requirements. ~~An applicant seeking a license to teach developmental adapted physical education (DAPE) must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.~~ An applicant for an endorsement in developmental adapted physical education must hold or apply and qualify for a license to teach physical education under part 8710.4700.

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

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

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

Subp. 3. Subject matter standards. A candidate for ~~licensure~~ an endorsement as a teacher of developmental adapted physical education must demonstrate the knowledge and skills in items A to E.

A. Foundational knowledge. The candidate must be able to describe and apply the following:

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

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

54.4 (3) psychomotor, cognitive, and socioemotional characteristics of students
54.5 in the identified disability categories from birth to adulthood in parts 8710.5000 to 8710.5850;

54.6 (4) implications of the presence of primary and secondary disability
54.7 conditions, including cognitive, physical, sensory or neural, social or emotional, and other
54.8 developmental disorders on physical activity participation;

54.9 (5) implications of the presence of primary and secondary disability
54.10 conditions, including cognitive, physical, sensory or neural, social or emotional, and other
54.11 developmental disorders on the educational, social, and psychological well-being of students;
54.12 and

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

54.17 **B. Referral, assessment, evaluation, planning, and placement.** The candidate
54.18 must demonstrate competency in referral, assessment, evaluation, individualized education
54.19 programs (IEPs), individualized planning, and placement considerations specific to teaching
54.20 students in developmental adapted physical education. The candidate must:

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

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

55.1 (3) explain the use, limitations, ethical concerns, and administrative
55.2 considerations of formal and informal assessments used to determine eligibility in
55.3 developmental adapted physical education;

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

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

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

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

55.20 **C. Instructional design, teaching, and ongoing evaluation.** The candidate must
55.21 demonstrate competency in using individualized education program plans to design,
55.22 implement, monitor, and adjust instruction for students with disabilities in developmental
55.23 adapted physical education. The candidate must:

(1) design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques to implement developmental adapted physical education;

(2) explain how to select, acquire, and use assistive technology for student learning in developmental adapted physical education, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication;

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

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

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

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

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

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

D. Communication and collaboration. The candidate must:

(1) explain collaborative strategies for working with students and their families in making choices in developmental adapted physical education based on strengths and needs set forth in the student's IEP;

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

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

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

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

E. Professionalism. The candidate must:

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

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

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

Subp. 3a. Placements for candidates completing a licensure program. ~~Across clinical experiences, candidates completing a licensure program must have experiences in teaching students in developmental adapted physical education in prekindergarten and primary (prekindergarten through grade 4), middle level (grades 5 through 8), and high~~

58.1 ~~school (grades 9 through 12) settings across a range of service delivery models.~~ The candidate
58.2 must complete a practicum teaching students in developmental adapted physical education
58.3 in at least one of the levels: prekindergarten and the primary level (prekindergarten through
58.4 grade 4), middle level (grades 5 through 8), or high school level (grades 9 through 12).

58.5 Subp. 4. [See repealer.]

58.6 Subp. 5. [See repealer.]

58.7 **REPEALER.** Minnesota Rules, parts 8710.0310, subpart 3; 8710.0400; 8710.0550;
58.8 8710.3100, subparts 4 and 5; 8710.3310, subpart 4; 8710.3320, subpart 4; 8710.3330, subpart
58.9 4; 8710.3340, subpart 4; 8710.3350, subpart 4; 8710.3360, subpart 4; 8710.4000, subpart
58.10 4; 8710.4100, subparts 4 and 5; 8710.4500, subpart 4; 8710.4525, subpart 4; 8710.4700,
58.11 subpart 4; 8710.4725, subpart 4; 8710.4770, subpart 3; 8710.4925, subpart 4; 8710.5300,
58.12 subparts 4 and 5; 8710.5900, subpart 4; 8710.8010, subpart 4; 8710.8020, subpart 4;
58.13 8710.8030, subpart 4; 8710.8040, subpart 4; 8710.8050, subpart 5; 8710.8060, subpart 4;
58.14 8710.8070, subpart 4; and 8710.8080, subpart 4, are repealed.

58.15 **EFFECTIVE DATE.** The amendments to Minnesota Rules, parts 8710.2000, 8710.3100,
58.16 8710.4000, 8710.4500, 8710.4700, and 8710.5300 are effective July 1, ~~2024~~ 2025. Minnesota
58.17 Rules, part 8710.0314, subpart 7, is in effect only for Tier 3 licenses issued after the date
58.18 of adoption.

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